

ENGLISH AND BUSINESS

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SO`Z BOSHI

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"ilmiy uslubiy qo`llanmasi yuqorida keltirilgan qarorning bajarilishi borasidagi sa`yi harakatlardan biri sifatida keltirishimiz mumkin.

Mazkur ilmiy uslubiy qo`llanma o`z oldiga Toshkent Irrigatsia va Melioratsia Institutining menejment yonalishida taxsil olayotgan bakalavr va magistr talabalarini chet tillarni chuqur o`zlashtirish va o`rganishni , o`z yonalishlari boyicha yetarli bilim va ko`nikmalarni egallashga yordam beradi. O`ylaymizki, ushbu qo`llanma chet tillarni mustaqil o`rganuvchilar uchun muhim vositalardan biri bo`lib xizmat qiladi.

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Lesson I

WHAT IS ECONOMICS

Let's face it: If there's one fundamental principle guiding life on earth, it's **scarcity**. There simply aren't enough beachfront houses, luxury cars, and seats at the theater for everyone who wants one! And on a more serious note, there's not enough food, clothing, and medical care for everyone who needs it.

The entire discipline of economics—and all economic activity—arises from a scarcity of **goods and services** in comparison to human wants and needs. If there is not enough of something for everyone who **wants or needs** it, society faces a serious problem: it has to make decision about some basic economic questions.

Throughout history there have always been people who obtained what they wanted or needed **by force***. The barbarians who sacked Rome practiced this form of “economic activity,” and in modern times it is practiced by armed robbers. But a society* requires an **orderly system*** of producing and **distributing the necessities** and luxuries of life. Such a system is essential to a stable society. Economics is the study of systems of **production and distribution**—which are called economies—and of their fundamentals, dynamics, and results.

*by force силой

*society общество

*orderly system упорядоченная система

1. Make true sentences.

There is		food		in my town
		clothing		
There isn't		luxury		
	enough	houses		in my country
There are		jobs		

There aren't clean water
engineers in my family
gas and oil

2. Guess the words.

1. Things that we cannot live without are called _____
2. Things which give us pleasure and joy are called _____
3. When people do not have enough of something they suffer from _____
4. Everything that is made in a society is called _____ and _____
5. _____ is the process of making things.
6. _____ is the process of dividing things among people.

3. Study these words and their negative forms and fill in the gaps in the sentences. Then make up your own sentences in which the negative forms are used.

certain(определенный, уверенный)	Uncertain
exact(точный, безошибочный)	Inexact
predictable(предсказуемый)	Unpredictable
precise (точный, четкий, определенный)	Imprecise

1. You have to be very _____ in this job, because a small mistake can make a big difference.
2. Are you _____ that you'll get there in time?
3. We have done this experiment before. The results are rather _____.
4. Our train leaves at 10 o'clock _____.

Grammar

Таблица глагола **to be**:

Вопрос		Утверждение	Отрицание	
WILL	I YOU WE BE ? THEY HE SHE	I YOU WE WILL THEY BE HE SHE	I YOU WE WILL THEY NOT HE BE SHE	Будущее
AM	I ?	I AM	I AM NOT	
IS	HE, SHE, IT ?	HE, SHE, IT IS	HE, SHE, IT IS NOT	Настоящее
ARE	YOU, WE, THEY ?	YOU, WE, THEY ARE	YOU, WE, THEY ARE NOT	
WAS	I, HE, SHE, IT ?	I, HE, SHE, IT WAS	I, HE, SHE, IT WAS NOT	Прошедшее
WERE	YOU, WE, THEY ?	YOU, WE, THEY WERE	YOU, WE, THEY WERE NOT	

1. Translate into English, using *to be* in *Present Simple*.

1. Я ученик. Я в школе. 2. Мой брат художник. Он не инженер. 3. Моя сестра на работе. Она врач. 4. Он студент. 5. Вы студент? — Нет, я врач. 6. Моя сестра дома. 7. Мы не в школе. Мы дома. 8. Мой брат ученик. Он в школе. 9. Ваша мама дома? - Нет, она на работе. 10. Ваш двоюродный брат дома? - Нет, он в школе. Он ученик. 12. Ваша сестра учительница? - Нет, она студентка. 12. Твой папа на работе? — Нет, он дома. 13. Твоя сестра секретарь? — Да, — Она дома? - Нет, она на работе. 14. Мой дедушка ученый, 15. Моя мама не учительница. Она врач.

2. Translate into English, using *to be* in *Present or Past Simple*,

1. Я ученик. 2. Он летчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Ты рабочий. 7. Они ученики. 8. Я дома. 9. Он в школе. 10. Она в кино? 11. Мы в парке. 12. Они в театре? 13. Она молодая? 14. Он старый. 15. Она не старая. 16. Они сильные. 17. Она больна. 18. Вы больны? 19. Он болен? 20. Я не болен. 21. Я был болен вчера. 22. Она не была больна. 23. Мы были в кино. 24. Они не были в кино. 25. Они не в школе. 26. Они дома. 27. Вы были в парке вчера? 28. Он был в школе вчера? 29. Он был рабочим. 30. Она была учительницей.

3. Translate into English, using *to be* in *Present, Past or Future Simple*.

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. 4. Ты будешь дома завтра? 5. Она была вчера в парке? 6. Он сейчас во дворе? 7. Где папа? 8. Где вы были вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12. Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда твоя сестра будет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя сестра была студенткой в прошлом году, а еe час она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

Article

Артикль не употребляется, если перед существительным стоит притяжательное или указательное местоимение, другое существительное в притяжательном падеже, количественное числительное или отрицание "no" (не "not").

1. Put the article where it is necessary.

1. This is ... book. It is my ... book. 2. Is this your ... pencil? — No, it isn't my ... pencil, it is Ray sister's ... pencil. 3. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. 4. I have no ... handbag. 5. Is this ... watch? — No, it isn't ... watch, it's ... pen. 6. This ... pen is good, and that ... pen is bad. 7. I can see ... pencil on your ... table, but I can see no ... paper. 8. Give me ... chair, please. 9. They have ... dog and two ... cats. 10. I have ... spoon in my ... plate, but I have no ... soup in it.

*Упоминая предмет впервые, мы употребляем перед ним неопределенный артикль **a(an)**. Упоминая **этот** же предмет вторично, мы ставим перед ним определенный артикль **the***

2. Put the article where it is necessary.

1. This is ... tree. ... tree is green. 2. I can see three ... boys. ... boys are playing. 3. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle. 4. Our ... room is large. 5. We wrote ... dictation yesterday. ... dictation was long. 6. She has two ... daughters and one ... son. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big. 10. I got ... letter from my ... friend yesterday. ... letter was interesting.

*Неопределенный артикль **a (an)** может употребляться только с исчисляемыми существительными, стоящими в единственном числе. Перед неисчисляемыми существительными или существительными во множественном числе неопределенный артикль опускается. Определенный артикль **the** употребляется как с исчисляемыми, так и с неисчисляемыми существительными, как с единственным, так и с множественным числом.*

3. Put the article where it is necessary.

1. This is ... pen. ... pen is red. 2. These are pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea. 9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper.

Lesson II.

AN INEXACT SCIENCE

Economics is the study, description, and analysis of the ways in which a society produces and distributes. In economics, the term goods and services refers to everything that is produced in the economy—all products and services, including **government** “services,” such as **national defense** and the **prison** system.

Economics is one of the social (**as opposed** to natural or physical) sciences, as are psychology and anthropology. Social sciences examine and explain human **interaction**. Because of this, the findings and knowledge produced by a social science generally cannot be as **exact** or **predictable** as those of a physical science, such as physics or chemistry.

For instance, if you put water in a saucepan on a stove, you know with **certainty** that it will boil when it reaches 212° Fahrenheit. But if you are the governor of a state and you raise the state **sales tax**, you cannot be **certain** about the effect it will have. And you won't be able to answer any of the following basic questions: How much money will the tax raise? In order to **avoid** the tax, will people take more of their business across the state line? Will they shop more often on the Internet, where there is no sales tax (yet)? Will companies in the state **experience** lower sales and generate lower corporate **income taxes** as a result?

Economics **deals with** these kinds of questions, but it seldom comes up with totally **precise** explanations or correct predictions. Why? Because human **behavior** in the economic realm is as complex and mysterious as it is in any other sphere of life.

Vocabulary:

government	Правительство
Prison	Тюрьма
national defense	национальная безопасность
interaction	Взаимодействие
certainty	Определенность
sales tax	налог на продажи
income tax	налог на доходы
behaviour	Поведение
to avoid	Избегать

to raise
to experience
to deal with

Поднимать
Испытывать
иметь дело с

1. Find in the text

- two parts of the state system;
- two other social sciences;
- two physical sciences;
- two types of taxes.

2. Match these words as they go together in the text.

produce and	Tax
goods and	Defense
national	Distribute
prison	System
human	Services
sales	Interaction

3. Say if the following is true or false. Correct the false statements.

1. Social sciences study the natural world around us.
2. Physical sciences are more exact than social sciences.
3. Government “services,” such as national defense and the prison system are not studied by economics.
4. Human behaviour can be examined and predicted with much precision.
5. Water boils at 212° Fahrenheit.
6. The raise of sales tax always causes lower sales.

4. Think and say what economics has in common with these sciences.

- Psychology
- Mathematics
- History
- Biology

Grammar

Present Simple

Утвердительная	Отрицательная		Вопросительная
I like	I do not like	I don't like	Do I like?
You like	You do not like	You don't like	Do you like?
He likes	He does not like	He doesn't like	Does he like?
She likes	She does not like	She doesn't like	Does she like?
It likes	It does not like	It doesn't like	Does it like?
We like	We do not like	We don't like	Do we like?
You like	You do not like	You don't like	Do you like?
They like	They do not like	They don't like	Do they like?

English-like.ru

Present Continuous

Спряжение глагола <i>to work</i> (работать) в Present Continuous Tense (Present Progressive Tense) <i>(действие в процессе, совершается в тот момент, когда о нем говорят)</i>		
Утверждение		Отрицание
I am working He is working She is working It is working We are working You are working They are working		I am not working He is not working She is not working It is not working We are not working You are not working They are not working
Вопрос	Краткий ответ - да	Краткий ответ - нет
Am I working? Is he working? Is she working? Is it working? Are we working? Are you working? Are they working?	Yes, I am Yes, he is Yes, she is Yes, it is Yes, we are Yes, you are Yes, they are	No, I am not No, he isn't No, she isn't No, it isn't No, we aren't No, you aren't No, they aren't

njj.ru/to-be/download-continuous.htm

1. Translate into English, using Present Continuous.

(СЕЙЧАС) 1. Я читаю. 2. Он не пишет. 3. Мы не работаем. 4. Вы читаете? 5. Он спит? 6. Коля и Миша играют в футбол. 7. Катя играет на рояле. 8. Она не поет. 9. Моя сестра спит. 10. Папа пьет чай? 11. Твои родители пьют чай? 12. Я не сплю. 13. Она сидит за столом. 14. Мы делаем упражнение. 15. Мы не купаемся. 16. Они играют во дворе? 17. Нина и Аня моют пол. 18. Коля помогает маме. 19. Ты помогаешь папе? 20. Моя сестра читает интересную книгу. 21. Они идут в школу. 21. Вы идете в школу? 22. Он работает? 23. Твоя бабушка идет в магазин? 24. Он покупает конфеты. 25. Что делает твоя сестра? 26. Где играют дети? 27. Почему ты смеешься? 28. Куда они идут? 29. Что несут эти мальчики?

