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ЭКОНОМИКИ И ПРАВА



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## **English for Business Schools**

Учебное пособие

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Пособие состоит из семи уроков, содержание которых соответствует содержанию базовых экономических дисциплин с опорой на региональный компонент экономического образования. Каждая тема сопровождается аутентичным текстовым материалом, наглядно-иллюстративными схемами-таблицами для усвоения и автоматизации навыков оперирования грамматическим материалом, упражнениями языкового, условно-речевого и речевого характера, заданиями для самостоятельной работы студентов, проблемными задачами, практическими материалами фирм и компаний.

Пособие может быть использовано студентами, аспирантами, слушателями курсов повышения квалификации.

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## ВВЕДЕНИЕ

Учебное пособие «Английский язык для экономистов» - “English for Business Schools” - нацелено на подготовку современных специалистов к межкультурной коммуникации в рамках делового взаимодействия с зарубежными партнерами.

Концептуально пособие основывается на новейших подходах (проблемно-ориентированном, когнитивном, личностно-ориентированном, праксеологическом). Построение пособия отвечает принципам системно-структурной организации, процессуального подхода как принципа управления, аналитико-корректирующего и интегративно-модульного подходов.

В области содержания инновационность пособия обусловлена тем, что в нем находят практическую реализацию принципы интеграции содержания учебного пособия с экономическими дисциплинами, принцип учета и опоры на региональный компонент экономического образования, принцип личностной и практической значимости учебного материала для обучаемых.

В области организации педагогического процесса в учебном пособии находят отражение инновационные формы взаимодействия студентов и преподавателя, осуществляется опора на телекоммуникационные и информационные технологии, реализован дифференцированный подход к обучению с учетом различных уровней подготовленности студентов.

Новизна пособия проявляется себя в разработке нового базового комплекта дидактических материалов для овладения английским языком студентами экономических специальностей: аутентичный текстовый материал (монологической, диалогической формы презентации), наглядно-иллюстративные схемы-таблицы для усвоения и автоматизации навыков оперирования грамматическим материалом, упражнения языкового, условно-речевого и речевого характера, задания для самостоятельной работы студентов, проблемные задачи, практические материалы фирм и компаний (бизнес-планы, отчеты и т.д.).

Учебное пособие состоит из семи уроков («Вы и ваш университет» “You and Your University”, «Ваш регион» “Spotlight on Your Region”, «Виды предприятий» “Types of Business Presence”, «Профиль компании» “Company Profile”, «Трудоустройство» “Applying for a Job”, «Деньги и банки» “Money and Banks”, «Международный бизнес» “International Business”), блока дополнительного материала, блока коммуникативных опор, грамматического справочника, краткого терминологического словаря.

Каждый урок включает:

вводный материал (Lead-in), нацеленный на введение студентов в контекст изучаемой темы;

базовые диалог (Dialogue) и текст (Text), работа над которыми осуществляется в ходе выполнения предтекстовых, текстовых и послетекстовых упражнений;

формирование лексических (Vocabulary) и грамматических (Language Focus) навыков посредством выполнения различных упражнений;

контроль усвоения лексического и грамматического материала (Skills Focus);

коммуникативно-ориентированные задания на развитие речевых умений в области говорения (монологическая (Speaking) и диалогическая (Discussion) речь) и письма (Writing).

Блок дополнительного материала (Supplementary Materials) содержит аутентичные тексты и задания к ним, предназначенные для студентов с более высоким уровнем языковой подготовки.

Блок коммуникативных опор (Communication Focus) нацелен на ознакомление студентов с речевыми клише, ситуативно обусловленными выражениями по следующим темам: “Socializing”, “Presentations”, “Meetings”, “Interviewing”, “Telephoning”, “Negotiating”.

Грамматический справочник (Grammar Reference) содержит информацию по базовой грамматике английского языка в виде наглядно-иллюстративных таблиц, схем.

Краткий терминологический словарь (Glossary) включает 120 лексических единиц, относящихся к подязыку экономики.

Учебное пособие может быть использовано как для организации взаимодействия преподавателя и студентов во время аудиторных занятий, так и для самостоятельной подготовки студентов по английскому языку.

# UNIT 1

## *You and Your University*



### **Lead-in**

BAIKAL NATIONAL UNIVERSITY OF ECONOMICS AND LAW  
ACADEMIC DEPARTMENTS

<b>Department</b>	<i>Certification date</i>	<i>Competition per 1 state-sponsored place</i>
Finance and Economy	1930	
International Economy	1994	
Accounting	1957	
Commerce	1987	
Enterprise Economy and Entrepreneurship	1992	
Marketing	1997	
Economy and Management in Service Industry	1997	
Public Management	1994	
Personnel Management and Business Psychology	1995	
Civil and Business Law	1993	
Judicial Inquiry	1993	
Constitutional and International Law	1993	
Journalism	1996	
Economic Cybernetics	1990	
Economy and Management in Timber Industry	1999	

Have a look at the list of Academic Departments and use it to answer the following questions:



1. What Department do you study at?
2. Which are the oldest and the youngest Departments?
3. Which Departments appeared in the last decade? Why?
4. Which Departments are most popular this year?

## Dialogue



Ex.1 **Pre-reading** Study the following words and word combinations:  
establish; to be certified; enrollment; student by correspondence;  
scholarship; fellow-student; self-study.

Ex.2 Scan the dialogue for the following information:

1. The University was established in ...
2. ...students study there.
3. It has ...Departments.
4. ... per cent of students are supported by the government.
5. ...students can take part in research work.
6. The students can use the following facilities when preparing for their classes: ...
7. The University has contacts and agreements with the following countries: ...

Ex.3 Read and translate the following dialogue:

(After a meeting with the Rector)

*Teacher:* As far as I understand, you have just returned from your first meeting with our Rector. I'd like you to share your impressions.

First of all, what new things did you learn there?

*Anna:* Well, it is rather hard to name them all. What should I start with?

*Elena:* Why not with some facts? We learned that the University was established in 1930 as Irkutsk Institute of National Economy. It was certified as an Academy in 1993 and as a University in 2002. It struck me that it has an enrollment of about 18 thousand students, both full-time and by correspondence, who study at 15 Departments.

*Andrey:* Personally, I was rather impressed by the number of students and faculty and the number of Departments. To tell the truth, when I submitted my papers for enrollment, I hesitated between two Departments. I still remember my entrance exams so well. The competition was quite intense, wasn't it?

*Elena:* Yes, it was. Besides, forty per cent of the students are supported by the government. The government not only pays for their education, but also gives them a monthly scholarship and subsidized dormitory accommodation.

*Teacher:* Naturally if you want to get a state scholarship you need the highest grades on your exams. What other interesting things did you learn?

*Anna:* Actually, the information about research work interested me greatly. Even we, first-year students, can take part in it. Annually, the University holds a special "Science Week" and students have an opportunity to present their reports in various fields of study as well as the chance to listen to their fellow-students.

*Teacher:* Exactly. By the way, there is one important thing that I hope you already know. I mean there are different assignments that you will have to do on your own. What opportunities for self-study do you know of?

*Nina:* Well, first of all, there is a large library with books and periodicals and several reading rooms with reference materials. These are fully computerized. Another source of information is the Internet, which students can use in 20 computer classes.

*Sergey:* By the way, it was very useful to learn about the international activities of the University. It has contacts and cooperates with universities all around the world – in Great Britain, France, Sweden, China, Japan... They seem to give students an excellent op-



portunity to study international business. Possibly some of us could take an internship abroad.

*Teacher:* Don't forget that if you want to do that you must know a foreign language very well. I feel you really learned a lot from your meeting, but now it's time to get down to today's topic.

Ex.4 Answer the questions:



1. Have you met with the Rector yet? What was the meeting about?
2. How many students are there in your Department?
3. Was the competition for admission intense this year?
4. How many students in your group live in the dormitory? How many rent flats or rooms?
5. What University facilities do you most often use when preparing for the classes?
6. Do you often surf the Internet? What kind of information do you usually look for?
7. Do you know about any international internship or exchange programs for students of economics?

**Text**



Ex.1 **Pre-reading.** Scan the text "On Education" and choose the best answer:

- 1) The most important thing in education is:
  - a) to teach a child necessary skills;
  - b) to develop a child's abilities;
  - c) to teach a child how to learn.
- 2) Free education:
  - a) cannot solve all problems;
  - b) is not necessary;
  - c) should be abolished.
- 3) There are many people with university degrees in the countries

- a) which have free education;
  - b) with many universities;
  - c) which have jobs for such people.
- 4) People must realize that all jobs
- a) require education;
  - b) are equally necessary;
  - c) should be equally paid.
- 5) You should find work that is suitable to your
- a) social status;
  - b) ambitions;
  - c) abilities.

Ex.2 Read the text:

### **On Education**

Education is not just learning facts. We go to school in order to learn how to learn, so that after we leave school we can continue learning. A person who really knows how to learn will always be successful, because if one has to do something new they will quickly teach themselves how to do it in the best way.

In some countries it has for some time been fashionable to think that free education for all – whether rich or poor, smart or foolish – can solve the problems of society. But we can already see that free education is not enough; we find in such countries a far larger number of people with university degrees than there are jobs available for them...

When we say that one must be educated in order to be prepared for life, it means two things. First, a good education means that each of us can do whatever job is suitable to our abilities. Second, it means that all jobs are necessary to society, and no-one should be ashamed of his or her work or scorn another person's.

Ex.3 Complete the sentences using the text:

1. We go to school...
2. ... will always be successful
3. Some people thought that one could solve the problems of society through ...
4. The problem of countries with free education is that ...

5. All of us must be educated ...
6. Your job should suit your ...
7. It is really bad ...

## Vocabulary



### Ex.1 Give Russian equivalents:

enrollment, department, chair, entrance exams, grades, competition, scholarship, dormitory accommodation, research work, full-time student, student by correspondence, reading hall, internship; university degree, free education; to solve the problem; to fit somebody for something (to be fit for something); to be ashamed of; to scorn; on one's own; in the best way.

### Ex.2 Give English equivalents:

основать университет; подать документы в вуз; финансироваться правительством; представить доклад; неделя науки; Институт народного хозяйства; первокурсник.

### Ex.3 Match the terms with their definitions:

- |                      |  |
|----------------------|--|
| 1. Enrollment        | a. A detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding;                      |
| 2. Department        | b. The sum of money or other aid granted to a student or a scholar;  |
| 3. Research          | c. The state or activity of trying to be better than someone else;   |
| 4. Competition       | d. One of the sections of a school or college dealing with a particular field of knowledge;  |
| 5. University degree | e. The number of people on the official list of members of a course, college or group. Or the act of accepting someone onto such a list; |
| 6. Scholarship       | f. The teachers and instructors within a University;   |

7. Dormitory      g. A building, as at a college, containing a number of private or semiprivate rooms for residents, usually with common bathroom facilities and recreation areas;
8. Faculty        h. The course of study at a college or university, or the qualifications given to a student who has completed this.

Ex.4 Unscramble the following words:

irach, gdrae, chreeasr, mitsbu, llmenroten, rymidroto.

Ex.5 Explain the difference between:

department – chair; grant – scholarship; college – university; studies – research; exam – credit.

Ex.6 Fill in the blanks with prepositions where necessary:

1. I am having a meeting ...our partners tomorrow.
2. Irkutsk State University was established ... 1918.
3. I study ... the Department of International Economy.
4. Everybody was impressed ...his report.
5. Who pays ... your education?
6. What grades did you get ... your entrance exams?
7. This student exchange program interests ... me greatly.
8. Will you take part ... our concert?
9. I listened ... him very attentively but failed to understand his point.
10. I'd like to learn more ... computing.

Ex.7 Complete the passage using the words given below:

Irkutsk State University was ...(1) in 1918. The ...(2) of the University is now Alexander Smirnov.

The University has 14 ...(3), which include Mathematics, Physics, History, Psychology, Biology, Law, Sociology and others. Most of them have a day department for ...(4) students, and a ...(5) department. At the day department the students ...(6) in 5 years, but at the ...(7) department they study for 6 years.

The entrance ...(8) are in the major subject of the Department and in Russian. The ...(9) in 2000 consisted of 905 ... (10) students and of 400 students by correspondence.

The University has ... and ... (11) with different Russian and foreign universities. The Siberian-American Department gives its graduates the ...(12) of both Irkutsk State University and the University of Maryland, USA.

full-time;  
departments;  
full-time;  
enrollment;  
rector;  
diploma.

contacts and cooperates;  
correspondence;  
exams;  
established;  
correspondence;  
graduate;

## Language focus



### I. Word order; Noun; Article; Indefinite pronouns.

Ex.1 Use the words to make up sentences:

1. Book, library, from, the, I, borrowed, this.
2. Make, reports, three, conference, students, will, the, at.
3. Task, this, English instructor, our, gave, us.
4. Want, with, him, I, talk, about, to, it.
5. Reading hall, yesterday, went, I, to, the.
6. Usually, go out, Friday, I, night, on.

Ex.2 Give the plural of the following nouns:

dormitory, grade, department, class, language, photo, university, academy, school, source, opportunity, expense, tax, life.

Ex.3 Fill in the blanks with articles if necessary:

1. I am ... first-year student.
2. There are ... 24 students in my group.
3. I need ... some information about the University Departments.

4. Most students in our group are from ... Irkutsk.
5. Yesterday I read ... article about education in the USA.
6. My ... dormitory is not far from the University.
7. If you want to be successful in this life you need ... good education.
8. I am ... student of ... Economics.
9. He is ... top student of our group.
10. This text is ... most difficult one in the whole textbook.

Ex.4 Complete the sentences with indefinite pronouns (somebody, something, anybody, anything, everybody, everything, nobody, nothing):

1. I am a new student in this group. I don't know ... .
2. ... took my textbook while I was in the canteen!
3. I hope ... is ready for today's exam.
4. Does ... get a scholarship in your group?
5. ... can help you solve this problem: you must do it yourself.
6. Could you tell us ... about your paper for the students' conference?
7. If ... misses the class, it will be difficult for them to catch up.
8. Did you ask ... about the credit?
9. Yes, it would be good to go to the reading hall right now. I am not doing ... now.
10. ... can use the Internet in our Computer Center.

Ex.5 Translate the following expressions into English:

1. студенческое общежитие;
2. декан факультета;
3. преподавательская;
4. каталог библиотеки;
5. дискуссия студентов;
6. проблемы общества;
7. способности ребенка;
8. сегодняшние занятия;
9. университетское образование;
10. работа выпускников.

## **II. Simple Tenses.**

Ex.1 Change the sentences into negative and interrogative:

1. We go to school to learn how to learn.
2. The government sponsors 40 % of the students.
3. There is an extensive library at the University.
4. I submitted my papers for enrollment yesterday.

5. It will be easy for you to find a job.
6. There are 16 Departments at the University.
7. I am going to the reading hall tomorrow in the afternoon.
8. Last year he decided to get a transfer to another Department.
9. All the students of our group took part in the students' conference in April.
10. The Professor will deliver lectures every Friday.

*Ex.2 Put the verbs in brackets into the correct Simple form:*

1. There (be) 6000 part-time students at Baikal National University of Economics and Law.
2. I often (go) to the reading hall after lectures.
3. My brother (finish) school two years ago.
4. You (enter) the University last year?
5. I think I (not travel) anywhere this summer. I (be) too busy for that.
6. My friend (study) Law at the University.
7. Probably I (not present) a paper at the students' conference in March.
8. Usually Michael (solve) all his problems easily.
9. I hope I (enter) the Correspondence Department next year.
10. What (be) the competition at your Department this year?

*Ex.3 Correct the mistakes:*

1. There are the 15 Departments in this University.
2. I went yesterday to the reading hall.
3. The students are going to have a meeting with successful local businessmen on Tuesday.
4. The dormitory of the students is not very far from here.
5. Could you tell me about most popular Departments at your University?
6. Do you know somebody of these students?
7. All students should borrow this books from the library as soon as possible.
8. When did your Department be certified?
9. Does you take part in any research projects?

