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Государственное бюджетное профессиональное образовательное
учреждение
Московской области «Авиационный техникум имени В.А. Казакова»

УТВЕРЖДАЮ
Зам. директора по УМР
М.В. Иванова
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Цикловая комиссия общеобразовательных и
естественнонаучных дисциплин

УЧЕБНО – ПРАКТИЧЕСКОЕ ПОСОБИЕ
по английскому языку
для развития умений и навыков профессионального общения
«BUSINESS ENGLISH»

по дисциплине «Иностранный язык»

для студентов 1 курса

специальностей 38.02.01 Экономика и бухгалтерский учет (по отраслям)
38.02.04 Коммерция (по отраслям)

РАССМОТРЕНО
на заседании предметно-цикловой комиссии
общеобразовательных и естественнонаучных
дисциплин

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Протокол н 4

от « 08 » ноября 2017 года
Председатель ЦКК:

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Государственное бюджетное профессиональное образовательное учреждение
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Введение

Учебное пособие по английскому языку предназначено для студентов 1 курса специальностей СПО 38.02.01 Экономика и бухгалтерский учет (по отраслям) и 38.02.04 Коммерция (по отраслям)

Пособие соответствует рабочей программе и календарно-тематическому плану по дисциплине ОГСЭ.03 «Иностранный язык».

Пособие состоит из четырех разделов.

Раздел 1. Этот раздел включает в себя 11 юнитов по теме деловой английский (составляющая часть профессионально-ориентированного обучения ИЯ). Каждый юнит содержит текстов, подробный словарь и упражнения на закрепления активного словаря. Также даны задания на развитие навыков устной речи.

Раздел II. Данный раздел информативный и включает тексты по теме «Выдающиеся исторические события и люди». Направлен на развитие навыков устной речи.

Раздел III. В разделе представлены задания на отработку грамматических навыков. Упражнения построены на базовом лексико-грамматическом материале 1 курса обучения. Некоторые задания можно использовать для отработки навыков устной речи.

Раздел IV. Грамматический справочник.

Представленные задания построены на основе дифференцированного отбора языкового и текстового материалов с учётом особенностей иноязычного общения специалистов в области экономической и финансовой деятельности. Система учебных заданий предусматривает последовательное формирование и контроль базовых коммуникативных умений в устной речи и чтении на материале специальности обучаемых.

Цель учебного пособия – познакомить студентов, изучающих английский язык, с основными правилами ведения переговоров, неофициального общения, решения конфликтных ситуаций, правил поведения в ресторане, кафе. В данном пособии приводятся выдающиеся исторические события и личности, а также терминология в сфере финансовых учреждений и услуг на английском языке.

Материалы пособия могут использоваться как в ходе самостоятельной работы студентов над языком, так и на практических занятиях под руководством преподавателя.

PART I BUSINESS ENGLISH

UNIT 1 Work and Jobs. Место работы.

Study vocabulary:

deal with - иметь дело с кем-л.

department – 1) отдел; отделение

HR / personnel department — отдел кадров

sales department — отдел продаж

department store — универсальный магазин

police department — полицейское управление

fire department — управление пожарной охраны

intelligence department — разведывательная служба, разведка

casualty department — отделение скорой помощи (для пострадавших от несчастных случаев)

2) факультет; кафедра

English department — кафедра английского языка

3) ведомство, департамент, министерство

Department of Health — Министерство здравоохранения

State Department — Государственный департамент (министерство иностранных дел США)

Department of the Treasury — Государственное казначейство (министерство финансов США)

design – 1. *сущ.* чертёж, эскиз, модель, шаблон; дизайн

2. *гл.* разрабатывать, проектировать; конструировать

in charge of- быть ответственным за что-л

make sure - убедиться; удостовериться

manage – 1. руководить, управлять, уметь обращаться

manufacture – 1. *сущ.* производство; изготовление; обработка

of foreign manufacture — иностранного производства

of home manufacture — отечественного производства

2. *гл.* производить, изготавливать

to manufacture calculators

permanent ['pɜ:m(ə)nənt] – постоянный

responsibility [rɪ,spɒn(t)sə'biləti] - ответственность (за что-л.)

temporary ['temp(ə)r(ə)rɪ] – временный

A. What do you do?

To find out what someone's job is you say 'What do you do?' Here, Kerstin talks about her job:

'I **work for** a large European car maker. I **work on** car design. In fact, I **run the design department** and I **manage** a team of designers: 20 people **work under me**. It's very interesting. One of my main **responsibilities** is **to make sure** that new model designs are finished **on time**. I'm also **in charge** of design budgets.

I **deal with** a lot of different people in the company. I'm **responsible for** co-ordination between design and production: I work with managers at our manufacturing plants.'

Note:

in charge of + noun

responsible for verb + -ing

responsibility + infinitive or -ing

One of my responsibilities is to make sure ...

One of my responsibilities is making sure ...

B. Word combinations with 'work'

Work is the place where you do your job.

- **to work**
- to **have work**
- to have a job

Hi. I'm Frank. I **work in** a bank in New York City. I **leave for** work at 7.30 every morning. I **go to work** by train and subway. I get to / **arrive at work** at about nine. I'm usually **at work** till six. Luckily, I don't get ill very much so I'm not often **off work**.

e.g. The economy is growing fast and more people **are in work** than ever before. The percentage , of people **out of work** has fallen to its lowest level for 30 years.

c. Types of job and types of work

A full-time job is for the whole of the normal working week; **a part-time job** is for less time than that.

You say that someone works full-time or part-time.

A permanent job does not finish after a fixed period; **a temporary job** finishes after a fixed period.

You talk about **temporary work** and **permanent work**.

Vocabulary development

1. Pierre is talking about his work. Correct what he says.

I work for a French supermarket company. (1) I work *about* the development of new supermarkets. (2) In fact, I *running* the development department and (3) I *am manage* for a team looking at the possibilities in different countries. It's very interesting. (4) One of my *main* is to make sure that new supermarkets open on time. (5) I'm also *charged with* financial reporting. (6) I *deal at* a lot of different organizations in my work. (7) I'm *responsible of* planning projects from start to finish. (8) I work closely *near* our foreign partners, and so I travel a lot.

2. Complete the text with one of the prepositions from B.

Rebecca lives in London and works in public relations. She leaves home for work at 7.30 am. She drives (1) work. The traffic is often bad and she worries about getting (2) work late, but she usually arrives (3) work at around nine. She finishes work quite late, at about eight. 'Luckily, I'm never ill,' she says. 'I could never take the time (4) work.' She loves what she does and is glad to be (5) work. Some of her friends are not so lucky: they are (6)work.

3. Write about each person using words from C, and the words in brackets.

Model:

I'm Alicia. I work in a public library in the afternoons from two until six. (I/job)
I have a part-time job.

1. My husband works in an office from 9 am to 5.30 pm. (he/job)
2. Our daughter works in a bank from eight till five every day. (she/work)

3. I'm David and I work in a café from 8 pm until midnight. (I/work)
4. My wife works in local government and she can have this job for as long as she wants it. (she/job)
5. Our son is working on a farm for four weeks. (he/job)
6. Our daughter is working in an office for three weeks. (she/work)

Answer the questions:

- | | |
|------------------------------------------------|-------------------------------------------------|
| 1. Are you a student? | 12. What time do you leave for work? |
| 2. What college do you study at? | 13. How long does it take you to get to work? |
| 3. What is the structure of college? | 14. What time do you arrive at work? |
| 4. How many schools are there at your college? | 15. Do you take a lot of time off work? |
| 5. What is your major speciality? | 16. Do you have a full-time or a part-time job? |
| 6. Do you pay for tuition? | 17. Do you have permanent or temporary work? |
| 7. Is tuition fee high or low? | IF YOU DON'T WORK... |
| 8. How are you getting on in college? | 18. What sort of job would you like to do? |
| IF YOU WORK ... | 19. What routine would you like to have? |
| 9. What do you do? | |
| 10. What are you in charge of? | |
| 11. What are your responsibilities? | |

UNIT 2 Ways of Working. Стиль работы.

Study vocabulary:

advertising agency - рекламное агентство

clock in - начинать работу (в установленное время)

clock out - заканчивать работу (в установленное время)

commercial artist - коммерческий [промышленный] художник

commute - ездить на работу в город (о жителе пригорода) commuter
- пассажир, ежедневно пользующийся пассажирским транспортом
(особенно из пригорода в город и обратно)
flex(i)time ['fleks(i)taɪm] - скользящий график
reasonable time разумный срок
routine [ru:'ti:n] - обычный порядок
telecommuting - дистанционное присутствие (на рабочем месте с
помощью домашнего ПК)
telework - дистанционная работа

A. Old and new ways

I'm an **office worker** in an insurance company. It's a **nine-to-five** job with regular **working hours**. The work isn't very interesting, but I like to be able to go home at a reasonable time.

We all have to clock in and clock out every day. In this company, even the managers have to, which is unusual!

I'm in computer programming. There's a system of **flexitime** in my company, which means we can work when we want, within certain limits. We can start at any time before eleven, and finish as early as three, as long as we do enough hours each month. It's ideal for me as I have two young children.

I work in a car plant. I work in **shifts**. I may be on the **day shift** one week and the **night shift** the next week. It's difficult changing from one shift to another. When I change shifts, I have problems changing to a new routine for sleeping and eating.

I'm a commercial artist in an advertising agency. I work in a big city, but I prefer living in the country, so I **commute** to work every day, like thousands of other **commuters**. **Working from home** using a computer and the Internet is becoming more and more popular, and the agency is introducing this: it's called **teleworking or telecommuting**. But I like going into the office and working with other people around me.

Note:

You also say clock on and clock off.

BrE: flexitime

AmE: flextime

B. Nice work if you can get it

All these words are used in front of 'job' and 'work':

- ✓ satisfying, stimulating, fascinating, exciting: the work is interesting and gives you positive feelings.
- ✓ dull, boring, uninteresting, unstimulating: the work is not interesting.
- ✓ repetitive, routine: the work involves doing the same things again and again.
- ✓ tiring, tough, hard, demanding: the work is difficult and makes you tired.

C. Nature of work

My work involves ..	
+ noun	+ -ing
human contact	solving problems
long hours	travelling a lot
team work	dealing with customers

Language Development

1. Which person (1-5) is most likely to do each of the five things (a-e)?

1 A software designer in an Internet company. Has to be in the office.	a work in shifts
2 An office worker in a large, traditional manufacturing company.	b work under a flexitime system
3 A manager in a department store in a large city. Lives in the country.	c telecommute
4 A construction worker on a building site where work goes on 24	d commute to work

hours a day.	
5 A technical writer for a city computer company. Lives in the country.	e clock on and off at the same time every day

2. Look at the words and expressions in B and C. Five people talk about their jobs. Match the jobs (1-5) to the people (a-e) and put the words in brackets into the correct grammatical forms.

*Accountant postwoman flight attendant software
 developer teacher*

1. Obviously, my work involves _____ (travel) a lot. It can be quite physically _____ (tire), but I enjoy _____ (deal) with customers, except when they become violent. Luckily this doesn't happen often.
2. I like _____ (work) with figures, but my job is much less _____ (bore) and routine than people think. The work _____ (involve) a lot of human contact and teamwork, working with other managers.
3. Of course, it involves getting up quite early in the morning. But I like _____ (be) out in the open air. And I get a lot of exercise!
4. You've got to think in a very logical way. The work can be mentally _____ (tire), but it's very satisfying to write a program that works.
5. I love my job. It's very _____ (stimulate) and not at all _____ (repeat): no two days are the same. It's good to see the children learn and develop.

Answer the questions:

IF YOU WORK ...

1. Do you have a nine-to-five job?
2. Do you have to clock on and off?
3. Is there a flexitime system in your organization?
4. Are there people who do shiftwork in your company?
5. Could you do your job working from home?
6. If so, would you like to?

IF YOU DON'T WORK ...

1. What sort of working hours would you like to have if you worked?
2. Would you like to work from home?

UNIT 3 Skills and Qualifications. Навыки и квалификация.

Study vocabulary

customer care - обслуживание клиентов

in-house training внутрифирменное обучение

management development повышение квалификации руководящих кадров

management experience - управленческий опыт

management training - подготовка руководящих кадров

numerate ['nju:m(ə)reit] - считать, подсчитывать

paper qualification – дипломная работа

qualify ['kwɒlɪfaɪ] - приобретать какую-л. квалификацию; профессию

self - driven - мотивированный

semi(-)skilled - средней квалификации

skill - умение; навык

skilled - квалифицированный, умелый, опытный

train - обучаться

training ['treɪnɪŋ] - воспитание, обучение

work experience - опыт работы

A. Education and training

Margareta: The trouble with **graduates**, people who've just left university, is that their paper **qualifications** are good, but they have no **work experience**. They just don't know how business works.

Nils: I disagree. **Education** should teach people how to think, not prepare them for a particular job. One of last year's recruits had **graduated from** Oxford in philosophy and she's doing very well!

Margareta: Philosophy's an interesting subject, but for our company, it's more useful if you **train** as a scientist and **qualify** as a biologist or chemist - **training for** a specific job is better.

Nils: Yes, but we don't just need scientists. We also need good managers, which we can achieve through **in-house training** courses within the company. You know we have put a lot of money into **management development** and **management training** because they are very important. You need to have some **management experience** for that. It's not the sort of thing you can learn when you're 20!

B. Skilled and unskilled

A **skill** is the ability to do something well, especially because you have learned how to do it and practised it.

Jobs, and the people who do them, can be described as:

highly skilled	car designer
skilled	car production manager
semi-skilled	taxi driver
unskilled	car cleaner

You can say that someone is:

skilled at skilled in	+ noun
	customer care
	electronics
	computer software

	+ -ing
	communicating
	using PCs
	working with large groups

You can also say that someone is:

good with ...	computers figures people
---------------	--------------------------------

C. The right person

These words are often used in job advertisements. Companies look for people who are:

- **self-starters, proactive, self-motivated, or self-driven:** good at working on their own.
- **methodical, systematic and organized:** can work in a planned, orderly way.
- **computer-literate:** good with computers.
- **numerate:** good with numbers.
- **motivated:** very keen to do well in their job.
- **talented:** naturally very good at what they do.
- **team players:** people who work well with other people.

Language Development

1. Correct these sentences about Ravi, using words from A. One word is wrong in each item.

1. At 18, Ravi decided to stay in full-time training and went to Mumbai University.
2. Ravi qualified three years later with a degree in philosophy and politics.
3. He taught for a while, but didn't like it. He decided to educate as an accountant at evening classes.

4. He qualified for an accountant and joined a big accountancy firm in its Mumbai office.
5. When he started, he needed to develop other skills, which would come through experiments.
6. He received managers' training to help him develop these skills.

2. Are these jobs generally considered to be highly skilled, skilled, semi-skilled, or unskilled? Each expression is used twice.

teacher	labourer (someone doing basic
brain surgeon	work on a building site)
car worker on a production line	bus driver
airline pilot	office manager
office cleaner	

3. Complete these extracts from job advertisements using words from C.

1. You'll need to be _____, as you'll be working on financial budgets.
2. As part of our sales team, you'll be working independently, so you have to be self-_____ and self-_____.
3. We're looking for someone who can work on ten projects at once. You must be _____ and _____.
4. We need _____ journalists who are very good at their job and extremely _____ to find out as much as they can.
5. You'll be researching developments on the Internet, so you have to be _____. You must be _____, able to work on your own initiative, and a _____. But as part of a team of researchers, you need to be a good _____ too.

Answer the questions:

IF YOU WORK ...

1. What sort of people does your organization look for in its recruitment?

2. What sort of person are you?

IF YOU DON T WORK ...

3. Does your educational institution prepare people for specific jobs?

UNIT 4 Problems at Work. Техника безопасности и разрешение конфликтных ситуаций.

Study vocabulary:

bully - тиран

bully ['buli] - грозить, запугивать, стращать

bullying ['buliŋ] – запугивание, травля

employee [ˌemplɔɪ'i:] – служащий

equal opportunities равные возможности

fire precaution - противопожарное мероприятие

glass ceiling - система взглядов в обществе, согласно которым женщины не должны допускаться к высшим должностям

affirmative action - компенсационная дискриминация (*приём на работу с намеренным предоставлением преимуществ традиционно дискриминируемым группам; первоначально политическая программа, направленная на ликвидацию расовой дискриминации*)

harass – домогаться, досаждать, донимать, мучить, портить жизнь

harassment [hə'ræsmənt] - агрессия, оскорбление, притеснение

hazardous ['hæzədəs] опасный, рискованный

issue – зд. тема, проблема

machinery [mə'ʃi:n(ə)rɪ] - машины механизм

officials – руководители, власти, чиновники

precautions [pri'kɔ:ʃ(ə)n] - меры предосторожности

safety ['seɪftɪ] – безопасность

sexual harassment - сексуальные домогательства

strain injury - растяжение

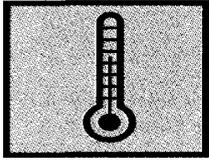
substance ['sʌbst(ə)n(t)s] – вещество

verbally ['vɜ:b(ə)li] - вербально, на словах

working environment - производственная среда; условия труда

A. Health and Safety

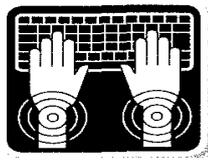
Here are some **health and safety issues** for people at work.



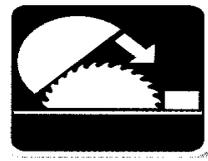
a. temperature



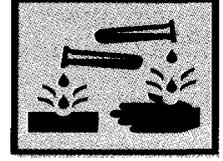
b. passive smoking



c. repetitive strain injury

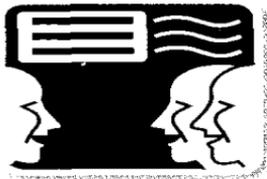


d. dangerous machinery



e. hazardous substances

All these things contribute to a **bad working environment**. The government sends officials called **health and safety inspectors** to make sure that factories and offices are safe places to work. They check what companies are doing about things like:



g. heating and air conditioning



h. first aid



i. fire precautions

B. Bullying and harassment

If someone such as a manager **bullies** an employee, they use their position of power to hurt or threaten them, for example verbally. Someone who does this is a **bully**.

Sexual harassment is when an employee behaves sexually towards another in a way that they find unwelcome and unacceptable. The related verb is **harass**.