2. Translate into English, using Present Simple.

(ОБЫЧНО) 1. Я работаю. 2. Мы работаем. 3. Они не работают. 4. Вы работаете? - Да. 5. Он работает? - Нет. Он учится. 6. Мой брат не учится. Он работает. 7. Моя сестра не читает книг. 8. Наша бабушка любит спать на диване. 9. Вы любите отдыхать в кресле? 10. Мы едим и пьем в кухне. 11. Мой брат не любит читать газеты. 12. Мы спим в спальне. 13. Мой брат спит на диване в жилой комнате. 14. Моя сестра одевается перед зеркалом. 15. Мой дядя пишет книги. 16. Мы пишем упражнения в школе.

3. Choose Present Continuous or Present Simple.

1. I (to write) a composition now. 2. I (not to drink) milk now. 3. I (to go) for a walk after dinner. 4. I (not to go) to the theatre every Sunday. 5. He (not to read) now. 6. He (to play) now. 7. He (to play) now? 8. My mother (to work) at a factory. 9. My aunt (not to work) at a shop. 10. You (to work) at an office? 11. My friend (to live) in St. Petersburg. 12. My cousin (not to live) in Moscow. 13. The children (not to sleep) now. 14. The children (to play) in the yard every day. 15. They (not to go) to the stadium on Monday. 16. She (to read) in the evening. 17. She (not to read) in the morning. 18. She (not to read) now. 19. Your father (to work) at this factory? 20. You (to play) chess now? 21. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer. 22. How is your brother? - He is not well yet, but his health (to improve) day after day. 23. Listen! Who (to play) the piano in the next room?

Запомните глаголы, не употребляющиеся во временах группы Continuous: to be, to know, to understand, to think, to recognize, to want, to like, to see, to hear, to feel, to have (to have - только в своем прямом значении «иметь»). В словосочетаниях типа "to have breakfast", "to have a lesson", "to have a smoke" глагол to have употребляется также и во временах группы Continuous). Эти глаголы надо употреблять в Present Simple, даже если действие совершается в момент речи.

4. Choose Present Continuous or Present Simple.

1. What you (to do) here now? - We (to listen) to tape-recordings. 2. You (to want) to see my father? - Yes, I ... 3. Michael (to know) German rather well. He (to want) to know English, too, but he (to have) little time for it now. 4. What magazine you (to read)? - It (to be) a French magazine. There (to be) good articles on sports here. You (to be) interested in sports? - Yes, I ... But I (not to know) French. 5. We (to have) an English lesson now. 6. Lena usually (to prepare) her homework at the institute? - No, she As a rule, she (to work) at home. — And what she (to write) now? -Oh, she (to write) an article for our wall newspaper. 7. Who that man (to be) who (to stand) in the doorway? - You (not to recognize) him? It (to be) John, my cousin. 8. I (to have) no time now, I (to have) dinner. 9. Your family (to leave) St. Petersburg in summer? - Yes, we always (to go) to the sea-side. We all (to like) the sea. Mother (to stay) with us to the end of August, but father (to return) much earlier. 10. Where Tom and Nick (to be) now? — They (to have) a smoke in the garden.

Lesson III

1. Read the text and choose the most suitable title for it.

What Is Economics and Who Cares?

It's Not Perfect, but It Helps!

Will That Be Large or Small?

The good news, however, is that economics can tell us the **likely** results of a sales tax. In addition, as a scientific discipline, economics **provides** extremely useful analytical **tools and frameworks** for understanding human behavior in the

areas of getting and spending money, which (let's face it) **occupies** the **majority** of most people's waking hours.

Economics deals with fundamental, often life-or-death **issues**. That is why economics is important. Its **challenge** lies in its mysteries: We don't know when the next **expansion or recession** will come. We don't know if a federal tax cut will help the economy grow. We don't know which new technologies should **be encouraged** and which ones won't pan out (не преуспеют). And, tragically, we don't know how to **overcome poverty**, hunger, crime, and other evils rooted in economic reality. But economics is the branch of the social sciences most concerned with these matters, and it is the one that's well **equipped** to help us deal with them.

Economics provides a framework for understanding government policies, business developments, and consumer behavior here and abroad. It provides a rich context for **making decisions** in your business, professional, and financial life. The economy is to business as the ocean is to fish. It is the environment in which business operates. The more you know about this environment, the better you will function as a manager, analyst, and decisionmaker.

Vocabulary:

likely	Вероятно
to provide	Обеспечивать
tools	Инструменты
framework	Структура
to occupy	Занимать
majority	Большинство
issue	пункт, проблема
challenge	сложная задача
expansion	Расширение
recession	Спад
to encourage	Поощрять
to overcome	Преодолевать
poverty	Бедность
equipped	Оборудованный

2. Match the parts of the sentences and write them down into your notebook.

ECONOMICS can predict	understand government policies, business development, and consumer behaviour.
provides context	in the areas of getting and spending money
deals with	the likely results of economic activity.
is well equipped to help us	fundamental, often life-to-death issues.
is concerned with human behavior	for making decision in your business, professional and financial life.

3. Match these words as they go together in the text.

likely	Decisions
life-or-death	Poverty
overcome	Issues
government	Policies
business	Life
consumer	Behavior
making	Results
financial	Developments

4. Read the text.

The field of economics may **be divided in** several different ways, most popularly microeconomics (at the level of individual choices) versus macroeconomics (aggregate results). Today there is a view that good macroeconomics has solid microeconomic foundations. In other words, its theories should have evidential support in microeconomics. A few authors (for example, Kurt Dopfer and Stuart Holland) also argue that 'mesoeconomics', which considers the intermediate level of economic organization such as markets and other institutional arrangements, should be considered a third branch of economic study.

Theories developed as a part of economic theory have also been applied in other fields such as criminal behavior, scientific research, death, politics, health, education, family, dating, etc. This is allowed because economics is fundamentally about human decision-making. One of the main purposes is to understand how economies work, and what are the relations between the main economic players and institutions.

Economics can also **be divided into** numerous sub disciplines that do not always fit neatly into the macro-micro categorization. These sub disciplines **include**: international economics, development economics, industrial organization, public finance, economic psychology, economic sociology, institutional economics and economic geography.

Another **division of the subject distinguishes** positive (descriptive) economics, which seeks to predict and explain economic phenomena, from normative economics, which orders choices and actions by some criterion.

5. Define which sub-discipline deals with the following subjects and fill in the table.

Microeconomics	Macroeconomics

- household incomes
- national income
- employment
- inflation
- prices in local markets
- small businesses

Grammar

Revision:

1. Choose *Present Continuous* or *Present Simple*.

1. It (to take) me forty minutes to get to school. 2. Hello, Pete, where you (to go)? — I (to hurry) to school. 3. When your lessons (to begin) on Monday? — They (to begin) at nine o'clock. 4. Where your sister (to be)? — She (to do) her homework in the next room. 5. It usually (to take) me an hour to do my written exercises. 6. Where Boris (to be)? I (to look) for him. - He (to have) dinner. 7. In the evening I often (to go) to see my friends. 8. On Sunday we sometimes (to go) to the cinema or to a disco club. 9. Andrew (to get) up very early as he (to live) far from school, He (to be) never late. 10. It (to be) six o'clock in the evening now. Victor (to do) his homework. His sister (to read) a book. His mother and grandmother (to talk). 11. I (to write) a letter to my grandmother who (to live) in Novgorod. I (to write) to her very often.

Future Simple

Утвердительная
форма

I **shall** ask.
You **will** ask.
He **will** ask.
She **will** ask.
It **will** ask.

We **shall** ask.
You **will** ask.
They **will** ask.

Вопросительная
форма

Shall I ask?
Will you ask?
Will he ask?
Will she ask?
Will it ask?

Shall we ask?
Will you ask?
Will they ask?

Отрицательная
форма

I **shan't** ask.
You **won't** ask.
He **won't** ask.
She **won't** ask.
It **won't** ask.

We **shan't** ask.
You **won't** ask.
They **won't** ask.

2. Choose *Present Continuous*, *Present Simple* or *Future Simple*.

1. When you (to get) up every day? - I (to get) up at seven o'clock. 2. My brother usually (not to get) up at seven o'clock. As a rule, he (to get) up at six o'clock, but tomorrow he (to get) up at seven o'clock. 3. Why she (to come) home so late tomorrow? 4. We (to go) to the country the day after tomorrow. 5. Our friends always (to go) to the country for the week-end. 6. Look! The kitten (to play) with its tail. 7. Your parents (to watch) TV now? 8. My sister (not to rest) now. She (to help) mother in the kitchen. She (to help) mother in the kitchen every day. 9. Where she (to go) tomorrow? 10. She (to go) to the country with us tomorrow? 11. They (to stay) at home tomorrow. 12. What you (to do) now? I (to see) that you (not to read). 13. When you (to finish) your homework? It (to be) very late, it (to be) time to go to bed. 14. How you usually (to spend) evenings? 15. What you (to do) in the country next summer? 16. They (not to drink) tea now. I (to think) they (to watch) TV. 17. What your father (to drink) in the evening?

*Не забывайте употреблять настоящее время вместо будущего в придаточных предложениях времени и условия после союзов **if, when, as soon as, before, after, till (until)**.*

3. Open the brackets, using correct form of the verb.

1. If you (to translate) this article into Russian, I shall use it in my report. 2. If she (to be) in St. Petersburg now, she will meet you at the I railway station. 3. If you (not to hurry), you will miss the train. 4. If it (to rain), we shan't go to the country. 5. When my friend (to come) to St. Petersburg, we shall go to the Russian Museum. 6. What will you be doing when he (to come) to your place? 7. Don't forget to pay for your dinner before you (to leave) the canteen. 8. I shall /be able to translate this article if you (to give) me a dictionary. 9. You will have to work hard at home if you (to miss) the lesson. 10. Where will you go when you (to come) to London? 11. The child won't be healthy if you (not to give) him much fruit. 12. I shan't have dinner before mother (to come) home.

4. Translate into English, using *Present Simple* or *Future Simple*.

1. Я приду домой в шесть часов. 2. Когда я приду домой, я позвоню вам. 3. Она позвонит нам вечером. 4. Если она позвонит вам, попросите ее принести мне книгу. 5. Я увижу Тома завтра. 6. Как только я увижу Тома, я расскажу ему об этом. 7. Я поеду в Париж на будущей неделе. 8. Перед тем, как я поеду в Париж, я позвоню вам. 9. Он не пойдет в библиотеку сегодня вечером. 10. Если он не пойдет в библиотеку, он будет дома. 11. Мы будем дома завтра. 12. Если мы будем дома завтра, мы посмотрим эту программу по телевизору. 13. Ее не будет завтра дома. 14. Если ее не будет завтра дома, оставьте ей записку. 15. Завтра погода будет хорошая. 16. Если завтра погода будет хорошая, мы поедем за город. 17. Когда она приходит в школу, она снимает пальто. 18. Когда она придет в школу, она снимет пальто. 19. Как только он вспоминает эту смешную сцену, он начинает смеяться.

Lesson IV

1. Read the text and do the tasks after each section.

MARKET ECONOMIES

A A society may attempt to deal with the basic economic problems by allowing free play to what are known as market forces. The state plays little or no part in economic activity. Most of the people in the non-communist world earn and spend in societies which are still fundamentally market economies.

The market system of economic organization is also commonly described as a free enterprise or laissez-faire, or capitalist system. We shall use all these terms to stand for a market economy. Strictly speaking the pure market of laissez-faire system has never existed. Whenever there has been some form of political organization, the political authority has exercised some economic functions (e.g. controlling prices or levying taxation). It is useful, however, to consider the way in which a true market system would operate because it provides us with a simplified model, and by making modifications to the model we can approach the more realistic situations step by step.

The framework of a market or capitalist system contains six essential features: private property, freedom of choice and enterprise, self-interest, competition, the price system, the role for government.

A What does the underlined phrase mean in the text?

- Market economy is spoiled and corrupt.
- Market economy is only a scientific theory which doesn't prove.
- Market economy has influences of other economic systems in it.

B Private property.