10. I think this job is suitable not to my abilities.

Ex.4. Translate from Russian into English:

1. Реформа системы образования поможет решить проблемы общества.
2. В следующем году я буду поступать на финансовый факультет.
3. Сколько твоих товарищей живет в общежитии?
4. Где находится читальный зал периодики?
5. Я думаю, что Николай не подходит для этой должности.
6. После поступления в университет я снял квартиру и стал жить отдельно.
7. Данное исследование проводится при поддержке правительства.
8. Сколько студентов поступило в университет в этом году?
9. Я бы хотел пройти практику в одном из иркутских банков.
10. Если вы хотите получить бесплатное высшее образование, необходимо очень хорошо сдать вступительные экзамены.

**Skills focus**



**1. Render the dialogues into English:**

1.
  - Привет, я так рад тебя видеть!
  - Я тоже. Ты здесь учишься?
  - Да, на первом курсе финансового факультета. А ты?
  - Я собираюсь поступать в следующем году. Расскажи, как ты здесь?
  - Нормально. Каждый день по три-четыре пары, с восьми часов. Лекции и практические занятия.
  - Трудно учиться?
  - Было трудно первое время.
  - Что ты мне посоветуешь?



- Занимайся побольше математикой. Это важно и для поступления, и для успешной учебы.
- Хорошо, учту. А что еще?
- Информатика. Нужно быть с компьютером на «ты».
- Спасибо, буду стараться.

2.

- Сергей, ты идешь сегодня в библиотеку?
- Да, и, кроме того, мне нужно позаниматься в компьютерном классе. А ты?
- Я тоже иду. Сразу после занятий.
- Значит, пойдем вместе. Встретимся после лекции.
- Идет. В вестибюле.

3.

- Скажите, пожалуйста, где я могу просмотреть литературу по бухучету?
- Вас интересуют учебники или периодика?
- Трудно сказать, я собираю материал для доклада на студенческой конференции.
- Вам нужно поработать с компьютером. У нас большая база данных по бухучету. Кроме того, вы можете использовать систему поиска.
- Спасибо.
- Если будут вопросы, не стесняйтесь – спрашивайте.

4.

- Оля, привет!
- Привет, Тима!
- Я слышал, у вас сегодня зачет?
- Был зачет. Уже кончился.
- Ну и как?
- Все в порядке, сдала.
- Поздравляю. А другие?
- Кто как. Вот твой приятель Смирнов не сдал.
- Что ты говоришь! Ну и ну! А кто принимал зачет?
- Михаил Николаевич.
- Да... Что ж, пойду готовиться.

## 2. Discussion



1. *Do you agree that all children should be educated?*
2. *Should most people have higher education? Secondary education? How can we decide if a person needs higher education?*
3. *At what age should children choose the subjects they want to study?*
4. *Should all education be free? Do we need scholarships for those who cannot pay their way?*
5. *Do you agree that all jobs are equally important?*

## 3. Speaking



*Interview a student from another Department or from a different University. Prepare a list of questions you would like to ask and present the results of your interview to the class.*

## 4. Writing



*Internet search. Use the Internet (or other information resources) to complete the following task:*

*Prepare a profile of the University you study at or any other Russian or foreign University. Use the following guidelines:*

- date of foundation;
- name of the Rector;
- number of Departments;
- entrance exams and competition;
- enrollment;
- departments;
- international activities.

## UNIT 2

### *Spotlight on Your Region*



#### **Lead-in**

*Think and answer:*

1. What do you know about Irkutsk region (population, cities, industry, economy)?
2. What can you say about Irkutsk as a cultural, administrative, economic and educational center of the region?
3. Speak about the city you are from (age, population, sights, educational institutions, companies...).

#### **Dialogue**



#### **Ex. 1 Pre-reading**

Check out the pronunciation of the following words and give their Russian equivalents:

exhausting; magnificent; exile; climate; average; Celsius; unbearable; extremely; surrounding; surface; coniferous; deciduous

Ex. 2 Scan the dialogue for the information about:

- population and cities of Irkutsk region
- the climate in East Siberia
- Lake Baikal
- Siberian forest

Ex. 3 Read and translate the dialogue:

(Cliff, an exchange student from the USA, is talking to Alexander, a student of BNUEL)

*Alex:* Well, Cliff, how was your trip from Moscow to Irkutsk?

*Cliff:* Oh, it was just fine, and not as exhausting as I had expected. And I had a chance to enjoy the view below while the plane was coming in for a landing. It was magnificent! The immense green forests and the shiny water! The area doesn't look like a dark, frozen place of exile.

*Alex:* Oh, not at all! Otherwise people wouldn't like living here.

*Cliff:* And how many people live in this region?

*Alex:* About 3 million people, as far as I know.

*Cliff:* I see. Are there many big cities in the Irkutsk region?

*Alex:* I don't know exactly, about 20. The largest are Irkutsk, Angarsk, Bratsk, Ust-Ilimsk and Usolie-Sibirskoye.

*Cliff:* Alex, what about the climate? I heard in winter it's always pretty cold here and summers are rainy. Is that so?

*Alex:* Sometimes it may be very cold in winter, -30 degrees Celsius and lower. But in general, it's -22, which is quite all right for us. In the fall it often rains. Springs are windy with unstable temperatures. But in summer the average temperature is about +22, and the maximum is sometimes +37. It's unbearable to stay in the city in such hot weather!

*Cliff:* Oh, yes, I can imagine! Where do you spend summers?

*Alex:* Well, most citizens go to their summer cottages. We call them *dachas*. Also, every summer many people try to spend 2 or 3 weeks near Lake Baikal. The lake attracts tourists from other regions and countries, too.

*Cliff:* Why is it so popular? Could you tell me more about Baikal?

*Alex:* Sure! First, Baikal is extremely beautiful due to its crystal clear water and the surrounding scenery! Second, being about 20 million years old, it is the largest freshwater lake in the world. It contains 20 % of the planet's fresh water!

*Cliff:* Wow! It seems to be bigger than all the 5 American Great Lakes put together!

*Alex:* It is greater! Mostly due to its depth - it's more than a mile deep. I just don't know the exact figures, Cliff.

*Cliff:* That's really amazing!... Look, Alex, where can I get a good informative book about the lake, its surrounding area and wildlife?

*Alex:* Let me see... Oh, I have a better idea! I can take you on a one-day trip to the lake next weekend. We'll visit the Baikal Museum where you'll learn everything about the lake and its ecology. Then we could have a picnic somewhere on the shore.

*Cliff:* Oh, great idea! That would be good, thank you! And how far is the lake?

*Alex:* About 70 km away from Irkutsk. We'll go there by car. The Baikal highway goes through real Siberian forest called **taiga**. It's a mixed forest consisting of coniferous and deciduous trees, such as pine, larch, cedar, birch, aspen and so on.

*Cliff:* Oh, I love forests! I'm already looking forward to going there! When - Saturday or Sunday?

*Alex:* I think Sunday would be better.

*Cliff:* Then it's a deal!

*Alex:* Ok! I'm sure you'll enjoy the trip.

Ex. 4 Answer the questions using the dialogue and other sources of information:



1. What is the area of the Irkutsk region (in sq. km)?
2. What is the population of Irkutsk?
3. What cities of the Irkutsk region do you know? What industries are they famous for?
4. What else could you tell Cliff about Lake Baikal (origin, surface area, inflowing and outflowing rivers, flora and fauna...)?
5. What do you know about local wildlife?
6. What would you tell Cliff about common Siberian food?

## Text



### Ex.1 Pre-reading

Check out the pronunciation of the following words and give their Russian equivalents:

industrially; industry; scientific; potential; precious; niobium; tantalum; lazurite; charoite; chemicals; aluminum; unique; variety; accessible; enterprise; hydro-electric

Ex. 2 Read the text, make sure you understand everything:

### **Economy of the Irkutsk region**

The Baikal area continues to be the base of Russian economic expansion towards the Far East. Any Russian territory north or east of the Irkutsk region is less industrially advanced. Moreover, a number of cities, namely Irkutsk, enjoy rich cultural tradition and massive scientific and educational potential.

Major resources include forests, coal, gold and other precious metals, rare metals (niobium, tantalum etc.), precious and semi-precious stones (lazurite, charoite etc.), common salt, iron ore, and large oil and gas deposits. Eighty percent of the area's resources are exported.

The key industries include wood processing (paper in particular), chemicals, oil-refinery products (31 percent of the regional production is processed by the Angarsk Oil and Chemical Plant), machinery, and aluminum.

About 76 percent of the territory is covered with forests. The region is unique in its quality of timber: a large number of different types of trees are located in concentrated, easily accessible areas. The largest enterprises are Bratskkompleksholding, Ust-Ilimskiy Concern, and the Baikalsk Pulp and Paper Plant.

The main chemical enterprises are Usoliekhimprom, Sayanskkhimprom, and Angarskkhimreaktiv.

The Baikal area produces almost a quarter of Russia's aluminum. Two large aluminum producers are located in Irkutsk and Bratsk.

The region is one of the largest producers of electrical and thermal power in Siberia. There are three hydro-electric power plants on the Angara River: in Irkutsk, Bratsk and Ust-Ilimsk. Irkutsk is the main exporter of electric power to Mongolia.

In addition, Irkutsk is developing a successful tourism industry around nearby Lake Baikal.

Ex. 3 *Comprehension questions:*



1. Is the Irkutsk region economically and industrially developed?
2. Are there many natural resources in this area? What are they?
3. What are the main industries?
4. What is the main producer of oil-refinery products in the region? (Do you know of any large local oil and gas deposits?)
5. What are the main chemical enterprises of the Irkutsk region?
6. What do you know about local timber industry? (What kinds of trees are industrial?)
7. Does the Irkutsk region have problems with electric power compared to other regions? Why?

Ex. 4 *Complete the sentences using the text:*

1. Irkutsk is the largest cultural, ..., and ... center in the region.
2. Forests, coal, precious and rare metals, ..., ..., ..., and ... are major regional nature resources.
3. The key industries of the region include ..., ..., ..., ... and ... .
4. Bratskkomplexholding, Ust-Ilimsk concern, and the Baikalsk Pulp and Paper Plant are ... ..
5. Angarskkhimreaktiv, Usoliekhimprom, and Sayanskkhimprom are ... ..
6. There are three ... ... on the Angara River.

## Vocabulary



### Ex. 1 Give the Russian equivalents:

exhausting; a dark, frozen place of exile; otherwise; average; due to smth.; surrounding scenery; fresh water; depth; highway; the base of Russian economic expansion; less industrially advanced; precious metals; iron ore; oil and gas deposits; oil-refinery products; machinery; easily accessible areas; electrical and thermal power

### Ex. 2 Give the English equivalents:

бескрайние зеленые леса; невыносимый; смешанный лес; Дальний Восток; полудрагоценные камни; основные виды промышленности; химические препараты; Ангарский нефтехимический завод; качество древесины; производители алюминия; гидроэлектростанция; Байкальский целлюлозно-бумажный комбинат

### Ex. 3 Match the words on the left with the words on the right to make up word-combinations as they are used in the dialogue and in the text:

- |                |                |
|----------------|----------------|
| 1. summer      | a. population  |
| 2. economic    | b. tradition   |
| 3. educational | c. resources   |
| 4. rare        | d. cottages    |
| 5. exchange    | e. lake        |
| 6. cultural    | f. temperature |
| 7. deciduous   | g. expansion   |
| 8. regional    | h. metals      |
| 9. major       | i. student     |
| 10. average    | j. industry    |
| 11. freshwater | k. potential   |
| 12. tourism    | l. trees       |



Ex. 4 Match the terms with their definitions:

- |                    |  |
|--------------------|--|
| 1. population (n); | a. an organization or a business firm;               |
| 2. industry (n);   | b. to send goods etc. out of a country for sale;     |
| 3. resource (n);   | c. a person, society or a region that buys and uses  |
| 4. export (v);     | goods and services;                                  |
| 5. timber (n);     | d. the number of people living in a particular area; |
| 6. enterprise (n); | e. a person, company or a country that manufac-      |
| 7. producer (n);   | tures goods, foods or materials;                     |
| 8. consumer (n).   | f. the production of goods or of materials that can  |
|                    | be used in the production of goods;                  |
|                    | g. smth. that a person, an organization or a coun-   |
|                    | try possesses;                                       |
|                    | h. growing trees, considered as a supply of wood     |
|                    | for building.  |

Ex. 5 Find the synonyms for the following words in the dialogue or in the text:

- |                       |                       |
|-----------------------|-----------------------|
| 1. manufacture (n);   | 6. company, firm (n); |
| 2. tiring (adj);      | 7. inhabitants (n);   |
| 3. intolerable (adj); | 8. animals (n);       |
| 4. space (n);         | 9. land (n).          |
| 5. lumber (n);        |                       |

Ex. 6 From the list below choose the necessary word to fit each blank:

1. Irkutsk is one of the largest ... and ... centers in East Siberia.
2. It is rather ... to travel from Irkutsk to Vladivostok by train.
3. Around Lake Baikal there are several national parks and reserves to protect the lake and its ... .
4. Angarsk Oil and Chemical plant produces 31 % of the regional ... products.
5. Kovykta is considered to be the greatest gas ... in Irkutsk region.
6. Mongolia is one of the ... of electric power produced in Irkutsk region.
7. Irkutsk aircraft building plant is a very prospective ... .
8. The area of the Irkutsk region comprises 4.6% of the Russian ... .

9. Industrial development and political stability of this region ... foreign investors.

10. In the first half of the 19<sup>th</sup> century the Decembrists lived here in ...

oil-refinery; ecology; enterprise; scientific; exile; exhausting; attract; consumers; educational; territory; deposit.

Ex. 7 Insert the necessary preposition:

1. The Baikal area is the base ... Russian economic expansion ... the Far East.
2. What is the population ... this region?
3. Every year we try to spend a week or two ... Lake Baikal.
4. We hired a boat and spent 2 hours ... the lake.
5. I'll take you ... a one-day trip ... the lake.
6. The lake is 70 km ... .. Irkutsk.
7. I think it's better to go there ... Saturday.
8. The highway goes ... taiga forest.
9. The Sakha Republic is north ... the Irkutsk region.
10. Irkutsk region sells consumer goods, building products and pharmaceuticals ... the export market.
11. Almost a quarter ... Russian aluminum is processed ... two large aluminum producers ... Irkutsk and Bratsk.

Ex. 8 Work in pairs. Reproduce the dialogue (ex.3) by heart.

Ex. 9 Translate the sentences into English:

1. Каково население города, в котором вы живете?
2. Во время нашего путешествия на поезде я наслаждался прекрасным видом из окна.
3. Иркутск был одним из мест ссылки декабристов.
4. Какой климат на Дальнем Востоке?
5. В некоторых местах байкальская вода такая чистая, что ее можно пить прямо из озера.
6. Самая глубокая точка озера Байкал – 1637 метров.
7. Площадь поверхности озера составляет 31.500 кв. км.
8. Среди диких животных Прибайкалья есть медведь, лось, олень, волк, рысь, лиса, соболь, норка и другие.

9. Иркутск является крупным научным и образовательным центром с богатыми культурными традициями.
10. Индустрия туризма в будущем может стать весьма перспективной для Байкальского региона.

Ex. 10 In each column write the missing part(s) of speech that has (have) the same stem as the given word. You may refer to the dialogue and the text or consult a dictionary:

a)

<u>NOUN</u>	<u>ADJECTIVE</u>
region	...
conifer	...
...	cultural
science	...
electricity	...
power	...

b)

<u>VERB</u>	<u>NOUN</u>
exile	...
...	container
surround	...
continue	...
export	...
produce	...
develop	...
...	expectation

c)

<u>VERB</u>	<u>NOUN</u>	<u>ADJECTIVE</u>
deepen	...	...
...	...	mixed
...	...	attractive
access	...	...
...	...	educational
succeed	...	...
...	change	...
expand	...	...

Ex. 11 Retell the text “Economy of the Irkutsk Region”

## Language focus



### I. Degrees of comparison of adjectives and adverbs

Ex.1 Complete the table:

Positive degree	Comparative degree	Superlative degree
little	...	...
...	worse	...
...	...	the best
badly	...	...
...	more	...
well	...	...

Ex.2 Write the comparative and the superlative degrees of comparison of the following adjectives (adverbs):

great, successful, precious, large, hot, common, attractive, deep, beautiful, impressive, clear, informative, powerful, pure, perspective.