C. Discrimination

If people are treated differently from others in an unfair way, they are **discriminated against**.

If a woman is unfairly treated just because she is a woman, she is a victim of **sex discrimination**. In many organizations, women complain about the **glass ceiling** that allows them to get to a particular level but no further.

If someone is treated unfairly because of their race, they are a victim of racial **discrimination or racism**. Offensive remarks about someone's race are racist and the person making them is a **racist**.

In the US, **affirmative action** is when help is given in education and employment to groups who were previously discriminated against. In Britain, affirmative action is known as **equal opportunities**.

Some companies have a **dignity at work policy** covering all the issues described in B and C.

Language Development

1. Match the employees' complaints (1-6) to the health and safety issues (a-f) in A.

1. My doctor says there's something wrong with my lungs, but I've never smoked. ...
2. I do a lot of data entry, and I've started V getting really bad pains in my wrists.
3. It's either too cold and we freeze, or \too hot and we all fall asleep. ...
4. There's all this waste paper but there are no fire extinguishers in the building. ...
5. The containers are leaking - one day someone is going to get acid burns.
6. There are no safety guards on the machines; you could easily get your hand caught. ...

2. Complete these headlines and articles with the correct form of words from B and C. One expression is used twice.

- a. OFFICE MANAGER ACCUSED OF _____

A court heard today how an office worker was almost driven to suicide by a bullying office manager. James Blenkinsop, 27, told how boss Nigel Kemp victimized him by shouting at him, criticizing his work in front of others, tearing up his work and telling him to do it again ...

b. NATIONAL RESTAURANT CHAIN FACES _____ CLAIMS

Four waitresses claim they were repeatedly _____ by male bosses in a branch of a well-known national restaurant chain. All four waitresses said they were subjected to sexist remarks at the restaurant...

c. JAPANESE WOMEN BREAK THROUGH _____

Naomi Tanaka, 23, last year started working on the Tokyo Stock Exchange as a trader. She complained about _____ and said she did not want to be a 'counter lady' answering phones and serving tea at a Japanese bank. Instead she got a job as a trader at Paribas, a French firm ...

d. SHOP MANAGERESS IN _____ CASE

A clothing shop's half-Burmese manageress, 24-year-old Marion Brown, claims her boss continually made _____ remarks, and sacked her from her £ 110-a-week job when she objected. She claims that the company that owns the shop has racially _____ against her...

e. _____ ABOLISHED AT TEXAS LAW SCHOOL

A court made affirmative action at the University of Texas law school illegal last year, and supporters of _____ say it has been 'a disaster'. Last year the law school admitted a class that was 5.9 per cent black and 6.3 per cent Hispanic. This year the black percentage stands at 0.7 and the Hispanic at 2.3 ...

Answer the questions:

1. What are the main health and safety issues in your job, or a job that you would like to do?

UNIT 5 Organizations 1. Виды организаций.

Study vocabulary:

bureaucratic [ˌbjʊərəʊ'krætɪk] - бюрократический

business - бизнес, предпринимательская деятельность; занятие, приносящее доход, прибыль

businesses - промышленное или торговое предприятие; фирма, компания

chamber of commerce - торговая палата

commerce ['kɒmɜ:s] - (оптовая) торговля; коммерция

commercial disaster - коммерческая катастрофа

concern - коммерческое предприятие; фирма, компания, концерн

corporation [ˌkɔ:p(ə)'reɪʃ(ə)n] - корпорация, акционерное общество

Department of Commerce Министерство торговли (США)

enterprise ['entəpraɪz] - (промышленное) предприятие (фабрика, завод) ; фирма, компания

goods - товар; товары

inefficient - неэффективный, непродуктивный

multinational - мультинациональная [многонациональная] компания [корпорация]

risk-taking - принятие рисков

self-employed - мелкий предприниматель

services - услуги

SME (small & medium size enterprises) - малые и средние предприятия, малый и средний бизнес

state-owned/ government-owned – государственный

vary ['veəri] - меняться, изменяться

A. Business and businesses

Business is the activity of producing, buying and selling goods and services. A **business, company, firm** or more formally, a concern, sells goods or services. Large companies considered together are referred to as **big business**.

A company may be called an **enterprise**, especially to emphasize its risk-taking nature.

Businesses vary in size, from the **self-employed** person working alone, through the **small or medium enterprise (SME)** to the large **multinational** with activities in several countries.

A large company, especially in the US, is a **corporation**. The adjective, corporate, is often used in these combinations:

corporate culture

corporate headquarters

corporate image

corporate ladder

corporate logo

corporate profits

B. Commerce

Commerce is used to refer to business:

- in relation to other fields: 'literature, politics and commerce'.
- in relation to government departments that deal with business: the US **Department of Commerce**.
- in the names of organizations which help business: **chambers of commerce**.
- on the Internet: **electronic commerce** or **e-commerce**.

The adjective **commercial** describes money-making business activities:

commercial airline commercial artist commercial television

commercial disaster commercial land

C. Enterprise

In 1970s Britain, there were **state-owned** or **government-owned** companies in many different industries such as car manufacturing and air travel. Some industries had been **nationalized** and were entirely state-owned, such as coal, electricity and telephone services. In the 1980s, the government believed that **nationalized companies** were **bureaucratic** and inefficient, and many of them were **privatized** and sold to investors.

Enterprise is used in a positive way to talk about business, emphasizing the use of money to take risks.

D. Word combinations with "enterprise"

free private	enterprise	business activity owned by individuals, rather than the state
--------------	------------	---------------------------------------------------------------

enterprise	culture	an atmosphere which encourages people to make money through their own activities and not rely on the government
	economy	an economy where there is an enterprise culture
	zone	part of a country where business is encouraged because there are fewer laws, lower taxes, etc.

Language Development

1 Correct the mistakes using words and expressions from A.

1. Before we employ people, we like to put them in job situations to see how they do the work and fit into the corporate ladder.
2. The company has built a grand corporate logo as a permanent symbol of its power.
3. Our stylish new corporate culture shows our wish to be seen as a more international airline.
4. The economy is growing and corporate headquarters are rising.

5. The rules were introduced to protect women working in factories, but today they make it harder for women to climb the corporate image.
6. Companies hit by computer crime are not talking about it because they fear the publicity will harm their corporate profits.

2. Someone is talking about the word combinations in B. Which are they referring to each time?

1. It carries passengers and goods, it's not military.
2. It's going to be used for offices and factories, not houses.
3. It receives no money from the state to make its programmes.
4. He does advertisements: you can't find his work in art galleries.
5. It was an artistic success, but unfortunately it lost a lot of money.

3. Use expressions from D to complete this text.

Margaret Thatcher often talked about the benefits of (1) _____ or (2) _____. She said that her achievement was to establish an (3) _____ in Britain, an economy where people were encouraged to start their own companies and where it was acceptable to get rich through business: an (4) _____.

In some areas, the government reduced the number of laws and regulations to encourage businesses to move there. Businesses were encouraged to set up in the London Docklands, for example. The Docklands were an (5) _____.

Answer the questions:

1. Is the public sector in your country very big?
2. Do people who work in it have good working conditions compared to those in the private sector?
3. In your country, which of these industries are in the public sector, and which are in the private sector? Which have been privatized?
 - bus transport
 - electricity supply

- postal services
- telephone services
- rail transport
- water supply

UNIT 6 Organizations 2. Виды организаций.

A. Self-employed people and partnerships

Study vocabulary:

Occupation and jobs
accountant [ə'kauntənt] - бухгалтер, счетовод
chief executive officer (CEO)- президент (компании), директор
freelance ['fri:lɑ:n(t)s] – внештатный, независимый, свободный
freelancer ['fri:lɑ:n(t)sə] – фрилансер
lawyer ['lɔ:ɪ], ['lɔ:ɪjə] - юрист; адвокат
managing director - управляющий [исполнительный] директор
partnership ['pɑ:tnəʃɪp] - 1) сотрудничество
working partnership — тесное сотрудничество
2) компания, товарищество
plumber ['plʌmə] – водопроводчик
self-employed - мелкий предприниматель, самозанятый
shareholder ['ʃɛə,həʊldə] - акционер; пайщик
sole owner - единственный владелец
sole proprietor - частный [индивидуальный] предприниматель
sole trader - индивидуальный предприниматель

apart from - не говоря (уже) о; кроме; не считая

debt [det] - долг

demutualize - переходить из формы взаимной компании в какую-л. другую организационно-правовую форму, напр., в акционерную компанию

demutualization - процесс преобразования взаимной компании в какую-л. другую организационно-правовую форму, напр., в форму акционерной компании

encouraging [ɪn'kʌrɪdʒɪŋ] 1- поддерживающий

fund-raising ['fʌnd,reɪzɪŋ] - сбор денег (на благотворительные нужды)

donate [dəʊ'neɪt] - дарить, жаловать, жертвовать

donation [dəu'neɪʃ(ə)n] - дар, денежное пожертвование (в пользу кого-л.)

Kinds of organizations

building society - строительное общество (специализированный банк в Британии)

charities - благотворительные учреждения

incorporated [ɪn'kɔ:p(ə)reɪtɪd] Inc. - зарегистрированный как корпорация; являющийся корпорацией; имеющий статус акционерного общества

insurance [ɪn'sʊə(ə)n(t)s] - страховой полис, страховка

life insurance company - акционерная страховая компания

limited liability - ограниченная ответственность

Ltd от limited - (компания) с ограниченной ответственностью

mutual company - взаимная компания (*Корпорация, право собственности на которую принадлежит ее членам и прибыль которой распределяется между ними пропорционально объему их вклада в совместную деятельность (взаимные банки, ссудо-сберегательные ассоциации, страховые компании)*)

non-profit organization - некоммерческая организация

public limited company PLC; = public company - публичная, открытая (акционерная) компания с ограниченной ответственностью

stock market ['stɔ:k,mɑ:kɪt] - фондовая биржа

I'm a **freelance** graphic designer, a **freelancer**. That means I work for myself - I'm **self-employed**. To use the official term, I'm a **sole trader**.

We have set up our own architecture **partnership**. There are no shareholders in the organization apart from us, the partners. A lot of professional people like lawyers, accountants and so on, work in partnerships.

***Note:** You usually describe people such as designers and journalists as **freelancers**, and people such as builders and plumbers as **self-employed**.*

Sole owner and sole proprietor are also used both in BrE and AmE.

Sole trader is not used in the US.

B. Limited liability

1. I'm the managing director and main shareholder of a small electronics company in Scotland called Advanced Components **Ltd**. 'Ltd' means **limited company**. The other shareholders and I have **limited liability**: we do not have to use our personal property, such as a house or car, to pay the company's debts.
2. I'm the chief executive of a British company called Megaco **PLC**. 'PLC' means **public limited company**, so anybody can buy and sell shares in Megaco on the stock market.
3. I'm CEO of Bigbucks **Inc**. 'Inc' stands for **Incorporated**. This shows that we are a corporation, a term used especially in the US for companies with limited liability.

C. Mutuals

Some companies, like certain **life insurance companies**, are **mutuals**. When you buy insurance with the company you become a **member**. Profits are theoretically owned by the members, so there are no shareholders.

In Britain, another kind of mutual is **building societies**, which lend money to people who want to buy a house. But a lot of building societies have **demutualized**: they have become public limited companies with shareholders. This process is **demutualization**.

D. Non-profit organizations

Organizations with 'social' aims such as helping those who are sick or poor, or encouraging artistic activity, are **non-profit organizations** (BrE) or **not-for-profit organizations** (AmE). They are also called **charities**, and form the **voluntary sector**, as they rely heavily on **volunteers** (unpaid workers). They are usually managed by paid professionals, and they put a lot of effort into **fund-raising**, getting people to **donate** money to the organization in the form of **donations**.

Language Development

1. Look at the words in A and B. What type of organization is each of these?

1. A group of engineers who work together to provide consultancy and design services. There are no outside shareholders.
2. A large British engineering company with 30,000 employees. Its shares are bought and sold on the stock market.
3. An American engineering company with outside shareholders.
4. An engineer who works by herself providing consultancy. She works from home and visits clients in their offices.
5. An independent British engineering company with 20 employees. It was founded by three engineers, who are shareholders and directors of the company. There are five other shareholders who do not work for the company.

2. Complete this newspaper article with the correct form of the words from C. One expression is used twice.

ANGRY SCENES AS MEMBERS REJECT (1) _____

There were angry scenes at the Suffolk (2) _____
_____’s annual meeting as the society’s (3) _____
rejected by two to one a recommendation from its board that the society
be (4) _____.

Members had travelled from all over the country to attend the meeting in London. The Suffolk's chief executive, Mr Andrew Davies, said 'This is a sad day for the Suffolk. We need to (5) _____ to bring the society forward into the 21st century. Our own resources are not enough and we need capital from outside shareholders.'

Gwen Armstrong, who has saved with the Suffolk for 32 years said, 'Keeping (6) _____ status is a great victory. Profits should stay with us, and not go to outside shareholders.'

**3. Match the sentence beginnings (1-5) to the correct endings (a-e).
The sentences all contain expressions from D.**

1 British companies donate around £500 million a year to charities	a with loss-making companies!
2 She organized fund-raising	b in cash and, increasingly, as goods, services and time.
3 Voluntary sector employees earn five to ten per cent	c parties for the charity.
4 Non-profit organizations are not to be confused	d when they are helping people in their own social class.
5 Research shows that volunteers give the best service	e less than they would in the private sector.

Answer the questions:

1. Is self-employment common in your country?
2. Does the government encourage it?
3. Name some mutual companies.
4. What sort of reputation do they have?
5. Are charities important?
6. Which are the most active in your country?

UNIT 7 Business across cultures 1. Отношения внутри коллектива в разных странах 1./ Межкультурная коммуникация в бизнесе

Study vocabulary

accessible [æk'sesəbl] - доступный; достижимый

across cultures - в разных культурах

approachable [ə'prəʊtʃəbl] – отзывчивый, контактный

canteen culture - агрессивные расистские и сексистские установки, распространённые в полицейской среде

decision-making - принятие решений

deference ['def(ə)r(ə)n(t)s] - уважение, почтение

distant - труднодоступный; уединённый, изолированный
dress-down Friday - джинсовая пятница"; день недели обычно
пятница , когда от работников не требуется строгая форма одежды;
день "без галстуков"
familiarity [fə,mɪlɪ'ærəti] - близкое общение, дружеские отношения
hierarchical [ˌhaɪə'rɑ:kɪk((ə)l)] - иерархический
long-hour culture - культура многочасовой (сверурочной) работы
macho culture - мужской шовинизм; "культура мужчин"
management layer - уровень управления
Ms [mɪz] от miss - госпожа (ставится перед фамилией замужней или
незамужней женщины)
nonmatching – несоответствующий
particular [pə'tɪkjələ] – отдельный
smart casual - опрятная повседневная одежда
team of equals - команда равных

A. Cultures and culture

Alexandra Adler is an expert in doing business across cultures. She is talking to a group of British businesspeople.

'Culture is the "way we do things here". "Here" may be a country, an area, a social class or an organization such as a company or school. You often talk about:

- company or **corporate culture**: the way a particular company works, and the things it believes are important.
- **canteen culture**: the ways that people in an organization such as the police think and talk, not approved by the leaders of the organization.
- **long-hours culture**: where people are expected to work for a long time each day.
- **macho culture**: ideas typically associated with men: physical strength, aggressiveness, etc.

But you must be careful of **stereotypes**, fixed ideas that may not be true.'

B. Distance and familiarity

Distance between managers and the people who work under them varies in different cultures. Look at these two companies.

1. In Country A, managers are usually easy to talk to - **accessible** and **approachable** – and there is a tradition of employees being involved in **decision-making** as part of a **team of equals**.

*This company is not very **hierarchical**, with only three **management layers**.*

2. In Country B, managers are usually more distant and **remote**. Employees may feel quite distant from their managers and have a lot of **deference** for them: accepting decisions but not participating in them.

Companies in Country B tend to be more hierarchical than those in Country A, with more management layers.

Deference and distance may be shown in language. Some languages have many forms of address that you use to indicate how familiar you are with someone. English only has one form, 'you', but distance may be shown in other ways, for example, in whether first names or surnames are used.

C. Names

In the English-speaking business world, people use first names, even with people they do not know very well. But if you aren't sure, use Mr and the family name for men, and Mrs or Miss and the family name for women, depending on whether they are married or not. MS often replaces Mrs and Miss. You don't use Mr, Mrs, Miss or MS with only a first name or by itself.

D. Dress

In Alphaland, businesspeople dress quite **formally**. The **business suit** is common, but for men, wearing non-matching jacket and trousers is also a possibility.

In Betatania, the dark business suit is obligatory for men. Some companies allow women to wear trouser suits.

In Gammaria, the business suit is almost as necessary as in Betatania, but with more variation in colours. Some companies require employees to wear formal clothes from Monday to Thursday, and allow less formal ones on what they call *casual Fridays* or **dress-down Fridays**. In some places, many banks and shops require people dealing with customers to wear **uniforms** so that they all dress the same.

In Deltatonia, people dress more **casually** at work than in the other countries.

For men, suits and ties are less common than elsewhere. This is **smart casual**.

Language development

1 Look at A. Which word combination with 'culture' describes each of the following?

1. The men really dominate in this company, they don't make life easy for women at all. All they talk about is football.
2. Among the management here we try to be fair to people from different minorities, but there are still elements of racism among the workforce.
3. Of course, the quality of the work you do after you've been at it for ten hours is not good.
4. There was a time when managers could only wear white shirts in this company - things are a bit less formal now.
5. Here the male managers talk about the market as if it was some kind of battlefield.
6. They say that if you go home at 5.30, you can't be doing your job properly, but I'm going anyway.

2. Read this information about two very different companies and answer the questions.

The Associated Box Company (ABC) and the Superior Box Corporation (SBC) both make cardboard boxes.

At ABC there are three levels of management between the CEO and the people who actually make the boxes. At SBC, there is only one level.

Managers at ABC are very distant. They rarely leave their offices, they have their own executive restaurant and the employees hardly ever see them. Employees are never consulted in decision-making. At SBC, managers share the same canteen with employees.

Managers have long meetings with employees before taking important decisions.

Managers and the CEO of SBC have an open-door policy where employees can come to see them about any complaint they might have. At ABC, employees must sort out problems with the manager immediately above them.