The institution of private property is a major feature of capitalism. It means that individuals have the right to own, control and dispose of land, buildings, machinery, and other natural and man-made resources. Man-made aids to production such as machines, factories, docks, oil refineries and road networks are known as capital. Private property not only confirms the right to own and dispose of real assets, it provides the owners of property with the right to income from that property in the form of rent, interest and profits.

B Write out:

- forms of capital
- forms of income

C Freedom of choice and enterprise

Freedom of enterprise means that individuals are free to buy and hire economic resources, to organize these resources for production, and to sell their products in the markets of their own choice. Persons who undertake these activities are known as entrepreneurs and such people are free to enter and leave the industry.

Freedom of choice means that owners of land and capital may use these resources as they see fit. It also means that workers are free to enter (and leave) any occupations for which they are qualified. Finally it means that consumers are free to spend their incomes in any way they wish. The freedom of consumer choice is usually held to be the most important of those economic 'freedoms'. In the models of capitalism, producers respond to consumers' preferences – they produce whatever consumers want.

C Write out all the words which denote participants of the market.

D Self-interest

Since it is based on the principle that individuals should be free to do as they wish, it is not surprising to find that the motive for economic activity is self-interest. Each unit in the economy attempts to do what is best for itself. Firms will act in ways which, they believe, will lead to maximum profits (or minimum losses). Owners of land and capital will employ these assets so as to obtain the highest possible rewards. Workers will tend to move to those occupations and locations which offer the highest wages. Consumers will spend their incomes on those things which yield the maximum satisfaction.

D Continue the list.

Self-interest can be realized in the form of

- maximum profits

-
-
-

E Competition

Economic competition is another essential feature of a free enterprise economy. Competition, as economists see it, is essentially price competition. The model of the market economy envisages a situation where, in the market for each commodity, there are large number of buyers and sellers. In theory at least, competition is the regulatory mechanism of capitalism. On the one hand, it protects the customers – they have the right of choice and they benefit from the fact that competition keeps prices close to costs; on the other hand, it makes producers and suppliers of scarce resources utilize them economically, using most sophisticated technologies.

E Which is true?

- Competition makes prices lower.
- Competition makes prices higher.
- The influence of competition is difficult to predict.

F Markets and Prices

Perhaps the most basic feature of the market economy is the use of the price mechanism for allocating resources to various uses. The price system is an elaborate system of communications in which innumerable free choices are aggregated and balanced against each other. The decisions of producers determine

the supply of a commodity; the decisions of buyers determine the price. Changes in demand and supply cause changes in market prices and it is these movements in market prices, which bring about the changes in the ways in which society uses its economic resources.

F Who determines the price in the market?

G The role of government

Freedom of enterprise is not total in the market economy. Businesses are subject to laws and government regulations. Economic environment is determined by the economic policies of the government, fiscal and monetary policies being the major factors.

G What does the underlined phrase mean in the text?

- Businesses are regulated by government.
- Government regulates businesses.
- Businesses are independent from laws and government regulations.

Vocabulary

to stand for	означать, обозначать
to exercise	использовать, осуществлять
to respond (to)	реагировать, отзываться
to dispose	располагать, размещать
to levy	облагать налогами
to yield	приводить к чему-л.
to envisage	Рассматривать
to aggregate	собирать в одно целое

2. Guess which feature of market economy each statement is about.

- 1 It is the dominating motive of economic activity.
- 2 It is the principle difference between market and command systems.
- 3 It is very limited.
- 4 It governs the process of distribution.
- 5 It makes prices lower.

3. Match 1-6 with a-f to make meaningful phrases. Use these phrases to speak about market economy.

- | | |
|---------------|---|
| 1) to have | a) to maximum profits |
| 2) to be free | b) prices close to costs |
| 3) to lead | c) the right to own, control and dispose of real assets |

- 4) to keep
- 5) to cause
- 6) to be subject

- d) to buy, hire, and sell
- e) to laws and government regulations
- f) changes in market prices

Grammar

Past		
yesterday, last time, last year, a week ago, when?		
I you he she we they	played wrote	
Did	I you he she we they	play? write?
I you he she we they	did not	play write

1. Write in Past Simple

On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee. After Breakfast my son leaves home for school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my son are at home, too. We rest in the evening. My son watches TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock we I go to bed.

2. Choose *Present Continuous*, *Present Simple*, *Past Simple* or *Future Simple*.

1. Mother (to cook) a very tasty dinner yesterday.
2. Tomorrow Nick (not to go) to school.
3. Look! My friends (to play) football.
4. Kate (not to write) letters every day.
5. You (to see) your friend yesterday?
6. Your father (to go) on a business trip last month?
7. What Nick (to do) yester-¹ day?
8. When Nick (to get) up every morning?
9. Where your mother (to go) tomorrow?
10. I (to invite) my friends to come to my place tomorrow.
11. He (not to play) the piano tomorrow.
12. We (to see) a very good film last Sunday.
13. Your [mother (to cook) every day?
14. We (to make) a [fire last summer.
15. I (to spend) last summer at the sea-side.
16. Where you (to spend) last summer?
17. Where he (to spend) next summer?
18. What mother (to do) now? — She (to cook) dinner.
19. I (not to play) computer games yesterday.
20. Last Sunday we (to go) to the theatre.
21. I (to (meet) my friend yesterday.
22. I (to write) a letter [to my cousin yesterday.

Prepositions

1. Translate into English, using *on, in, at, to, into*.

1. Идите к доске. 2. Напишите число на доске. 3. Повесьте картину на доску. 4. Она налила в вазу воды и поставила в нее цветы. Потом она пошла к окну и поставила вазу на подоконник. 5. Учитель стоит у доски. Он пишет на доске предложение. Ученики сидят за партами. Они пишут это предложение в своих тетрадях. 6. Ник вошел в кухню и сел за стол. Мама стояла у плиты. Она подошла к столу, поставила на стол чашку и налила в чашку чаю. 7. Мы собрали в лесу много грибов. 8. Маша открыла дверь и вошла в дом. В доме никого не было. Медведи были в лесу. В комнате Маша увидела стол. Она подошла к столу. На столе она увидела три тарелки. 9. Катя была в комнате. Она стояла у книжного шкафа. 10. На полу лежал толстый ковер. Дети сели на ковер и начали играть. 11. Где мальчишки? — Они играют во дворе. 12. Сейчас зима. На земле лежит снег. На реке лед. 13. Она подошла к доске, взяла мел и начала писать на доске. 14. Масло на столе. Поставь его в холодильник. А теперь садись за стол. В этом стакане сок. Выпей его и поставь стакан на полку. 15. Где твоя ручка? - Она в моем кармане. 16. Положи в карман платок. 17. Он прыгнул в реку и быстро поплыл к острову.

Articles

Существует огромное количество так называемых "застывших словосочетаний," в которых артикль употребляется или отсутствует традиционно. Эти словосочетания приходится заучивать наизусть.

Запомните следующие конструкции.

There is a ... Where is the ... ?

Запомните также следующие предложения:

The (book) is on the (table). Но: The (book) is on a little (table)¹

¹ *Существительное, стоящее в скобках, может быть любым. Прилагательное также может быть любым. Вместо предлога "on" может быть любой другой предлог или заменяющее его словосочетание, напр, "in front of".*

1. Вставьте артикль, где необходимо.

1. Where is ... cat? — .. cat is on ... sofa. 2. Where is ... book? — .. book is on ... shelf. 3. Where are ... flowers? — ... flowers are in ... beautiful vase. 4. Where is .. vase? — ... vase is on ... little table near ... window. 5. Open ... window, please. ... weather is fine today. I can see ... sun in ... sky. I can see ... nice little bird. ... bird is sitting in ... big tree. ... tree is green. 6. There is ... little white cloud in ... sky. 7. We have ... large room. There is ... big sofa in ... room and ... little lamp on ... wall over ... sofa. I like to sit on ... sofa and read ... good book.

Remember:

in the middle

in the corner

to the right

to the left

2. Put the article where it is necessary.

1. There is ... thick red ... carpet in my ... room. ... carpet is on ... floor in ... front of ... sofa. 2. Where is ... table in your brother's ... room? — His ... table is near ... window. 3. I can see ... fine ... vase on ... shelf. Is it your ... vase? 4. We have no ... piano in our ... living-room. 5. My ...

uncle is ... married. He has ... beautiful wife. They have ... son, but they have no ... daughter. 6. I can see ... nice ... coffee-table in ... middle of ... room to ... right of ... door. It is ... black and ... red. I like ... coffee-table. 7. Our ... TV-set is on ... little ... table in ... corner of ... room. 8. There is... beautiful picture in my father's ... study, ... picture is on ... wall to ... left of ... window.

Lesson V

CIRCLES AND CYCLES OF ECONOMIC ACTIVITY

Market economic system works in a circle, with each person or part of the system dependent on all other persons or parts. Every person's spending becomes someone else's income.

Another characteristic of our economic system is the way it moves from good times to bad times. This movement is called a business cycle. The four stages of business cycle are prosperity, recession, depression and recovery.

- **Prosperity** is high point of a business cycle, also called a boom.
- **Recession** is a stage in a business cycle in which the economy is in the period of decline.
- **Depression** is the lowest point in a business cycle at which business is the worst.
- **Recovery** is the final stage in a business cycle during which business succeeds again.

Think over and say what happens during each stage of a business cycle to each of the following factors:

Jobs – increase in number; decrease; stay the same.

Unemployment – high; low; the highest becomes higher (lower).

Prices for consumer goods – go up; go down; stay the same.

Consumers buying habits – buy less, buy more; no change.

Number of business firms in the market – increases; decreases; stays the same.

Economic activity can be measured by gross national product, employment inflation and productivity.

Gross national product is the total dollar (rouble) value of all the goods and services produced by an economic system in one year.

Inflation is rising of price caused by increased spending. Productivity is the amount of output produced per unit of input.

The cost of natural resources, capital resources and human resources effect productivity. There are two basic ways to increase productivity. First more goods and services can be produced with the same amount of resources.

Vocabulary

to measure	Измерять
to increase	Увеличивать
to decrease	Уменьшать
circle	Круг
cycle	Цикл
value	ценность, стоимость

1. Complete the sentences.

1. A period in which spending falls and unemployment rises is called _____ .
2. A stage during which people find job and begin to buy more products and services is called _____ .
3. _____ is a period when employment is high and businesses turn out goods and services as fast a they can.
4. _____ is the point when business is bad and unemployment is high.

2. Distribute the verbs by their meanings into two categories

Increase, decrease, go down, reduce, go up, fall, lower, rise, augment.

Grammar

FORM*Positive*

I She He It	was	working.
You We They	were	

Negative

I She He It	wasn't (was not)	working.
You We They	(were not)	

Question

Was	I she he it	working?
Were	you we they	

Short answers

Yes, No,	I she he it	was. wasn't.
	you we they	were. weren't.

1. Choose *Present Continuous* or *Past Continuous*

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday, 3. My little sister (to sleep) now. 4 My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volley-ball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley-ball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday? 11. Why she (to cry) now? 12. Why she (to cry) when I saw her yesterday? 13. She (to read) the whole evening yesterday. 14. She (not to read) now, 15. Now she (to go) to school. 16. What you (to do) now? — I (to drink) tea. 17. You (to drink) tea at this time yesterday? — No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 18. My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again.