Ex.3 Make up 2 sentences for each item, as in the example:

*Example:*

this horse                      fast / that one                      fast / all the others here

1. Is this horse **faster** than that one?
2. This horse is **the fastest** of all the others here.

1. this candidate    successful / that one    successful / all the others

2. my tea                      hot / yours                      hot / all the others on the table

3. Lake Baikal    deep/ lake Michigan    deep / all the others on the planet

4. Bratsk hydro-    powerful/Irkutsk                      powerful / in the region  
electric station    HES

5. this industry    prospective / that one                      prospective / all the others

- |                 |                                     |  |
|-----------------|-------------------------------------|--|
| 6. this student | clever / anyone else<br>/ the group | clever / the group                         |
| 7. this autumn  | bad / the last one                  | bad / all the others / I remember          |
| 8. this stone   | precious / that one                 | precious / all the stones / I can see here |

Ex.4 Use the comparative degree of the adjective (adverb) in brackets in the structure **the ... the** ; translate the sentences (the first is done for you):

1. *The thicker a book, the more informative it seems to be.*
2. The (smart) a person, the (successful) he will be in life.
3. The (much) we learn, the (much) we know,  
The (much) we know, the (much) we forget,  
The (much) we forget, the (little) we know,  
The (little) we know, the (little) we forget,  
The (little) we forget, the (much) we know.
4. The (old) she gets, the (bad) her temper becomes.
5. The (rich) he became, the (greedy) it made him.
6. The (well) they studied the project, the (prospective) it appeared to be.
7. The (long) he worked, the (boring) the job seemed to be.
8. The (nervous) he gets, the (bad) he speaks and the (difficult) it becomes for us to understand him.

Ex.5 Use double comparisons **...-er and ...-er** , **more and more** ... to make up the sentences, as in the example:

Example: a) during summer the water in the river / hot

During summer the water in the river gradually becomes **hotter and hotter**.

b) hotels here / comfortable

Hotels here are getting **more and more comfortable**.

1. he says his hair / bad
2. Irkutsk / beautiful
3. the day temperature / low
4. personal computers / common
5. as she / old , she / forgetful
6. her English / fluent
7. the quality of the goods / good
8. the Internet / necessary

Ex.6 Make up sentences using the comparative structure **as ... as or not so ... as or ... than**, as in the example:

*Example:* Mike / tall / Pete

- a) Mike is **taller than** Pete.
- or b) Mike is **as tall as** Pete.
- or c) Mike is **not so tall as** Pete.

1. The Angara / long / the Irkut
2. The Irkutsk region / large / the Krasnoyarsk region
3. oil industry / profitable / timber industry
4. my friend / young / I (me)
5. gold / expensive / platinum
6. the climate in the Far East / severe / the climate in Eastern Siberia
7. my friend / know English / well / I do
8. cheetah / run / fast / leopard
9. Baikal water / pure / the Angara water
10. English / difficult / Japanese

Ex.7 Translate the sentences paying attention to the comparative structures **as ... as, not so...as, ...than**:

1. Местная природа не такая красивая, как байкальская.
2. Эта отрасль промышленности более перспективна, чем та.
3. Озеро Байкал глубже, чем озеро Иссык-Куль.
4. Эта книга так же информативна, как и та.
5. Лето здесь не такое жаркое, как на юге.

6. Иркутская область более привлекательна для иностранных инвесторов, чем многие другие регионы.
7. Мое предприятие столь же успешно, как и твое.
8. Вода в Ангаре не такая чистая, как вода в Байкале.
9. В Красноярском крае больше лесных ресурсов, чем в Иркутской области.
10. Промышленность на Дальнем Востоке менее развита, чем промышленность Иркутской области.

Ex.8 Use the superlative with or without **the**:

1. This building is (old) in the city.
2. Lake Baikal is (big) fresh water lake on the planet.
3. Lake Baikal is (beautiful) in the fall.
4. He is (interesting) person I've ever talked to.
5. Yesterday he made his (good) speech.
6. His speech was (good) of all the others.
7. This is (comfortable) room in the hotel.
8. The weather here is (cold) in January.
9. What is (deep) point of the lake?
10. Wolves are (dangerous) in winter.
11. Tiger is one of (dangerous) animals.

## II. Continuous Tenses

Ex.1 Look through the given verbs, select those which are not normally used in the Continuous tenses, and use them in sentences of your own:

look, see, stand, stay, hear, feel, buy, read, mean, complain, understand, have, weigh, prefer, like, arrive, worry, love, flow, meet, want, need, start, hate, open, belong, know, go, suppose, learn, forget, realize, give, take, seem, think

Ex.2 Continue the replies using a verb in the Present Continuous, as in the first sentence:

1. Sorry, could you phone in a half an hour. I'm checking a very important report.

2. I'm sorry, sir, but you cannot see the manager right now.  
.....
3. Look! .....
4. I've just seen Jane in the lobby. ....
5. I think, I'll soon be able to speak English much better.  
.....
6. Listen! .....

Ex.3 Say what is happening with the following:

- the population of Irkutsk
- prices
- education
- your English
- chemical industry
- air pollution
- Baikal water
- the climate on the planet

Ex.4 Say what you were doing:

- at 10 a.m. yesterday
- at 6 p.m. last Sunday
- at 7:30 a.m. this morning
- at 12:30 yesterday afternoon
- at 8 p.m. last Saturday
- an hour ago

Ex.5 Look at Jane's plans for tomorrow and say what she will be doing at the given time:

- 9:00-9:30 - hairdresser
- 10:00-10:30 - make some phone calls to clients
- 11:00-11:30 - meeting with Mr. Johnson (in his office)
- 12:00-13:00 - business lunch with Mr. Johnson
- 14:00-16:00 - see some new houses

Ex.6 Put the verb in the Past, Present or Future Continuous Tense form:



1. – What ... you (do) at 7 p.m. yesterday? – I (have) dinner.
2. At 10 a.m. tomorrow I (fly) over the Black Sea.
3. –Where ... you (go) to? – I (go) shopping.
4. Sue (come) to visit us on the weekend.
5. What ... you (read) when I came in?
6. He doesn't like anything. He ... always (complain)!

Ex.7 Open the brackets using the necessary Simple or Continuous tense form of the verb:

1. I'm from Sayansk, but now I (live) in Irkutsk during my studies.
2. How often ... you (receive) letters from them?
3. Where (be) you yesterday? I (try) to get you on the phone the whole day.
4. What language ... they (speak) in Holland?
5. Tomorrow I (be) able to come only after 14:30. – Ok, then I (wait) for you at 15:00 in my office.
6. Be careful! You (drive) too fast!
7. Don't worry. I (know) what I (do).
8. Yesterday in the park we (see) a photographer. He (watch) a bird. He (want) to take a picture.
9. ... it ever (snow) in China?
10. He (say) he is 30 years old, but I (not believe) him.

Ex.8 Translate the sentences into English using the Simple or Continuous Tenses:

1. Сейчас у нас живет студент, приехавший по обмену из США.
2. Во время посадки самолета мы наслаждались прекрасным видом сверху.
3. Завтра в это время я буду ехать на машине на Байкал.
4. Каждую осень в Иркутске проходит Байкальский Экономический Форум.
5. В прошлом году у нас было меньше туристов, чем в этом.
6. –Ты чувствуешь, что пахнет дымом?  
- Да. Видимо, недалеко отсюда горят леса.
7. В будущем году на этом заводе установят новое очистительное оборудование (purifying equipment).

8. Сейчас они отдыхают на Байкале. Они ездят туда каждый год.
9. В этом году он ничего не выращивает на даче: он собирается ее продать.
10. Пока они проводили время на берегу озера, он рассказал своему американскому другу много интересного о своем городе и о Байкале.

## Skills focus



### 1. Render into English:

- a) – Алекс, расскажи мне побольше об Иркутске, пожалуйста.
  - Что-нибудь из истории?
  - Да.
  - Хорошо. С чего начать?
  - С самого начала.
  - Итак, Иркутск был основан в 1661 году. Сначала это был небольшой форт, по-русски – «острог», с небольшим количеством домов. А городом он стал позднее, кажется, в 1686.
  - Т.е. сейчас городу более 300 лет.
  - Да. Город развивался и рос быстро, т.к. через него проходили торговые пути в Китай, Монголию и Японию. Русские купцы торговали серебром, пушниной, камнями в обмен на ткани, фарфор, чай и другие товары.
  - Сибирь, наверное, всегда была богатым краем?
  - Да - лесом, пушниной, полудрагоценными камнями и т.д.
  - Были ли в то время в Иркутске какие-нибудь предприятия?
  - Не было, пока в конце 19 века здесь не начал работать кирпичный завод. До этого здания в городе строили, в основном, из дерева.
  - Поэтому в Иркутске так много деревянных домов?
  - Видимо, да. Хотя, ты знаешь, Клиф, в те времена город очень часто горел, а самый большой пожар был в 1879 году. Дул сильный ветер, и пожар продолжался три дня и уничтожил около 80% домов.

- О, это ужасно! А люди?
- Им пришлось уйти на другой берег Ангары и оттуда наблюдать, как горит город.
- А как пожар был потушен?
- Ветер стих, и пожар прекратился сам собой.
- Как интересно! А что было потом?
- Потом город начали отстраивать заново. В центре города стали строить только каменные здания. Иркутск восстановили очень быстро, и он стал гораздо красивее, чем был.
- Он и сейчас довольно красив, мне здесь очень нравится. Расскажи еще что-нибудь.
- Слушай, Клиф, у меня идея. Давай сходим в краеведческий музей, там нам расскажут подробнее и интереснее обо всем этом.
- Отличная идея! Пойдем прямо сейчас, если ты не против?
- Конечно, нет. Идем.

в) Иркутская область – один из наиболее развитых российских регионов в Сибири и на Дальнем Востоке. Она занимает площадь в 768.000 кв. километров; большая часть этой территории покрыта лесом. В области 22 города, крупнейшие из которых Иркутск, Ангарск, Братск, Усть-Илимск и Усолье-Сибирское. Население региона составляет около 3 млн. человек.

Иркутская область богата природными ресурсами, основными из которых являются лес, уголь, драгоценные и полудрагоценные камни, редкие и драгоценные металлы, нефть и газ.

Производство изделий из древесины – одна из самых развитых отраслей промышленности области. Крупнейшие лесоперерабатывающие предприятия – это Братский лесопромышленный комплекс, Усть-Илимский ЛПК и Байкальский целлюлозный комбинат.

Иркутская область также производит химические препараты. Основные предприятия химической промышленности - Усольехимпром, Саянскхимпром и Ангарский завод химических реактивов.

Производство алюминия также является одной из ключевых отраслей промышленности в области. Два крупнейших алюминиевых завода в Иркутске и Братске производят почти четверть российского алюминия.

Одним из основных и жизненно необходимых ресурсов Иркутской области является вода. Озеро Байкал содержит 20% мирового запаса пресной воды. Это озеро – самое большое и старейшее в мире. Его природа уникальна и находится под охраной национальных парков и заповедников. Благодаря нескончаемому запасам байкальской воды Иркутская область является одним из крупнейших производителей и потребителей электроэнергии, которая вырабатывается тремя областными ГЭС на реке Ангара в городах Иркутск, Братск и Усть-Илимск. Регион экспортирует электроэнергию в другие регионы России и в Монголию.

Благодаря своим природным ресурсам, развитой промышленности и политической стабильности область весьма привлекательна для иностранных инвесторов и является одним из самых перспективных регионов России.

## 2. Discussion



- a) *What industries of Irkutsk region have the best prospects?*
- b) *Discuss prospects for tourism development in Irkutsk and in the region (places of interest, entertainment, new projects, nature...).*

## 3. Speaking



- a) *You are going to take part in the Baikal Economic Forum. Work in small groups (2-3 students) and choose any of the regional industries (coal mining, timber, oil, chemicals, power, aluminum) to find detailed information about it. Prepare a short report to present it at*

*the conference. Make up a list of questions that you might ask specialists of the other industries.*

*b) Now you are at the conference. Present your report to the other participants and be ready to answer their questions.*

#### **4. Writing**



*a) Write a letter to your pen-friend from the USA about your native city.*

*b) Write an article to a local newspaper concerning prospects of your region for industrial development.*

## UNIT 3

### *Types of Business Presence*



#### **Lead-in**

1. What types of business do you know?
2. Study the features of most common types of business, analyze and compare them. Discuss the advantages and disadvantages of each type.

<b>sole proprietorship</b>	<b>partnership</b>	<b>corporation (company)</b>
<ul style="list-style-type: none"> <li>ü one person-owner;</li> <li>ü easy to form (no need for a lawyer, no certain terms to start or stop the business);</li> <li>ü no need to consult anybody when making decisions or taking actions;</li> <li>ü unlimited liability (i.e. responsibility for debts);</li> <li>ü some difficulties in finding finance;</li> <li>ü favored treatment by the government; tax benefits</li> </ul>	<ul style="list-style-type: none"> <li>ü two or more persons carry on the business;</li> <li>ü two types : general partnership (unlimited liability) and limited partnership (limited liability);</li> <li>ü easy to form;</li> <li>ü multiple sources of capital (the amount of contribution from partners may be different);</li> <li>ü authority, profits and losses are not necessarily equally shared among partners;</li> <li>ü diversified management;</li> <li>ü favored treatment by the government, tax benefits</li> </ul>	<ul style="list-style-type: none"> <li>ü owned and operated by shareholders (they elect the Board of Directors and top managers, always have final authority);</li> <li>ü regular meetings of shareholders;</li> <li>ü top officers supervise daily management;</li> <li>ü it's necessary to obtain a corporate charter to form a business;</li> <li>ü ability to attract large financial resources;</li> <li>ü ability to make large investments</li> </ul>

In the USA corporations do the greatest volume of business. Do you think it's true for Russia?

## Dialogue



Ex.1 Read and translate the dialogue:  
(Two friends meet on a plane to Moscow)

*Michael:* Hello, Bob! Haven't seen you for ages!

*Robert:* Hi, Michael! Glad to see you! You look so busy. Why are you going to Moscow?

*Michael:* On business. You know, my brother Nick went into business with his four friends. They were students at the same university, and they've been working in construction for a long time...

*Robert:* And you? As far as I remember, you've never worked in construction or anything like that. Accounting is your hobby, right? I heard you are the best in the group.

*Michael:* Here, have a beer... I am a bookkeeper in their company. I keep books and take orders from clients.

*Robert:* Can I have juice instead?

*Michael:* Sure, ask the stewardess.

*Robert:* And why Moscow?

*Michael:* There's a new educational program taking place there that they want me to take part in.

*Robert:* The firm you work for, is it a partnership?

*Michael:* Yes, the mixed type.

*Robert:* You mean, some partners have unlimited liability and some limited?

*Michael:* Yeah. Do you know the difference?

*Robert:* Of course. An unlimited liability company is a partnership where each partner is responsible for any and all debts incurred by any of the partners...

*Michael:* That's my brother's case. He's got unlimited liability among all other partners.

*Robert:* Is he happy about that?

*Michael:* Not really, but that means that his share in the business is the largest.

*Robert:* Sounds interesting. That means his partners didn't invest the same amount of money into the business?

*Michael:* That's right. But they seem to combine their resources quite well. That's one advantage of a partnership. One partner can invest less capital than the others - sometimes no money at all - but he or she can contribute important services or skills, sometimes just a name or reputation.

*Robert:* For example, you contribute your skills in accounting...

*Michael:* Not exactly. I am not a partner. I was just hired to do some work. I am an employee. My sister-in-law is the Human Resources Manager, but she is not a partner either. But there is one man, a real expert in construction, who is a secret partner.

*Robert:* Do you mean nobody knows that he works for the firm?

*Michael:* Right. His expertise of the local situation in construction is very important, and he takes part in management too.

*Robert:* I see. And what kind of arrangements do they have for distribution of profits and losses? Do you mind my asking?

*Michael:* Sorry, Bob, no comment. It's not my secret.

*Robert:* Oh, right. This information must be kept confidential.

*Michael:* And you, Robert, why are you going to Moscow?