At ABC, employees call their managers 'sir'. At SBC, everyone uses first names.

1 Which company:

a is more hierarchical?

b is more informal in the way people talk to each other?

2 In which company are managers:

a more approachable?

b more remote?

3 In which company are employees:

a more deferential?

b on more equal terms with their bosses?

UNIT 8 Business across Cultures 2. Межкультурная коммуникация.

Study vocabulary

entertainment [ˌentə'teɪnmənt] - увеселительное мероприятие, развлечение, веселье
hospitality [ˌhɒspɪ'tæləti] - гостеприимность, гостеприимство,
cross-cultural [ˌkrɒs'kʌltʃərə(ə)l] - межкультурный
issue ['ɪʃuː] - вопрос
attitude towards ['ætɪtjuːd] – отношение к ч-л
enormously [ɪ'nɔːməslɪ] - весьма, очень, чрезвычайно
presenteeism - выход на работу; присутствие на работе
public holiday - государственный праздник
cross-cultural communication — межкультурная коммуникация
misunderstanding [ˌmɪsʌndə'stændɪŋ] - неправильное понимание, неверное толкование
facial gestures - лицевая мимика

A. Entertainment and hospitality

Alexandra Adler continues her seminar on cross-cultural issues.

Entertaining and **hospitality** vary a lot in different cultures.

In Alphaland, entertaining is important. There are long **business lunches** in restaurants, where deals are discussed. Professional and private life are separate, and clients are never invited home.

In Betatania, evenings are spent drinking and singing in bars with colleagues and clients.

In Gammara, lunch can be important, but less so than in Alphaland. Important contacts may be invited to dinner at home. **Corporate hospitality** is a big industry, with clients invited to big sports events.

In Deltatonia, restaurants are rare outside the capital. Some entertainment takes place when important clients are invited to people's

houses for dinner, or go sailing or to country houses for the weekend, etc.

B. Time

Attitudes towards time can vary enormously.

In Busyville, people start work at eight, and officially finish at six, though many managers stay much longer. There is a culture of **presenteeism**: being at work when you don't need to be.

There is a two-hour **lunch break**, and a lot of business is done over restaurant lunches. (Lunch is the main meal. The **working breakfast** is rare.) There are no snacks between meals, just coffee, so eat properly at meal times.

As for **punctuality**, you can arrive up to 15 minutes 'late' for meetings. If invited to someone's house (unusual in business), arrive 15-30 minutes after the time given.

Don't phone people at home about work, and don't phone them at all after 9 pm.

There are a lot of **public holidays** (about 15) during the year. Busyville is empty in August, as many companies close completely for four weeks. Employees have five weeks' **holiday** a year and they usually take four of them in August.

Br.E: holiday

AmE: vacation

C. Cross-cultural Communication

Here are some other areas of potential cultural misunderstanding:

- a. distance when talking to people: what is comfortable?
- b. eye contact: how much of the time do people look directly at each other?
- c. gesture: do people make lots of facial gestures? How much do they move their arms and hands?

- d. greetings/goodbyes: do people shake hands every time? Are there fixed phrases to say?
- e. humour: is this a good way of relaxing people? Or is it out of place in some contexts?
- f. physical contact: how much do people touch each other?
- g. presents: when should you give them? When should you open them? What should you say when you receive one?
- h. rules of conversation and the role of silence: how long can people be silent before they feel uncomfortable? Is it acceptable to interrupt when others are speaking?

Language development

1. In which country from A might you hear these things?

1 How about a trip out tomorrow afternoon? We could see some horse racing and have a glass of champagne.

2 Do come out with us this evening! I know some great bars. How's your singing?

3 What are you doing this weekend? You could come to our summer cottage. You'll meet my family and we can take the boat out.

4 Let's get out of the office to discuss the deal. I know a nice restaurant near here, with some very good local dishes.

2. Look at B. Tick (✓) the things this visitor to Busyville does right, and put a cross (X) by her mistakes.

I phoned my contact in her office at 7.30 pm. (1 ...) I suggested a working breakfast the next morning. (2.. .) She wasn't keen, so I suggested lunch. (3.. .) We arranged to meet at her office at 12.30. I arrived at 12.45 (4 ...) and we went to a restaurant, where we had a very good discussion. That evening I wanted to check something, so I found her name in the phone book and phoned her at home. (5.. .) She was less friendly than at lunchtime. I said I would be back in Busyville in mid-

August (6 ...). Not a good time, she said, so I suggested September. (7 ...)

3. Which points in C are referred to in this story?

Sally, a student, is working for a company abroad for work experience. The company has employees from all over the world. The head of the company, Henrik, invites Sally to a barbecue for his employees at his home, at 3 pm on Saturday.

She is the first to arrive, at exactly 3 o'clock. When the others arrive, some shake hands with each other. Some kiss on one cheek, others on both cheeks. Others arrive and say hello without kissing or shaking hands. (1...) Some bring wine or flowers, which the host does not open and puts to one side. Others bring nothing. (2...)

In conversations, some people move their arms around a lot and seem to make signs with their hands, others keep their hands by their sides. (3 ...) Some people do not let others finish what they are saying, and others say almost nothing; the people with them seem upset and move away when they can. (4 ...) Some people look directly at the person they are talking to. Others look away more. (5 ...) Some touch the arm of the other person whenever they are speaking to them. (6...) She notices that some people seem to be slowly moving backwards across the garden as the conversation goes on, while the person with them is moving forward. (7...)

Later, somebody makes a joke but nobody laughs. Everyone goes quiet. (8...) People start saying goodbye and leaving.

UNIT 9 Telephoning 1: phones and numbers. Телефонные переговоры 1.

Study vocabulary

payphone ['peɪfəʊn] – таксофон

cordless phone – радиотелефон

extension - добавочный номер, внутренний номер

A. Telephones and beyond

- public telephone / payphone: phone in a public place operated with money, a credit card or a phone card.
- mobile phone, mobile (BrE) / cellphone, cellular phone, cellular (AmE): a phone you can take with you and use anywhere.
- cordless phone, cordless: an extension not connected by a wire, so you can use it around the house or in the garden.
- webcam: a camera attached to a computer and phone line, so two people talking on the phone can see each other.
- videophone: a special phone with a screen so you can see the other person.

Webcams and videophones enable videoconferencing: holding a meeting with people in different locations.

B. Phone, call and ring

to	call	someone
	phone	
	telephone	
I to give someone a call		

NOTE:

BrE: to ring someone, to ring up someone, to ring someone up, to give someone a ring

Informal BrE: to give someone a bell, to give someone a buzz

AmE: to call someone, to call up someone, to call someone up

C. Numbers

When saying numbers, use rising intonation for each group, except for the last group, when you should use a falling tone. This shows you have reached the end of the number.

access code	country code	area code	number
00	44	1746	845 921
Double oh (BrE) Zero zero (AmE)	double four	one seven four six	eight four five nine two one

D. Doing things over the phone

Phone numbers where you can get information or advice, buy things, make reservations, etc. may be called:

- helpline
- hotline
- information line
- reservations line

Language Development

1. Which of these sentences containing expressions from B are correct? Correct the mistakes.

- 1 It would be good to see Anna soon. I'll phone to her and see when she's free.
- 2 I gave Brian a call yesterday and we had a long chat.
- 3 Why don't you ring up at Pizza Palace and order some takeaway pizza?
- 4 I rung them five minutes ago but there was no answer.
- 5 Call me up next time you're in New York.
- 6 Give me a ring when you're next in London.
- 7 I'll give her the bell and we'll fix up a meeting.
- 8 When you get some news, make me a buzz.

2. Write out these numbers in words (use American English).

The first one has been done for you.

Empire State Building, New York 212-736 3100.

Two-one-two seven-three-six three-one-zero-zero

1. Disney World, Orlando, Florida 407-824 4321
2. Paramount Studios, Hollywood 213-956 1777
3. Alamo, San Antonio, Texas 210-225 1391
4. Graceland, Memphis, Tennessee 901-332 3322
5. Grand Canyon, Colorado 520-638 2626

3. Match what the people say below with words from D.

Just call this number to book your seats.

For technical assistance with your new computer, call ...

If you know the answer call us right here in the studio! Right now!

Call us any time to find out about opening times and admission prices.

To buy this amazing product, simply call 0800 ...

UNIT 10 Telephoning 2: getting through. Телефонные переговоры 2.

Study vocabulary

dialing tone – зумер

dial the number – набрать номер

keypad - клавиатура;

switchboard ['switʃbɔ:d] – коммутатор

engaged tone - тональный сигнал занятости

extension – добавочный номер

cut off - отключать

A. Phoning scenario

You want to phone someone in a company. You pick up the phone. You hear the **dialing** tone and **dial** the number on the **keypad**. You don't know the person's direct line number, so you dial the number of the company's **switchboard**. One of these things happens:

- a. The number rings but no one answers.
- b. You hear the **engaged tone** (BrE)/ **busy tone** (AmE) because the other person is already talking on the phone. You hang up and try again later.
- c. You get through, but not to the number you wanted. The person who answers says you've got the wrong number.
- d. The operator answers. You ask for the extension of the person you want to speak to.
- e. You are put through to the wrong extension. The person offers to transfer you to the right extension, but you are cut off - the call ends.
- f. The person you want to speak to is not at their desk and you leave a message on their voicemail. You ask them to call you back or to return your call.

B. Asking to speak to someone

<p>Can you put me through to extension 123, please? Can I have extension 123, please? Extension 123, please. 123, please. James Cassidy in Sales, please.</p>	
	<p>One moment, please. I'm putting you through. The extension/line is ringing for you.</p>
	<p>Sorry to keep you waiting.</p>
	<p>I think you've got the wrong extension. I'll try and transfer you.</p>
<p>I phoned a moment ago, but I was cut off.</p>	
	<p>I'm afraid the line's/extension's busy/engaged. I'm sorry, but there's no reply.</p>
<p>I'll hold. I'll call back later.</p>	
	<p>Do you want to hold or would you like to call back later?</p>

Language development

1 You are trying to phone Delia Jones. She works in a large company. Match your possible reactions (1-7) to the things (a-f) described in A opposite. One of the things is used twice.

1. That's strange. Their switchboard isn't big enough to handle all the calls they get.
2. That's ridiculous! A company with 500 employees, but no one answers the phone.
3. I ask for Delia Jones and they put me through to Della Jones!

4. Delia seems to spend all day on the phone. Her line's always busy.
5. That's strange. I'm sure I dialled the right number.
6. Oh no I hate this - oh well, I'd better leave a message ...
7. They never seem able to find the extension number!

2. Look at B. Annelise Schmidt is trying to phone James Cassidy. Put the conversation into a logical order.

1. Annelise: Good morning. Can I speak to James Cassidy in Sales?
2. Annelise: Is that James Cassidy?
3. Annelise: No, I'm afraid I don't.
4. Annelise: Thanks. Oh no, I've been cut off.
5. Switchboard operator: Do you know the extension?
6. Switchboard operator: Sorry to keep you waiting. ... I'm putting you through.
7. John Cassidy: Cassidy.
8. John Cassidy: No, this is John Cassidy. You've come through to Accounts. I'll try and transfer you back to the switchboard.

3. Look at Unit 9 and 10. Correct the nine mistakes in Annelise Schmidt's voicemail message.

Hi James, this is Annelise calling *out of* Sprenger Verlag in Hamburg. It's very difficult to get hold *to* you. I phoned *to* you earlier, but your telephone *placed* me through to the *bad telephone*. Anyway, I'm calling *to* you to discuss the contract we were talking about in Frankfurt. I'll call *further* later or perhaps you'd like to ring me here in Hamburg on 00 49 40 789 1357. Bye for now.

UNIT 11. Additional Reading

Types of Financial Institutes. Финансовые учреждения и услуги.

Study vocabulary

are generally regulated by the financial laws of the government authority
- обычно регулируется финансовыми законами государственного органа

stock brokerage firm - брокерская фирма

asset management firms - управляющая компания

insurance companies - страховые компании

finance companies- финансовые компании

building societies - строительные компании

retailers - ритейлеры

financial institution - финансовое учреждение

act as intermediaries - выступать в качестве посредников

capital market – рынок капитала

debt market - долговой рынок, рынок долговых обязательств

advice - уведомление, извещение, сообщение

mortgages - ипотека

loans- кредиты

funding –финансирование

to each others – друг другу

Financial institutions are the firms that provide financial services and advice to their clients. The financial institutions are generally regulated by the financial laws of the government authority.

Various types of financial institutions are as follows:

- Commercial Banks
- Credit Unions
- Stock Brokerage Firms
- Asset Management Firms
- Insurance Companies
- Finance Companies
- Building Societies
- Retailers

Role of Financial Institutions

The various financial institutions generally act as intermediaries between the capital market and debt market. But the services provided by a particular institution depend on its type.

The financial institutions are also responsible for transferring funds from investors to the companies. Typically, these are the key entities that control the flow of money in the economy.

Services Offered by Various Financial Institutions

The services provided by the various types of financial institutions may vary from one institution to another. For example, the services offered by the commercial banks are – insurance services, mortgages, loans and credit cards.

Various types of financial institutions are as follows:

Commercial Banks institutions

A commercial bank can be defined as a financial institution which provides a wide range of services such as mortgage lending, giving business and auto loans and accepting deposits.

The commercial bank also deals in basic investment products such as saving accounts and certificates of deposit. The traditional commercial banks come with all facilities such as safe deposit boxes, bank tellers, ATMs and vaults.

However, there are some commercial banks that do not have any physical branches. Here the customer is required to undertake all transactions either through the Internet or by phone.

Credit Unions institutions

A Credit Union is known by various names across the world and is a member-owned, not-for-profit financial cooperative. Unlike other banks and financial institutions, the Credit Unions are established and operated by the members. In a Credit Union, the profits are shared amongst the members.

There is no set standard for a Credit Union. It can range from an organization with just a few members to a large one where there are

thousands of people. In a Credit Union the members pool their money in the bank so that they can provide loan money to each others. Further, the profits that are achieved are employed to fund projects and services for the overall benefit of the community.

Some of the services offered by the Credit Unions are online banking, share accounts (savings accounts), share draft accounts (checking accounts), credit cards and share term certificates (certificates of deposit).

Stock Brokerage Firms institutions

The stock brokerage firm is responsible for facilitating buying and selling of financial securities between a buyer and a seller. A brokerage firm serves a clientele of investors and employs a number of stockbrokers through whom they trade public stocks and other securities.

Once a transaction has been successfully completed the brokerage company receives compensation, which is by means of a commission. Full service brokerages offer estate planning services, tax advice and consultations.

A discount brokerage charges less money than the traditional brokerage and here clients conduct trades via computerized trading systems. In online brokerages, the investor is offered a website to conduct his or her transactions.

Services offered include: Insurance, Securities, Mortgages, Loans, Credit cards, Money market and Check writing.

Asset Management Firms institutions

An asset management company is beneficial as they provide the investors with more investment options than they would have by their own as they have a much bigger pool of resources. The company will invest the pooled funds of its clients into securities that match declared financial objectives.

Asset management companies manage hedge funds, mutual funds and pension plans. They charge service fees or commissions and may either charge a set fees or a percentage of the total asset under management.

Insurance Companies institutions

The insurance company is one which signs a contract, which is represented by a policy, and provides an entity or individual with financial protection or reimbursement against any losses that may occur.

The insurance company is instrumental as a means of protection of financial losses, both major as well as small, resulted from damage to the insurer or his or her property. There are a number of insurance policies; however, the most important ones are health insurance, life insurance, home insurance and vehicle insurance.

Services offered include: Insurance services, Securities, Buying or selling service of the real estates, Mortgages, Loans, Credit cards and Check writing.

Finance Companies institutions

A finance company is defined as an organization that provides loans for businesses as well as consumers. A finance company is similar to a bank as it acts as a lending entity by extending credit. However, unlike a bank, a finance company does not accept deposits from people.

In fact, finance companies get their funding from banks and other resources. The role of a finance company is to extend credit to companies for commercial use and to individuals to make various purchases. It may also provide financing for installment plan sales.

Building Societies institutions

A Building Society is defined as a financial institution that gives banking and other financial services to its members. The Building Societies are owned by the members as a mutual organization. Services offered by Building societies include mortgages and demand-deposit accounts. They are often supported by insurance firms.

The term Building Society dates back to the 19th century England. It was introduced from groups of co-op savers in the building trade. Though mainly found in the UK, building societies also exist in other countries such as Australia, Ireland and Jamaica.

Retailers institutions

A retailer sells goods directly to consumers with an aim of earning profit. This is done through various distribution channels. Retailers can

vary in size ranging from small family operated stores to big super markets. Large retailers buy directly from a manufacture or wholesaler and then sell the product to the end user at a marked up price. The retailers rarely manufacture their own product. They mainly act as a link in getting the product from the wholesaler and selling it to the consumer.

Financial Careers. Карьера в финансовой сфере.

Vocabulary:

to raise money for charities — собирать деньги для
благотворительной деятельности

cancer — рак

disabled — инвалид

to involve — вовлекать

tycoon — промышленный или финансовый магнат

to predict — предсказывать

will interest rates rise or fall — будет повышение или падение
процентных ставок

to increase — увеличиваться

to decrease — уменьшаться

auctioneer — аукционист

dealer — дилер

What am I going to do after school or university? Maybe I should consider a job in the financial world. There's a surprisingly wide range to choose from — for example, I could raise money for charities or sell famous paintings or write about economics as a financial journalist or run my own company or...

Fund-raiser. There are thousands of different charities these days — e.g. 'for children', 'cancer research', 'the disabled', 'the third world', 'AIDS research'. They all do important work and they all need to raise funds (collect money).

That's why they employ fund-raisers. What does the job involve? Well, it's very varied, but basically fund-raisers organize special events

like concerts and fun runs, ask governments for money, try to get support from local companies and organizations.

Most major charities have fund-raising departments, which employ teams of workers. Some of these people do office work — others organise publicity, visit companies or arrange special events. Sounds interesting?

Tycoon. A wealthy and powerful person in business or industry. If you are the independent, creative type, why not start your own business? Lots of people do these days. Some aren't successful, of course, but plenty are —and if you do succeed, the rewards of being your own boss can be enormous. To become a business tycoon you need to have an original idea; be practical, reliable and well-organized; understand the business world; keep control of your finances. After that it's all a question of hard work and luck, but then that's the key to success in any job.