2. Choose *Past Simple* or *Past Continuous*.

1. When I (to come) home, my little sister (to sleep). 2. When Nick (to come) home, his brother (to play) with his toys. 3. When mother (to come) home, I (to do) my homework. 4. When father (to come) home, Pete (to sleep). 5. When mother (to come) home, the children (to play) on the carpet. 6. When I (to get) up, my mother and father (to drink) tea. 7. When I (to come) to my friend's place, he (to watch) TV. 8. When I (to see) my friends, they (to play) football. 9. When I (to open) the door, the cat (to sit) on the table. 10. When Kate (to open) the door, the children (to dance) round the fir-tree. 11. When Tom (to cross) the street, he (to fall). 12. When I (to go) to school, I (to meet) my friend. 43. When we (to go) to the cinema, we (to meet) grandmother. 14. When grandmother (to go) home, she (to see) many children in the yard. 15. When Henry (to walk) about in the forest, he (to find) a bear cub. 16. When we (to walk) about in the forest, we (to see) a hare. 17. When I (to wash) the floor, I (to find) my old toy under the sofa.

3. Choose *Present, Past, Future Simple; Present, Past Continuous*.

1. Look at these children: they (to skate) very well. 2. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday. 3. My brother can skate very well. He (to skate) every Sunday. 4. What you (to do) now? — I (to wash) the dishes. 5. What you (to do) at three o'clock yesterday? — I (to have) dinner. 6. You (to have) dinner now? 7. Where your brother (to work)? — He (to work) at an institute. 8. Your grandmother (to sleep) when you (to come) home yesterday? 9. What your brother (to do) tomorrow? 10. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow. 11. Where Kate (to go) when you (to meet) her yesterday? 12. Every day the boss (to enter) the office at nine o'clock. 13. Yesterday the boss (to enter) the office at half past nine. 14. When the secretary (to come) tomorrow? 15. At six o'clock yesterday we (to listen) to a very interesting lecture. 16. When I (to enter) the office, the secretary (to type) some letters. 17. My friend (to ring) me up at eight o'clock yesterday.

Prepositions

Preposition of time: AT

В пять часов - At five o'clock *В полдень - At noon* *В полночь - At midnight*
На восходе солнца - At sunrise *На закате - At sunset*

Preposition of time: ON

В воскресенье — On Sunday *Пятого марта - On the 5th of March*

Preposition of time: IN.

В 1997 году-- in 1997. В марте - in March

Но: в этом году - _ this year; в прошлом году — _ last year; в будущем году — _ next year
в этом месяце - _ this month; в прошлом месяце - _ last month; в будущем месяце - _ next month
на этой неделе - _ this week; на прошлой неделе - _ last week; на будущей неделе - _ next week

1. Translate into English.

1. На прошлой неделе мы ходили в Русский музей. 2. Летом солнце встает рано утром, а садится поздно вечером. 3. Прошлым летом мы ездили на юг. Когда мы были на юге, мы ходили к морю каждый день. Мы вставали на рассвете и купались в море. В полдень мы обедали и отдыхали. Вечером мы ходили в парк. На закате мы часто ходили к морю и возвращались домой в половине одиннадцатого или в одиннадцать. 4. В будущем году мы поедem на Дальний Восток. 5. На будущей неделе я пойду в театр. 6. Диккенс родился в 1812 году. 7. Четвертого июня мы поедem за город. 8. Я люблю ходить в парк осенью. 9. На этой неделе мы будем встречать наших друзей в аэропорту. Самолет прибывает в семь часов вечера. Я думаю, что мы ляжем спать только в полночь. 10. Прошлой зимой он часто ходил на каток в воскресенье.

Articles

Запомните следующие словосочетания, в которых артикль не употребляется:

at _ school at _ home at _ work

1. Put the article where it is necessary.

1. I have two ... sisters. My ... sisters are ... students. 2. We are at ... home. 3. My ... brother is not at ... home, he is at ... school. 4. My ... mother is at ... work. She is ... doctor. 5. I am not ...

doctor. 6. I have no'... sister. 7. He is not ... pilot. 8. I have thirty-two ... teeth. 9. He has ... child. 10. She has two ... children. Her children are at ... school. 11. Is your father at ... home? — No, he is at ... work. 12. Where is your ... brother? — He is at ... home.

Если перед существительным употребляется прилагательное, оно стоит между артиклем и существительным.

2. Put the article where it is necessary.

1. We have ... large ... family. 2. My granny often tells us ... long ... interesting .. stories. 3. My ... father is ... engineer. He works at ... factory. ... factory is large. 4. My ... mother is ... doctor. She works at ... large ... hospital. She is at ... work now. 5. My ... aunt is ... teacher. She works at ... school. ... school is good. My ... aunt is not at ... school now. She is at ... home. She is drinking ... tea and eating ... jam. ... jam is sweet. I am at ... home, too. I am drinking ... tea and eating ... sandwich. ... sandwich is tasty. 6. My sister is at ... school. She is ... pupil. 7. My cousin has ... big ... black ... cat. My cousin's ... cat has two ... kittens.

Часто, даже упоминая предмет впервые, мы тем не менее употребляем перед ним определенный артикль:

а) если упоминаемый предмет является единственным в мире

E.g. The sun is shining brightly.

в) если этот предмет является определенным по ситуации

E.g. Put the book on the table.

3. Put the article where it is necessary.

1. What's ... weather like today? — ... weather is fine. 2. ... sun is yellow. 3. ... sky is grey today. 4. ... earth is ... planet. 5. We had ... English lesson yesterday. ... teacher asked me many ... questions. ... questions were difficult.

4. Where is your ... brother? — He is at ... home. He is in his ... room. He is sitting at ... table. He is doing his ... homework. ... homework is difficult. 5. Our ... cat is sitting on ... sofa. 6. It is very dark in ... room. Turn on ... light, please. 7. Nick went into ... bathroom, turned on ... water and washed his ... hands.

Lesson VI

1. You are going to read the text about the law of demand and supply. Before you read complete the definitions choosing a suitable word.

Demand is the quantity of goods that consumers/producers are ready to buy/sell.

Supply is the quantity of goods that consumers/producers are ready to buy/sell.

2. Read the text and fill in the table with the information from of the text.

Factors influencing the demand	Factors influencing the supply

DEMAND AND SUPPLY

Demand is the quantity of a good that buyers wish to buy at certain price. Other things equal*, at low prices the demanded quantity is higher.

Supply is the quantity of a good that sellers wish to sell at certain price. Other things equal, when prices are high, the supplied quantity is high as well.

The market is in equilibrium when the price regulates the quantity supplied by producers and the quantity demanded by consumers. When prices are not so high as the equilibrium price, there is excess demand (shortage) raising the price. At prices above the **equilibrium price**, there is excess supply (surplus) reducing the price.

There are some factors influencing demand for a good, such as the prices of other goods, consumer incomes and some others. An increase in the price of a **substitute good** (or a decrease in the price of a complement good) will at the same time raise the demanded quantity. As consumer income is increased, demand for **normal goods** will also increase but demand for inferior goods will decrease. A normal good is a good for which demand increases when incomes rise. An **inferior good** is a good for which demand falls when incomes rise.

As to supply, some factors are assumed* as constant. Among them are technology, the input price, as well as degree of government regulation. An improvement in technology is as important for increasing the supplied quantity of a good as a reduction in input prices.

Government regulates demand and supply, imposing ceiling prices (maximum prices) and floor prices (minimum prices) and adding its own demand to the demand of the private sector.

*other things equal – при прочих равных

*to assume — принимать

Vocabulary

to supply smb with smth	поставлять что-либо кому-либо
to supply smth to smb	снабжать кого-либо чем-либо

substitute good	товар-заменитель (спрос на который изменяется в противоположном направлении по сравнению со спросом на другой товар, цена на который изменилась)
complement good	товар-дополнение (спрос на который изменяется в том же направлении, что и спрос на некоторые другие товары, цены на которые изменились)
normal good	товар стандартного качества
inferior good	товар низкого качества
input price	цена ресурсов, цена основных средств производства
to impose (on, upon)	облагать, (налогом, пошлиной кого-л.), налагать (обязательства, штраф)
equilibrium price	равновесная цена

1. Choose the proper word from two variants in brackets.

1. The fashion for mini-skirt (increased/reduced) the demand for textile materials.
2. Even in (some/the same) middle-income countries many people are very poor.
3. Government regulations sometimes (decrease/impose) a change in (technology/quantity) that producers do not want to use.
4. Stabilization of prices is of great importance to industrial nations (as well/as well) the Third World countries.
5. Freeing up (освобождение) prices leads to their (decrease/increase).
6. (Inferior/ Normal) goods are usually low-quality goods for which there are higher-quality (improvements/substitutes) sold at higher prices.
7. A decrease in (complement/ input) prices makes the production less expensive.

2. Complete the sentences using comparative constructions with the words *than* or *as*.

Model:

*We face the problem of surplus when supply is **higher than demand**.*

*Market economic system is **not so stable as command system**.*

*Producers supply **as many goods as** consumers are ready to buy.*

1. The market is in equilibrium when the demanded quantity is as large _____
2. Prices rise when they are not so high _____
3. Prices rise when they are lower _____
4. We may have excess supply if prices are higher _____
5. The demand for inferior goods at high incomes will not be as high _____

Grammar

I have (written)	I have not (written)
He has (written)	He has not (written)
She has (written)	She has not (written)
It has (written)	It has not (written)
We have (written)	We have not (written)
You have (written)	You have not (written)
They have (written)	They have not (written)

Have I written?	Yes, I have	No, I haven't
Has he written?	Yes, he has	No, he hasn't
Has she written?	Yes, she has	No, she hasn't
Has it written?	Yes, it has	No, it hasn't
Have we written?	Yes, we have	No, we haven't
Have you written?	Yes, you have	No, you haven't
Have they written?	Yes, they have	No, they haven't

Signal words:

already - уже
just - только что
yet - еще, все еще
ever - когда-либо
never - никогда
recently - недавно
lately - за последнее время
today - сегодня
this year - в этом год

1. Choose *Present Continuous* или *Present Perfect*.

1. What are you (to talk) about? 2. We have just (to talk) about it. 3. He has just (to say) something about it. 4. She is (to tell) them some interesting story. 5. He has (to tell) us nothing about it. 6. She has (to tell) them some stories about dogs. 7. We have (to have) two lessons today. 8. They are (to have) a meeting. 9. She has not (to speak) yet. 10. They have (to ask) me several questions. 11. He has already (to learn) the rule. 12. I am (to write) an exercise. 13. What is he (to do)? — He is (to read) a newspaper. 14. Have you (to read) any stories by Jack London? 15. What are you (to do) here? — I am (to write) a letter to my friends. 16. Who has (to write) this article? 17. What language are you (to study)? 18 We have already (to learn) a lot of English words. 19. What is she (to teach) them? 20. Who has (to teach) you to do it? 21. He has just (to do) something for us. 22. Have you (to find) the book? 23. What are you (to look) for?

2. Choose *Present Perfect* or *Past Simple*.

1. I already (to do) my homework. Now I can go for a walk. 2. I (to do) my homework yesterday. 3. He just (to come) home. 4. He (to come) home a minute ago. 5. Nick (to play) football yesterday. 6. She already (to come) from school. Now she is doing her homework. 7. I (to read) this book last year. 8. I (to read) this book this year. 9. I never (to be) to Washington. 10. You ever (to be) to New York? 11. You ever (to see) the eruption of a volcano? 12. I (not yet to eat) today. 13. He (not to eat) yesterday. 14. You (to play) the piano yesterday? 15. You (to play) the piano today? 16. What you (to prepare) for today? 17. Look at this bird-house. Mike (to make) it himself. He (to make) it last Sunday. 18. Where you (to put) my pen? I cannot find it. 19. You (to see) Mary today? 20. When you (to see) Mary? — I (to see) her last week. 21. Your mother (to promise) to take you to the theatre? 22. Look at my new dress! I (to make) it myself. 23. He is not at school today, he (to fall) ill. — When he (to fall) ill? — He (to fall) ill yesterday.