### Ex.2 Work in pairs.

*Make up the second part of the dialogue, answering Michael's question.*

### Ex. 3 Answer the questions:



1. Who is talking in the dialogue?
2. Where does the action take place?
3. What does Robert look like?
4. What does Michael look like?
5. Why is Michael going to Moscow?



6. What's the difference between unlimited and limited liability companies?
7. What types of partners are there in partnerships?
8. Who is a staff worker?

## Text



Ex.1 Read the text, make sure you understand everything:

### **Types of Business.**

There are several forms in which a foreign company can undertake business activities in the Russian Federation: through a separate Russian entity recognized under the Russian law, a representative office, participation in a joint activity agreement, or through a combination of the above.

In accordance with the Civil Code of the Russian Federation, there are several types of Russian entities that can be established by a foreign company. The main ones are:

- ü joint stock companies;
- ü limited liability companies;
- ü full partnerships
- ü limited or mixed partnerships.

Joint stock companies fall into two categories - “closed” and “open”. The shares of an open JSC are freely transferable. In a closed JSC share transfers are restricted, with some shareholders generally having rights of preemption.

The governing bodies of a JSC are the General Shareholders' Committee and Board of Directors. In a closed JSC with fewer than 50 shareholders, it is not necessary to have a Board of Directors. A Managing Board or General Director regulates daily activities of a JSC.

A limited liability company has participatory rights rather than shares. The number of “participants” in an LLC cannot exceed 50.

The statutory documents of an LLC can contain certain restrictions about the transfer of a participant's rights. The governing organs of an LLC are the General Shareholders' Committee and the Managing Board or the General Director.

The principal features of a partnership are the personal contribution of participants to the partnership's business activity and the unlimited liability of at least some of the partners. Some partners in a limited partnership enjoy limited liability.

Foreign companies may also operate in Russia without creating a new entity by establishing a representative office. In summary, the advantages of operating through a representative office as compared to a JSC or LLC are that a representative office has fewer administrative, tax, and accounting obligations; and has some tax benefits.

A representative office is generally understood to be a subdivision of a foreign legal entity that represents the company's interests in a foreign country. A "branch" of a foreign company is very rare in Russia, both for historic reasons and also because the basis of taxation of such an entity is unclear.

A representative office of a foreign company should be accredited with one of the state registration chambers and registered with the tax authorities and other state bodies. The nature of the activities performed will determine whether the activities are subject to Russian taxation.

Investors can also enter into a joint activity agreement with a Russian company to carry out business in Russia. In this case a foreign company usually contributes funds, property, or know-how in the form of tangible or intangible assets to the joint activity and, in accordance with the arrangement, is entitled to a share of the profit derived by the joint activity.

*Ex .2 Comprehension Questions:*



1. In which forms can a foreign company undertake business activities in Russia?

2. What are the types of Russian entities that a foreign company may establish?
3. What is the difference between “closed” and “open” Joint stock companies?
4. Which organ plays the main role in running the JSC?
5. What are the functions of a Managing Board or General Director?
6. How do you understand the phrase that “an LLC has participatory rights rather than shares”?

Ex.3 Match the definitions(1,2,3,etc.) with the terms and expressions (a,b,c,etc.) from the text below:

### **Establishing a Business**

There are several registration procedures to be undertaken. Various state authorities are involved in the process:

- a) state registration authorities;
- b) statistic authorities;
- c) tax inspectorate;
- d) social welfare funds: e) Pension, f) Medical Insurance, g) Social Security, h) Employment.

Certain registrations must take place in a prescribed sequence; thus a delay at one stage of the process has a knock-on effect on subsequent stages of the process. For certain organizations, other bodies may need to give their approval – for example the Central Bank of Russia (CBR) in the case of a bank.

1. State bodies, where the information on population, industry, resources etc. shown in numbers is collected, classified and analyzed;
2. Money paid by the state to those in need, e.g. because they are unemployed, disabled;
3. A fund of ensuring the welfare (good health, prosperity, etc) of its members by means of social services (pensions, family allowances, free medical care), provided by the State;
4. Sum of money paid regularly by the State to people above a certain age and to widowed or disabled people;
5. Contract made by a company to provide a guarantee of compensation for sickness, death, etc. in return for regular payment; a measure taken as a safeguard against health damage;

6. State system, that helps people to find work (and employers to find workers);
  7. Officials, who inspect tax payments.
  8. Place or office where registers or records are kept.
- 

## Vocabulary



### Ex.1 *Give the Russian equivalents:*

to undertake business activities; participation; in accordance with; to establish; joint stock company; venture; transferable; share transfers; rights of preemption; General Shareholders Meeting; daily activities; to have smth. rather than smth.; statutory documents; creating a new entity; subdivision; a “branch” of a foreign company; the basis of taxation; to be accredited with; state registration chamber; tax authorities; the nature of the activities performed; to be subject to; to contribute funds; property; tangible or intangible assets; to be entitled to

### Ex.2 *Give the English equivalents:*

юридическое лицо; товарищество с ограниченной ответственностью; свободно передаваемые акции; закрытое акционерное общество; гражданский кодекс; управлять деятельностью компании; развернуть деловую активность; определенные ограничения; передать права; личный вклад участников; открыть представительство; представлять интересы компании; основа налогообложения; быть аккредитованным; совместное предприятие; соглашение о совместной деятельности; материальные и нематериальные вклады

### Ex.3 *Match the words on the left with the words on the right to make up word-combinations as they are used in the dialogue and in the text:*

- |              |                 |
|--------------|-----------------|
| 1. legal     | a. liability    |
| 2. statutory | b. contribution |

- |                   |                |
|-------------------|----------------|
| 3. governing      | c. board       |
| 4. civil          | d. partnership |
| 5. representative | e. transfers   |
| 6. registration   | f. obligations |
| 7. managing       | g. organs      |
| 8. limited        | h. chamber     |
| 9. state          | i. body        |
| 10. tax           | j. office      |
| 11. share         | k. code        |
| 12. full          | l. documents   |
| 13. personal      | m. entity      |

Ex.4 Consult the English-English dictionary to find out the meanings of the following expressions from the text:

1. Civil Code;
2. right of preemption;
3. daily activities;
4. statutory documents;
5. to be accredited with;
6. to be entitled to a share of a profit

Ex.5 In each column write the missing part(s) of speech that has (have) the same stem as the given word. You may refer to the dialogue and the text or consult a dictionary:

VERB	NOUN	ADJECTIVE
...	...	transferable
restrict	...	...
...	...	participatory
...	operation	...
represent	...	...
...	...	established
create	...	...
...	benefit	...

Ex. 6 Fill in the prepositions where necessary:

in accordance ...; to be recognized...; participation ... a joint activity agreement; a combination ... the above; JSC fall ... two categories; rights ... pre-emption; contribution ... participants ... the business ac-

tivity; ... summary; to be accredited...; to be registered ... tax authorities; to be subject ... Russian taxation; to enter ... a joint activity agreement ... a Russian company; to contribute smth ... the business activity; to be entitled ... a share... the profit derived ... the activity

*Ex. 7 Translate the expressions in the sentences into English:*

1. The students of the Law Department are supposed to know (гражданский кодекс).
2. I've learnt that the shares of this company (могут быть переданы).
3. (Собрание основных вкладчиков) will take place in early February.
4. The Manager of Finance Department (управляет) the financial policy of an enterprise.
5. What are you going to (предпринять) in connection with this?
6. The idea to (передать) a certain sum of money to the school was given by the Chairman.
7. His (личный вклад) into this business was the largest.
8. About three (подразделений) of this company are situated in this part of the country.

*Ex. 8 Insert the expressions from the text to fill the blanks in the sentences:*

1. In accordance with the ... .. of the Russian Federation there are several types of Russian ... that can be established by a foreign company.
2. The shares of an open joint stock company are freely ... .
3. The governing bodies of a JSC are the ... .. and Board of Directors.
4. A Managing Board or General Director ... the day to day activities of a JSC.
5. There are several forms in which a foreign company can ... business activities in Russia.
6. A limited liability company has ... .. rather than shares.
7. The ... documents of an LLC can contain certain restrictions about the ... of a participant's rights.

8. The principal features of a ... are the personal ... by participants to the business activity and the ... of at least some of the partners.
9. A representative office is a ... of a foreign legal entity that represents the company's interests in a foreign country.

Ex. 9. Translate the sentences from Russian into English:

1. Я работаю бухгалтером фирмы: веду документацию, принимаю заказы.
2. Фирма, где я работаю – это товарищество с ограниченной ответственностью.
3. Товарищество с неограниченной ответственностью – это компания, где каждый партнер несет ответственность за все или некоторые долги, сделанные любым из партнеров.
4. Они, кажется, вполне удачно скомбинировали ресурсы: кто-то вложил меньше денег, кто-то вообще не вкладывал, но привнес важные навыки, услуги или даже репутацию.
5. Этот человек – настоящий эксперт своего дела, его знание местного рынка играет важную роль в работе компании.
6. Соглашение о распределении прибылей и убытков обычно считается конфиденциальной информацией.
7. Акционерные компании в России делятся на 2 категории - открытые и закрытые.
8. Компания с ограниченной ответственностью распределяет скорее права участников, чем акции.
9. Принципиальным отличием товарищества от других видов бизнеса является личный вклад партнеров в деятельность фирмы и неограниченная ответственность всех или некоторых партнеров.
10. Органами управления LLC являются собрание акционеров, совет директоров или генеральный директор.
11. В закрытом акционерном обществе, где менее 50 акционеров, нет необходимости в созыве совета директоров.

## Language Focus



### Perfect tenses.

Ex. 1 Put the verbs in brackets into the correct form:

1. I (to read) the book you (to give) me.
2. I (to read) that book last year.
3. My parents (to live) in London for two years.
4. Two years ago I (to return) to California.
5. I (not to hear) from her since I left home.
6. Before our graduation we (to take) final exams.
7. I (to be, never) to the USA.
8. My friend (to be) there several times.
9. She (to be) at the sea last summer.
10. I (to see, never) lake Baikal.
11. I (to travel, never) by air.
12. My friend (to have) a good time at the party last night.
13. I (to watch) interesting program on television last night.
14. I (to see) just my friends.

Ex. 2 Complete the sentences using Past Perfect:

1. When John and I got to the theatre, the play ...
2. When she went to bed, she remembered that she...
3. She felt tired because she...
4. She went for a holiday after she...
5. I didn't know what to do when I...
6. I didn't look at the present until after he...
7. I was very sorry to hear that he...
8. He didn't start eating until...
9. When I met Helen, I understood why Bill...
10. He understood the book only after he...

Ex. 3 Translate into English using all Present tenses:

1. Я работаю над своим переводом. Я работаю здесь с утра.



2. Он пишет письмо. Он пишет его с 10 часов утра.
3. Мы собрали много грибов. Мы собираем их с восхода солнца.
4. Я знаю вашу подругу с детства.
5. Я работаю над статьей уже 3 месяца.
6. Я жду вас уже целый час. Где вы были все это время?
7. Как много вы написали! Очевидно, вы работали весь день.
8. Она играет на пианино уже час.
9. Она просматривает газеты уже 2 часа.
10. Он работает в больнице уже 3 года.
11. Она смотрит телевизор уже 4 часа.
12. Сколько статей вы перевели в этом году?
13. Почему вы перевели так мало?
14. Какую статью вы сейчас переводите?
15. Я перевожу статью уже целый час, но перевела только половину.
16. Наши студенты часто переводят английские статьи.

### **Revision of all tenses.**

Ex.4 Make up sentences using these expressions. Pay attention to the forms of the verbs:

1. Last year/ our company/ to sell/ half of its stock;
2. Mr. Black/ to make a trip/ to China/ in 1999;
3. This week/ they/ to test/ new equipment;
4. This month/ he/ to hire/ a new accountant/ to do his taxes;
5. I/ to see/ you/ for ages;
6. The annual meeting/ of our company/ to take place/ usually/ in February;
7. He/ not to work/ at the moment;
8. When I/ to come/ to this company/ he/ already/ to get/ a position/ in the Board of Directors;
9. Since childhood/ I/ to dream/ to become a doctor

Ex.5 Give the correct tense forms of the verbs in brackets:

1. This year my sister (to go) into business with her friend Jean.
2. For many years we (to work) together and I know all his habits.

3. Since graduation she (to work) as an accountant in our company, keeping the books and ordering stock.
4. This is the first time we (to leave) our son at home alone.
5. Look! They (to construct) this building in no time at all!
6. This months the firm (to make) a good profit.
7. You (to transfer) this money into their bank yet?
8. This year the new General Director (to be elected).
9. The shares of this company (to be sold) already in the market.

Ex. 6 Choose the correct variant of the verb form:

1. Last year the performance of our company *was/has been* twice as high as this year.
2. The new hotel with two bars, one restaurant and a swimming pool *will be/will have been* ready for opening by the end of this decade.
3. I *have read/had read* this book before it was translated into Spanish.
4. Since I *had started/started* working here I've learned a lot of useful things.
5. My friend *has already gone /already went* to Moscow.
6. I *had not seen /have not seen* him since he left the city.
7. She *has lived/lived* in this town for all her life.
8. I *have watched /watched* this program several times.
9. The weather *has been/was* nasty this week.

Ex.7 a) Read the information about Jim and Jean:

Jim and Jean finished school in 1970. They entered the University, the same college, and both graduated from the University in 1976. They had the BA degree. From 1976 to 1986 Jim was working in a trading company. Jean went to England in 1977 and started her work as a manager of an American company. She left England in 1985 and came back to the USA. In 1986 the former friends met and decided to go into business together.

b) Using proper grammar forms make up the sentences about Jim and Jean, starting with: Before they went into business...

Ex.8 Translate into English:

1. Я лежал в кровати и читал книгу, когда услышал чьи-то шаги.
2. Я знаю его очень хорошо. Мы знакомы всю жизнь.
3. Почему она такая мрачная? – Она поссорилась со своим мужем. - О, Боже! Сколько же раз они ссорились за этот месяц.
4. Он не мог поверить, что мы сделали это сами.
5. Когда он уехал?
6. После того, как они поженились, она перестала работать.
7. Последний сеанс начинается в 7 часов.
8. Она купит это платье, когда у нее будут деньги.
9. Где Джон? – Он все еще в больнице. Он лежит там уже две недели.
10. Несмотря на то, что уже было поздно, в столовой кто-то играл на пианино.
11. В последнее время они виделись очень редко.
12. Мы подождем тебя около памятника Пушкину.
13. После того, как она внимательно изучила проблему, она написала хорошую статью.
14. Сколько времени она изучает немецкий язык?
15. Девочке стало лучше после того, как она поговорила с ним.
16. Он пытался узнать мелодию, которую она играла.
17. Моя дочь уже окончила университет и осенью собирается начать работать.
18. Он опять смотрит телевизор! Мне кажется, что он смотрит его с самого утра.
19. Она не хотела с ним разговаривать после того, как они поссорились.
20. Прежде чем мальчик смог что-то сказать, его друг разбил стакан.
21. Он целую неделю ходил по городу, прежде чем нашел старый дом с садом.
22. Официантка принесет кофе и мороженое через 10 минут.
23. Я надеюсь, что концерт закончится к 10 часам, и через полчаса дети будут дома.
24. Он все поймет до того, как ты начнешь что-либо объяснять.
25. Через два дня будет ровно год, как я начал изучать испанский язык.

## Skills focus



### 1. Render the dialogues into English:

1.

- Привет! Сто лет не виделись!
- Привет! Чем ты занимаешься? Выглядишь таким деловым!
- Еду в командировку. Я работаю в торговой фирме.
- Правда? Что это за фирма?
- Один мой друг и несколько его коллег организовали это дело. Они уже довольно давно работают вместе.
- А ты? Насколько я помню, ты никогда не интересовался торговлей. Твой конек – бухгалтерия.
- А я и есть бухгалтер: веду документацию, подсчитываю налоги и т.д.
- Получаешь удовольствие от своей работы?
- Конечно!

2.