Financial journalist. Financial journalists work in three main areas — newspapers, radio and television. Their job is to understand what's happening in the financial world and explain it as quickly and accurately as possible. Economic journalists don't just report today's news, though. They need the ability to predict future events, too. "Will interest rates rise or fall? Will the stock market go up or down? And what about trade are exports going to increase or decrease?"

To become a financial journalist you train as a general reporter first. Then you specialize in finance and economics. And when you've done that? Well, if you are lucky you'll get a job in the media. One word of warning, though — financial journalism is a very competitive career. In Britain, for example, there are only 2,000 jobs available.

Auctioneer. Two of the best-known auction houses in the world are Christie's and Sotheby's. The auctioneer who works there regularly sells famous paintings worth millions of pounds. But you'd be wrong to think that auctioneers just sell Rembrandts and Van Gogh [van 'gɒx, 'gɒf]. It's much more varied career than that. Some auctioneers sell farm animals, for example. Others sell houses, antique furniture or even rock and roll 'memorabilia' (i.e. guitars, cars, clothes etc., which ones

belonged to pop stars). And what does it take to be a good auctioneer? Well, three qualities are absolutely essential — a calm personality, a quick mind and (last but not least) a strong voice.

Dealer. Dealers work for companies which buy and sell foreign currencies, commodities like oil or steel. They work in large, noisy, rooms, called dealing rooms and do most of their business over the phone and on computer screens. The majority of them are under 35. The majority of them also earn very big salaries because their work involves huge amounts of pressure and responsibility. You don't need a degree to be a dealer. What you do need, though, is talent, energy, confidence and ambition.

Questions:

1. What are you going to do after school?
2. What jobs can you choose in the financial world?
3. What charities are there these days? What work do they do? What does the job involve?
4. Who is tycoon?
5. How to become a business tycoon?
6. Where do financial journalists work? What does their job involve?
7. What do you need to become a financial journalist?
8. What are two of the best-known auction houses in the world?
9. What does it take to be a good auctioneer?
10. What companies do dealers work for?

PART 2. FAMOUS HISTORICAL EVENTS AND PEOPLE.

Выдающиеся исторические события и люди.

Text 1 Abraham Lincoln

Study vocabulary:

abolition of slavery — отмена рабства

carpenter — плотник

election — выборы

frontier [frʌn'tiə] - граница, кордон, рубеж

honesty ['ɒnɪstɪ] - честность

humble — простой, заурядный

integrity — единение, целостность

integrity [ɪn'teɡrəti] - прямота, честность, чистота

oratorical [ˌɔrə'tɔrɪk(ə)l] – ораторский, красноречивый

reconciliation — примирение

reconciliation [ˌrek(ə)nˌsɪl'eɪʃ(ə)n] - мир, согласие; восстановление дружественных отношений

set the course - задавать курс

small margin - небольшой отрыв

to associate [ə'səʊʃieɪt] — ассоциировать, связывать с (кем-л. / чем-л.)

to attend — посещать

to ensure — обеспечивать, гарантировать

to nominate — выставлять кандидатуру

to shoot (past shot, p.p. shot) — стрелять

to surrender — сдаваться, капитулировать

virtual – фактический

whereby - как?, каким образом?

Among all presidents in the history of the United States, Abraham Lincoln is probably the one that Americans remember best. He brought **honesty and integrity** to the White House. Most of all he is remembered or he is **associated** with the final **abolition of slavery**. Lincoln became a **virtual** symbol of the American Dream. **Whereby** an ordinary person from humble beginnings could reach the top of society as president of the country?

Abraham was born on February 12, 1809 in Kentucky, and spent the first seven years of his life there. Occasionally he and his sister Sarah attended classes in a log schoolhouse some 3 km from home.

It was difficult time for the family, in which his father Thomas Lincoln tried to make living as a **carpenter** and farmer. The Lincolns moved from farm to farm around Kentucky until 1816, when the family left to settle in Indiana.

During 14 years the Lincolns lived in Indiana and his childhood in the **frontier** of Indiana **set the course** for his character and motivation in life later.

Abraham Lincoln began a long road to become the sixteenth president of the USA. In 1834, he was elected into the House of Representatives and began studying to become a lawyer. For the next few years, he practiced law all across the state. In 1847, he was elected into Congress, but his opinions did not ensure him a long stay there. He was strongly against slavery. As a result, he was not elected for the second term.

A few years later, slavery became a stronger issue, and more people wanted to abolish it. Lincoln joined Republicans, a new political party that opposed slavery. The Republicans nominated him for the US Senate in 1858. Abraham Lincoln's oratorical powers brought him to the attention of the nation. In 1860, he was nominated by the Republican Party as its candidate for the Presidency of the United States. Lincoln won by a **small margin**.

But with his election, the country began the process of dividing. South Carolina had separated from the Union before he was even inaugurated. Other states followed to form the Confederation. The North and the South were divided, and the Civil War began. The war was not only over the abolition of slavery, but also for the rights of individual states to make their own choices.

Later, Lincoln was elected for the second term of Presidency in 1864. The South surrendered, and the Civil War was ended on April 9, 1865. The difficult period of time began, the time for reconstruction and

reconciliation, but Lincoln would not be the person to lead the country through this difficult period.

On April 14, Abraham Lincoln with his wife attended the play in Ford's Theater in Washington D.C. A few minutes past ten o'clock, an actor stepped into the Presidential box and shot the President. In the following morning Abraham Lincoln died.

Questions:

1. What is Abraham Lincoln famous for?
2. Where did the future president spend his childhood?
3. Why was not Abraham Lincoln elected for the second term into the Congress?
4. What was the new political party that opposed slavery?
5. What happened when Lincoln was elected for the post of president of the U.S. in 1860?
6. When did the Civil War end?
7. Why did not Lincoln lead the country through the post-war period?

Text 2 Bill Gates

Vocabulary:

belief — убеждение	to accomplish — достигать
collaborator — сотрудник	to apply — применять,
competitiveness —	прилагать
конкурентоспособность	to be worth — стоить
due to — благодаря чему-либо	to carry out — выполнять,
remarkable — замечательный	осуществлять
software — программное	to create — создавать
обеспечение	to found — основать
spotlight — центр внимания	
welfare — благосостояние	

William Henry Gates, also known as «Bill», has established himself as the richest man in the world.

He is the youngest self-made billionaire, and perhaps the best businessman in the world. Bill Gates is important because he did not

only change the computer technology in America, but also created the biggest, strongest, richest and the most powerful company in the world. Bill was born on October 28, 1955, his parents, Mary and Bill, had one other daughter Kristi.

Gates began his career in PC software, programming computers at age 13.

As to his education, he attended a well-known private school in Seattle, Washington called Lakeside. At Lakeside, he met his future business partner Paul Allen. Bill Gates entered Harvard in 1973.

He created the programming language BASIC. Gates attended Harvard University and after a few years Gates and his business collaborator, Paul Allen, dropped out of Harvard to begin the Microsoft Corporation in 1975.

Throughout his life, Gates had many experiences with business. Allen and Gates started a small company called Traf-O-Data. They sold a small computer outfitted with their program that could count traffic for the city.

Gates also worked at a programming company called 'TRW. After all his minor jobs, Gates and Allen founded Microsoft in 1975, the largest computer based company in the world. Gates is the Chief Executive officer and Paul Allen is VP. They are both very wealthy due to this business.

Gates believes that if you are intelligent and know how to apply your intelligence you can accomplish anything.

Bill works very hard to carry out his vision. His belief in high intelligence and hard work is what put him where he is today, as well as being in the right place at the right time. He doesn't believe in luck or any sort of god, just hard work and competitiveness.

«Trey» as he is called at home is a remarkable man who has been able to go into the world spotlight as a genius at what he does. His welfare until today is worth about 92,000,000,000 dollars.

Questions:

1. Why is Bill Gates important?
2. How did Gates begin his career?

3. Where did Bill Gates study?
4. When was the Microsoft Corporation begun?
5. What are Gates' beliefs?
6. How much is Gates' welfare worth?

Text 3 Isaak Newton

Vocabulary:

Isaac ['aɪzək] Newton ['njuːt(ə)n]

Galileo [ˌɡaliˈleɪəʊ]

Descartes ['deɪkɑːt],— Декарт Рене, французский ученый, 1596-1650

calculus — исчисление

to put smth, to test —
подвергнуть что-либо

испытанию, проверить

reflect — отражать

Binomial Theorem — бином
Ньютона

the differential and integral
calculus — дифференциальное
и интегральное исчисление

universe square law — закон
равенства действия и
противодействия

in accordance with — в
соответствии с

«Elements of Natural Philosophy
— «Математические начала
натуральной философии»

the law of gravitation — закон
тяготения

The great English scientist Isaac Newton was born in the village of Woolthorpe, not far from the university town Cambridge on December 25, 1642.

Little Isaac was left to the care of his mother, grandmother and uncle who sent him to school. In his early years young Isaac made various things. He made a clock that worked by water. He also made a sun-dial. When Isaac grew older, he took a considerable interest in mathematics. His ability as mathematician and physicist was very important. His first physical experiment was carried out when he was sixteen years old.

On June 5, 1661 Newton entered the University of Cambridge where he studied mathematics. Soon he became famous for his contribution to mathematics by the time he was twenty-one. When Newton was twenty-two years old he began studying the theory of gravitation.

In 1665, while he was on a visit in his native village, he saw an apple fall from a tree and began wondering what force made the apple fall. At Cambridge Newton read with great interest the writings of Galileo, he knew the geometry of Descartes, he worked out the methods of calculus, so when he began to think «of gravity extending to the orbit of the moon he immediately put this idea to the test of calculation.

Newton performed many experiments with light and found that white light was made up of rays of different colours. He invented a reflecting telescope, that was very small in diameter but magnified objects to forty diameters. Newton developed a mathematical method which is known as the Binomial Theorem and also differential and integral calculus.

In 1669 Newton was appointed professor and began lectures on mathematics and optics at Cambridge and continued his work on the problem of gravitation. In 1673 Newton gathered together all his earlier calculations and succeeded in completing his whole theory. He examined the attraction of one mass by another. He showed that a massive sphere here attracts another as if the whole mass were in the centre.

This was of great importance; it enabled Newton to treat the problems of the sun, the moon and earth like problems of geometry. He at last justified the method of treatment which he had first adopted for the problem of the Earth and Moon.

The proof of his universe square law was not complete. He had demonstrated that the gravitation of the earth extends as far as the moon and keeps it in its orbit. He demonstrated that this pull is in accordance with the same law as that by which a stone falls to the ground, namely gravity.

Newton's great work "Elements of Natural Philosophy" was published only in the middle of 1687. Newton's law of universe squares joined in one simple mathematical statement the behaviour of the planets as well as 42 of bodies on this earth. It was the first synthesis of physical knowledge. As such his contribution to science is unique.

Isaac Newton died In 1727 at the age of 85. He was buried with honours as a national hero. It was the first time that national honours of this kind had been accorded in England to a man of science.

Questions

1. Was Isaac Newton a bright child?
2. When did Newton begin to study theory of gravitation?
3. What did Newton find about white light?
4. How did Newton demonstrate his discovery?
5. What did Newton's law of universe square join?
6. Where was he buried?

Text 4. George Washington

Vocabulary:

lasting — прочный

to solve — решить

to guide — вести

ancestor — предок

to explore — изучать

to retire — уйти в отставку

to kill — убивать

to be elected — быть

hardships — трудности

избранным

George Washington (1732-1799) won a lasting place in American History as the «Father of our Country». For nearly twenty years he guided his country much as a father cares for a growing child.

Washington lived an exciting life in exciting times. As a boy, he explored the wilderness. When he grew older, he helped the British fight the French and Indians. Many times he was nearly killed. As a general he suffered hardships with his troops in the cold winters.

He lost many battles, but led the American Army to final victory. After he became President, he successfully solved many problems facing

his country, Washington belonged to an old colonial family that believed in hard work, in public service and in worshipping God. George Washington was born in Westmoreland county, Virginia, on a farm, on February 22, 1732. His first American ancestor came to Virginia from England in 1657. Farming, land buying, trading, milling, and the iron industry were the means by which the family rose in the world. George's father, Augustine, had four children by his first wife and six by his second wife, Mary Ball, George's mother.

Of George's early life little is known. His formal education was slight: no more than 7 or 8 years of school. Men, plantation life and the haunts of river, field and forest were his principal teachers. His favourite subject was arithmetic. He studied enough history and geography to know something of the outside world. But he never learned very much about literature, foreign languages and history.

At the age of 14 he began to work as a surveyor, making many trips into the wilderness areas of Virginia and Pennsylvania. His military experience came in the French and Indian War, when he was sent on two missions deep into the Ohio county. In 1759 Washington retired and married Martha Dandridge, a rich widow. He became a loving stepfather to Martha's two children. He was a progressive farmer of that time.

In XVIII century American colonists grew angrier and angrier at the taxes placed on them by Great Britain. In September 1771 the Continental Congress met, where Washington had his first chance to meet and talk with leaders of other colonies. The members were impressed with his judgment and military knowledge. He was sent to attend the Second Continental Congress (1775) where he was elected a commander-in-chief of the Continental Army. He proved himself a capable commander of the War of Independence.

In 1787 Washington was chosen president of the Continental Convention and later elected first president of the republic (1789), followed by reelection (1792). George Washington died after an illness of two days on December 14, 1799.

No other American has been honored more than Washington. The nation's capital, Washington D. C, was named after him. There the giant

Washington Monument stands. The state of Washington is the only state named after President. Many cities, parks, streets, bridges, lakes, and schools bear his name. Washington's portrait appears on postage stamps, on the \$1 bill, and on the quarter.

Questions:

1. How long did G. Washington guide his country?
2. What family did Washington belong to?
3. When did his first American ancestor come to Virginia?
4. How many children did George's father have?
5. What did G. Washington study?
6. When did he begin to work?
7. When did G. Washington retire?
8. Where did G. Washington have his first chance to meet
9. and talk with leaders of other colonies?
10. When was G. Washington chosen president of the Continental Convention?
11. When did he die?

Text 4 Salvador Dali

Vocabulary:

Salvador ['sælvədɔ:] **Dali** ['dɑ:li]

to consider — считать	suspend — временно
brilliant — блестящий	отстранять
enigma — загадка	to urge — убеждать,
inspiration — вдохновение	подстрекать
to pamper — баловать	to rebel — восставать
extremely — крайне	to expel — выгонять,
naughty — шаловливый,	исключать
озорной	to elope — сбежать
to show an interest in —	to fascinate — очаровывать
проявлять интерес к чему-либо	consciousness — сознательное
exhibition — выставка	unconsciousness —
	бессознательное

restraint — запрет, ограничение

strain — напряжение

to cease — прекращать

tomb — могила

contribution — вклад

to suspect — подозревать

influence — влияние

Dali is well known for his surrealist works and many consider him the most brilliant Surrealist of his time. But to understand the enigma that is Salvador Dali, one must take a look back into his childhood, his family, and his inspirations.

Salvador Dali was born in Figueras, Spain. Dali, being the only young male in a female-dominated household, was pampered a lot by his mother, grandmother, aunt, and nurse. All this attention was not enough for Dali, and he constantly sought ways to attract more. He was extremely naughty boy.

By the age of 10, Dali began to show an interest in art. He produced his first painting. By the time, he was 15; he had already set up his own art exhibition.

In 1921, a 17-year-old Salvador Dali entered the Madrid Fine Arts School, hoping to fuel his interest in Futurism and Cubism. However, Dali was suspended for a year after urging all students to rebel against the school's authorities. In 1926, the school decided to expel Dali for similar reasons.

In 1929, Salvador Dali developed an interest in Surrealism, and joined the movement. He began developing his method, which he eventually would name «Paranoic-critical» and describe as a «spontaneous method of irrational knowledge».

In 1929, Dali met Gala Eluard, with whom he eloped in 1932. She became his model, his agent, his inspiration, and eventually, his reason for living. She would be the only woman in his life for the remainder of his years.

In the continuing years, Dali painted less. He began to read the ideas of Freud, and found new inspiration. He was fascinated with the state of semi-consciousness, the mental state between consciousness and unconsciousness. In this state, the mind is free from the restraints of

logic or social regulations. Instead of analyzing this state of mind as Freud did, Dali simply wanted to explore it and find a way to portray it with his art.

Perhaps because he grew tired of it, or perhaps to keep his own sanity, Dali stayed away from Surrealism and returned to the Classical form of art in 1936. He experimented with several types of classical art, including Classical Spanish, Classical Italian.

In the 1930's, he took up a great interest in Hitler, and not Lenin, who was favoured by the other surrealists. This created a strain with his friends, and in 1939, Dali decided to move to the United States.

In the United States he participated in the making of several films. He explored religious themes in his art for a time, also began introducing erotic scenes into his works.

Salvador Dali was diagnosed with Parkinson's disease in 1981. His beloved Gala died the next year. Dali's life, it seemed, was falling apart around him. His reason for living had ceased to exist. The 77 year old Dali had, for the first time in his life, lost all inspiration for his art. He lost the desire to paint.

In 1989, when Dali was 85 years old, his disease, which he was diagnosed with in 1981, had finally caught up with him, and the most brilliant surrealist of his time was dead. He was buried in a tomb below his Museum in his hometown of Figueras.

His contributions to the art world can be seen in many modern artists' works and one may suspect that the influence of Salvador Dali will be present in many years to come.

Questions:

1. What is Salvador Dali well-known for?
2. What kind of boy was Salvador?
3. Why was Dali suspended from the Madrid Fine Arts School?
4. Which movement did Dali develop?
5. What was Gala Eluard in Dali's life?
6. Which of Freud's ideas was Salvador Dali fascinated with?
7. When did the painter return to the classical form of art?

8. Why did Dali decide to move to the United States?
9. Why did the artist lose his desire to paint at the age of 77?
10. Where can Dali's contributions to the art world be seen?

Text 5 Wolfgang Amadeus Mozart

Vocabulary:

Wolfgang Amadeus Mozart [ˌæməˈdi:əs] ['mɔʊtsɑ:t]

composer — композитор

success — успех

violinist — скрипач

burdens — тяготы

clavier — клавесин

poverty — бедность

audience — аудитория

disease — болезнь

to be delighted — восхищаться

to speed up — ускорить

Wolfgang Mozart is a famous Austrian composer. Mozart was born in 1756 in Salzburg [ˈsɔ:lzbɜ:g], Austria [ˈɔstriə]. His father, a violinist and a composer, noticed wonderful talent of his son and taught him how to play musical instruments and to compose.