3. Choose *Present Perfect, Present Simple, Present Continuous, Past Simple or Past Continuous.*

1. They (to go) to the Hermitage last week. 2. They (to be) to the Hermitage twice this week. 3. After school yesterday he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework. 4. When your friend (to return) from the south? — She (to return) yesterday. — You (to go) to the station to meet her? — No, I..., I (to be) too busy. 5. With whom you (to discuss) this question yesterday? 6. I (to see) this film this week. I like it very much. 7. When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner. 8. As soon as I (to hear) a cry, I (to run) out of the room and (to see) that a child (to lie) on the ground and (to cry). "What (to happen)? Why you (to cry)? You (to hurt) yourself?" I asked. 9. As soon as I (to see) him, I (to understand) that he (to work) hard. He (to write) something and (not to notice) anything. 10. When I (to come) home yesterday, the children (to run) and (to sing) merrily. "We (to learn) a new song!" they cried. 11. When the young man (to enter) the room, she (to look) at him in surprise. "What you (to want) to tell me?" she (to say). "Why you (to come)?" 12. It (to rain) hard when I (to leave) home yesterday, so I (to return), (to put) on my raincoat and (to start) again. 13. Your brother (to return) from the north? — Yes, he (to come) a few days ago. 14. You (to be) to the Crimea? When you (to be) there? — I (to be) there in 1993. 15. Where (to be) your brother? — He just (to come) home. He (to take) a shower in the bathroom now.

Lesson VII

1. You will read about the art of marketing. Before you read try to explain what marketing is all about.

2. Match 1-5 with a-e to make meaningful phrases.

- | | |
|---------------|---------------------------|
| 1) to take | a) the costs and expenses |
| 2) to attract | b) buyers |
| 3) to cover | c) a choice |
| 4) to create | d) to buy |
| 5) to locate | e) surveys |

6) to persuade

f) products

3. Read the text and compare your explanation of marketing with what you've read.

MARKETING TO-DAY

Marketing is a new science. What has been around previously is the art of salesmanship. Salesmanship is the art of manufacturing something and making another person want it, then manufacturing it for him.

The fundamental principles for a marketer are:

- to understand the customer (through research);
- to create a choice (a difference in price, concept or value that will distinguish your product);
- to communicate that choice (through promotion and advertising).

There are four principal controllable factors that provide the most effective choice for the consumer - the Four P's or the marketing mix: product, price, place and promotion.

Product

Marketing specialists do studies and **take surveys** to find out what goods and services people need or want to buy. Then goods and services are produced to meet those needs and desires. Products are designed to include qualities such as colors, models, styles, and features – that the business expects to be most appealing to consumers. Marketing techniques include:

- street Surveys – stopping people in the street;
- phone or postal surveys – people fill in questionnaires and send them back;
- internet surveys – a relatively new technique which functions in a similar way to other surveys except that a large number of people are interviewed at the same time.

Price

Manufacturers and sellers must determine a price for their products or services. The price must be low enough to **attract buyers**. However, it must be

high enough to generate a profit and **cover the costs and expenses** that the business has in producing, distributing, and selling the product.

Promotion

Promotion means all of those activities that go into telling consumers about the product and trying **to persuade consumers to buy it**. These include advertising, in-store displays, sales, coupons, and games. Promotion also includes various kinds of personal selling. When salesclerks in a store help you select an item, they are promoting the product. Promotion also includes offering products door to door, on television, or over the telephone.

Place

Place refers to where the product or service is sold. Marketers want to place goods where buyers will find them most conveniently. Place means both the location of offices and stores and the location of goods within a store. Fast-food stands and auto dealerships are located on major highways. **Real estate** and law offices are usually found in a city or town's business district. Shoe stores, dress shops, and department stores may **be located** in downtown shopping areas or malls.

Items in supermarkets and drugstores are often carefully situated to maximise sales. Toys and games, for example, are usually located at the eye level of children because marketers know that they are the ones who are most likely to want those products. Groups of products, such as different brands of shampoos or different varieties of salad dressings, are nearly always displayed on the same shelves. This way shoppers can find the brands they want and compare prices.

4. Divide these lines into words and say what factor they refer to.

To gather and analyse data; to understand and explain what people think about a product or advert; to find out about customer satisfaction; to predict how customers might respond to a new product on the market.

5. Find in the text the words which mean:

- the provision of goods or services to meet customer or consumer needs (2 words)
- a person who buys (3 words)
- a critical, detailed, and formal examination (1 word)
- to place a product (3 words)

6. Write out all the factors that refer to each of the four principles.

Product	Price	Promotion	Place
street surveys	optimal price	advertising	location of offices and stores
...
...

Grammar

I had written	I had not written
He had written	He had not written
She had written	She had not written
It had written	It had not written
We had written	We had not written
You had written	You had not written
They had written	They had not written

Had I written?	Yes, I had	No, I hadn't
Had he written?	Yes, he had	No, he hadn't
Had she written?	Yes, she had	No, she hadn't
Had it written?	Yes, it had	No, it hadn't
Had we written?	Yes, we had	No, we hadn't
Had you written?	Yes, you had	No, you hadn't
Had they written?	Yes, they had	No, they hadn't

1. Choose *Past Simple* or *Past Perfect*.

1. When I (to come) home, mother already (to cook) dinner. 2. When father (to return) from work, we already (to do) our homework. 3. When the teacher (to enter) the classroom, the pupils already (to open) their books. 4. Kate (to give) me the book which she (to buy) the day before. 5. Nick (to show) the teacher the picture which he (to draw). 6. The boy (to give) the goats the grass which he (to bring) from the field. 7. Mother (to see) that Nick (not to wash) his hands. 8. The teacher (to understand) that Lena (not to do) her homework. 9. I (to know) that my friend (not yet to come). 10. Tom (to return) from the cinema at five o'clock. 11. Tom (to return) from the cinema by five o'clock. 12. I (to finish) my homework at seven o'clock. 13. I (to finish) my homework by seven o'clock. 14. He (to think) that he (to lose) the money. 15. Ann (to tell) me that she (to see) an interesting film. 16. When I (to wake) up yesterday, father already (to go) to work. 17. Nick (to think) that his father (not yet to come) home. 18. Mary (to tell) us that she (to cook) a good dinner. 19. Yesterday I (to find) the book which I (to lose) in summer. 20. When we (to come) to the station, the train already (to leave).

2. Choose *Past Simple*, *Past Continuous* or *Past Perfect*.

1. By eight o'clock yesterday I (to do) my homework and at eight I (to play) the piano. 2. By six o'clock father (to come) home and at six he (to have) dinner. 3. By nine o'clock yesterday grandmother (to wash) the dishes and at nine she (to watch) TV. 4. When I (to meet) Tom, he (to eat)

an ice-cream which he (to buy) at the corner of the street. 5. When I (to come) home, my sister (to read) a book which she (to bring) from the library. 6. When mother (to come) home, the children (to eat) the soup which she (to cook) in the morning. 7. When I (to ring) up Mike, he still (to learn) the poem which he (to begin) learning at school. 8. When I (to look) out of the window, the children (to play) with a ball which Pete (to bring) from home. 9. By ten o'clock the children (to settle) comfortably on the sofa and at ten they (to watch) a TV film. 10. When father (to come) home, we (to cook) the mushrooms which we (to gather) in the wood. 11. When I (to see) Ann, she (to sort) the flowers which she (to pick) in the field. 12. When I (to come) home yesterday, I (to see) that my little brother (to break) my pen and (to play) with its pieces. 13. When I (to open) the door of the classroom, I (to see) that the teacher already (to come) and the pupils (to write) a dictation.

3. Choose Present, Past, Future Simple; Present, Past Continuous; Present, Past Perfect.

1. When you (to come) to see us? — I (to come) tomorrow if I (not to be) busy. 2. I (not to like) apples. 3. He (to come) home at five o'clock yesterday. 4. I (to ring) you up as soon as I (to come) home tomorrow. 5. I (to show) you my work if you (to like). 6. He (to come) home by six o'clock yesterday. 7. Pete certainly (to help) you with your English if you (to ask) him. 8. This little boy never (to see) a crocodile. 9. Send me a telegram as soon as you (to arrive). 10. Let's go for a walk. The rain (to stop) and the sun (to shine). 11. If you (to help) me, I (to do) this work well. 12. I always (to get) up at eight o'clock, but tomorrow I (to get) up a little later. 13. What you (to read) now? — I (to read) Tom's book. I (to be) in a hurry. Tom soon (to come), and I (to want) to finish reading the book before he (to come). 14. As soon as you (to see) your friend, tell him that I (to want) to see him. 15. When I (to come) home yesterday, my brother (to sleep).

Prepositions

Обратите внимание на соответствие некоторых предложных оборотов русским падежным формам:

of - родительный

the leg of the table - ножка стола

to — дательный

explain to me - объясните мне

1. Put in to or of.

1. He bought a book ... English poems and gave it... his sister. 2. I wrote ... him asking to send me a box ... chocolates. 3. The roof ... the house is very old. 4. There is a monument ... Pushkin in the Square ... Arts. 5. One wheel ... my car must be changed. 6. He was standing outside the door ... his house and explaining ... the mechanic what was wrong with his car. 7. He gave her a big bunch ... flowers. 8. I sent a letter ... my friend. 9. The streets ... St. Petersburg are straight. 10. Many pages ... this book are torn. 11. The young scientist was trying to prove ... the professor the necessity ... the experiment. 12. London is the capital ... Great Britain. 13. The embankments ... the Neva are faced with granite. 14. It is clear ... me that you don't know your lesson. 15. He was devoted ... his friend. 16. I explained ... the teacher that by the end ... the lesson I had not finished the translation ... the text and that's why I had not handed it ... him. The surprise ... the teacher was great. My explanation seemed strange ... the teacher.

Articles

Запомните следующие конструкции, требующие неопределенного артикля:

I have a ... This is a ... I am a... He has a ... That is a ... He is a ... I see a ... It is a ... She is a ... There is a ...

1. Put the article where it is necessary.

1, We have ... big dog. ... dog is very clever. 2. My friend has ... very good computer. 3. This ... boy is big. He is ... student. 4. There is ... very big piano in ... hall. 5. This is ... tree and that is not ... tree. It's ... bush. 6. I am ... boy. I am ... pupil. I learn at ... school. 7. My sister is at ... work. She is ... secretary. She works at ... large office. 8. This is ... very difficult question. I don't know ... answer to it. 9. Do you see ... little girl with ... big ball in her ... hands? She is ... pupil of our ... school. 10. There was ... beautiful flower in this ... vase yesterday. Where is ... flower now?

Lesson VIII

1. Read the text about pricing strategies and find out:

- why companies set high prices for their goods;
- why companies set low prices for their goods.

HOW MUCH?

As all Business students know, the fundamentals of marketing are the 4 Ps – product, place, price and promotion. Of these 4, price might seem the easiest to decide – how much does it cost me to produce this product or service and how much do I think customers will be prepared to pay for it?

However, choosing a suitable pricing strategy is every bit as complex as the other parts of the mix and your overall marketing strategy is unlikely to be successful if the price is wrong. Let's take a look at a few of the numerous pricing strategies that could make or break a business. Premium pricing

Premium pricing sets a **relatively** high price to reflect the high quality of the product or service. This is the reason that some hotels are so much more expensive than others – they know that being so expensive will be seen by customers as a mark of quality.

Penetration pricing

New products and services are sold at an **artificially** low price in order to attract customers and **gain market share**. When the product is established, the price goes up. In recent years a number of mobile telephone networks have used this **approach** in the UK.

Economy pricing

Costs are kept to a minimum, with very little spent on manufacture or marketing. This is reflected in a low priced product which will hopefully sell in large volumes. Many supermarkets offer a range of products at economy prices. Typically, these products will have simple packaging and a general ‘no frills’ approach.

Price skimming

Price skimming aims to exploit a commercial advantage by charging a high price while there are few competitors. However, the high price attracts new competitors and the price falls because of the increase in supply and in competition.