- Привет, дорогая! Что ты здесь делаешь?
- Наш шеф хочет, чтобы я участвовала в этой новой программе.
- Ты работаешь в какой-то фирме?
- Да, это товарищество с ограниченной ответственностью.
- Чем вы занимаетесь?
- Строительством.
- А ты? Ты тоже партнер? Насколько я помню, ты ничего не смыслишь в строительстве!
- А я и не строю! Я – начальник отдела кадров и, между прочим, партнер, т. к. мой муж вложил сюда немалые деньги.
- И ты принимаешь участие в управлении фирмой?
- Нет, я, как говорят, «молчаливый партнер».
- Понятно! Деньги могут все...

3.

*Журналист:* Филиалы иностранных компаний очень редко встречаются в России в силу исторических причин, а также из-за

того, что основа налогообложения таких организаций исторически неясна. Что это значит?

*Представитель налоговой службы:* Еще до Октябрьской революции в России многие иностранные компании хотели разместить здесь свои капиталы. Но тогда, также как и сегодня, порядок налогообложения таких компаний оставался неясным, т.к. не было четких границ между такими терминами, как «иностранная компания, открытая в России» и «совместное представительство иностранной компании в России».

*Ж:* И в чем разница между этими двумя терминами?

*НС:* Иностранная компания, открытая в России - это предприятие, которое по Российскому законодательству регистрируется и отчитывается о доходах в Российских налоговых органах, т.е. там, где оно зарегистрировано. А представительство иностранной компании в России тоже ставится на учет там, где оно зарегистрировано, но отчитывается о доходах в своей головной организации. Грань между этими понятиями очень расплывчата.

*Ж:* Не могли бы Вы привести нам примеры таких предприятий?

*НС:* Несколько лет назад в Иркутск приехал представитель корейской фирмы “Samsung”. Он собирался открыть здесь фирму. Он нанял в Иркутске весь персонал, арендовал офис, его фирма была зарегистрирована в Иркутске – это иностранная компания, открытая в России.

## 2. Discussion



*You've read the text about the types of business in Russia. Imagine that you are a businessman from the USA. What type of business would be mostly attractive for you? How would you organize your own business in Irkutsk?*

### 3. Speaking



#### *a) Case Study:*

A. Gussev decided to start his own business in 1989. For 15 years he had been working as an instructor of Irkutsk State Technical Institute, at the Department of Construction. His friends working at the same Institute supported his idea. Mr. Gussev and his 5 colleagues founded their own partnership. They thought that there was a fair market for their firm at the moment. There was no competition for the state-run construction companies in Irkutsk. In terms of free market, there was a great demand for specialists, who welcomed innovations in construction, were familiar with innovations in this sphere inside and outside the country.

Their activity included decorating offices and making new foundations for ancient architectural monuments of Irkutsk, saving the buildings of the 60-70s from destruction and fixing roofs of nine storied buildings in Irkutsk and Irkutsk Region.

In 5 years they found themselves strong enough to found a subsidiary – a travel agency. A new employee – V. Petrova - had been working for a state tourist company in Irkutsk for 7 years. She is eager to start her work as an executive of a new tour company, as she is quite confident about her skills and knowledge of the local tourist market.

#### *b) Role-play: Meeting*

##### V. Petrova:

She is determined to start her work as quickly as possible. She needs a separate office somewhere in the center of the city, 3 more employees as tour managers, salaries high enough to attract people experienced in this field. She insists on buying TV advertisements as the most efficient ones.

##### Representatives of “Irkut-Invest”:

The company is ready to invest money into a new company, but they are determined to reduce expenses. They think that the salaries might

be not so high, but it is possible to offer some bonuses from the sales to the tour managers. The managers of the company think that it is not necessary to use the most expensive advertising and are going to suggest some other ways and to come to a compromise, the location of the office should also be discussed as the rent in the center is very high.

#### **4. Writing**



*Choose the business type that attracts you most.*

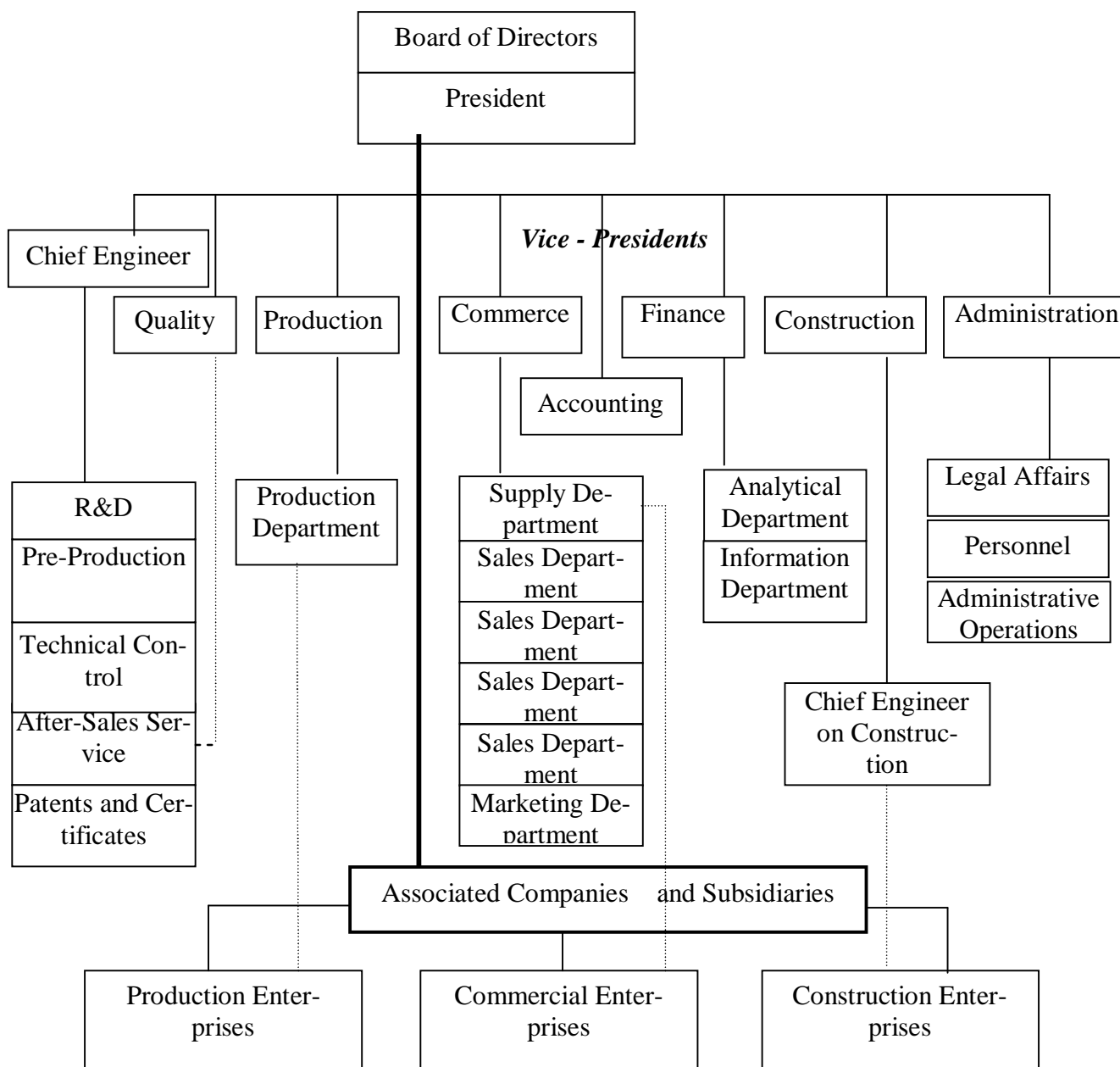
*Make up a business plan for the enterprise you would like to set up.*

## UNIT 4

### Company Profile

#### Lead-in

Ex.1. Study the following organizational chart of an Irkutsk-based company (Corporate Center):



Ex.2. Find Russian equivalents for each position shown on the chart.



Ex.3. Answer the questions using the chart:



1. What type of business ownership does the company represent?
2. Who is above the President?
3. Who are the owners of the company?
4. How many Vice-Presidents are there in the Head Office?
5. What is the Chief Engineer responsible for?

Ex.4. Name the corporate center departments responsible for:

1. Copyright and patents;
2. Developing new marketing strategy;
3. Contracts drawing;
4. Development of new products;
5. Communication system functioning;
6. After-sales service;
7. Salary calculation;
8. Keeping labor books;
9. Testing new hydro equipment.

## Dialogue



Ex.1 **Pre-reading**

Study the following words and word combinations:

1. organizational chart
2. chain of command
3. Vice-President
4. immediate superior
5. immediate subordinate
6. span of control
7. to manage directly
8. to be in charge of
9. a line/staff department
10. to receive/give orders
11. to have the authority over
12. headquarters

Ex.2 Scan the dialogue for the following information:

1. Who are the two people talking?
2. What is Sergey's position?
3. What is the main topic of the conversation?
4. What are Sergey's duties?
5. How many departments is he in charge of?

Ex.3 Read and translate the dialogue:

**Meeting a New Partner**

Sergey Semirov, the Deputy President of the company, is talking to a possible foreign partner, Paul Brewer.

*Sergey:* Please have a look at our brochures. And this is the organizational chart of our company.

*Paul:* Thanks, Sergey. I think this chart will give me a good overview of the chain of command in your company. Let's spend more time on that. Where exactly is your position on the chart?

*Sergey:* Here at the top are the six Vice-Presidents of our company. Our structure is mainly based on a vertical chain of command, so the President is my immediate superior.

*Paul:* Could you tell me about your span of control?

*Sergey:* Do you mean the number of my immediate subordinates?

*Paul:* Right. Your span of control is the number of people that you manage directly.

*Sergey:* Then it's six. I am in charge of the commercial activities, so my immediate subordinates are the heads of the Supply, Marketing, and four Sales Departments. As a line worker, I receive orders from my immediate superior – the President - and give orders to the Heads of those six Departments.

*Paul:* What's the reason for having four Sales Departments?

*Sergey:* Actually, it is part of our sales strategy. Those departments compete with each other for the number of clients and profits. Such work is demanding, but their salaries are the highest in the company.

*Paul:* I see. By the way, you have here both line and staff departments, don't you?

*Sergey:* That's right. Line departments are tied in with the company product, and staff departments are involved in staff activities or services. People from the Accounting or the Information Departments help the line specialists in their work, and they could be doing the same service for any company.

*Paul:* As far as I understand, your Vice-President for Administration has line authority over three staff departments?

Sergey: Exactly. I could give you more information during our short tour around the company headquarters. What department would you like to start with?

Ex.4 Read the dialogue and say whether the following statements are true or false:



1. Sergey Semirov is President of the company.
2. The company has six Vice-Presidents.
3. Sergey's span of control is seven people.
4. Sergey is a line worker.
5. The company structure is based on a vertical chain of command.
6. After the conversation, Paul Brewer will probably visit one of the corporate center departments.
7. The company has four Sales Departments because there are so many Sales Managers.
8. The highest salaries are paid to the specialists from R&D.

## Text



### Ex.1 Pre-reading.

Check out the pronunciation of the following words:

Organizational, efficient, historically, vertical, technical, simplify, executive, specific, personnel, advertising.

Ex. 2 Read the text, make sure you understand everything:

## Organizational Structure

Organizational structure is very important in any company. It is the relationship that exists between the positions and the people who hold

the positions. Organizational structure helps to establish an efficient work system and a system of communication.

Historically, line structure is the oldest type of organizational structure. It is based on the idea of direct vertical relationships between the positions and tasks of each level. For example, the Chief Engineer may be in a line position between the President and the Head of the Technical Control Department. This means that the President has direct authority over the Chief Engineer, who in turn has direct authority over the Head of the Technical Control Department. This establishes a chain of command which can simplify the problem of giving and carrying out orders.

When a business grows in size and complexity, there is a need for specialists. At this point, executives may add staff departments and staff specialists to do specific work. These people provide specific services and they are not directly connected with the company product. These people make up the staff structure and their work includes such special activities as accounting, personnel, credit, and advertising. In general, they do not give orders to other departments.

Ex.3 Look through the text and fill in the blanks in the sentences below:

1. Organizational structure is ... that exists between the positions and the people who hold the positions.
2. Organizational structure helps to ... .
3. The oldest type of organization structure is ... .
4. The Chief Engineer may be in a line position between ... and ... .
5. ... can simplify the problem of giving and taking orders.
6. Staff specialists ... services.
7. The work of staff specialists includes such special activities as ... .

Ex.4 Comprehension questions:



1. What is the main purpose of organizational structure?
2. What is the oldest type of organizational structure?

3. What is a chain of command? Can you give an example?
4. What authority do specialists in the line position have?
5. In what case does a need for specialists arise?
6. What is the difference between a staff worker and a line worker?
7. Could you give some examples of staff activities?
8. Can staff specialists give orders to other departments?

### Ex.5 Presentation



*Use the organizational chart on p.56 to describe the company structure and the relationships that exist between different positions.*

### **Vocabulary**



#### Ex.1 Give the English equivalents:

1. зарубежный партнер;
2. организационная диаграмма;
3. цепочка команд;
4. должность;
5. заместитель директора;
6. непосредственный начальник/подчиненный;
7. диапазон управления;
8. конкурировать друг с другом;
9. предъявляющий высокие требования;
10. заместитель по административным вопросам.

#### Ex.2 Match the words on the left with the words on the right to make up word-combinations as they are used in the dialogue:

- |               |              |
|---------------|--------------|
| 1. line       | a) director  |
| 2. commercial | b) superior  |
| 3. chain of   | c) authority |

- |                   |                 |
|-------------------|-----------------|
| 4. company        | d) partner      |
| 5. immediate      | e) chart        |
| 6. to manage      | f) general      |
| 7. director       | g) command      |
| 8. organizational | i) activities   |
| 9. deputy         | j) headquarters |
| 10. foreign       | k) directly     |

Ex.3 Fill in the blanks with prepositions if necessary:

1. Mr.Brewer's span ... control is 6 people.
2. The Vice-President ... Finance has line authority ... two staff departments.
3. Sales managers ... our company compete ... each other.
4. As a line worker I receive orders ... my immediate superior.
5. This advertising campaign is part ... our sales ... strategy.
6. All these departments are staff departments which are involved ... staff activities.
7. The Chief Engineer receives orders only ... the President.
8. As the Sales Department Head I can give orders ... seven Sales Managers.
9. I usually spend much time ... preparing a report ... the Board of Directors.
10. By the way, what subsidiary do you work ...?

Ex.4 Use the dictionary to find the derivatives of the following words:

<i>Director</i>	<i>Command</i>
<i>Manager</i>	<i>Control</i>

Ex.5 Give the English equivalents to the following words and word combinations:

1. занимать должность;
2. эффективная система работы;
3. глава (отдела);
4. отношения непосредственного подчинения;
5. линейная должность;

6. функциональная должность;
7. непосредственная власть;
8. упростить проблему;
9. необходимость;
10. предоставлять услуги.

Ex.6 *In the column write the missing part(s) of speech that has (have) the same stem as the given word. You may refer to the dialogue and the text or consult a dictionary:*

Noun	Verb
	Organize
	Establish
Structure	
	Control
	Add
Product	

Ex.7 *Give synonyms to the underlined words and word combinations using the text:*

1. The restructuring should help our company establish a productive work system.
2. He is responsible for the Technical Control Department.
3. The Chief Engineer manages these R&D Departments.
4. There are two types of specialists in any company – specialists who are tied in with the company product and specialists who deal in services.
5. The approval of the President can make easier the problem of fund-raising.

Ex.8 *Jean Flinders is talking about her job responsibilities. Complete the following sentence, with a preposition from the box, where necessary.*

after	in	on	out	to (2)	with (2)
-------	----	----	-----	--------	----------

1. I head ... the Marketing Department at Richers Communications.
2. I report directly ... Mr. Richers himself.

3. I look ... a Department of about 30 people.
4. I deal ... all the major aspects of the company's marketing strategy.
5. I liaise ... the other members of the Management Committee.
6. I listen carefully ... what our customers say.
7. I handle ... one or two major accounts myself.
8. I'm working ... a very important account at the moment.
9. I also monitor ... the general situation in the market place.
10. We carry ... market surveys regularly.
11. We test ... new products on groups of customers.
12. I am also involved ... one or two Mr Richers' takeover projects.