Being 4 years old Mozart played the clavier. When he was 5 or 6 years old he started composing music» At the age of 8— 9 Mozart created his first symphonies, and at the age of 10-11 his first creations for musical theatre.

When he was 6 years old his father decided to take him and his sister to the big cities of Europe. Two children gave concerts in Germany, Austria, France, England, Switzerland» The audience was delighted to see such a small boy playing the clavier.

When he was 14 he was invited to Italy. He could not imagine his life without music.

By the age of 19 he was the author of ten major musical works.

At the age of 26 he moved from his native town to Vienna. Though he didn't have a great success as a composer in Vienne, Mozart wrote many songs, serenades, symphonies.

Burdens of life, poverty and disease speeded up his death. He died at the age of 35.

The real fame came to Mozart only after his death. Many people now know and like his music.

Questions:

1. When was Mozart born?
2. How old was he when he started to play musical instruments?
3. When did he start to compose music?
4. What countries did young Mozart visit?
5. When did the real fame come to Mozart?
6. When did he die?

Text 6 Conan Doyle

Vocabulary:

discussions — обсуждения

to take place — происходить

Many years ago a young doctor began to write stories about a man who was a detective. Readers liked his stories because they were very interesting and the doctor decided to become a writer. The doctor was Conan Doyle and he wrote about Sherlock Holmes.

Conan Doyle wrote his first story about Sherlock Holmes in 1887. In this story the detective meets his friend Dr. Watson. Holmes and Watson lived at 221 B Baker Street in London.

Many discussions take place about where 221 B was. There is no house there now. But a large company has its office near the place. This company answers twenty or so letters which still come every week to Sherlock Holmes, 221B Baker Street.

Most come from the United States and many people ask if Mr. Holmes can help them with some problem.

The company answers saying that, «Mr. Sherlock Holmes is no longer working as a detective».

There is a pub in London called Sherlock Holmes. One of the rooms in the pub is Sherlock Holmes' room. It has many things the room in Conan Doyle's stories had — Holmes' hat, some letters written to

Sherlock Holmes, chairs and tables like those described in the stories. Besides, there are some pictures of Holmes and Conan Doyle, of actors who played Holmes and Watson in films, on television and radio.

In 1961 lovers of Sherlock Holmes formed the Sherlock Holmes Society. They meet three or four times a year to talk about Sherlock Holmes. The members of the Society know the stories about Sherlock Holmes very well, and they discuss these stories at their meetings.

Questions:

1. Why did readers like Conan Doyle's stories?
2. When did Conan Doyle first write about Sherlock Holmes?
3. What did lovers of Sherlock Holmes form?
4. What do the lovers of Sherlock Holmes do at their meetings?

Assignment to Part 2./Задание к Части 2.

Complete the table in the chronological order. /Заполните таблицу в хронологическом порядке.

Person	Century	Country	Occupation	Works/Deeds

Text 7 Some Facts about the History of Great Britain

Vocabulary:

- battle — битва
empire — империя
outstanding — выдающийся
tribe — племя

There were many outstanding events in the history of Great Britain. Many different tribes tried to control the territory of Britain. England was added to the Roman Empire in 43 A.D. Roman invasion played a very important role in the history of the country. The Roman

built the first roads in the country, dug the first walls. The Romans, who were great architects, constructed the first towns in Britain.

But the Normans influenced the British civilization most of all. They came in 1066 under the leadership of William the Conqueror. As the invaders spoke French, their speech influenced the English language.

Once the British had to face the French in 1805 at the battle of Trafalgar. Then Admiral Nelson won a great victory over the French fleet. In order to commemorate this event the monument to Admiral Nelson was erected on this square.

In the 18th century technological and commercial innovation led to the Industrial Revolution. The 13 North American Colonies were lost, but replaced by colonies in Canada and India.

Questions:

1. What tribes influenced the British civilization most of all?
2. What happened in 43 A.D.?
3. Whose invasion played an important role in the history of Britain?
4. What led to the Industrial Revolution?
5. What were the 13 North American colonies replaced by?

Text 8 Reformation

The Reformation (1517-1648) was one of the greatest events in European history. People in the 16th century were more literate than their ancestors and they reasoned more than they felt, and this made the Protestant Reformation a major European Movement. The intent of the Reformation was to reform the Catholic Church and bring it back to its biblical roots. The end result was a rending of the church into two factions: Catholics and Protestants.

The Reformation brought the religious texts into the hands of the masses and began the decline of the Catholic power. Both the wars it caused and the actions of the famous historical figures it involved still continue to shape the world today. Thinking of this only as a European event could be erroneous.

Because of the Reformation, much of the New World, known as the Americas, was shaped, missionaries increased in number throughout the world, and thinkers who rose up from the Renaissance could proclaim their discoveries and beliefs with less fear of persecution.

The Reformation gave us free thought while holding us down to the basics of life. Industrial Revolution was never a possibility without the Reformation.

Questions:

1. What was one of the greatest events in European history?
2. When were people more literate?
3. What did the Reformation begin?
4. What gave us free thought?
5. What was never a possibility without the Reformation?

Text 9 The Renaissance

Vocabulary

Renaissance [ri'neis(ə)ns] - Эпоха возрождения	machines - машины
emerge - возникать	merchants ['mɜ:tʃ(ə)nt] - купцы, купечество
plague [pleɪg] - чума, бедствие	painting - живопись
churchman - церковник	perspective [pə'spektɪv] - перспективы
citizens - граждан	post- отправлять
growth - рост	sail-парус
humanists - гуманисты	silk- шелк
language - язык	

spices - специи

wealthier - богачи

Renaissance is the French word for rebirth. The Renaissance was an age of growth in Europe. A new middle class emerged after the plague had killed millions of people. Many people became wealthier because they had more money to spend. They bought clothes made of valuable silk and paintings from well-known artists. They also read a lot because books were written in their own language and not in Latin any more.

The cities became the centres of the Renaissance. They had famous citizens who gave them much money. Bankers and merchants were the wealthiest people during this time in history. Explorers were able to sail longer distances with the help of boats that had sails. They also had better instruments and maps.

Many explorers tried to find a route to India and other parts of Asia where they could buy spices and silk. The humanists in the Renaissance did not believe that much in religion and god. They thought that being rich and having money was more important.

Martin Luther, a German churchman, wrote a list of things he didn't like about the church and posted them on the door of his own church in Germany. Artists found new ways of painting pictures. They experimented with perspective and painted with realism. One of the most famous was Leonardo da Vinci, who also drew plans for new machines and tried to find out a lot about the human body.

It is the time of change that happened in Europe between the 14th and 16th centuries. It was an age of growth in Europe. New, powerful city states emerged. A new middle class had more and more money to spend. Great artists, writers and thinkers lived during this time. During the Middle Ages many people who lived in the countryside worked on the land that they got from the noble-men. In return, they were protected by them. City life changed towards the end of the Middle Ages. There was a small middle class population and people had more freedom than in the countryside.

Questions:

1. What was an age of growth in Europe?
2. Why did many people become wealthier?
3. Why did they read a lot?
4. Who tried to find a route to India and other parts of Asia?
5. Who found new ways of painting pictures?

Exercise1. Guess the word by the explanation of its meaning:

1. in return	a. paintings and drawings
2. merchant	b. someone who lives in a city or a country and has all the rights there
3. plague	c. reduce, to become less, to go down
4. spread	d. a time when people do not have jobs and have very little money to spend
5. service	e. to appear, come up
6. rapidly	f. if you are allowed to do many things that you want
7. wealthy	g. from another country
8. art	h. new development , to increase
9. protect	i. as a reward for something
10. wealth	j. a person who buys and sells things
11. tradespeople	k. an illness that leads to death and spreads very quickly
12. rebirth	l. defend, guard
13. citizen	m. very quickly
14. foreign	n. when something becomes strong and popular again
15. decrease	o. work that you do for someone
16. economic depression	p. to move from one place to another
17. freedom	q. same as «merchant»
18. growth	r. people who buy or sell goods
19. trader	s. being rich
20. emerge	t. rich

Exercise2. Match the words on the left with the definitions on the right:

1. citizen	a. a very big country controlled by a king or a queen
2. cloth	b. it lets you jump out of an airplane and slows you down when you fall to the ground
3. empire	c. the top part of a room
4. ivory	d. an intelligent person who reads and writes a lot
5. printing press	e. the special way of doing something
6. scholar	f. a machine that prints newspapers and books
7. romance	g. an object that has two parts of the same form and size
8. ceiling	h. subject
9. coin	i. someone who lives in a city and has all the rights there
10. dye	j. a new machine or object
11. symmetrical	k. a person who plans and builds roads and bridges
12. topic	l. a love story
13. parachute	m. material used to make clothes
14. engineer	n. to change the colour of something
15. invention	o. a piece of metal that is used for money
16. technique	p. the hard yellowish-white material from an elephant's teeth

PART III. Grammar Practice

Tense and Voice Revision

Use the proper forms of the verbs in brackets and make the text complete.

1. The Prince and the Pauper

Tom Canty and Edward Tudor were (to bear)¹ _____ on the same day in London. Tom Canty's family (to be)² _____ not happy. They (to live)³ _____ in one room near Pudding Lane. Edward Tudor's father (to be)⁴ _____ Henry VIII. They (to live)⁵ _____ at Westminster Palace.

Thirteen years later, Tom (to beg)⁶ _____ for money on the streets of London. Tom's father (to make)⁷ _____ Tom go out to beg every day. Tom (to want)⁸ _____ to learn to read and write, so he (to ask)⁹ _____ Father Andrew who (to live)¹⁰ _____ in the same building (to teach)¹¹ _____ him.

He also (to teach)¹² _____ Tom Latin.

When he (to be)¹³ _____ with other boys, Tom (to like to play)¹⁴ _____ at being a prince.

One day, Father Andrew (to tell)¹⁵ _____ him to go to Westminster Palace and (to see)¹⁶ _____ the real prince.

2. Invitation for dinner

Dear Ann,

You (be)¹ _____ free (come)² _____ to dinner here on Saturday next at 8.00? My brother Paul (come)³ _____ and (bring)⁴ _____ a friend of his (call)⁵ _____ Tom Edwards. You (not meet)⁶ _____ Tom but I (think)⁷ _____ you (like)⁸ _____

him. He is an assistant stage manager at the Gate Theatre and (be able)⁹ _____ (tell)¹⁰ _____ you about the actors. Paul says Tom

(not receive)¹¹ _____ much salary and often (not to get)¹² _____ enough (eat)¹³ _____, so he (ask)¹⁴ _____

me (have)¹⁵ _____ roast beef and Yorkshire pudding for dinner.

He probably (ring up)¹⁶ _____ between now and Saturday (say)¹⁷ _____ that it (be)¹⁸ _____ a good idea (start)¹⁹ _____

_____ with soup. I (know)²⁰ _____ you usually (not eat)²¹ _____ - such meals, but I hope you (enjoy)²² _____

the conversation. Anyway, (come)²³ _____ if you (be able)²⁴

3. The Unfinished Letter

Dear Hilda,

I just (hear)¹ _____ that my mother isn't very well, and I (like)² _____ (go)³ _____ and (see)⁴ _____ her. The trouble (be)⁵ _____ I (not can)⁶ _____ (take)⁷ _____ my dog Tim with me. You (think)⁸ _____ you (be able)⁹ _____ possibly (look)¹⁰ _____ after him for a week? You (have)¹¹ _____ him for a week last year, you (remember)¹² _____, and you (say)¹³ _____ he (be)¹⁴ _____ no trouble, and (get)¹⁵ _____ on well with your dog.

If you (be able)¹⁶ _____ (have)¹⁷ _____ him, I (bring)¹⁸ _____ him along any time that (suit)¹⁹ _____ you. He (have)²⁰ _____ his own bed and bowl, and I (bring)²¹ _____ enough tinned dog food (last)²² _____ him a week. But if it (not be)²³ _____ convenient, (not hesitate)²⁴ _____ (say)²⁵ _____ so ...

4. A Valuable Ring

A boy who worked in a shop in country town _____ (send)¹ by his master to the house of a rich customer with a valuable ring.

“_____ (not open)² the box”, the shopkeeper _____ (tell)³ the boy.

“If you _____ (lose)⁴ the ring you _____ (punish)⁵.” The boy's way _____ (lie)⁶ across a large park through which _____ (flow)⁷ a stream. As the boy _____ (cross)⁸ the bridge which _____ (throw)⁹ across the stream he foolishly _____ (take)¹⁰ the ring out of the box as he _____ (want)¹¹ to have a look at it. While he _____ (do)¹² so the ring _____ (slip)¹³ out of his hand and _____ (fall)¹⁴ into the mud on the bank of the stream. He _____ (try)¹⁵ to find it for a long time but _____ (not can)¹⁶ do it.

At last darkness _____ (make)¹⁷ him _____ (stop)¹⁸ his search. “If my master _____ (learn)¹⁹ it he _____ (kill)²⁰ me _____ (think)²¹ the poor boy. He _____ (be)²² so frightened that he _____ (decide)²³ that never _____ (return)²⁴ home. He _____ (have to)²⁵ _____ (run away)²⁶ and he _____ (become)²⁷ a sailor.

He _____ (spend)²⁸ many years in America and _____ (get)²⁹ very rich. But still he _____ (dream)³⁰ that one day he _____ (go back)³¹

_____ to his home country. And so he _____ (do)³². He _____ (buy)³³ the estate with the stream into which he _____ (drop)³⁴ the ring as a boy.

One day when he and his friend _____ (walk)³⁵ along the bank of the stream, which _____ (cause)³⁶ him so much trouble, they _____ (come)³⁷ to the place where he (lose)³⁸ the ring. He _____ (push)³⁹ _____ his stick into the mud exclaiming, “I _____ (be)⁴⁰ absolutely sure that it _____ (be)⁴¹ the exact spot where the ring _____ (lose)⁴². And when he _____ (pull)⁴³ the stick out he _____ (see)⁴⁴ the ring _____ (hang)⁴⁵ at the end of it.

5. Little Red Riding Hood.

Once upon a time there lived a little girl and everybody (call)¹ _____ her Little Red Riding Hood not because she (ride)² _____ a horse but because she (wear)³ _____ a little red hood on her head all the time. She lived with her mother and was a good little girl who (listen)⁴ _____ to her Mother most of the time. When Mother (make)⁵ _____ her (go)⁶ _____ somewhere she (go)⁷ _____, When Mother (ask)⁸ _____ her (stay)⁹ _____ at home she (obey)¹⁰ _____.

One morning Little red Riding Hood (wake up)¹¹ _____ early because she (smell)¹² _____ chocolate butter cookies that her mother (bake)¹³ _____. The girl (run)¹⁴ _____ to the kitchen and (see)¹⁵ _____ her mother (stand)¹⁶ _____ at the oven and there inside delicious cookies (bake)¹⁷ _____. The table (set)¹⁸ _____ for two. There (be)¹⁹ _____ a coffee pot, cups, bowls and spoons on table. After breakfast the girl’s mother said, “I (expect)²⁰ _____ you (visit)²¹ _____ your granny.” The girl’s grandmother (be)²² _____ in bed because she (catch)²³ _____ a cold. Little Red Riding Hood’s mother (want)²⁴ _____ her daughter (go)²⁵ _____ straight to granny’s house and (not talk)²⁶ _____ to strangers.

On her way to granny’s house Little Red Riding Hood (meet)²⁷ _____ a big bad wolf. When the wolf noticed the girl (walk)²⁸ _____ along the path he (exclaim)²⁹ _____ “What’s your name? Where you (go)³⁰ _____?” “Everybody (call)³¹ _____ me Little Red Riding Hood, said the girl and then she (add)³² _____.” If you (not be)³³ _____ in a hurry I (tell)³⁴ _____ you why I (give)³⁵ _____ such a name.”

The wolf said he (hear)³⁶ _____ much about the girl and her granny. “By the way? Where your granny (live)³⁷ _____?” he asked. “Let me (tell)³⁸ _____ you,” said the girl. “My granny (not live)³⁹ _____ very far. If you (go)⁴⁰ _____ straight along the path, you (be able)⁴¹ _____ to see her house soon. My granny (live)⁴² _____ there all her life. I (not think)⁴³ _____ she (sleep)⁴⁴ _____ now, so you can visit her.” And do you know what (happen)⁴⁵ _____ after that?

6. The Centerville Ghost

When Mr. Hiram B. Otis, the American Minister, 1 (decide) _____ to buy Centerville Chase, everyone 2 (tell) _____ him that it 3 (be) _____ a foolish thing to do. There 4 (be) _____ no doubt that a ghost 5 (live) _____ in the house. Indeed, Lord Centerville himself 6 (mention) _____ the fact to Mr. Otis when they 7 (discuss) _____ the sale.

“We 8 (live, not) _____ in the place ourselves,” 9 (say) _____ Lord Centerville, “since the day when my grand-aunt 10 (frighten) _____ by the ghost. It 11 (happen) _____ many years ago. My grand-aunt 12 (dress) _____ for dinner when she suddenly 13 (fell) _____ two skeleton hands being placed on her shoulders. The fright 14 (make) _____ her very ill, and she never really recovered.”

“I 15 (believe, not) _____ in ghosts,” 16 (say) Mr. Otis.

“I 17 (must, tell) _____ you, Mr. Otis, that the ghost 18 (see) _____ by several living members of our family, as well as by the local priest.”

“My Lord,” _____ 19 (say) Mr. Otis, “I 20 (want, buy) _____ this house. I 21 (come) _____ from a modern country where everything 22 (have) _____ its value in money. If there 23 (be) _____ such a thing as a ghost in Europe, an American 24 (buy) _____ it.”

Lord Centerville 25 (smile) _____: “There really 26 (be) _____ a ghost. It 27 (live) _____ in the house for three centuries, since 1584 in fact. It always 28 (appear) _____ before the death of any member of our family.”

“Well, so does the family doctor, no doubt, Lord Centerville.”

A few weeks later Mr. Otis and his family 29 (move) _____ to Centerville Chase.

7. Miss Evans

One night in April 1912, a new ocean liner was crossing the Atlantic. It (set out)1 _____ two days before and (go)2 _____ to New York. It (be)3 _____ the largest and fastest ship in the world called Titanic.