2. Match the phrases 1-5 with explanations a-e.

- | | |
|--------------------------|---------------------------------------|
| 1) gain the market share | a) not absolutely |
| 2) no thrills | b) not through a natural process |
| 3) relatively | c) a method of dealing with a problem |
| 4) artificially | d) increase the number of buyers |
| 5) approach | e) without decoration or accessories |

Grammar

POSITIVE				NEGATIVE					QUESTION			
I	will	have	written	I	will	not	have	written	will	I	have	written
you	will	have	written	you	will	not	have	written	will	you	have	written
we	will	have	written	we	will	not	have	written	will	we	have	written
they	will	have	written	they	will	not	have	written	will	they	have	written
he	will	have	written	he	will	not	have	written	will	he	have	written
she	will	have	written	she	will	not	have	written	will	she	have	written
it	will	have	written	it	will	not	have	written	will	it	have	written

1. Choose *Future Simple*, *Future Continuous* or *Future Perfect*.

1. I (to do) my homework tomorrow. 2. I (to do) my homework at six o'clock tomorrow. 3. I (to do) my homework by six o'clock tomorrow. 4. When I come home tomorrow, my family (to have) supper. 5. When you come to my place tomorrow, I (to read) your book. I (to do) my homework by the time you come. 6. Don't come to my place tomorrow. I (to write) a composition the whole evening. 7. I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening. 8. What you (to do) tomorrow? 9. What you (to do) at eight o'clock tomorrow? 10. You (to play) volley-ball tomorrow? 11. You (to do) this work by next Sunday? 12. When you (to go) to see your friend next time? 13. How many pages you (to read) by five o'clock tomorrow? 14. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from three till six. My father (to come) home at seven o'clock tomorrow. I (to do) all my homework by the time he comes, and we (to go) for a walk together.

Prepositions:

Сочетания существительных с предлогами with и by соответствуют русскому творительному падежу.

with обозначает орудие (чем произведено действие)

by обозначает деятеля (кто совершил действие)

with a knife -- ножом by my brother -- братом

1. Put in with or by.

1. The boy cut his finger ... a knife. 2. The boat was carried ... the waves into the open sea. 3. The teacher was pleased ... our work. 4. America was discovered ... Columbus. 5. "Hamlet" was written ... Shakespeare. 6. We eat soup ... a spoon. 7. He was killed ... a knife. 8. He was killed ... the robbers. 9. He was knocked down ... a big stick. 10. He was knocked down ... a car. 11. He was taken to hospital... an ambulance. 12. He was treated... very effective drugs. 13. He was cured ... a very skilful doctor. 14. He wrote his letter ... a pencil. 15. He was scolded ... his mother.

Запомните употребление предлогов со следующими глаголами и выражениями:

They listened to me — Они слушали меня

They looked at me -- Они смотрели на меня

They waited for me — Они ждали меня

They spoke to me — Они говорили со мной

They laughed at me — Они смеялись надомной

They complained of me — Они жаловались на меня

They were afraid of me — Они боялись меня

They answered _ my question — Они ответили на мой вопрос

They entered _ the room — Они вошли в комнату

They turned S_ the corner — Они повернули за угол

2. Put in prepositions, where it is necessary

1. My mother is afraid ... rats. 2. "What do you complain ...?" asked the doctor. 3. Don't enter ... the room. 4. What are you laughing ... ? 5. They did not want to listen ... me. 6. Wait ... me. I'll be back ... a few minutes. 7. Yesterday the teacher spoke ... us about the architecture ... St. Petersburg. 8. My grandmother often complains ... headache. 9. I am sorry, I cannot speak ... you now, the professor is waiting ... me. I must go ... the institute and explain ... him some details

... our work. Come ... the evening, I shall listen ... you very attentively and answer ... all your questions. 10. ... nine o'clock the lecturer entered ... the hall, walked up ... the table, put his bag ... it, looked ... everybody and began his lecture. The lecture, as all the lectures ... this professor, was very interesting, and the students listened ... him with great attention. 11. Turn ... the corner ... the house and look ... the flowers grown ... my mother: aren't they beautiful? 12. He was an excellent pupil, and the teachers never complained ... him. 13. She complained ... feeling bad and could not answer ... the questions ... the teacher. 14. We tried to speak ... him, but he did not want to listen ... us. He did not even look ... us and did not answer ... our questions. 15. Your brother complains ... you. He says you always laugh ... him, never speak ... him and never answer ... his questions.

Articles:

Если после конструкции there is (there are) стоит неисчисляемое существительное или существительное во множественном числе, вместо опущенного неопределенного артикля часто (не обязательно) употребляется слово "some."

1. Put the article where it is necessary.

1. There is ... sofa in ... corner of ... room. 2. There are ... cushions on ... sofa, 3. There are ... books on ... shelf. Give me ... book, please. 4. Look into ... refrigerator. What can you see on ... shelves? — There is ... butter in ... butter-dish. There is ... sausage, but there is no ... cheese. There are ... eggs and ... apples. There is ... orange, ... lemon, and ... jam in ... little vase. 5. There is ... juice in this ... cup. May I drink ... juice? 6. There are ... girls in ... yard, but I can see no ... boys. Where are ... boys? — Oh, all ... boys are playing football at ... stadium.

Запомните следующие застывшие словосочетания:

in the morning in the afternoon in the evening at _ night

А также: to go to _ bed to go to _ work to go to _ school

2. Put the article where it is necessary.

1. My ... friend has to get up early in ... morning because he goes to ... school. That's why he usually goes to ... bed early in ... evening. 2. ... weather was very bad in ... morning yesterday. ... sky was grey and it was raining. But in ... middle of ... day ... weather began to change. ... rain stopped and ... sun appeared from behind ... clouds. In ... afternoon it was very warm. I did not want to stay at ... home and went into ... yard. There were ... boys and ... girls in ... yard. We played in ... yard till late in ... evening. When I came ... home, I drank ... tea, ate ... sandwich and went to ... bed at once. I slept very well at ... night.

Запомните следующие застывшие словосочетания:

to go _ home to come _ home

to leave _ home for _ work (for _ school) at _ half past five at a quarter past five

3. Put the article where it is necessary.

1. My brother is ... pupil. He goes to ... school. He goes to ... school in ... morning. He has five or six ... lessons every day. In ... afternoon he goes ... home. At ... home he does his ... homework. In ... evening he reads ... books. He usually goes to ... bed at ... half past ten. At ... night he sleeps. 2. My father goes to ... work in ... morning and

comes ... home in ... evening. 3. I get up at ... half past seven in ... morning and go to ... bed at ... quarter to eleven in ... evening. 4. When does your mother leave ... home for ... work? — She leaves ... home for ... work at ... quarter past eight.

Lesson IX

1. **Your company is launching a new product into the market. With a partner choose the product you are going to sell and discuss your price strategy. Report to the group what strategy you've chosen and why?**
2. **You will read the text HELLO TO THE GOOD BUYS. Before you read try to guess the meanings of words 1 - 9. Then match the words and the definitions a-h.**

- | | |
|------------------|---|
| 1) upmarket | a) a part or section |
| 2) a mission | b) a group of interested people |
| 3) an initiative | c) an important new plan with a particular aim |
| 4) a segment | d) an assignment or task |
| 5) an audience | e) to find out / to discover |
| 6) a profile | f) to remove / to take out |
| 7) to determine | g) to check at regular intervals |
| 8) to monitor | h) expensive and of superior quality |
| 9) to eliminate | i) a description of the characteristics of someone or something |

3. **Read the explanations and translate the words into Russian.**

hassle – problems

gasoline (US) – petrol (GB)

to differentiate – to show how products are different from each other

an upgrade – making smth. work better, and do more

fueling (up) – (US): filling up (GB) desperately seeking – looking for very carefully

retailer – a shop which sells goods individually or in small quantities targeted at – directed or aimed at

nearby location – not far away

full-serve outlets – a retailer shop providing full service

4. **Read the text and explain its title.**

HELLO TO THE GOOD BUYS

A new marketing campaign promising **hassle**-free and faster fuel buying for customers is under way in America. Suzanne Peck reports on the 18- month

research project which involved Shell Oil researchers “moving in” with their customers to test their buying habits.

The marketing people from Shell Oil Products were **desperately seeking** ways to increase the business, and to come up with a strategy which would put them ahead of their competition by **differentiating** the Shell Oil brands in the eyes of consumers. “We are big business and the leading **retailer** of **gasoline**, but it is a fragmented market and the mission was to profitably expand the business,” said Sam.

Today, after 18 months of research, Shell Oil is on track to make buying fuel at their 8,900 service stations clearly different with a new brand initiative. Its aim is to deliver through facilities, systems **upgrades**, and new operating practices, a hassle-free fueling experience **targeted at** specific customer segments.

Over the past few years, the company has been developing detailed knowledge of consumer needs and attitudes, which formed the basis for the new brand initiative. Team leader Dave Yard, manager of Strategy and Planning Marketing, picks up the story. “We began with a customer segment study of 55,000 people, who we stopped in shopping malls in six cities for a 45-minute interview into their attitudes, especially regarding driving and cars. The result was that everyone wanted three things from a service station competitive price, a **nearby location** and good quality fuel – something they all believed was already being delivered by the industry.”

This meant their buying decisions were influenced by other factors – some wanted **full-serve** outlets like the old days, some chose a service station depending on whether it looked safe or not. There were ten different segments with different needs, and we wanted a better understanding of each of these audiences.'

A focus group was set up for each segment; an anthropological study was carried out, which involved team members spending waking hours with people from each segment, watching them at home and accompanying them on shopping trips to see their buying habits; and a clinical psychologist was hired to create a psychological profile of each segment.

The study indicated that three groups, which comprised 30% of the driving public, should be targeted:

Premium Speeders – outgoing, ambitious, competitive and detail orientated. They drive **upmarket** cars which make a statement about them. Efficiency rules, plus fast pumps, quick access and payment.

Simplicity Seekers - loyal, caring and sensitive, frustrated with complexities of everyday life. Want simple easy transactions.

Safety Firsters - control orientated, confident people, like order and comfort of the familiar. Higher value on relationships and go out of their way to stations that make them feel comfortable. Prefer to stay close to cars.

The common feature was that they all wanted a faster and easier service than anything already available, so the study ended and the launch began.

The field organization and Shell Oil retailers combined forces to determine how to **eliminate** the little hassles that customers sometimes face, such as improved equipment and clearer instructions at the pump. New innovations are currently being test marketed. A new advertising campaign was launched and a sophisticated measurement system introduced to monitor satisfaction, behavior and perception of the brand. 'Fueling a car is a necessity of life and I believe we are ahead of the game – but we won't allow ourselves to stop and be caught up.

5. Below there are different stages in the research project. Number them in the correct order.

- A. They analysed the results, which showed that there were 10 different consumer segments. _____
- B. Focus groups studied the 10 segments. _____
- C. Shell Oil's marketing team decided to differentiate the Shell brand from the other brands on the market. _____
- D. Shell launched a new advertising campaign. _____
- E. They interviewed 55,000 people about their attitudes to driving and cars in general. _____
- F. Work started on improving products and services. _____
- G. They carried out a detailed study of the market over 18 months. _____
- H. Three groups were chosen as the target markets. _____

6. Among the underlined expressions in the text find those that correspond to the following definitions.

1. Many different types of consumer who buy the same product. _____
2. Conclusions people reach about which products to purchase. _____
3. An informal discussion group used for market research. _____
4. A shared characteristic. _____
5. A method of evaluation. _____
6. Promotion of goods or services for sale through mass media. _____

7. Complete the passage using words from exercises 3, 4, 6. Change the form of the words where necessary.

As more and more industries are making products specifically adapted to particular 1 segments of the market, market researchers are being asked to conduct studies and to compile more detailed 2 _____ of consumer groups. Broad classifications based on sex, age and social class are not sufficient for companies operating in highly competitive and 3 _____. Questionnaires are carefully designed to 4 ____ the exact needs and demands of consumers as well as establishing what affects consumer 5 _____ when they choose one product instead of another. Advertising campaigns can then be targeted to appeal to the identified 6 _____. Finally, marketing people must 7 _____ the success of the campaign and modify it if necessary.