Ex.9 Complete the sentences by choosing from the words below each sentence to fill in the gaps:

1. The employees responsible for carrying out general office duties, filling in forms and keeping statistics are ...  
 a. Clerks                      b. Accountants                      c. Supervisors
2. The employees who sell a company's products are the sales representatives usually known as ...  
 a. Vendors                      b. Renters                      c. Reps
3. The employees who decide what to purchase and who make purchases of finished goods or components to be made into goods are the ...  
 a. Choosers                      b. Procurers                      c. Buyers
4. The employees who are responsible for seeing that the finished goods are well made are the ...  
 a. Quality controllers      b. Packers                      c. Financial staff
5. The clerical workers who use computers and word processors and who produce letters, memos or other documents, are ...  
 a. Secretaries                      b. Editors                      c. Copywriters
6. The employees who check a company's financial affairs are the ...  
 a. Statisticians                      b. Accountants                      c. Counters
7. The employees who are responsible for preparing checks, pay packets and pay slips are the ...  
 a. Wage clerks                      b. Filing clerks                      c. Paying clerks



8. The workers who process data under the control of managers and supervisors are the computer ...
  - a. Hackers
  - b. Operators
  - c. Screeners
9. The person who greets a visitor and tells him or her to get to the right office is the ...
  - a. Manager
  - b. President
  - c. Receptionist
10. The employees who deal with a company's telephone calls are the ...
  - a. VDU operators
  - b. Telex operators
  - c. Switchboard operators

Ex.10 Translate the following sentences from Russian into English:

1. Организационная диаграмма нашей компании показывает, из каких отделов компания состоит и кто их возглавляет.
2. Как вице-президент по финансам, я непосредственно подчиняюсь генеральному директору и руковожу работой трех отделов – финансового, аналитического и бухгалтерии.
3. Корпоративный центр нашей компании объединяет как линейные, так и функциональные отделы.
4. Его диапазон управления – 6 работников, т.е. он непосредственно руководит работой этих людей.
5. Заместитель директора по административным вопросам обладает линейными полномочиями в отношении подчиненных ему отделов.
6. Работники функциональных отделов не имеют линейных полномочий, т.е. не могут отдавать приказы другим отделам.
7. Работники функциональных отделов занимаются обслуживанием деятельности других отделов, а также могут разрабатывать рекомендации и давать экспертную оценку.
8. Линейная функциональная структура компании основана на отношениях непосредственного подчинения.
9. Цепочка команд существует в любой компании и упрощает проблемы управления.
10. Каждая должность связана с определенными задачами, обязанностями и полномочиями.

11. Функциональные отделы занимаются такой деятельностью, как бухгалтерия, финансы, персонал, маркетинг и реклама, и т.д.
12. Является ли Ваш отдел сбыта линейным или функциональным?
13. Собираетесь ли Вы, в связи с меняющимися рыночными условиями, проводить реструктуризацию Вашей компании?
14. Каковы Ваши линейные полномочия как заместителя вице-президента по производству?
15. Сколько человек непосредственно подчиняется каждому менеджеру по продажам на самом нижнем уровне управления?

## Language focus



### I. Passive Voice.

Ex.1 Make the following sentences Passive:

1. He has presented the report this week.
2. They were interviewing the new candidate.
3. She always does this work herself.
4. Our firm is opening a new boutique.
5. By the time he came they had already discussed the report.
6. They had opened the office by that time.
7. This company often sends its products to other countries.
8. Last month they promised us higher salaries.
9. We are still holding the discussion.
10. I have already asked several questions.

Ex.2 Change the following sentences into negative:

1. The company is divided into three departments.
2. The order was received two days ago.
3. The work will have been finished by August.
4. My office was remodeled.

5. The report had been finished when the vice-president arrived.
6. These departments have always been involved in staff activities.
7. Staff departments are tied in with the company product.
8. This information will be given to you during the tour around the company headquarters.
9. It is based on the idea of direct vertical relationships.
10. Two more departments were added to our company last year.

Ex.3 Ask questions to find more information (use the words in brackets):

1. The company is divided into several departments. (How many...?)
2. The tour was given yesterday. (What tour...?)
3. The work will be supervised by the Chief Accountant. (Which ...?)
4. I was offered the position of Vice-President. (When...?)
5. The order was given by the Executive Vice-President. (Why...?)

Ex.4 Use questions in the Passive Voice to specify the information:

1. The Head of the Department has promoted her to the position of Senior Manager. (Why ...?)
2. They offered him a new position. (Which position...?)
3. They had already discussed a number of issues when I arrived. (What issues ...?)
4. The company has sent Phil away for a week. (Where ...?)
5. They will review the order tomorrow. (By whom ...?)

Ex.5 Put the verbs in brackets into the right Active or Passive form:

1. The new restructuring plan (discuss) at the moment.
2. Our Department (supervise) by Mrs. Anderson.
3. Mrs. Anderson (give) orders to the employees of our Department.
4. Yesterday George (inform) by his superior that he would (transfer) to another Department in a month.
5. In the near future the new director (restructure) four of the company's six major divisions.
6. In the last two years R&D Department (develop) three new modifications of our basic model.
7. The new model (launch) early next year.

8. In any company staff departments (deal in) services.
9. This company (head) by Mr. Soars for the last 15 years.
10. Some prices (determine) by how much people are willing to pay for the product.

Ex.6 Make up two Passive constructions if possible:

1. They offered Tom a good job.
2. Nobody taught me swimming.
3. They asked me my address.
4. I have already paid him \$100 for this work.
5. They showed me my new office.
6. We told Mary a lie.
7. They haven't shown Margie the contract yet.
8. They are teaching Mary driving.
9. She gave me good legal advice.
10. They envy me my job.

Ex.7 Make the following sentences Passive (mind that you can use only one Passive construction):

1. We dictated the address to her.
2. They will announce the day of the meeting to the stockholders later.
3. I am going to point out the results to you.
4. They repeated to the teacher that Paul was ill.
5. They announced to the students when the meeting would take place.
6. We explained to the boy why he couldn't stay.
7. The dean explained to the students how the exams would be held.
8. He repeated the name to the inspector.
9. She pointed out the advantages of a partnership to the friends.
10. The teacher dictated the marks to the students.

## **II. Tag questions**

Ex.1 Add the necessary question tag:

1. Your span of control is five people, ...
2. Please have a look at our booklets, ...

3. He wasn't responsible for financial analysis, ...
4. This department won't be involved in staff activities, ...
5. The VP has direct authority over the Chief Engineer, ...
6. The new model had been launched by the end of last year, ...
7. In your R&D Department there is an acute need for computer specialists, ...
8. The company was undergoing a major restructuring, ...
9. This department has been developing new accounting software for three months.
10. You will be presenting the report to the Board of Directors, ...

*Ex.2 Advanced. Put in suitable tags:*

1. Everybody's here, ... ?
2. You're never happy, ... ?
3. Somebody's forgotten their documents, ... ?
4. There's no time, ... ?
5. They hardly know each other, ... ?
6. Nobody likes her, ...?
7. You never wrote, ...?
8. Nothing matters, ...?
9. We've hardly got any food, ...?
10. There's scarcely enough time, ...?

*Ex.3 Put together sentences and tags:*

She is the new Vice-President,	won't he?
Pass me those documents,	is she?
He was appointed vice president,	isn't she?
Let's put off the meeting till next week,	was he?
He has been running this shop for 3 years,	could you?
They were discussing the project when John came,	wasn't he?
Michael has never been a manager,	hasn't he?
He will be in charge of the marketing activities,	has he?
The marketing manager wasn't there,	shall we?
She isn't a line worker,	weren't they?

Ex.4 Correct the mistakes if there are any:

1. He could go to work in a different company, could he?
2. Mrs. Belying has never been on a business trip, hasn't she?
3. Everybody is a part of it, aren't they?
4. There's nothing to be done about it, isn't there?
5. Let's propose this to our Department Head, shall we?

Ex.5 Translate from Russian into English:

1. Он руководит этим отделом с тех пор, как пришел в нашу компанию, не правда ли?
2. Миссис Джилиан никогда не занимала руководящих должностей, не так ли?
3. В нашей компании 6 заместителей генерального директора, не так ли?
4. Все сегодня что-то обсуждают, верно?
5. Они практически не будут встречаться, не правда ли?

Ex.6 Correct the mistakes (revision):

1. The police has arrested Tom.
2. If some letters arrive for me, can you send them to this address?
3. Ann works more hard than most of her friends?
4. He looked at me friendly.
5. I got up lately this morning.
6. I'd like you to tell me few words about this company.
7. What time do your children finish the school?
8. I was to China twice.
9. How many symphonies has Beethoven composed?
10. They came on the appointed time.
11. Five thousand pounds were stolen in the robbery.
12. If someone has any questions I'd be pleased to answer them.
13. I don't play tennis much now. I used to play it often.
14. Tom looked elder than he really was.
15. What a strange advice!

## Skills focus



### 1. Render from Russian into English paying attention to the underlined words:

Организационная диаграмма показывает, как компания организована на всех своих уровнях от высших должностных лиц до самых нижних уровней управления. Не существует единого способа организации компании, каждая фирма выбирает ту структуру, которая кажется наиболее эффективной. Эта структура может время от времени меняться для того, чтобы фирма могла приспособиться к новым потребностям бизнеса.

Небольшие фирмы или крупные компании с однотипным продуктом часто организуются по функциональному принципу. Управление компанией в таком случае делится на два основных блока. Первый возглавляет заместитель директора или вице-президент по финансам, который руководит бухгалтерскими и административными отделами, а также помогает в принятии крупных финансовых решений. Заместитель директора или вице-президент по производству руководит предприятием в целом. Этим людям в разных компаниях непосредственно подчиняются исполнительные вице-президенты или менеджеры. Каждый отдел может включать от нескольких работников до сотен или тысяч. Люди, стоящие ниже Вас на организационной диаграмме – Ваши подчиненные, а стоящие выше – руководители. Лицо, стоящее непосредственно над Вами, кому Вы напрямую подотчетны, это Ваш непосредственный начальник. Обычно со своими вопросами и проблемами работник обращается к своему непосредственному начальнику, а затем к главе своего отдела. Работники должны знать, какое именно место они занимают в структуре компании и кому они подчиняются. Они также должны точно знать свои должностные обязанности и полномочия.

## 2. Discussion



- a) 1. Do you think that all companies should have organizational structures? Which companies do not have any?
  2. Which departments, in your opinion, should be in the structure of every company?
  3. What types of organizational structure do you know of?
- b) Read the excerpt and express your opinion about the future of virtual companies:

With the development of the Internet communications and the steady increase in the number of home and office PCs some companies are considering transferring part of their work to the virtual environment. Thus the employees can take on-line orders from their immediate superiors who are thousands kilometers away. Directors may determine the company strategy at virtual meetings and teleconferences just as efficiently as they do it in the conference halls. So the workers needn't rush to their stuffy offices and cubicles every morning, not to mention the fact of considerable savings on premises rent and purchase. Time- and money-saving is obvious. But can virtual companies truly become the most efficient type of company structure?

...

## 3. Speaking



### Role play

*The class is broken into two/three groups.*

*Each group has a time limit of approximately 20 min. to think up a company the group members are going to run. They should cover the following points:*



1. Type of ownership.
2. Company name, logo, and mission.
3. Company structure (mark the position of each member of the group).
4. Company product or service.
5. Target market (customers).
6. Competitive advantages.
7. Development prospects.

*Each group should then present the company to the class and answer their questions to prove that the company can survive and bring profit.*

#### **4. Writing**

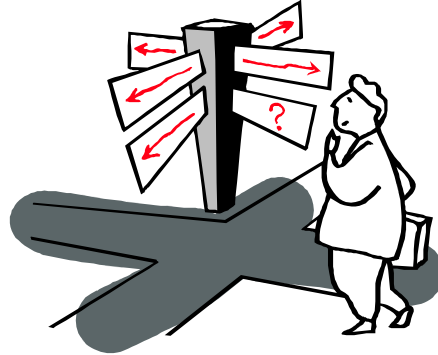


*Internet search. Describe the company profile of any Russian or foreign company. Prepare the organizational chart of the whole company or its branch. Stick to the following guidelines:*

1. Type of business ownership
2. Company history.
3. Company products or services.
4. Number of employees and departments.
5. Type of company structure (functional, divisional, matrix, etc.)

## UNIT 5

### *Applying for a Job*



### **Lead-in**

I. Which of these areas can you see yourself working in? Why?

- § Business
- § Arts/Entertainment
- § Education
- § Health and Welfare
- § Media
- § Industry
- § Science/Technology
- § Environment
- § Politics/Public Life
- § Service Industry

II. Please imagine an ideal job – no matter whether you already have one or not. Now determine the weight and importance of each parameter for you. Choose one figure in each line.

	<i>Most important</i>	<i>Very important</i>	<i>Moderately important</i>	<i>Of little importance</i>	<i>Unimportant</i>
1. Your job leaves enough time for private and social life	1	2	3	4	5
2. You have challenging tasks that give you a sense of achievement	1	2	3	4	5
3. The work that you do is not very hard and with little stress	1	2	3	4	5
4. You have good working conditions (ventilation, light, workplace)	1	2	3	4	5
5. You have good work relations with your immediate superior	1	2	3	4	5
6. There is no threat of being fired	1	2	3	4	5
7. You have certain freedom in how you do your work	1	2	3	4	5
8. People in your organization cooperate with each other	1	2	3	4	5
9. Your immediate superior asks for your advice when making decisions	1	2	3	4	5
10. Your work contributes much to your organization's success	1	2	3	4	5
11. You have an opportunity to make good money	1	2	3	4	5
12. You live in a place that you and your family like	1	2	3	4	5
13. You have good promotion prospects	1	2	3	4	5
14. Your work has elements of risk and a variety of tasks	1	2	3	4	5
15. You work in a prestigious, successful organization	1	2	3	4	5

*Now describe the type of work you would like to do and the organization you can picture yourself working for.*

## Dialogue



### Ex.1 **Pre-reading**

Study the following words and word combinations:

branch office

intern

challenging job

personnel

the right job for smb.

not to be afraid of pressure

short-listed

to meet deadlines

Ex.2 Scan the dialogue for the following information:

1. The candidate's name.
2. The interviewer's name.
3. The company and the position in question.
4. Important qualities and qualifications for that position.
5. Was the candidate a success?

Ex.3 Read and translate the dialogue:

### **AT A JOB INTERVIEW**

*Boris Rogov, a second-year student, sent in his job application form to an international company's branch office in Russia. The company is looking for a summer intern with the background in business and a high proficiency in English. Boris is interested in getting this challenging job. Now he is going to have a personal job interview.*

*Hilton* Come right in, Mr. Rogov and take a seat, please.

*Boris* Thank you.

*Hilton* Well now. My name's Dennis Hilton and I'm responsible for personnel. You didn't have any trouble finding us, did you?

*Boris* Not really. A friend of mine used to work in this building on the fifth floor.

*Hilton* I see. Well, let's discuss your application, shall we?

*Boris* All right.

*Hilton* Your application form says that you are a student at a commercial college. Would you tell me something about your studies?

*Boris* Yes, of course. I'm a second-year student there. My major interests are marketing, math, and languages. I am also active in the college's sports club.

*Hilton* You certainly seem to have all-round interests. You speak English very well. Have you visited an English-speaking country?

*Boris* No, I haven't, but I would like to some day. I am very interested in mastering my English. It is such an international language.

*Hilton* What, in your opinion, is your best qualification for this job?

*Boris* Well, when I saw your ad I thought it sounded like the right job for me, because I like to be with people and I like change. I somehow got the impression that in your office no two days are alike.

*Hilton* Yes, you're quite right there. However, there's something we want to make quite clear. You see, your job would be to help our staff, and it can get very hectic around here when we have deadlines to meet. We're looking for somebody who is flexible and not afraid of pressure. How do you handle stress?

*Boris* I'm afraid I don't know, because I haven't had a job like this before. But I would be willing to find out – that is, if I get the job.

*Hilton* Well, Mr. Rogov, I think that's all for now. Is there anything you'd like to ask us?

*Boris* Yes, there is one thing. When exactly would the job start?

*Hilton* The job would start on the first of June at the latest. Mr. Rogov, you're one of the four short-listed candidates and we'll let you know our decision by the end of this week. Thank you very much for coming.