The passengers (have)4 _____ a good time when the ship suddenly (hit)5 _____ an iceberg.

Everyone (tell)6 _____ to come out of their rooms. Unfortunately there (be, not)7 _____ enough lifeboats for all the passengers.

There (be, not)8 _____ very much time left. The iceberg (be)9 _____ on one side of the ship. It (look)10 _____ like a night, white wall.

A woman (come)11 _____ to the side of the ship. Her two children (be)12 _____ in one of the lifeboats, and she (be)13 _____ very much afraid.

“My children (be)14 _____ in the lifeboat. I (must, go)15 _____ with them!” the woman (call)16 _____ to the people in the lifeboat.

“There’s no more room,” someone (call out)17 _____. “If we (take)18 _____ one more, the lifeboat (sink)19 _____.”

“There (be)20 _____ a young woman in the lifeboat called Miss Evans. When she (hear)21 _____ the woman calling, she (stand up)22 _____ in the lifeboat and (touch)23 _____ one of the men on the arm.

“Let me (get back)24 _____ to the ship,” she said.

“This woman (must, be)25 _____ with her children.”

“The ship (sink)26 _____. Very soon it (go down)27 _____ under the water,” said the man.

“I (know)28 _____ it,” said Miss Evans.

People (help)29 _____ her to get back on the ship. Very soon after that there (be) _____ a great noise, and the Titanic (go down)30 _____ under the water.

8. Garry’s Routine Day

I'd like (describe)1 _____ Garry's routine day. He (wake up)2 _____ rather early and never (go)3 _____ downstairs to the kitchen (have)4 _____ breakfast as it (bring)5 _____ into his room. His servant, Harry, usually (take)6 _____ it there. While Garry (drink)7 _____ his orange juice and (eat)8 _____ his toast (say)9 _____ how good it (be)10 _____, Harry (try)11 _____ (do)12 _____ the room. And this (occur)13 _____ the other day. "Where you (put)14 _____ your gold watch?" Harry cried. "Where (be)15 _____ your watch? I (look)16 _____ for it for half an hour but I can't (find)17 _____ it anywhere." Garry (watch)18 _____ his male servant (run)19 _____ about the room. "I think I (lose)20 _____ it," he said at last. "Yesterday at 6 I (meet)21 _____ my friend, Sir Julius. I (not have)22 _____ my watch then. I evidently (lose)23 _____ it by the time. I (not be)24 _____ sure I (be able)25 _____ (find)26 _____ it. I decided to buy some new one. I was sure if you (notice)27 _____ I (have)28 _____ no watch you (be)29 _____ disappointed. And you really (be)30 _____!"

9. The Romantic Girl.

I am twenty now but I like fairy-tales very much. I always (like) 1 _____ them. I think I (can) 2 _____ (read) 3 _____ at the age of 5. And since those years I (be) 4 _____ fond of books, especially fairy –tales. When a child, I (read) 5 _____ a lot. Wherever I (go) 6 _____ or (fly)7 _____ with my parents I always (take)8 _____ my favourite books with me. They [the books] often (buy) 9 _____ for me or just (give) 10 _____ as presents. "You (read) 11 _____ again, my dear!" my mother used to say (come) 12 _____ into my room. "It is late. I (put) 13 _____ out the candle." I usually (object) 14 _____ in the following way, "But I (not finish)15 _____ the paragraph yet. If I (stop) 16 _____ (read) 17 _____ I never (know)18 _____ what the end is. Please, (not make) 19 _____ me (close) 20 _____ the book." But she usually (do) 21 _____ . She said I (be able)

22 _____ to finish it the next day and added I (read)
 23 _____ already a lot. When I (hear) 24 _____ her
 (leave) 25 _____ the room I (dream) 26 _____
 of being as old as my Granny. I (know) 27 _____ she (live)
 28 _____ a long and difficult life, but she always (be)
 29 _____ independent. "I ever (be) 30 _____ like
 her?" I asked myself in the dark.

10. The Changing City.

When Nelly returned to her native city after four years at the University
 she (understand)1 _____ that many things
 (change)2 _____. The first night at home she
 (go)3 _____ for a walk (accompany)4 _____ by
 a friend of hers. The girls (see)5 _____ many people
 (have)6 _____ walks with their children. "(Look)7
 _____!" Nelly suddenly (cry) 8. _____" A new
 bridge (appear)9 _____ here! When it (build) 10 _____?
 " Nelly's friend (not expect) 11 _____ her (be)
 12 _____ so excited. "You see)13 _____," she said.
 "It (be) 14 _____ our new MP's policy. They (build)15
 _____ a lot of new things at the moment.
 You (remember) 16 _____ Mr. Perkins's old barn? A new garage
 (build) 17 _____ in its place. It (not
 finish)18 _____ yet, but I think when they (finish)19
 _____ it, it (be)20 _____ the biggest
 garage in the city." Nelly (shake) 21 _____ her head in
 disbelief. "It always (be) 22 _____ so difficult (make)
 23 _____ the City Council (do) 24
 _____ anything in the field of construction," she said. She
 (remember) 25 _____ how old-fashion her city (be)
 26 _____ before and (realize) 27
 _____ she (like)28 _____ the
 changes she (see)29 _____. She hoped she (see) 30
 _____ more attractive changes in the near future.

11. Two Babies

On a cold autumn day in the second quarter of the 16th century a boy
 was born to a rich family of the name of Tudor. He
 (want)1 _____ very much by the family and the whole nation.

People (walk)2 _____ along the streets (talk)3 _____ only about the new baby, Edward Tudor, Prince of Wales, who (lie)4 _____ in silk and (not know)5 _____ that all England (dream)6 _____ of his birth so much. On the same day another English child was born to a poor family of the name of Canty. He (give)7 _____ the name of Tom. Tom Canty's parents never (want)8 _____ him. And now he (lie)9 _____ in his dirty rugs crying softly.

A few years (pass)10 _____. Tom and his family still (live)11 _____ not far from London Bridge in the house (build)12 _____ in the previous century. Tom's father often (get)13 _____ drunk and (fight)14 _____ with his neighbours and (beat)15 _____ his children. "We (live)16 _____ in the house since Tom's Granny (come)17 _____ to London. The house (get)18 _____ old. In fact, it already (become)19 _____ ancient. We (not can)20 _____ (live)21 _____ here any more. I want us (move)22 _____ into some other place of London. I expect our neighbours (see)23 _____ us (move)24 _____. But I (do)25 _____ it only if I (have)26 _____ a lot of money, so I should (make)27 _____ Tom (beg)28 _____. He never (beg)29 _____ before, I know. It's high time for him to begin," Tom's father often (think)30 _____

12. A Naive woman from Surrey

A middle-aged, well to-do woman from Surrey (do)1 _____ her Christmas shopping. She (think)2 _____ she (like)3 _____ a cup of tea. She (go)4 _____ to a cafe in the department store, (take)5 _____ a vacant seat with relief and (lay)6 _____ all her parcels and her handbag on the chair next to her. A pot of good English tea (bring)7 _____. While she (enjoy)8 _____ it she suddenly noticed a hand from behind (snatch)9 _____ her handbag. She so (shock)10 _____ that she (not can)11 _____ (react)12 _____ at once. When the woman (understand)13 _____ all, the thief (disappear)14 _____. She walked to the Security and reported that she (rob)15 _____ and explained what (happen)16 _____. She really (not have)17 _____ much hope

that her handbag and keys, money, credit cards (find)18 _____, especially so close to Christmas, when there (to be) 19 _____ so little money in people's purses but it was more of a pleasant surprise when the people from the store (ring)20 _____ later that day. They (say)21 _____ they (find)22 _____ her bag and (add)23 _____ that if she (come)24 _____ down straight away, she (be able)25 _____ to get it back. Happy she (hurry)26 _____ to the store. But when she arrived at the place, the people had no idea what the old woman (talk)27 _____ about. The poor lady returned home. While she (open)28 _____ the door it suddenly occurred to her that it was the handbag snatcher who (phone)29 _____ her. During her absence the thief (take away)30 _____ all the things from her house.

13. A letter

Dear Miss Manning,

On May 1st we (to plan) 1 _____ to hold a dinner celebrating the fifth anniversary of our literary society and I (to ask) 2 _____ by our committee to invite you to be the guest of honour on this occasion. Since you (to come) 3 _____ to live in our town last year, you (to show)4 _____ a great deal of interest in our activities and you (to be)5 _____ our most popular speaker at the party. We (to be)6 _____ delighted to spend an evening in your company and I (to send)7 _____ you further details as soon as I (to hear)8 _____ from you.

We know that when your father (to die)9 _____, Miss Manning, his large library (to sell up)10 _____. But what about his diaries? In one of his letters to a friend, he (to mention) 11 _____ that he (to keep)12 _____ a diary for several years. In case his papers (to store) 13 _____ and (not to ruin) 14 _____ by now, will you let me know? I will be most obliged if you (to reply)15 _____ this letter as soon as possible.

Yours, Linda Grey

14. Six o'clock News

Good evening! This is six o'clock news and Elton Cash (to speak)1 _____ to you.

Last night there (to be)2 _____ an earthquake in Mananga. The central bank (to destroy) 3 _____ in the result of the earthquake and many other buildings in the area (to fall) 4 _____ down as well. The Manangan army (to be) 5 _____ in the capital today and they (to help) 6 _____ the survivors. Planes with food and medicine (to send) 7 _____ to the area this morning.

The Virginia police (to look)8 _____ for two climbers for ten hours already. The climbers (to leave) 9 _____ yesterday afternoon. When they (to climb)10 _____ Mount Blue it (to snow)11 _____ very heavily. A search party (to send) 12 _____ to the mountains today later in the day as well. They said they (to stay)13 _____ on the mountains until they (to find)14 _____ the climbers' whereabouts (to arrive)15 _____ by this time.

15. A Good neighbour.

A friend who lived in Australia (tell)1 _____ one day by his neighbour living across the road that he (to be)2 _____ away in England for a few weeks. The man further explained that his house (decorate)3 _____ at the moment but he (leave)4 _____ the country the next day, as he (not see)5 _____ his rich relative for a few years. He said he hoped his neighbour (look)6 _____ after his house properly.

The first week passed without any incident. Soon the decorators packed up and (leave)7 _____. But the next day the good friend (catch)8 _____ sight of two fellows at his neighbour's door (pack)9 _____ rolled up carpets into their old van. „Hey“, cried the man, “What the hell you (do)10 _____? I (look)11 _____ after the house for a week already and I (not want)12 _____ my friend (get)13 _____ angry when he (return)14 _____ home. “ The two fellows explained to him that the owner of that very house (order) 15 _____ (clean)16 _____ his Persian carpets while he (be away)17 _____. They managed to make him (believe)18 _____ that it (be)19 _____ true. The friendly man (think)20 _____ that his own carpets (need)21 _____ cleaning. He always (be)22 _____ a bachelor and everything in his house (suffer)23 _____ from his carelessness. So he (agree)24 _____

_____ with the two fellows that they (add) 25 _____ the expense secretly to his neighbour's bill. The happy carpet-cleaners (lay)26 _____ all the carpets into their van and (drive)27 _____ cheerfully away. While they (drive)28 _____ they (make)29 _____ fun of the man so cleverly had been deceived. There is no need to say that neither of the neighbours ever (see)30 _____ their carpets again

Types of Questions

Exercise 1. Напишите вопросы к предложениям, начиная со слова в скобках.

1. My sister eats sweets every day. (Who)
2. He won't go to the country this summer (Will)
3. We were advised to come. (What?)
4. I saw Peter last week. (When?)
5. They will go to Paris soon. (Where)
6. She made a beautiful dress for herself last week. (What?)
7. She does morning-exercises every day. (Who)
8. He likes to read books. (What)
9. He bought a new car last year. (When?)
10. My friends go abroad every summer. (Who?)

Exercise 2. Переведите альтернативные вопросы на английский язык.

1. Вы вчера ходили в кино или в театр?
2. Ваш брат был в Италии летом или зимой?
3. Вы учили английский язык или французский?

4. Вы читали книги Джека Лондона на русском или на английском языке?
5. Ты будешь заниматься английским языком сегодня вечером или завтра утром?
6. Ваши дети отправляются спать рано или поздно?
7. Вы провели это лето за городом или в городе?

Exercise 3. Допишите разделительные вопросы.

1. Bill lives in the country,?
2. Bill went to the country,?
3. Helen didn't go to the country,?
4. Helen will go to the country,.....?
5. His parents were on holiday,.....?
6. Her friends spent a month in the country,?
7. Her friends spend a month in the country,.....?
8. It was cold yesterday,?
9. The boys play in the yard,?
10. The boys met Mr. Smith on Sunday,?

Reported Speech

Direct/Indirect Speech

Exercise 1. Передайте следующие повествовательные предложения в косвенной речи.

1. Ann said, "My friend lives in Moscow."
2. Boris said, "I am a student."

3. The teacher said to the class, "We shall discuss this subject tomorrow."
4. The woman said to her son, "I am cooking dinner."
5. Mike said, "We have bought these books yesterday."
6. She said to me, "I can read your translation now."
7. He said to me, "I spent my holiday in the Crimea last year."
8. Boris said to me, "I go to the south every year."
9. He said, "I am going to a rest-home tomorrow."
10. Ann says to us, "They haven't come yet."
11. I said, "I was to London last year."
12. She says, "I worked at a factory in summer."
13. Oleg said, "My room is on the second floor."
14. Nick said, "I have never been to London."

Exercise 2. Восстановите прямую речь в следующих предложениях.

1. My uncle says that he has come back late.
2. He says that he feels better.
3. She says that she has bought a new car.
4. He says that he will come to see us the next day.
5. Ann said that she was reading a book then.
6. He told me that he was ill.
7. She told me that she had been in London two days before.
8. My brother told me that he worked at a factory.

Exercise 3 Передайте следующие повелительные предложения в косвенной речи.

1. The teacher said to me: “Hand this note to your parents, please.”
2. Oleg said to his sister: “Don’t close the door, please.”
3. He said to the waitress, “Please bring me some fish soup.”
4. He said to us, “Come here tomorrow.”
5. I said to Mike, “Send me a telegram as soon as you arrive.”
6. Father said to me, “Don’t stay there long.”
7. Peter said to them, “Don’t leave the room until I come back.”
8. He said to the porter, “Take my luggage to Room 145.”
9. He said to me, “Ring me up tomorrow.”
10. She said to the waiter, “Bring me a cup of coffee.”
11. Mother said to us, “Don’t be late for dinner.”
12. She said to Nick, “Please don’t say anything about it to your sister.”

Exercise 4. Восстановите прямую речь в следующих предложениях.

1. The man asked us to help him.
2. Mother told me to buy milk.
3. The doctor told me not to go for a walk.
4. We told the porter to take our luggage to Room 8.
5. I asked my friend to call me tomorrow.
6. She told me not to wait for her.
7. The teacher told us to translate that text.
8. I asked my friend to call for me.
9. He told me not to be afraid of his dog.

10. Mother told him not to eat too much ice cream.

Exercise 5. Передайте следующие специальные вопросы в косвенной речи:

1. Mike asked me, "What have you bought yesterday?"
2. She asked him, "When did you read my translation?"
3. He asked me, "Where did you spend your holiday last year?"
4. Boris asks her, "How long will it take you to get to the office?"
5. He asked them, "Why are you going to a rest-home tomorrow?"
6. Ann asked me, "Who has given you this book?"
7. I asked my friend, "Who was at the library last week?"
8. She often asked me, "What time will you be here tomorrow?"
9. Oleg, asks his son, "Where did you see such trees?"
10. Nick asked her, "What time does the train start?"

Exercise 6. Восстановите прямую речь в следующих предложениях.

1. I asked the man how long he had been in Paris.
2. The teacher asked who was ill.
3. I asked him when he would take his last examination.
4. She asked me where I lived.
5. He asked me what I would do in summer.
6. I asked my brother how long it usually took him to get to his office.

Exercise 7. Передайте следующие общие вопросы в косвенной речи.

1. Ann asked me, "Have you bought milk yesterday?"

2. She asked him, "Have you read my translation?"
3. He asked me, "Did you spend your holiday in the Crimea last year?"
4. Boris asked her, "Do you go to the south every year?"
5. He asked them, "Are you going to a rest-home tomorrow?"
6. Ann asked me, "Did you send them a telegram yesterday?"
7. I asked my friend, "Were you at the library last week?"
8. She often asks me, "Will you go for a walk tomorrow?"
9. Oleg, asks his son, "Have you done your homework?"
10. Nick asked her, "Can you skate?"

Exercise 8. Восстановите прямую речь в следующих предложениях.

1. I asked him if the doctor had given him some medicine.
2. She asked him if he was feeling better.
3. I asked my aunt if she was going to her hometown for the holydays.
4. He asked me if I had taken part in the football match.
5. He asked his brother if he found the book he needed.
6. Ann asked John if he would go to the country the next day.

Exercise 9. Передайте следующие предложения в косвенной речи.

1. Nick asked me, "Are you playing volley-ball?"
2. Peter said to us, "Don't touch these photos."
3. Fred asked us, "Does your friend often come here?"
4. The teacher said to us, "You will write a test tomorrow."
5. Kate said to Nick, "I saw a new film yesterday."

6. The doctor said to me, “Sit still and don’t move your head.”
7. The teacher said to us, “Don’t forget to bring your exercise-books tomorrow.”
8. The girl asked, “How can I get to the bus-stop?”
9. He asked me, “Do you often meet my sister at the library?”
10. Peter said to me, “I’ll be waiting for you at the station.
11. He said, “I am sure it will rain tomorrow.”

The Verbals

Participle I, II

Exercise 1. Переведите на русский язык, обращая внимание на причастия настоящего времени.

1. The girl standing at the window is my sister.
2. Having been sent to the wrong address the letter didn’t reach him.
3. He sat in the arm-chair thinking.
4. She came up to us breathing heavily.
5. The hall was full of laughing people.
6. The singing girl was about fourteen.
7. Having read the book I gave it to Pete.
8. The large building being built in our street is a new school – house.
9. Having finished the experiment the students left the laboratory.
10. Being busy, he postponed his trip.
11. Having been written long ago, the manuscript was impossible to read.

12. Having been built of concrete, the house was always cold in winter.

Exercise 2. Раскройте скобки, употребив причастие настоящего времени в активной и пассивной форме.