8. Here are some factors necessary for successful sales. With a partner number them in order of importance. Add some more factors that you think essential.

- _____ Showing self- confidence;
- _____ building good understanding with people;
- _____ being convincing with new or regular customers;
- _____ showing attention with good listening skills;
- _____ being smartly dressed with neat care in appearance;
- _____ providing excellent after-sales service;
- _____ working well with others within a sales team.

9. Number the sales tips and steps in a logical order putting a proper number in brackets. Try to find a synonymic word or phrase for each underlined idea. Use a dictionary if necessary.

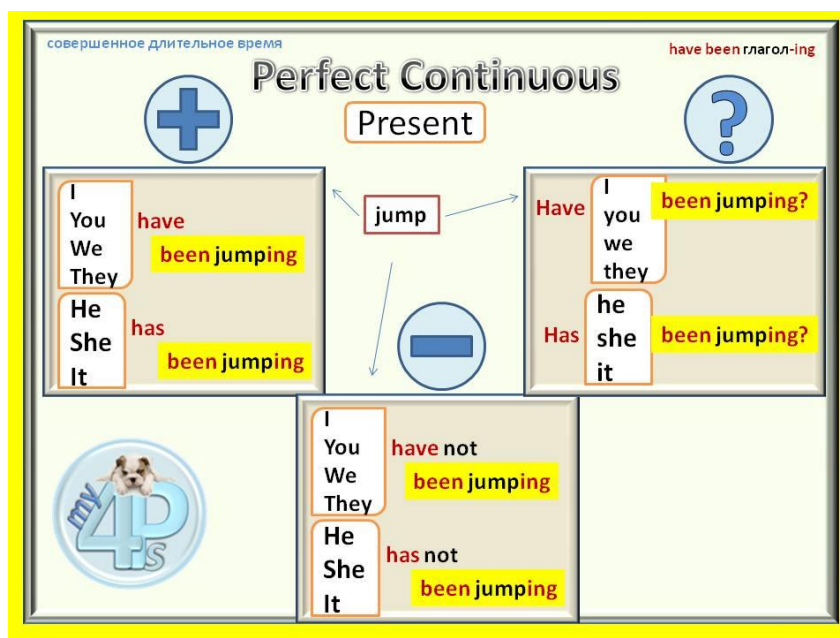
1. Negotiate with the customer. ()
2. Clarify features and benefits. Give the customer a GBS. ()
3. Give alternatives. ()
4. Don't rush the sale. ()
5. Recap the agreement. ()
6. Identify and analyse needs. ()
7. Deal with rejection. ()
8. Set up an appointment with the client. ()
9. Write a sales proposal. ()

10. Follow-up on the SLA. (Service Level Agreement)
11. State your sales pitch with a USP. (unique selling proposition)

10. Choose the best word to complete each sentence.

1. Good selling is all about _____ (friendship/ relationship/ connection) building.
2. Your product or service should be _____ (adaptable/ changeable/ variable) to meet the needs of each customer.
3. The sales manager and the customer have an intense _____ (conversation/ negotiation/discussion) to agree on the details of the contract.
4. We always aim to give a long-term _____ (promise/ decision/ commitment) to every customer.

Grammar



Сравните следующие предложения:

Я живу в Санкт-Петербурге. I live in St. Petersburg.

Я живу в Санкт-Петербурге с детства. I have been living in St. Petersburg since childhood.

Она делает уроки. She is doing her homework.

Она делает уроки с утра. She has been doing her homework since morning.

1. Translate into English, using *Present Simple*, *Present Continuous* or *Present Perfect Continuous*.

1. a) Она читает. b) Она читает с утра.
2. a) Они играют в волейбол. b) Они играют в волейбол с трех часов.
3. a) Мы изучаем английский язык. b) Мы изучаем английский язык с 1998 года.
4. a) Мой папа работает в институте. b) Мой папа работает в институте с 1995 года.
5. a) Моя бабушка готовит обед. b) Моя бабушка готовит обед с двух часов.
6. a) Моя сестра спит. b) Моя сестра спит с пяти часов.

7. a) Мама убирает квартиру. b) Мама убирает квартиру с утра.
 8. a) Дедушка смотрит телевизор. b) Дедушка смотрит телевизор с шести часов.
 9. a) Мой дядя пишет стихи. b) Мой дядя пишет стихи с детства.

I am *still* working at my report. - *Все еще* работаю

I have *already* been working at my report for *three hours*. - *Уже 3 часа* работаю

2. Translate into English, using *Present Continuous* или в *Present Perfect Continuous*.

1. a) Они все еще спорят. b) Они спорят уже два часа. 2. a) Она еще спит. b) Она спит уже два часа. 3. a) Он еще делает уроки. b) Он делает уроки уже три часа. 4. a) Мальчики все еще играют в футбол. b) Они играют в футбол уже сорок минут. 5. a) Девочки еще переодеваются. b) Они переодеваются уже полчаса. 6. a) Она все еще изучает испанский язык. b) Она уже два года изучает испанский язык. 7. a) Они все еще живут на даче. b) Они уже четыре месяца живут на даче. 8. a) Она все еще разговаривает по телефону. b) Она разговаривает по телефону уже двадцать минут. 9. a) Мой брат все еще решает эту трудную задачу. b) Он решает эту задачу уже полчаса. 10. a) Она все еще пишет письмо бабушке. b) Она уже целый час пишет это письмо. И. a) Они все еще ловят рыбу. b) Они ловят рыбу уже пять часов. 12. a) Дедушка и бабушка все еще играют в лото. b) Они играют в лото уже два часа. 13. a) Артисты все еще репетируют эту сцену. b) Они репетируют эту сцену уже три часа. 14. a) Дети все еще бегают во дворе. b) Они уже три часа бегают во дворе. 15. a) Он все еще пишет свою новую книгу. b) Он пишет свою новую книгу уже два года. 16. a) Он все еще учит монолог Гамлета. b) Он учит монолог Гамлета уже два дня. 17. a) Мы все еще ремонтируем нашу квартиру. b) Мы ремонтируем нашу квартиру уже полмесяца.

Глаголы, не имеющие форм Continuous, следует употреблять в Present Perfect

I know him. I have known him for three years. - Я знаю его. Я знаю его уже три года.

3. Translate into English, using *Present Simple*, *Present Continuous*, *Present Perfect*, или *Present Perfect Continuous*.

1. Я уже три дня об этом думаю. 2. Моя сестра пьет кофе с молоком. А я всегда предпочитал черный кофе. 3. Мы очень рады вас видеть. Мы вас ждали целый месяц. 4. Вы все еще читаете эту книгу? Сколько времени вы ее уже читаете? 5. Моя сестра занимается музыкой уже пять лет. 6. Я ищу тебя весь вечер. Где ты был все это время? 7. Они пишут сочинение уже два часа. 8. Мы знаем друг друга уже четыре года. 9. Я всегда хотел изучать английский язык. 10. Где Нина? — Она уже "два часа дома. 11. Где дети? — Они все еще играют во дворе. 12. Мой брат уже три года инженер. 13. Мой друг знает английский с детства. 14. Я уже полчаса наблюдаю за тобой. 15. Ваш брат еще болен? — Нет, он уже поправился. Он уже три дня занимается физикой. Он хочет получить отличную оценку на экзамене. 16. Мне уже давно хочется прочесть эту книгу. 17. Я уже двадцать минут пытаюсь найти мою старую тетрадь. 18. Они уже десять лет живут в Нью Йорке. 19. Моя тетя — артистка. Она всегда любила театр. 20. Ваш папа уже вернулся с севера? — Да, он уже две недели дома.

Prepositions:

К пяти часам — *by 5 o'clock*

К 2003 году — *by 2003*

К завтрашнему дню — *by tomorrow*

Предлоги времени: SINCE

С прошлого года - *since last year* С весны - *since spring*

С 1998 года - *since 1998* С утра - *since morning*

С трех часов -- *since 3 o'clock*

Обратите внимание на употребление *Present Perfect* в отрицательных предложениях с предлогом *since*:

I haven't been to the Hermitage since winter.

3. Translate into English.

1 Мы не были в Москве с 1999 года. 2. Он не писал нам с прошлого года. 3. Я не видел его со вчерашнего дня. 4. Она не ела с самого утра. 5. Мы не играли в футбол с лета. 6. Я не слышал эту песню с прошлой зимы. 7. Она не была в театре с прошлого месяца. 8. Мы не разговаривали об этом с прошлой недели. 9. Ты не подходила к роялю с понедельника. 10. Сейчас уже вечер, а ты с трех часов ничего не сделал.

Articles:

Перед названиями месяцев и дней недели артикль не употребляется.

Перед порядковыми числительными обычно употребляется определенный артикль.

1. Put the article where it is necessary.

1. There are three rooms and ... kitchen in our new flat. 2. My new dress is made of ... silk. 3. If you want to write something on ... blackboard, you must have ... piece of ... chalk. 4. Are there any pupils in ... classroom? 5. I have ... new English book. ... book is very interesting. 6. There is ... garden in ... front of our school. ... garden is not large, but it is very nice. 7. ... May is ... fifth month of the year. 8. ... Saturday is ... sixth day of the week.

Запомните следующие застывшие словосочетания:

to have (cook, make, prepare) _ breakfast, _ lunch, _ tea, _ dinner, _ supper

2. Put the article where it is necessary.

I go to ... school in ... morning, so I get up early. I usually get up at ... quarter past seven. I go to ... bathroom, turn on ... water and wash my face and hands. My father and mother also get up early in ... morning. My mother works at ... office. She is ... typist. My father is ... doctor. He works at ... polyclinic. We have ... breakfast in ... kitchen. We eat... porridge and ... eggs. We drink ... tea. My father and mother leave ... home for ... work at ... half past eight. My father goes to ... polyclinic, and my mother goes to ... office. I don't leave ... home with my parents: ... school where I learn is near our house. I leave ... home for ... school at ... quarter to nine. My granny stays at ... home and cooks ... dinner

Lesson X

THE E-LANCE ECONOMY

Despite the wave of big mergers and acquisitions over the past few years, the days of the big corporation – as we know it – are numbered. Because modern communications technology makes decentralized organizations possible, control is being passed down the line to workers at many different levels, or outsourced to external companies. In fact, we are moving towards what can be called an 'e-lance economy', which will be characterized by shifting coalitions of freelancers and small firms using the Internet for much of their work.

Twenty-five years ago, one in five US workers was employed by one of the top 500 companies. Today, the ratio has dropped to fewer than one in ten. Large companies are far less vertically integrated than they were in the past and rely more and more on outside suppliers to produce components and provide services, with a consequent reduction in the size of their workforce.

At the same time, decisions within large corporations are increasingly being pushed to lower levels. Workers are rewarded not for carrying out orders efficiently, but for working out what needs to be done and doing it. Many large industrial companies – ABB and BP Amoco are among the most prominent – have broken themselves up into numerous independent units that transact business with one another almost as if they were separate companies.

What underlies this trend? The answer lies in the basic economics of organizations. Business organizations are, in essence, mechanisms for coordination, and the form they take is strongly affected by the co-ordination technologies available. When it is cheaper to conduct transactions internally, with other parts of the same company, organizations grow larger, but when it is cheaper to conduct them externally, with independent entities in the open market, organizations stay small or shrink.

The co-ordination technologies of the industrial era – the train and the telegraph, the car and the telephone, the mainframe computer and the fax machine – made transactions within the company not only possible but advantageous.