Bye now.

*Boris* Thank you and goodbye.

*...and Boris did get the job! The other candidates were good, but Boris' strong points - his ability to communicate and his willingness to learn - gave him the job. Congratulations!*

Ex.4 Answer the questions:



1. What is the goal of a job interview?
2. What does the possible employer want to find out about the possible employee?
3. Have you ever undergone a job interview?
4. What important things should a candidate remember to ensure his/her success at a job interview?
5. What information can a candidate obtain during the interview?
6. Is it advisable for a candidate to ask questions at the interview? If yes, which ones?

**Text**



Ex.1 Scan the text and decide whether the statements are true or false:

1. It is difficult to find qualified employees in Russia.
2. Western companies always offer the best conditions.
3. There are enough employment agencies in Russia now.
4. The drawback of newspaper job ads and recruiting drives is that few candidates respond.
5. Labor relations in Russia are regulated by the Labor Code.
6. Labor books show the number of years of employment.
7. Keeping labor books is the responsibility of an employee.
8. Russian Labor Code makes it difficult to terminate an employment agreement.
9. Employee benefits are given in addition to salary.
10. It is not profitable for an employer to provide an employee with benefits.

Ex.2 Read the text, make sure you understand everything:

### **Russian Labor Market**

Russia has a large and well-educated labor market that is generally inexpensive by Western standards. As Russia's economy continues to adjust to market forces, appropriate salary levels are often unclear. In general, foreign companies offer higher wages than many of their Russian counterparts, though this may not necessarily be true in the banking and finance areas. Many employees expect their wages to be denominated (though not necessarily paid) in a stable currency.

A company can also purchase recruiting services from a reliable agency. Currently there are a sufficient number of such employment agencies (both Russian and Western) that provide their own personnel or assist employers in finding appropriate candidates for vacancies. Other typical methods include advertising in newspapers or conducting recruiting drives at universities or specialized institutions, although too many people may turn up.

The Russian Labor Code forms the basis of labor relations in Russia and outlines the rights of employees in the workplace. Regular working hours in Russia are from 9 a.m. to 6 p.m. with a one hour lunch break. Employees are typically provided with a hot lunch at the workplace. Russian law strictly limits overtime hours. Employees have four weeks of paid vacation a year. Significant maternity leave (generally 140 days) is also provided. The trial period of employment should not exceed three months. Once the trial period has ended, it can be very difficult to terminate an employment agreement. In the case of redundancy the employee is entitled to two months paid notice as well as one to three months severance pay, depending on whether the employee finds alternative work.

Besides signing a written labor contract with the employee, the employer is also responsible for properly keeping labor books for each employee, which constitute the official record of information about the individual's career. Proper labor book records are crucial for pension calculation upon retirement, since they are the main evidence of the number of years of employment.

There is also a variety of employee benefits employers can provide that can both reduce payroll costs and, in some cases, provide tax

benefits to employees. These include health care, day care, housing, and transportation.

Ex.2 Read the text in more detail and choose the best answer:

1. Russian labor market is not:
  - § well-educated;
  - § badly-developed;
  - § inexpensive by Western standards.
2. Wages in the banking and financing areas in Russia:
  - § are always lower than in the West;
  - § can be higher in Russian companies;
  - § are always paid in hard currency.
3. The following ways of finding new employees are not mentioned in the text:
  - § employment agencies;
  - § recruiting drives;
  - § in-company transfers.
4. The problem with recruiting drives and newspaper ads is that:
  - § companies get responses from too many candidates;
  - § companies get responses from too few candidates;
  - § it is difficult to organize them.
5. According to the Russian Labor Code regulations the trial period should be not longer than:
  - § a month;
  - § 3 months;
  - § 6 months.

Ex.3 Comprehension questions:



1. What are the characteristics of Russian labor market?
2. Is it difficult for foreign companies to recruit suitable people in Russia? Why?
3. Do Western companies always offer higher wages?
4. What recruiting practices are mentioned in the text?



5. What are some of the important regulations and stipulations of the Russian Labor Code?
6. What is a labor book and why is it so important to keep it properly? What information does it contain?
7. What are employee benefits? Do they pay off for employers?

## Vocabulary



Ex.1 Find in the dialogue the English equivalents of the following words and word combinations. Use them in the sentences of your own:

1. российский филиал международной компании;
2. прекрасное знание английского языка;
3. проявлять заинтересованность в чем-либо;
4. быть ответственным за что-либо;
5. совершенствовать английский язык;
6. второкурсник;
7. широкие интересы;
8. справляться со стрессом;
9. гореть желанием сделать что-либо;
10. принимать активное участие в чем-либо.

Ex.2 Fill in the blanks with the missing adjectives using the dialogue:

1. We're looking for somebody who is ... .
2. You seem to have ... interests.
3. You are one of our four ... candidates.
4. It sounds like the ... job for me.
5. It can get very ... around.
6. I am very ... in mastering my English.
7. I am also ... in the college's sports club.
8. Have you ever visited an ... country?
9. I would be ... to find out.
10. I'm ... for personnel matters.

Ex.3 Give the Russian equivalents:

employment cost; sought-after employees; overtime hours; maternity leave; redundancy; labor book; employee benefits.

Ex.4 Give the English equivalents:

высокообразованный; твердая валюта; агентство по трудоустройству; персонал; испытательный срок; выходное пособие; рабочее место; выход на пенсию; налоговые льготы.

Ex.5 Match the words on the left with the words on the right to make up word-combinations as they are used in the text:

- |                |              |
|----------------|--------------|
| 1. employment  | a. salary    |
| 2. appropriate | b. costs     |
| 3. stable      | c. books     |
| 4. maternity   | d. hours     |
| 5. employee    | e. benefits  |
| 6. payroll     | f. agreement |
| 7. salary      | g. leave     |
| 8. overtime    | h. currency  |
| 9. labor       | i. level     |
| 10. health     | j. care      |

Ex.6 Paraphrase using words and word combinations from the text:

1. It could be difficult for the companies to find suitable employees.
2. As a rule, foreign companies offer higher payment than Russian companies of the same type.
3. Employees are typically given a hot lunch at the workplace.
4. Russia is still adapting to market conditions.
5. Labor book records are vital for the pension calculation.
6. According to the stipulations of the Labor Code, it can be very difficult to fire an employee.
7. The employer should also keep the labor books properly.
8. Employers can also offer a number of employee benefits.
9. Russian Labor Law is stringent in limiting overtime hours.
10. In the case of redundancy the employee has a right to 2 months paid notice.

Ex.7 Find the derivatives of the following words and use them in the sentences of your own:

to employ

to recruit

to apply

to pay

to work

to record

Ex.8 Translate from Russian into English:

1. Рынок рабочей силы в России достаточно недорогой по западным меркам.
2. Во многих компаниях зарплата начисляется в твердой валюте.
3. Сколько дней Ваш оплачиваемый отпуск?
4. В нашей компании сверхурочная работа оплачивается в двойном размере.
5. Трудовая книжка является официальным документом, фиксирующим карьеру человека.
6. Газетная реклама не так эффективна, как использование услуг агентств по трудоустройству, но она значительно дешевле.
7. Работодатель может предоставить своим работникам различные льготы: оздоровление, жилье, транспорт, детские учреждения.
8. В случае увольнения по сокращению штатов работник получает выходное пособие за срок от 1 до 3 месяцев.
9. Эта должность очень ответственная, нам трудно будет найти подходящих кандидатов.
10. Отпуск по уходу за ребенком обычно составляет 140 дней.

## Language focus



### I. Reported Speech.

Ex.1 Begin the sentences with the words “I wonder” to obtain some information about employment practices:

1. How long is my trial period going to be?
2. What are the most common employee benefits?
3. Do you encourage education at workplace?

4. What is my paid vacation?
5. What employment agencies are there in our city?
6. Will my payment be denominated?
7. What kind of labor contract will I have?
8. Is the company going to pay me overstay?
9. Do the Western companies really offer the highest wages?
10. How long is the lunch break?

Ex.2 Your friend, Boris Dimov told you about the job interview. Use the reported speech to retell his story:

Today I had a job interview. The local branch of an international company is looking for a summer trainee. I think it can be a great opportunity for me to get some experience and to practice my English. I had a talk with Mr. Hilton. He is responsible for personnel matters. I am not sure, but I feel like I am going to get this job. Anyway, they will let me know their decision by the end of the week.

Ex.3 Change the following into the reported speech (start your sentences with He asked/wondered/said/told me, etc.):

1. Give me those profiles, please.
2. How many candidates are we going to invite to the interview?
3. Is it necessary to write a resume?
4. I haven't studied this document yet.
5. We are going to conduct a recruiting drive at some Irkutsk universities next month.
6. Our company is looking for new employees for our branch office.
7. We keep here all the labor books.
8. When does your holiday start?
9. The candidate is waiting for the interview in the hall.
10. Have you ever used the services of an employment agency?

Ex.4 Change the following into the direct speech:

1. She wondered if she would get the job.
2. The manager asked if I was going to continue working in that department.
3. He told me to follow him.

4. Mr. Flyer said he had been working in that very building for 15 years.
5. She promised she would let me know as soon as she got the results.
6. The interviewer asked me what school I had finished.
7. Mrs. Brown wondered if she could talk to the manager of that shop.
8. He asked me what my expectations about the job were.
9. I wondered what my trial period was going to be.
10. The manager told us that he was to be transferred to another department.

Ex.5 Fill in the blanks with say, tell, speak or talk:

1. Jack ... me that he was enjoying his new job.
2. Tom ... it was a nice restaurant but I didn't like it much.
3. The manager ... that I would have to call a week later.
4. Mrs. Taylor ... us she wouldn't be able to come to the next meeting.
5. Ann ... her boss that she was leaving.
6. George couldn't help me. He ... to ask the personnel manager.
7. At the meeting the chairman ... about the problems that the company was facing.
8. Jill ... us about the new employee empowerment scheme.
9. Shannon heard that Phil ... "No" several times.
10. She ... that she was tired.
11. He ... me that he was tired.
12. I ... her it was important.
13. Jack ... me you were promoted to the position of senior manager.
14. She .. she didn't like the idea.
15. Did Lucy ... that she would be late?
16. I didn't ... the police anything.
17. The man ... us he was in charge here.
18. Did they ... you their names?

Ex.6 Choose the correct variant:

1. I remember that I saw/had seen him yesterday.

2. The passer-by told/said that the bus had just left.
3. She believed that everything would/will be all right.
4. I decided I was not/had not been right when I spoke to my colleagues the day before.
5. The speaker stressed that the political crisis is/was coming.
6. The boy wondered how he could get/how could he get to the manager's office.
7. The witness asked if he can/could phone his lawyer.
8. The policeman asked if anyone has seen/had seen the accident.
9. He said he would finish the work in two days/two days later.
10. She insisted that she has been /had been at her office the whole day.

Ex.7 Correct the mistakes:

1. I thought you are at the office.
2. He says that he would go to a business trip next month.
3. She said she had seen him yesterday.
4. My mother told that she had a headache.
5. The speaker said that this day was the most important one for the country.
6. She asked when would we have the next meeting.
7. The boy asked if I remembered what happened the day before.
8. The manager asked if I did know the rules.
9. The students wondered if they will have to take three exams.
10. They told us they have seen the film at least 5 times.

## II. Modals

Ex. 1 Put the following sentences into negative and interrogative

1. He can easily find a new job.
2. You must follow all your boss' orders.
3. Mark had to start looking for a personal assistant.
4. The company should offer higher salary to this category of employees.
5. Michael could start working when he was a student.
6. We may save some money by outsourcing.
7. She is to come to the interview at 11 today.

8. He was able to get a pay raise.
9. You may leave this task until next week.
10. Sue will have to work overtime.

Ex.2 Change these orders into polite requests (use “could” or “will”)

Give me more time.

1. Type this letter for me.
2. Repeat what you just said.
3. Do it for me.
4. Help me with this paperwork.
5. Ask Mr. Brewer to come here.
6. Give me a day-off tomorrow.
7. Find a replacement for my retiring secretary.

Ex. 3 Answer the following questions using the information in brackets. Express probability with the help of “may”/”might”

Sample: - Where are you going on holidays? (to China)  
- We may go to China.

1. When will the project be completed? (next month)
2. Where are you going to live after college? (in New York)
3. Who is likely to head the new department? (Ms. Jones)
4. Where are you going to stay when you travel to Moscow? (Kalinka Hotel)
5. How much is this delay in delivery going to cost our company? (over USD 10 th.)
6. What would you like to discuss with your boss? (promotion policy)
7. When is Ms. Jones coming back from her training courses? (this Friday or next Monday)

Ex.4 Choose the correct modal verb (can, may, must):

1. We ... deliver the goods only next September.
2. - ... I smoke here?  
- Yes, you ...
3. Passengers ... come to the airport an hour before the take-off time.
4. - ... I open my suit-case?  
- No, you ... not.

5. - ... I watch television, mother?  
- No, you ... not, Bob. It's too late.

Ex. 5 Express your suppositions concerning the following situations using "must"

Sample: - John is late.

- He must have overslept himself.

OR - He must be coming in a minute.

1. You cannot find a very important document on your desk.
2. The employees of your company are going on a strike.
3. Your boss is leaving the company.
4. Lots of people in your department are late today.
5. The Board is planning an emergency meeting.

Ex. 6 Give some advice concerning the following situations using "should+Simple Infinitive" or express your criticism using "should+Perfect Infinitive"

1. Ms. Smith, your secretary, is often late.
2. You missed an important meeting because you forgot about it.
3. Mr. Williams, your colleague, is working overtime almost every day.
4. You are behind the schedule with the presentation you are preparing for your company's top officers.
5. Mr. Berchem, your boss, ignores what you tell him.

Ex. 7 Choose the best modal:

1. (Shall, must) I close the door?
2. You (should, must) have done it two hours ago! Now it's too late.
3. My boss told me to finish the report today. I (may, have to) stay at work extra hours.
4. We (can, must, may) interview the candidates very quickly. I'd like to finish it by the end of the day.
5. You (shouldn't, needn't) phone. You (may, can) send a fax.

Ex.8 Translate into English using the verbs **can, must, may, should**:



1. Если Вы так думаете, то Вы не правы. Вы не должны так делать.
2. В этом, должно быть, что-то есть.
3. Если ты будешь так много смотреть телевизор, то у тебя может разболеться голова.
4. Он, должно быть, ничего не знает о том, что мы собираемся осмотреть новый офис сразу после ланча.
5. Вряд ли собрание закончилось. Оно проводится в первый раз и может длиться довольно долго.
6. Я полагаю, вы можете найти его в спортзале. Он, должно быть, играет в теннис.
7. Она, может быть, ничего не знает об этом. Вы тоже пока не должны ей ничего говорить.
8. Мы могли бы найти дорогу в отель сами, если бы Джо не потерял карту города.
9. Что это за шум? Это, должно быть, секретарь разбирает почту.
10. Должно быть, трудно овладеть иностранным языком, не правда ли?

## **Skills focus**

### **I. Reading**

The following job ads were published in *The Financial Times*. Look them through

#### **THE COMPANY**

Antal Wind is a pioneer and world leader in the modern wind power industry. Antal Wind offers state-of-the-art wind turbine technology, skilled project development, creative financing options, accomplished power plant design and engineering, and experienced and responsive support services. As part of Antal Corporation, with \$33 billion in assets, Antal Wind shares the diverse resources of the world's leading energy and communications company.

Antal Wind offers the potential for a Senior Finance Professional to join an innovative and creative team in meeting challenges in a highly competitive and complex market, and would suit an individual seeking international 'fast-track' cross-border, career opportunities.

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[www.worcestershire.gov.uk](http://www.worcestershire.gov.uk)

Answer the following questions using the advertisements:

1. What positions are advertised?
2. What companies are looking for recruits? What is the sphere of interest for *Antal International*?
3. What information is provided about the companies?
4. Which ad offers employment in the public sector?
5. Which ad is more specific about qualifications? Why?
6. Which ad mentions the salary? How high is it?
7. Which company gives the recruit an opportunity to make an international career?
8. Which ad is positive about disabled people?
9. Which position requires fluent knowledge of foreign languages?
10. Who and how should you address for further details in each case?