1. (To impress) by the film, they kept silent.
2. (To lose) the book, the student couldn't remember the topic.
3. He spent the whole day (to read) a book.
4. (To travel) around America for a month, she returned to England.
5. He watched Mike (to go) out of the door and (to cross) the street.
6. The question (to discuss) now is very important.
7. (To pack) in the beautiful box the flowers looked very lovely.
8. (To descent) the mountains, they heard a man calling for help.
9. (To reject) by everybody he became a monk.
10. (To show) the wrong direction, the travelers soon lost their way.

Exercise 3. Раскройте скобки, употребив Indefinite или Perfect Participle I. Переведите.

1. (To write) out all the words, I started to learn them.
2. (To buy) food, they left supermarket.
3. (To bark) dog doesn't bite.
4. She entered the room (to smile).
5. (To drink) coffee she was talking to her friend.
6. (To find) the keys, we were able to open the door.
7. (To make) the report, Tom left the room.
8. (To see) her he raised his hat.

9. My task (to finish), I went to bed.
10. While (to learn) the pronunciation of the words we learned their meaning.

Exercise 4. Переведите на русский язык, обращая внимание на причастие прошедшего времени.

1. He doesn't like boiled milk.
2. I remember well his words said at the meeting.
3. We don't like the book bought last week.
4. The stolen things were returned to the owner.
5. Asked about this event, he replied nothing.
6. The explanation given was not complete.
7. When burnt, coal produces heat.
8. The results received were of great importance for the further work.
9. When reconstructed the theatre looked more beautiful than before.
10. She showed us a list of the newly published books.

The Gerund

Exercise 5. Дополните предложения по смыслу, используя глагол Need + doing – нуждаться в чем-то (для вещей и предметов).

clean, cut, empty, redecorate, tighten

1. Her jacket is dirty. It needs cleaning.
2. The glass is very long. It needs.....
3. The room is not nice. It
4. The screw is loose. It.....

5. The bin is full. It.....

Exercise 6. Дополните предложения, используя likes/ doesn't like+Ving.

e.g. George is a detective. He enjoys his work. He likes solving mysteries. (solve mysteries)

1. Ann very rarely travels by plane. She _____ (fly).
2. Rose always carries a camera with her. She _____ (take photographs).
3. Christine doesn't use her car very often. She _____ (drive).
4. Dave is a gardener. He likes his job. He _____ (work in the open air).
5. Ted is extremely lazy. He _____ (do nothing).

Exercise 7. Раскройте скобки, употребив герундий.

1. Do you mind (travel) such a long way to work?
2. Ann loves (cook) but she hates.....(wash) up.
3. I tried to be serious but I couldn't help (не мог не)(laugh)
4. You can improve your English by(do) a lot of reading.
5. Tom left without(finish) his dinner.
6. She ran 5 miles without (stop).
7. They got into the house by ...(break) a kitchen window and climbing in.
8. It's nice to go on holiday without(have) to worry about money.

Exercise 8. Заполните пропуски подходящим по смыслу глаголом, используя герундий.

Answer, apply, be, listen, be, make, see, try, use, wash, work, write

1. *He tried to avoid answering my question.*
2. Could you please stop ... so much noise?
3. I enjoyto music.
4. I consideredfor the job but in the end I decided against it.
5. Have you finishedyour hair yet?
6. If you walk into the road without looking, you riskknocked down.
7. Jim is 65 but he isn't going to retire yet. He wants to carry on ...
8. I don't mind you ...the phone as long as you pay for all your calls.
9. Hello! Fancy ... you here! What a surprise!
10. What a stupid thing to do. Can you imagine anybody ... so stupid!
11. I've put off ... the letter so many times. I really must do it today.
12. Sarah gave up ... to find a job in this country and decided to go abroad.

Exercise 9. Раскройте скобки, используя сложное дополнение. Переведите.

1. I want (she) to be my wife.
2. My brother taught (I) to swim and dive.
3. They would like (we) to read aloud.
4. Bob advised (she) to stay for another week.
5. We expect (he) to arrive at noon.
6. I heard (you) open the door.
7. Dad always makes (I) go fishing with him every weekend.
8. Our parents expect (we) to stop quarreling.
9. Sara never lets (he) drive her car.

10. I saw (you) cross the street.

The Infinitive

Exercise 10. Поставьте «to» там, где необходимо.

1. We heard the lorry ... stop near the house.
2. I want my elder sister ... take me to the zoo.
3. I believe the Internet ... be the greatest invention ever.
4. The teacher doesn't let us ... use our mobile phones.
5. They didn't expect her ... be late.
6. The police officer made him ... tell the truth.
7. I would like you ... admit your fault.
8. Swan believes Vicky ... be the best manager in our store.
9. Persuaded me ... go in for sports.
10. We saw Jacob ... break the window.
11. I consider this sculpture ... be a masterpiece.
12. She noticed Mary suddenly ... turn pale.

Exercise 11. Переведите на русский язык, обращая внимание на сложное подлежащее.

1. He is said to know all about it.
2. He was said to have known the whole truth about it.
3. Juri Gagarin is known to be the first man in the world to travel into space on the 12th of April, 1961.
4. He is supposed to be a very good film actor.
5. He is believed to be innocent of the crime.

6. Innocent people were announced to have been murdered by terrorists.
7. The terrorist was announced to have been killed by his own bomb. 8. The exhibition of 19th century French painting is expected to open by the end of next week.
8. Monet's painting is reported to be on exhibition until the end of the month.
9. The President of Russia was reported to speak to the nation on television tonight.
10. The American astronaut Neil Armstrong is known to be the first man to walk on the moon.
11. He was said to be one of the most promising nuclear physicists. 13. He is said to be a good translator.
13. Roberta was known to be an honest and hard-working girl.
14. Clyde was expected to arrive at the weekend.

Exercise 12. Переведите на русский язык, обращая внимание на сложное подлежащее.

1. Many books are known to be published in our country every year.
2. His invention is considered to be of great importance.
3. For a long time the atom was thought to be indivisible.
4. He was said to be one of the most promising nuclear physicists.
5. She appeared to be an excellent actress.
6. This work seems to take much time.
7. The percentage of carbon in this steel turned out to be low.
8. They are sure to acknowledge your talent.
9. The article is likely to appear in the next issue of the journal.

10. She is not likely to change her opinion.

Verbal Nouns/Отглагольные существительные

Exercise 13. Определите, чем является выделенное слово – герундием, или отглагольным существительным.

1. Her beautiful singing mesmerized us all.
2. The howling of the wolves made us shiver.
3. Jogging in the morning helps me to keep fit.
4. After some crying the child was taken to hospital.
5. Sleeping in the tent at night resulted in her catching cold.
6. I like listening to classical music in the dark.
7. We counted our blessings when we survived in the car crash.
8. This is a new reading of the well-known story.
9. My sister's coming home late at night worried our parents.
10. Despite the wind blowing very hard the pilot decided to take off.

Modal Verbs

Exercise 1. Выберите модальный глагол, исходя из его значения и контекста. Переведите предложения.

Когда кажется, что подходят оба глагола, выбирайте более типичную ситуацию.

1. You (must, can) go to bed now.
2. She (may, should) read this book.
3. I (must, may) go home.
4. He (can, may) speak English.

5. The students (must, may) use a calculator at the Math lessons.
6. My mother (can, should) cook many delicious dishes.
7. My father (must, can) drive a car.
8. Jack (can, must) play the guitar very well.
9. You (should, must) ask his advice.
10. Kate (may, can) remember a lot of words.

Exercise 2. Сделайте данные предложения, в которых есть модальные глаголы, отрицательными.

1. You must read in bed.
2. You can cross the road when the lights are red.
3. You should open the window. It is cold outside.
4. It is already late. She must go outside.
5. He should dress so formal if he goes to a picnic.
6. You must keep books at home so long.
7. You can park here.
8. Students may shout at the lessons.
9. Teachers may be late for school.
10. Parents must obey their children. (obey — слушаться)

Exercise 3. Сделайте данные предложения вопросительными.

1. She can play chess.
2. He can play hockey.
3. They may go to the cinema.
4. I may open the window.

5. Children and adults must clean their teeth twice a day. (How often...?)
6. Children must go to school. (Where...?)
7. English learners must learn English words every day. (What...?)
8. You should keep your room tidy. (What...?) (keep tidy — держать в порядке)
9. Children should listen to their parent`s advice.
10. They should be polite.

Exercise 4. Составьте вопросы из слов и дайте на них краткий или полный ответ.

1. your brother/ play/ table tennis/ can? – Yes, he...
2. your cousin/ can/ ride a horse? – No, he...
3. may/ go to/ I / the cinema/ – Yes, you...
4. late/ may/ come home/ she – No, she...
5. learn this poem/ must/ she/ by heart? – Yes, she...
6. books/ how many/ they/ must/read? – Only two.
7. wear/ smart clothes/ for the party/ should/ they? – Yes,...
8. salt/ how much/ should/ put in the dish/ I ? – Just a little.
9. the student/ mobile/ phones/ use/ can/ at the exams? – No, they...
10. children/ come to school / in time/ must? – Yes, they...

Exercise 5. Найдите ошибки.

1. You don't can go to the party.
2. He musts take his dog for a walk.
3. I can to help you.

4. He not must be late.
5. Can his brother speak French?
6. Paul must to go there.
7. You don't must smoke here.

Exercise 6. Выберите правильный вариант CAN'T или COULDN'T.

Модальный глагол CAN — единственный глагол, который имеет в форму прошедшего времени — COULD.

1. When my sister was a little girl, she (can't / couldn't) read.
2. You (can/ could) see this picture in the Tretyakov Gallery.
3. Yesterday I lost my keys and (can't / couldn't) get into my flat.
4. I (can't/ couldn't) go out because I have a lot of work.
5. He (can't /couldn't) speak English when he was 10.

Exercise 7. Переведите предложения с выражением НЕЛЬЗЯ. Используйте глаголы CAN'T (общее правило, запрет) и MUSTN'T (решение говорящего).

1. Ему нельзя пить холодное молоко. Он болеет. (be ill.)
2. Ей нельзя есть апельсины.
3. Нам нельзя здесь бегать.
4. В библиотеке нельзя громко разговаривать. (at the library.)
5. Здесь нельзя курить.

Exercise 8. Переведите предложения с формами модальных глаголов на английский язык.

1. Он должен _____ learn new English words.
2. Она умеет _____ play the guitar.

3. Людям следует _____ be careful when crossing the street.
4. Водителям не следует _____ drive fast.
5. Ей разрешают _____ go to the cinema today?
6. Мне нельзя _____ come home late.
7. Я не умею _____ speak English well.
8. Детям нельзя _____ run here.
9. Им не разрешают _____ play computer games.
10. Тебе следует _____ try again.

Exercise 9. Переведите предложения с модальными глаголами.

1. Я не умею играть на гитаре.
2. Он не умеет играть в теннис.
3. Ты умеешь кататься на велосипеде?
4. Твоя сестра умеет водить машину?
5. Ты можешь дать мне свою ручку?
6. Очень жарко. Ты можешь открыть окно?
7. Можно мне пойти в кино?
8. Ты должен учить английские слова каждый день.
9. Тебе следует читать книги на английском языке.
10. Ты не должен (нельзя) пользоваться мобильным телефоном на экзамене.

PART IV. GRAMMAR REFERENCE

1. ASPECTS and TENSES (ACTIVE)

		PRESENT	PAST	FUTURE		
Simple неопределенное		do (does)	did	will		
		usually, often, every, always, seldom, sometimes	Yesterday, Ago, Last year, In 1999, When I was, Once, What time ...?, Recently (недавно)	Tomorrow, Soon, Next, In a moment, In 5 minutes, Probably, I hope		
		I usually <u>go</u> to London. He <u>goes</u> to London sometimes.	We <u>walked</u> yesterday. They <u>ran</u> in the park 2 days ago.	You <u>will buy</u> a car in 2 years.		
		вместо Future Indefinite (с глаголами движения)	В придаточных предложениях условия и времени, которые вводятся союзами if, unless, when, till, until, as soon as, before употребляется Present Indefinite вместо Future			
		The train leaves at 8 p.m.	If the weather is good we will go on a picnic.			
Continuous/ продолженное	am is are	P I doing	was were	P I doing	will be	P I doing
	Now At the moment Look! Listen! It is 8 o'clock. still	At 8 yesterday From 2 till 3 When smb. came While The whole It was 8 o'clock	At 8 tomorrow From 2 till 3 When smb. comes While The whole It will be 8 o'clock			
	Shh! Baby is sleeping. Is baby sleeping? It isn't sleeping.	It was raining when I left the house. What was he doing when I called him?	He will still be working at 6 p.m. Will he be going? He won't be going.			
	вместо Future Indefinite (запланированное действие)	оборот to be going to do smth (собираюсь, намереваюсь)				
	We are playing tennis tomorrow.	I am going to learn French next year. They are going to spend summer in the Crimea.				

Perfect/ совершенное	have has	P II done		had	P II done		will have	P II done	
	Already, Ever, Never, Just Yet, Recently (последнее время), Lately, Of late So far, Up to now, Today This week, month, year For, Since, Since last year For ages This (it) is the first time			Before, Before she left After, Hardly, Scarcely By the end of last week By last Monday When we came... No sooner ... than... This (it) was the first time...			before - до by - к by then - к тому моменту by the time - к тому времени till/until - до тех пор/до тех пор пока		
	He has gone. Has he gone? He hasn't gone. We have gone. Have we gone?			He had gone. Had he gone? He hadn't gone.			He will have gone.		
Perfect Continuous/ совершенное продолженное	have has	been	P I doing	had	been	P I doing	will have	been	P I doing
	Since morning Since he came For 3 hours.... for a long time How long...? since when			for a long time for three hours			for a long time for three hours by		
	He has been going. Has he been going? He hasn't been going.			We had been eating soup for ten minutes when you came. It hadn't been raining for half a day before we met in a cafe.			I will have been writing the letter for an hour when you come.		

2. ASPECTS and TENSES (PASSIVE)

Аспект	Simple	Continuous	Perfect
Время			
Настоящее (Present)	<i>am, are, is</i> + <i>V-ed, V₃</i>	<i>am, are, is</i> + <i>being V-ed, V₃</i>	<i>to have/has been</i> + <i>V-ed, V₃</i>
	I am often asked by the people about ... Меня часто (обычно, всегда) спрашивают.	I am being asked by my chief... Меня спрашивают прямо сейчас.	I have been asked at that moment. Меня уже спросили к этому моменту.
Прошедшее (Past)	<i>was/were</i> + <i>V-ed, V₃</i>	<i>was/were being</i> + <i>V-ed, V₃</i>	<i>had been</i> + <i>V-ed, V₃</i>
	I was asked by the policeman ... (Меня спросили) They were asked by the policeman... (Их спросили)	I was being asked. Меня спрашивали в тот момент.	I had been asked. Меня уже спросили к тому моменту.
Будущее (Future)	will be + <i>V-ed, V₃</i>	Эта форма отсутствует, используется Future Simple: will be + <i>V-ed, V₃</i>	will have been + <i>V-ed, V₃</i>
	I will be asked by the students ... Меня спросят (завтра).		I will have been asked. Меня уже спросят к тому моменту.

3. Types of Questions. Типы вопросов

1. Общий вопрос

Общий вопрос – это вопрос, который предполагает в качестве ответа либо ДА, либо НЕТ. Т.е. вопрос для получения общей информации.

В данном типе вопросов не используются вопросительные слова, и начинается он со вспомогательного глагола. Для каждого времени существуют свои вспомогательные глаголы.

Present Simple – DO/DOES/am/is/are

Past Simple – DID/was/were

Future Simple – WILL

Present Continuous – AM/IS/ARE

Past Continuous – WAS/WERE

Present Perfect – HAVE/HAS

Past Perfect – HAD

Future Perfect – WILL HAVE

Порядок слов в вопросе следующий:

1.	2.	3.	4.
Вспомогательный глагол	Подлежащее (кто/что)	Смысловый глагол (в нужной форме)	Дополнение и определение

Примеры:

– Do you play tennis every week? – Yes, I do/No, I don't.

– Is he a good driver? – Yes, he is/No, he isn't.

– Will we go to the restaurant tonight? – Yes, we will/No, we won't.

– Did she go to the disco yesterday? – Yes, she did/No, she didn't.

– Have you ever visited Poland? – Yes, I have/No, I haven't.

2. Разделительный вопрос

Разделительный, потому что этот вопрос состоит из 2-х частей, разделенный запятой.

I часть – утверждение, в вопросительной или отрицательной форме.

II часть – краткий общий вопрос.

– You play tennis every day, don't you?

Если в 1 части утверждение, то 2 части краткий общий вопрос стоит в отрицательной форме.

Отрицание может быть выражено с помощью not, never, neither...nor.

3. Специальный вопрос

Это вопрос для получения дополнительной информации. Поэтому он всегда начинается с вопросительного слова. Перечислим самые популярные вопросительные слова английского языка

when – когда

where – где, откуда

why – почему

how – как

which – какой, который

и т.п.

ВОПРОСИТЕЛЬНОЕ СЛОВО+ОБЩИЙ ВОПРОС

Порядок слов:

1.	2.	3.	4.	5.
Вопросительное слово	Вспомогательный глагол	Подлежащее	Смысловый глагол	Дополнение

Примеры:

– When did you go to Moscow last time?

- What is your name?
- How do you get to work?

4.Альтернативный/сравнительный вопрос.

ОБЩИЙ ВОПРОС+OR...?

Как можно догадаться из названия, этот вопрос предлагает выбор между двумя альтернативами.

Например:

- Do you like coffee or tea?
- Has he got Mercedes or BMW?
- Will you go to Kiev by train or by plane?

5. Вопрос к подлежащему начинается с вопросительного слова

Who - кто , What – что

Вспомогательные глаголы do, does, did не требуются.

Порядок слов:

1. Who/What – 2. Смысловый глагол в 3 лице ед. числа– 3. Дополнение

Примеры:

- Who is this man?
- What was near the park?
- Who bought a car?
- Who knows about it?

4. Direct speech, reported speech. Прямая и косвенная речь.

При обращении повествовательного предложения из прямой речи в косвенную производятся следующие изменения:

Запятая, стоящая после слов, вводящих прямую речь, а также кавычки, в которые заключена прямая речь, опускаются. Косвенная речь вводится союзом that что, который часто опускается.