Companies were able to manage large organizations centrally, which provided them with economies of scale in manufacturing, marketing, distribution and other activities. Big was good.

But with the introduction of powerful personal computers and electronic networks – the co-ordination technologies of the 21st century – the economic equation changes. Because information can be shared instantly and inexpensively among many people in many locations, the value of centralized decision-making and bureaucracy decreases. Individuals can manage themselves, co-coordinating their efforts through electronic links with other independent parties. Small becomes good.

In the future, as communications technologies advance and networks become more efficient, the shift to e-lancing promises to accelerate. Should this happen, the dominant business organization of the future may not be a stable, permanent corporation but rather a flexible network of individuals and small groups that might sometimes exist for no more than a day or two. We will enter the age of the temporary company.

Vocabulary:

merger	Слияние
acquisition	приобретение (процесс)
freelancer	человек, работающий вне штата
consequent	логичный; закономерный, являющийся результатом/следствием чего-л.
mainframe computer	главный компьютер вычислительного центра
advantageous	благоприятный; выгодный; полезный
equation	выравнивание; стабилизация
flexible	легко приспособляемый; гибкий

1. Answer these questions.

1. Which of these statements gives the best summary of the ideas in the article?

- New communications technologies enable information to be shared instantly across the world.
- In the future most people will be self-employed or will work as freelancers.
- Companies are having to restructure due to developments in electronic communications.

2. What exactly do the authors mean by the term 'e-lance economy'?

- a. Most work inside large companies will be done using e-mail and computers.
- b. In the future tasks will be done by individuals and small companies linked to the Internet.
- c. Business between companies will increasingly be done through the Internet.

2. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.

- 1. Big corporations will soon go out of business.
- 2. There is a move towards decentralization of decision-making in many companies.
- 3. Many companies are now experiencing cash flow and similar financial problems.
- 4. No more than 10 percent of workers in the US work for the top 500 companies.
- 5. ABB and BP Amoco have sold many parts of their businesses.
- 6. Large organizations can save money by centralizing all transactions.
- 7. Computer companies have decentralized their decision-making process.
- 8. It is possible that the shape and structure of companies will be very different in the future.

3. These phrases summarize the purpose of each paragraph. Match each phrase to the correct paragraph.

- 1. Illustrate the decline of big companies. *Para I*
- 2. Give a prediction about the future. _____
- 3. Give examples of changes in the way big companies are organized. _____
- 4. Introduce the idea that big companies are starting to change and even decline summary. _____
- 5. Describe the new way of working. _____
- 6. Explain why these changes are taking place. _____
- 7. Describe the old way of working. _____

4. Find a word or phrase from the text that has a similar meaning.

- a) movement of money into and out of a company's bank accounts (summary) cash flow..
- b) passing tasks to an external company (summary) o_____
- c) individuals who are self-employed and work independently (summary) f_____
- d) describes a large company that produces everything it needs internally (para1) v_____ i_____
- e) external companies that provide products or services to an organization (para 1) o_____ s_____
- f) parts of a company that operate independently as separate profit centers (para 2) i_____ u_____
- g) where price and quality are the main factors for doing business (para 3) o..... m.....
- h) something large companies can achieve by doing things in big volumes (para 4) e_____ of s_____

5. There are many words that can be used instead of 'company'. Four other words are used in the text. What are they? Is there any difference in meaning between them?

6. Choose the best explanation for each phrase from the text.

1. the days of the big corporation are numbered (summary, line 1-2)

a) big companies will become less important in the future

b) companies will have to improve their financial controls

2. control is being passed down the line (summary, line 4-5)

a) nobody in the company wants to take decisions

b) some decisions will be taken at lower levels in the company

3. what underlies this trend? (para 3, line 1)

a) is this trend really true?

b) what are the reasons for this trend?

4. in essence (para 3, line 2)

a) basically

b) necessarily

5. organizations shrink (para 3, line 6-7)

a) they become smaller

b) they disappear completely

6. the economic equation changes (para 5, line 2-3)

a) things become cheaper because of the Internet

b) there is a move in favor of decentralization

7. Use an appropriate verb and preposition to complete each sentence.

1. Large multinationals still *exercise* considerable power over many people around the world.

2. It's a difficult problem. It will take time to w..... o..... the best way to solve it.

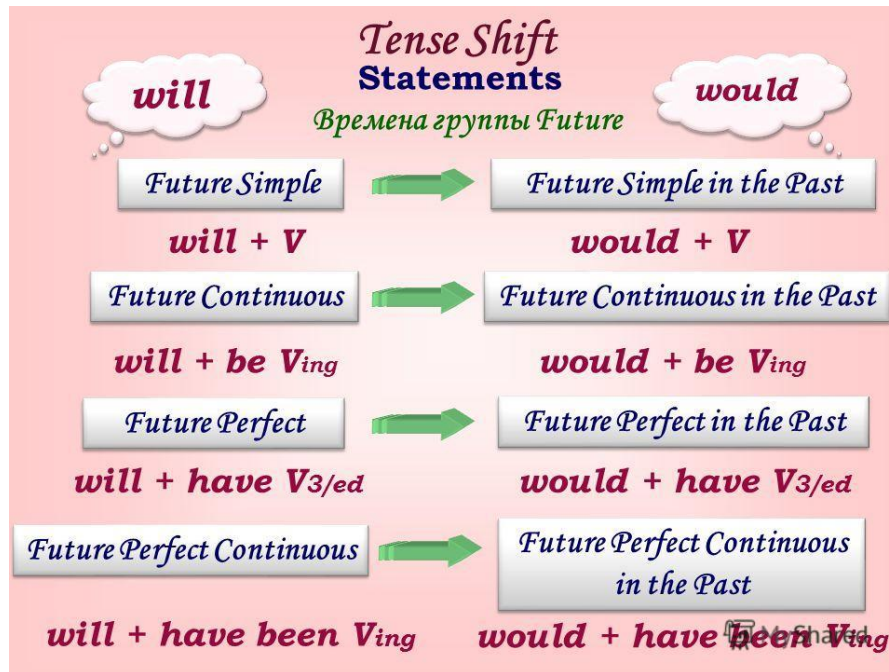
3. In a traditional, hierarchical company, employees are expected to c..... o..... the orders of their superiors.

4. To improve flexibility and speed of reaction we have decided to b..... the company u..... into separate business units.

5. Our policy is to t..... business only w..... companies that have a strong environmental policy.

6. The speed at which you can get information from the Internet is sometimes a..... b..... the time of day.

Grammar



1. Раскройте скобки, употребляя глаголы в *Future Simple* or *Future-in-the Past Simple*.

1. I know we (not to be) late. 2. I knew we (not to be) late. 3. I want to know whether he (to be) at home. 4. I wanted to know whether he (to be) at 'home. 5. "When you (to be) ready?" he asked. 6. He asked when I (to be) ready. 7. I can't say whether Bob (to do) the work perfectly, but he (to do) his best. 8. He asked me whether he (to see) Olga there. 9. Are you sure that we (to have) time to do that? 10. I was afraid he (to say): "I don't think I (to be) able to come." 11. I did not know what he (to speak) about.

2. Make up the sentences, using *I supposed; He believed; She was sure; We were told; I heard; She said; He understood; She imagined; The letter said*.

E.g. *My brother will be sleeping.*

I supposed that my brother would be sleeping.

1. They will win the game. 2. I shall go to the south. 3. My sister will not forget to ring me up. 4. I shall have done my homework by nine o'clock. 5. The tourists will not return by sunset. 6. My friends will be waiting for me. 7. My friend will have returned by that time. 8. They will be working the whole evening. 9. He will solve the problem in no time. 10. The new film will be on in many cinemas. 11. The teacher will have corrected our papers by the beginning of the lesson. 12. She will not like this TV programme. 13. The train will arrive on time. 14. The children will be playing in the yard. 15. All the newspapers will publish this information.

3. Translate into English.

1. Я знаю, что он скоро придет. 2. Я знал, что он скоро придет. 3. Я думаю, что она будет спать в это время. 4. Я думал, что она будет спать в это время. 5. Она думает, что сделает всю работу к пяти часам. 6. Она думала, что сделает всю работу к пяти часам. 7. Она боялась, что ее друг не придет. 8. Они написали, что скоро придут. 9. Я был уверен, что встречу его на станции. 10. Я думаю, что папа скоро напишет нам письмо, 11. Вам сказали, что в декабре мы будем писать контрольную работу? 12. Он понял, что никогда

ее не забудет. 13. Я полагаю, что они вспомнят о нас. 14. Он говорит, что знает этого человека. 15. Она боялась, что ее сын весь вечер будет сидеть перед телевизором. 16. Я был уверен, что к десяти часам он уже выучит стихотворение. 17. Я знал, что к девяти часам мама уже приготовит ужин и в девять часов вся семья будет сидеть за столом. Я боялся, что приду слишком поздно.

Prepositions:

Обратите внимание на способы перевода русского предлога "через":

через час — in an hour

через дорогу - - across the road

через поле — across the field

через лес — through the wood

через реку (вброд, вплавь, на лодке) -

across the river через реку (по мосту, по воздуху) - over the river

через забор — over the fence

Обратите внимание на способы перевода русского предлога "по":

по улице — along (down) the street

по реке — down (up) the river

по морю — across the sea

по городу - - about the town

по комнате - - about the room

по коридору - - along the corridor

по стране -- about the country

1. Translate into English.

1. Он перешел дорогу и вошел в кафе. 2. Она ходила по комнате. 3. Они плавали по южным морям. 4. Иди по этой дорожке через поле и через лес, и через два-три часа ты подойдешь к реке. 5. Они бродили по городу с рассвета до заката, говорили с многими людьми, смотрели на прекрасные дворцы и памятники. Вечером они вернулись в гостиницу, усталые но довольные. 6. Том Сойер перепрыгнул через забор и побежал по улице. Через несколько секунд он повернул за угол и исчез. 7. Пройдите по этому коридору, заверните за угол в конце коридора и войдите в первую комнату. 8. Через пять минут все сидели за столом и слушали бабушку. 9. Он смотрел на лодки, плывущие по реке. 10. В прошлом году мы путешествовали по Европе. 11. Он шел по улице и смотрел на лица прохожих. 12. Собака подбежала к реке, прыгнула в воду, переплыла реку и вбежала в лес.

Articles:

Перед названиями наук, учебных предметов и языков артикль не употребляется.

1. Put the article where it is necessary.

1. When my grandfather was ... young man, he studied ... physics. 2. Do you speak ... Spanish? 3. My uncle is ... great specialist in ... biology. 4. ... Japanese is more difficult than ... French. 5. We listened to ... very interesting lecture on ... English literature yesterday. 6. Yesterday at ... lesson of ... geography ... teacher told us ... very interesting things about ... famous travelers. 7. My father speaks ... English and ... French, but he does not speak ... German. 8. We had ... lesson of ... mathematics yesterday. We wrote ... test-paper in ... mathematics. ... teacher said: "I shall correct... test-papers in ... evening. Tomorrow you will know ... results".

Если после названия языка стоит слово "language" употребляется определенный артикль:

Chinese is difficult. - The Chinese language is difficult.

Запомните следующие застывшие словосочетания:

to play _ chess to play _ football

to play the piano to play the guitar

2. Put the article where it is necessary.

1. Do you play ... piano? 2. There is ... big black piano in our living-room. It is at ... wall to ... left of ... door opposite ... sideboard. My mother likes to play ... piano. She often plays ... piano in ... evening. 3. ... boys like to play ... football. 4. What do you do in ... evening? — I often play ... chess with my grandfather. 5. Where are ... children? — Oh, they are out of ... doors. ... weather is fine today. They are playing ... badminton in ... yard. 6. What ... games does your sister like to play? — She likes to play ... tennis. 7. Do you like to play ... guitar? 8. What ... colour is your guitar?

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