Прямая речь	Косвенная речь
He says, "Mary will do it."	He says (that) Mary will do it.

Если в словах, вводящих прямую речь, употребляется глагол to say без указания лица, к которому обращаются с речью, то to say сохраняется. Если после глагола to say стоит предлог to с указанием лица, к которому обращается говорящий, то в косвенной речи этот глагол заменяется глаголом to tell с дополнением без предлога to.

Прямая речь	Косвенная речь
say(says, said)	say(says, said)
say(says, said) to	tell(tells, told)

Прямая речь	Косвенная речь
She says," He will come in the evening".	She says that he will come in the evening.
She says to me," He will come in the evening".	She tells me that he will come in the evening.

Личные и притяжательные местоимения прямой речи заменяются по смыслу, как в русском языке.

Прямая речь	Косвенная речь
Mary says," He has taken my book."	Mary says that he has taken her book.
My brother says," I have got a letter."	My brother says that he has got a letter.

Если в словах, вводящих прямую речь, глагол стоит в Present Indefinite или Future Indefinite, то глагол в косвенной речи (придаточном предложении) остается в том же времени, в каком он был в прямой речи.

Прямая речь	Косвенная речь
He says (will say),"I sent a letter on Monday."	He says (will say) that he sent a letter on Monday.
She says (will say),"I am busy."	She says (will say) that she is busy.

Если в словах, вводящих прямую речь, глагол стоит в Past Indefinite, то время глагола прямой речи заменяется в косвенной речи (придаточном предложении) другим временем согласно правилу согласования времен.

Прямая речь	Косвенная речь
Present Indefinite	Past Indefinite
Present Continuous	Past Continuous
Past Indefinite	Past Perfect
Present Perfect	Past Perfect
Future Indefinite	Future in the Past

Прямая речь	Косвенная речь
He said, "I do my homework every day."	He said that he did his homework every day.
Ann said to me, "I am reading a book."	Ann told me that she was reading a book.

6. Указательные местоимения и наречия времени и места в прямой речи заменяются в косвенной речи другими словами, как в русском языке:

Прямая речь	Косвенная речь
this	that
these	those
now	then
today	that day
yesterday	the day before
ago	before
tomorrow	the next day
here	there
last month	the month before

Прямая речь	Косвенная речь
He said, "I like this city."	He said that he liked that city.
She said, "I saw him yesterday."	She said she had seen him the day before.
She said, " I was busy two days	She said she had been busy two days

ago.”	before.
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Когда прямая речь представляет собой повелительное предложение, то при обращении ее в косвенную речь производятся следующие изменения:

1. Если прямая речь выражает приказание, то глагол to say сказать заменяется глаголом to tell велеть, сказать или to order приказывать. Если прямая речь выражает просьбу, то глагол to say заменяется глаголом to ask просить.

Прямая речь	Косвенная речь
to say сказать	to tell велеть, сказать
to say сказать	to ask просить

Повелительное наклонение заменяется в косвенной речи инфинитивом. Отрицательная форма повелительного наклонения заменяется инфинитивом с частицей not.

Прямая речь	Косвенная речь
“Come....”	to come
“Don’t come.....”	not to come

Личные, притяжательные и указательные местоимения, а также наречия времени и места заменяются по смыслу. (См. п.3, 6 Повествовательное предложение в косвенной речи.)

Прямая речь	Косвенная речь
She said to him, “Come at 5 o’clock.” Она сказала ему: «Приходите в 5 часов».	She told him to come at 5 o’clock. Она велела ему прийти в 5 часов.
I said to her, “Please bring me a glass of tea.” Я сказал ей: “Пожалуйста, принесите мне стакан чая.	I asked her to bring me a glass of tea. Я попросил ее принести мне стакан чая.

Примечание: После глаголов to tell, to order, to ask в английском языке всегда следует дополнение, обозначающее лицо, к которому обращена просьба или приказание.

I asked him to help me. He told me not to open the door.

При преобразовании вопросительного предложения в косвенную речь следует учитывать, что существуют два типа вопросов:

Специальные вопросы. Это вопросы, начинающиеся с вопросительного слова или группы слов: who, which, whose, when, why, how many, how much, how long и т.д.

Общие вопросы. Это вопросы, начинающиеся с вспомогательного или модального глагола(do, does, did will, shall, have, has, can, must).

При обращении специального вопроса из прямой речи в косвенную производятся следующие изменения:

Вопросительный знак опускается, и вопросительный порядок слов в прямой речи заменяется порядком слов повествовательного предложения, т.е. сказуемое ставится после подлежащего. Вопросительное слово, стоящее в начале вопроса, служит для присоединения косвенного вопроса к главному предложению. Далее производятся те же изменения, как и при обращении в косвенную речь повествовательных предложений.

Прямая речь	Косвенная речь
He asked me, «Where do you live?»	He asked me where I lived.
He asked me, «Why have you come so late?»	He asked me why I had come so late.
He asked me, «Where were you yesterday?»	He asked me where I had been the day before.

При обращении общего вопроса из прямой речи в косвенную производятся следующие изменения:

Косвенный вопрос присоединяется к главному предложению при помощи союзов whether или if, имеющих значение частицы ли.

Далее производятся те же изменения, как и при обращении в косвенную речь специальных вопросов.

Прямая речь	Косвенная речь
He asked me, "Have you received my letter?"	He asked me whether (if) I had received his letter.
He asked me, "Will you be here tomorrow?"	He asked me if I should be there the next day.

При обращении в косвенную речь ответов на общие вопросы слова No и Yes опускаются.

Прямая речь	Косвенная речь
He asked her, "Do you want to see the new film?"	He asked her if she wanted to see the new film.
She answered: "Yes, I do." "No, I don't."	She answered she did. that she didn't.

5. The Verbal. Неличные формы глагола

Причастие — неличная форма глагола, промежуточная между глаголом и прилагательным:

The boy playing in the yard is my brother. — Мальчик, (какой?) играющий во дворе, — мой брат.

6. Participle I. Причастие I

Причастие I (причастие настоящего времени), образованное при помощи окончания -ing, имеет активную и страдательную формы:

активная (несовершенный вид) — asking,

активная (совершенный вид) — having asked,

страдательная (несовершенный) — being asked,

страдательная (совершенный) — having been asked.

Причастие I употребляется в функции:

1. Определения:

The man sitting at the table is our teacher. — Человек, сидящий за столом, — наш учитель.

The houses being built in our town are not very high. — Дома, строящиеся в нашем городе, невысоки.

2. Обстоятельства:

Going home I met an old friend. — Идя домой, я встретил старого друга.

Having finished work I went home. — Закончив работу, я пошел домой.

7. Причастие II (Participle II)

Причастие II (причастие прошедшего времени) всегда пассивно. Образуется оно прибавлением суффикса -ed к основе правильного глагола или путем чередования звуков в корне неправильного глагола.

Причастие II употребляется в функции:

1. Определения:

The book translated from English is very interesting. — Книга, переведенная с английского языка, очень интересная.

2. Обстоятельства (причины и времени):

Given the task he began to work. — Получив задание, он начал работать.

8. The Gerund. Герундий.

Герундий является неличной формой глагола, промежуточной между существительным и глаголом:

Smoking is harmful. — Курение (что?) вредно.

Герундий употребляется:

1) в качестве подлежащего:

Reading is useful. Чтение полезно.

2) как часть сказуемого после глаголов to finish, to start, to continue, to go on, to keep и др.:

He started reading the book. Он начал читать книгу

3) как предложное дополнение: I am fond of reading. Я люблю читать

4) как прямое дополнение: Do you mind my reading here? Вы не против моего чтения здесь?

5) как обстоятельство времени:

After reading he closed the book. После чтения он закрыл книгу.

6) как обстоятельство образа действия:

Instead of reading he went to the movies. Вместо чтения он пошел в кино.

Активная форма герундия: giving, beating и т. д. Пассивная форма герундия: being given, being beaten и т. д.

Герундий переводится на русский язык :

1.Отглагольным существительным

Swimming is useful for your health. — Плавание полезно для вашего здоровья.

2.Инфинитивом

He went on reading.- Он продолжал читать.

3.Придаточным дополнительным предложением (после to mind)

Do you mind my waiting for you? - Вы не возражаете, если я подожду вас.

9. The Infinitive and Complexes. Инфинитив и инфинитивные обороты

В английском языке имеется четыре формы инфинитива, которые соответствуют четырем группам времен: Infinitive Indefinite, Infinitive Continuous, Infinitive Perfect и Infinitive Perfect Continuous. Инфинитивы Indefinite и Perfect имеют, кроме того, форму страдательного залога.

	Active	Passive
Indefinite	to read	to be read
Continuous	to be reading	-
Perfect	to have read	to have been read
Perfect Continuous	to have been reading	-

В научной литературе наиболее употребительны формы Indefinite и Perfect действительного и страдательного залога.

Перевод каждой формы инфинитива в отдельности затруднителен, а иногда и просто невозможен, так как полное соответствие в русском языке имеют только формы to read --- читать и to be read -- быть прочитанным (читаемым). Однако и эти формы не всегда могут быть переведены инфинитивом. Точные видовременные значения сложных форм инфинитива полностью выявляются лишь в контексте.

Частица *to*, почти постоянно предшествующая инфинитиву, может служить удобным признаком для отыскания его в предложении, например, в тех случаях, когда инфинитив по форме совпадает с существительным или прилагательным, например; *experiment - to experiment* (эксперимент - экспериментировать); *fashion--to fashion* (вид, форма - придавать форму).

В ряде случаев, однако, инфинитив употребляется без *to*:

- 1) после модальных и вспомогательных глаголов *must, can, could, may, might, shall, should, will, would, need, dare*;
- 2) в обороте "объектный падеж с инфинитивом" после глаголов чувства и восприятия (например: *I heard him speak.* -- Я слышал как он говорит);
- 3) после сочетаний *had better* -- лучше бы, *would rather (sooner)* -- предпочел бы (например: *You had better begin now.* -- Начните лучше сейчас);
- 4) после глаголов *to let* -- разрешать, позволять, давать и *to make* – заставлять (например: *Let me pass, please.* -- Позвольте мне пройти, пожалуйста; *It made him laugh.* -- Это заставило его рассмеяться).

Инфинитив входит в состав инфинитивных конструкций (оборотов):

- 1). Сложное дополнение (*Complex object*)
- 2). Сложное подлежащее (*Complex subject*)
- 3). Конструкция, вводимая предлогом *for* (*for - to – infinitive construction*)

1) Сложное дополнение

Сложное дополнение — это сочетание существительного или местоимения в объектном падеже (напр. *me, him, us, them*) с инфинитивом или причастием I. Существует в трех основных вариантах:

1. С инфинитивом без частицы to или с причастием I после глаголов восприятия

See: saw him drive the car. I saw them working in the lab.

Watch: We watched the plane land. We watched the children playing in the yard.

Notice: Nobody noticed him go out. He didn't notice that happen.

Feel: She felt somebody touch her hand. They didn't feel the train start.

Hear: I didn't hear you come into the room. I heard her playing piano.

I saw him enter the house. Я видел, как он вошел в дом.

I saw him entering the house. Я видел, как он входил в дом.

В первом случае (вышеперечисленные глаголы с инфинитивом без частицы to) подчеркивается факт действия, во втором (эти же глаголы с причастием I) — процесс действия.

2. С инфинитивом без частицы to после глаголов

let: Don't let them play in the street.

make: Don't make me laugh.

3. С инфинитивом с частицей to после глаголов

Want: I want you to help me.

Expect: He expects you to come in time.

Believe: She believes her to be a very good teacher.

Know: I know him to be a good student.

Advise: I advise you to enter the institute.

Consider: English climate is considered to be mild.

Order: He is ordered not to be late.

Allow: They allow to use dictionaries at the exam.

Like: I would like you to finish your work.

Find: I find your story to be very interesting.

2. Сложное подлежащее (Complex subject)

Включает в себя сочетание подлежащего и инфинитива в сложной глагольной форме.

Существительное или местоимение	Глагол, обычно в пассивном залоге	Инфинитив
They	were thought	to be dishonest
Их	считали	нечестными

Complex Subject используется после глаголов:

1). To say, to report, to state, to announce, to allow, to ask в пассивном залоге.

Пример: He is said to know him. - Говорят, он знает его.

2). Глаголов чувственного восприятия и умственного состояния: to see, to believe, to know и так далее в пассивном залоге.

Пример: He was heard to cry noisily- Было слышно, как она громко плачет.

3). Глаголов to seem/ to appear- казаться, to turn out, to prove, to happen, to chance (в значении случаться)

Пример: It seems to be unbelievable- Это кажется невероятным.

4). Прилагательных: to be likely- вероятно, to be unlikely- маловероятно, to be certain/ to be sure-несомненно, обязательно.

Пример: They are unlikely to get know each other- Навряд ли, они знают друг друга.

Обратите внимание:

1). Только лишь to expect, to be likely, to be certain/to be sure могут выражать будущее время.

Пример: I am sure to do this- Я обязательно сделаю это.

2). Если после to seem/to appear, to prove следует прилагательное, то глагол to be опускается.

Пример: She seems happy- Она выглядит счастливой.

3. Конструкция, вводимая предлогом for (for-infinitive construction)

Сочетание предлога for с существительным в общем падеже или местоимением в объектном падеже и инфинитива.

	Предлог for	Существительное или местоимение	Инфинитив
It is difficult	for	me	to tell

Перевод: Мне сложно это рассказывать.

Инфинитив можно употреблять как в действительном залоге, так и в пассивном.

Функции в предложении:

1). Сказуемое

Пример: This cake is for children to eat- Этот торт для детей.

2). Подлежащее. Обычно вводится с it.

Пример: It is difficult for me to understand it- Мне сложно это понять.

3). Определение.

Пример: The best advice for him to talk to his parents- Лучший совет для него- поговорить с его родителями.

4). Дополнение

Пример: They waited for me to come home- Они ждали, что я приду домой.

5). Обстоятельства цели и результата.

Пример: He repaired TV set for you to watch it- Он починил телевизор, что вы могли его смотреть.

10. Verbal Nouns. Отглагольные существительные

Отглагольные существительные образованы от глагола:

to build – building строить - здание, строение

to understand – understanding понимать - понимание

В английском языке практически от любого глагола можно образовать существительное, прибавив окончание -ing. Ряд отглагольных существительных не имеет окончания -ing. Эти слова формируются иным способом. Их нельзя назвать исключениями, потому как сложно выделить общий принцип образования таких слов:

to arrive – arrival прибывать - прибытие

to sell – sale продавать - продажа/ распродажа

to produce – production производить - производство/ изделие, продукт

Как отличить существительные с окончанием -ing от форм глагола

Отглагольные существительные с окончанием -ing внешне напоминают глагольные формы английского языка. При этом они обладают только признаками существительных.

Существительное обозначает предмет, явление, а не деятельность или процесс

Пожалуй, одна из характеристик с очень тонкой гранью. Здесь следует иметь в виду, что в английском языке существительное, в том числе отглагольное, обозначает предмет, явление, род или область деятельности:

Skating is beautiful and spectator. - Фигурное катание красивый и зрелищный вид спорта.

Герундий и глагольные формы обозначают процесс или само действие:

Skating in the open is great. - Кататься на коньках на свежем воздухе дивно. (герундий)

I was skating yesterday morning. - Вчера я все утро каталась на коньках. (глагол в форме Continuous)

Отличительной характеристикой любого существительного в английском языке является наличие артикля.

The building is too old. - Здание слишком старое.

Следует помнить, что артикль не всегда будет ставиться перед существительными, особенно перед абстрактными:

I ask for respect and understanding. - Я прошу понимания и уважения.

Функцию артикля в английском языке на себя часто берут указательные и притяжательные местоимения:

Their arrival is unexpected. - Их приезд никто не ждал.

Формы единственного и множественного числа

Отглагольное существительное имеет формы множественного числа.

The reading was dreadful. The film is nonsense. - Прочтение было ужасным. Фильм полная чушь. (единственное число)

Spring readings are annual poetry contest. - Весенние чтения - это ежегодный поэтический конкурс. (множественное число)

11. Modal Verbs. Модальные глаголы

Модальные глаголы не описывают действие и не отвечают на вопрос «что делать?». Их назначение — показать отношение к глаголу-сказуемому.

Особенности модальных глаголов:

не изменяются по лицам: I can, she may, you must. Сравним: I take, she takes, you take (исключения to be, to have).

известно, что почти все глаголы могут образовывать формы причастия, инфинитива или герундия. Эти же, не имеют неличных форм, то есть окончания ing.

после них не ставится частица to. Исключение: ought to .

при образовании отрицаний и вопросов Modal Verbs не требуют вспомогательных глаголов. К модальным глаголам относят:

при отрицании к нему добавляется not.

в вопросительной форме модальный глагол ставится перед подлежащим.

Таблица модальных глаголов

Модальный глагол и эквиваленты	Выражает	Перевод	Present	Past	Future
can to be able to	физическую или умственную способность	могу, умею, способен	can am/ is/ are able to	could was/were able to	-shall/ will be able to
may to be allowed (to)	разрешение, просьба	разрешите, можно	may is/ am/ are allowed to	might was/ were allowed to	-shall/ will be allowed to

must	должен, необходимость выполнить что- либо	должен, обязан	must	—	—
have to	необходимость выполнения действия из-за обстоятельств	вынужден, приходится	has/ have to	had to	shall/ will have to
to be to	необходимость выполнения из-за заранее запланированног о, по договоренности	должен, обязан	am/ is/ are to	was/ were to	—
shall	желание получить распоряжение, угроза, предостережени е	должен	—	—	shall (Shall he wait? — Ему подождать ?)
should	рекомендации по совершению действия, совет	должен, следует, рекомендуе тся	should	—	—
will	оттенок желания, намерения, согласия, настойчивости	охотно, пожалуйста , будьте до бры	—	—	will
would	оттенок намерения, просьбы, повторности действия в прошлом	охотно, пожалуйста , будьте до бры, бывало	—	—	—
ought	моральный долг, совет (+ not + perfect inf. — упрек, порицание)	следует, следовало бы, должно быть по- видимому	ought to	—	—
need	необходимость совершения	нужно, надо	need	—	—

	действия				
dare	возмущение	осмелюсь, сметь что- либо делать	dare	dared	

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