**2. Render into English and act out the following dialogues:**

**1.**

- Мне нужен твой совет, Мери.
- Что случилось?
- Дело в том, что завтра я первый раз в жизни иду на интервью по приему на работу.

- Наверное, ты очень волнуешься?
- Да. Как ты думаешь, о чем мне нужно помнить?
- Главное – не нервничать и показать, что ты заинтересована и готова учиться. Нужно быть уверенной в себе.
- Спасибо. Надеюсь, у меня все получится.

## 2.

- Ты слышал, что Виктор вчера проходил интервью в ВР?
- Неужели? На какую должность?
- Говорят, что на должность зам. финансового директора филиала.
- Молодец, надеюсь, что он получит эту работу. Он окончил институт лишь в прошлом году, но он прекрасный специалист.
- Совершенно с тобой согласен. Он подходит на эту должность.

## 3.

- Мы должны выбрать одного из трех кандидатов на должность менеджера по маркетингу. Кто, по-твоему, подойдет лучше всего?
- Я думаю, что Николай Петров. У него прекрасное образование, и он заинтересован в этой работе. Кроме того, у него есть кое-какие идеи.
- Его главный недостаток – маленький опыт работы.
- Я думаю, тем не менее, что энтузиазм и желание научиться работать очень важны.
- Что ж, возможно, ты права. А сейчас мы должны подать отчеты о кандидатах генеральному директору.

## 4.

- Привет! Ты, кажется, должен был проходить сегодня собеседование по приему на работу?
- Так и есть. Я как раз возвращаюсь оттуда.
- Ну, и как оно прошло?
- Ты знаешь, вначале я слишком сильно волновался. Однако специалист по найму, проводивший собеседование, оказался очень доброжелательным и располагающим человеком. Все прошло хорошо.

- Наверное, тебе задавали много вопросов? Образование, опыт работы, интересы?
- У них уже было мое резюме, так что мы просто побеседовали. Я тоже решил задать пару вопросов о моей будущей работе.
- Молодец, ведь очень важно показать, что ты заинтересован. Надеюсь, тебе повезет. Удачи!
- Спасибо.

### 3. Discussion



#### WORK MOTIVATION

Study the following words and expressions you will come across in the dialogue:

to give smb. an incentive to work; to acquire knowledge and skills; sales figures; cultural aspects; to be responsible for; the idea behind smth.; quality circles; to involve individual needs.

Read the dialogue and offer your comments and understanding of the work motivation

*Ann from the United States, Tim from Great Britain, Akiko from Japan, and Olga and Victor from Russia are attending an international business students' seminar on the topic "The Changing World of Work". They are all members of the same working group that is to discuss work motivation. Olga has been appointed discussion leader.*

Olga: All right. Let's start, shall we? We're here to discuss work motivation. Since we live in a society that can create wealth without giving work, the motive for work is not always money. So what gives people the incentive to work? Ann, perhaps you would like to start.

Ann: Thank you, Olga. Speaking for myself, I see my education as a motive for work because I want to use the knowledge and skills that I have acquired. I'd say that the job that would motivate me most would have to be as interesting as possible.

Victor: Excuse me for interrupting, Ann, but what makes a job inter-

esting?

Tim: Could I comment on that point? In my opinion, an interesting job is one where you can actually see the results of your own work. These results could be anything from a satisfied customer to growing sales figures.

Olga: Perhaps we could come back to that point later, Tim. Akiko, what are your views on work motivation?

Akiko: Well, I think we ought to consider different cultural aspects as well. In my country, work motivation is traditionally based on belonging to a team. The whole team is responsible for the job that it has set out to do. And decisions are made together. This is the idea behind the quality circles that are nowadays in use in many other countries, too.

Olga: We could summarize then by saying that there are two main ways of looking at work motivation, one involving the person's individual needs and the other reflecting cultural influences. In the same way as cultural attitudes to work may be different, each individual's needs may differ as well. Thank you, everybody.

*What, in your opinion, is the basis for work motivation in our everyday life?*

*What are the cultural aspects of work motivation in Russia?*

#### **4. Writing**



*Write a letter of application and a resume for your possible employer using either the ads presented in Exercise 1 (Reading) or the information about some real or imaginary organization.*

#### **5. Speaking**



### Role Play.

*The class is broken into interviewers and prospective candidates. They act out a job interview using either the ads presented in Exercise 1 (Reading) or the information about some real or imaginary organization presented by the interviewers.*

*The following material could be used by the students to prepare for the role play:*

*Study these **Ten Popular Questions**. Use them to prepare for the job interview.*

### **TEN POPULAR QUESTIONS**

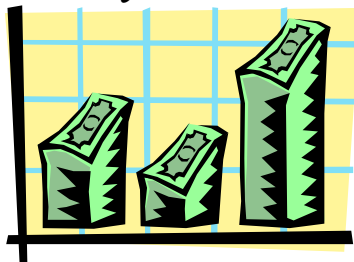
These are the most popular questions asked at interviews. They do not include the questions which will be asked about the specific skills and experience needed for the job you will be interviewed for.

There is no guarantee that you will be asked any of these questions. However, you will find it useful to sit down and actually think through the answers for each question. You can use them as a basis for practice and try to develop the ability to give positive answers.

1. Why do you want this job?
2. Tell me about yourself.
3. Why should we hire you?
4. What is your major achievement?
5. What do you consider yourself good at?
6. What sort of person are you?
7. What are your strengths?
8. What are your weaknesses?
9. What do you know about our organization?
10. How do you plan to approach this job?

## UNIT 6

### *Money and Banks*



#### **Lead-in**

1. a) Make up a list of services that Russian banks offer to their customers.  
b) Which of the services have you ever used?
2. a) Look through the items below, make sure you know their meaning:

**credit card**

**bank notes**

**traveller's cheque**

**cash machine**

**coins**

**foreign currency**

b) Which of them do you need when you:

- buy food in your city market;
- draw money from your account;
- pay in cash for something;
- are going to visit another country?

#### **Dialogue**



#### **Ex.1 Pre-reading.**

Check out the pronunciation of the following words and give their Russian equivalents:

foreigner; practice; to draw; cheque; enough; commissions; receipt



Ex.2 Read and translate the dialogue:

(Cliff needs to exchange some money. Alex is taking him to one of the city banks. His friend Dmitri works at the Currency Exchange in the bank.)

*Alex:* Hello, Dima. Let me introduce you to Cliff. He's an exchange student from America and is going to study at our University for some months. Cliff, this is Dima.

*Dima:* Nice to meet you, Cliff.

*Cliff:* Nice to meet you, too. Alex told me that you work at a currency exchange.

*Dima:* Yes, it's my summer job.

*Cliff:* And how do you like it?

*Dima:* Well, it's not difficult, though we're open from 9 a.m. till 6 p.m., and sometimes I feel a bit tired. But in general, I like it. It's good practice for me, and for my English, too, because foreigners often come here.

*Cliff:* I see. And what exactly do you do?

*Dima:* Exchange money (cash or traveller's cheques) and withdraw cash from accounts.

*Cliff:* And which cards do you accept?

*Dima:* American Express and Visa. Do you want to get some money out on your credit card?

*Cliff:* Not now, thanks, I was just wondering. But I'd like to exchange some money.

*Dima:* Dollars into rubles?

*Cliff:* Yes... I think 300 should be enough.

*Dima:* Ok. Today's exchange rate is 29.7 rubles to the dollar, so that would be ... let's see ... 8,910 rubles. Then, we charge a 1% commission, so that makes... 8,820 rubles and 10 kopeks. Can I see your passport, please?

*Cliff:* Sure, here you go.

*Dima:* And would you also sign here?

*Cliff:* Sure.

*Dima:* Thank you... Well, here's your receipt, your passport, and the money - eight thousand eight hundred and twenty rubles and ten kopeks.

*Cliff:* Thank you, Dima.

*Dima:* You're welcome.

*Alex:* Ok, we have to go. See you soon, Dima.

*Cliff:* Bye.

*Dima:* See you.

Ex. 3 Answer the questions using the dialogue and other sources of information:



1. What is Dmitri's job? What are his duties?
2. What currencies can be easily exchanged in Russian banks?
3. What else, besides drawing cash, can credit cards be used for? Do you use a credit or debit card?
4. Have you ever exchanged money at a currency exchange in a bank? Describe the procedure.
5. Why do you think a passport is necessary for exchanging money in a bank?

**Text**



**Ex.1 Pre-reading.**

Check out the pronunciation of the following words and give their Russian equivalents:

to authorize; deposit; insurance; mortgage; regulation; entity; domestically; numerous

Ex.2 Read the text, make sure you understand everything:

## **Banks and Currency Control in Russia**

In Russia there are two basic types of banks: state banks and commercial banks. The Central Bank of Russia (CBR) is the main state bank of the country. Apart from usual banking services, CBR authorizes new banks and gives permission to individuals, businesses and organizations for certain financial transactions.

Some services offered by banks include accepting deposits on various accounts (savings and checking accounts, investment accounts, etc.), giving out loans and mortgages, holding items in safe deposit boxes and dealing with insurance.

As for currency control, there are certain regulations. Non-residents (both individuals and legal entities) are subject to few restrictions concerning the use of foreign currency. They may bring into the country foreign currency and take out only up to (but not over) the original amount brought in. There are restrictions on the amount of rubles one can take out of Russia. Foreign employers must pay their employees in rubles if the payment is made domestically. Payments in foreign currency can only be made by means of wire transfers from a foreign bank directly into an employee's foreign currency bank account with a Russian bank.

Residents are subject to numerous restrictions. First, all business transactions must be made in rubles. Foreign currency transactions are not permitted. Second, Russian companies can borrow foreign currency for no longer than 180 days if permission is obtained from the CBR. Third, residents have the right to buy and sell foreign currency through authorized banks on the domestic currency market.

Cash transactions between legal entities are only allowed if they relate to salary payments, business trip expenses, and non-production expenses limited to 10,000 rubles. Otherwise, payments must be made through bank transfers.

All cash sales transactions between enterprises and individuals must be in rubles. In order to pay in a foreign currency, individuals can use bank transfers, debit or credit cards, or other internationally accepted means of payment.

Ex.3 **Comprehension check.** Decide if the statements are true or false:



1. The CBR is the main commercial bank of the country.
2. Besides authorizing new banks and giving permission for certain transactions, the CBR performs usual banking services.
3. Non-residents are subject to fewer restrictions concerning foreign currency use than residents.
4. Non-residents can take out not more foreign currency than they brought in.
5. Salary payments by foreign employers to their employees in Russia can only be made in foreign currency and by means of wire transfers.
6. Residents are permitted to perform foreign currency payments through Russian banks.
7. Domestic companies can borrow foreign currency from Russian banks only if they have obtained permission from the CBR.
8. Russian resident companies can buy and sell foreign currency through banks in other countries, too.
9. Resident legal entities are allowed to pay salaries, business trip expenses and non-production expenses in cash.
10. Cash sales transactions between enterprises and individuals can be made both in rubles and in foreign currency.

Ex.4 Complete the sentences:

1. The main Russian state bank is the ... .., which has the right to ... new banks and to give permission to ..., ... and ... for certain financial transactions.
2. Banks offer different services to customers, such as ... .. on accounts, giving out ... and ..., holding items in ... .., dealing with insurance and others.
3. Residents and ... are subject to certain ... concerning the use of ... ..

4. Non-residents should make salary payments in foreign currency only by ... .. from a foreign bank to their employees' ... .. accounts with a Russian bank.
5. Residents are allowed to buy and sell foreign currency through ... .. on the ... .. currency market.
6. Payments by residents, except salary, business trip ... .. and non-production expenses must be made through ... .. .
7. Individuals should use ... .. bank accounts, ... .. or ... .. cards, or other ... .. when buying something from enterprises for foreign currency.

## Vocabulary



### Ex.1 Give the Russian equivalents:

currency exchange; traveller's cheque; to withdraw cash; receipt; the Central Bank of Russia; to authorize banks; savings account; checking account; to give out loans; insurance; residents; non-residents; are subject to; restrictions; foreign currency bank account; to make payments; foreign currency transactions; domestic currency market; non-production expenses; means of payment

### Ex.2 Give the English equivalents to the following words and word-combinations as they are used in the dialogue and in the text:

обменивать деньги (валюту); кредитная (дебиторская) карточка; курс обмена; комиссионные; банковское дело; государственные и коммерческие банки; получить разрешение; физические лица; финансовые операции; принимать вклады; камера хранения; страхование; ипотека; юридические лица; телеграфный перевод; брать заем в иностранной валюте; аккредитованные банки; командировочные расходы

### Ex.3 Match the words on the left with the words on the right to make up word-combinations as they are used in the dialogue and in the text:

- |               |                 |
|---------------|-----------------|
| 1. foreign    | a. services     |
| 2. cash       | b. restrictions |
| 3. bank       | c. payments     |
| 4. state      | d. account      |
| 5. currency   | e. currency     |
| 6. salary     | f. banks        |
| 7. numerous   | g. transactions |
| 8. investment | h. transfers    |
| 9. banking    | i. exchange     |

Ex. 4 Match the terms with their definitions:

- |                    |  |
|--------------------|--|
| 1. transaction (n) | a. a particular type of money in use in a country;               |
| 2. payment (n)     | b. a written statement that someone has received money or goods; |
| 3. deposit (v)     | c. a movement of money into or out of an account;                |
| 4. currency (n)    | d. to give formal permission to somebody or for something;       |
| 5. mortgage (n)    | e. a sum of money exchanged for goods or services;               |
| 6. receipt (n)     | f. to place money in a bank or safe;                             |
| 7. authorize (v)   | g. a long-term loan for purchase of real estate                  |

Ex.5 Insert the necessary preposition:

1. ... .. usual banking services the CBR authorizes new banks and gives permission ... individuals and legal entities ... certain financial transactions.
2. Could you withdraw some cash ... my credit card?
3. Foreign employers must pay their Russian employees ... rubles.
4. We'd like to change 400 Finnish marks ... Swedish crowns.
5. You can make this payment ... wire transfer.
6. Yesterday the rate ... exchange ... US dollar was lower than today.
7. Can I open a foreign currency bank account ... your bank?
8. Residents can buy and sell foreign currency ... authorized banks ... the domestic currency market.
9. Transactions ... these two companies must be ... rubles.

10. I'd like to get some money ... .. my credit card.

Ex.6 From the list below choose the necessary word or word combination to fit each blank:

1. We'll have to ... permission from the CBR for this ... transaction.
2. To ... cash from your bank account you need your credit card and your passport.
3. ... account is a bank account which earns interest.
4. Her company sent her to Paris and paid all her ... expenses.
5. ... account is a bank account which usually doesn't earn interest and from which ... can be taken out at any time by ... .
6. On the ... currency market they can buy or sell ... currency only through ... banks.
7. Does your bank make ... to individuals?

check, loans, business trip, withdraw, checking, obtain, foreign, money, domestic, financial, savings, authorized

Ex.7 Work in pairs. Reproduce the dialogue (ex. 2) by heart.

Ex.8 In each column write the missing part(s) of speech that has (have) the same stem as the given word. You may refer to the dialogue and the text or consult a dictionary:

a)

NOUN	ADJ.
difficulty	...
...	typical
foreigner	...

b)

VERB	NOUN
travel	...
...	authority
permit	...
...	investment
regulate	...
pay	...

c)

VERB	NOUN	ADJ.
transfer	...	...

...	...	exchangeable
...	...	practical
...	finance	...
...	...	receivable
restrict	...	...

Ex.9 Retell the text “Banks and Currency Control in Russia”

## Language focus



## Gerund and Infinitive

Ex.1 Find gerunds and infinitives in the dialogue and in the text and translate the sentences.

Ex.2 Use the infinitive with or without “to”:

1. Cliff needs (exchange) some money.
2. What makes you (think) so?
3. Let me (introduce) Cliff to you.
4. It's nice (meet) you.
5. The clerk asked me (show) my passport and (sign) in the receipt.
6. Foreign employers must (pay) their employees in rubles if the payment is made domestically.
7. You'd better (do) what he says.
8. I want you (read) to me.
9. He is known (be) a competent banker.
10. The CBR is entitled (authorize) new banks and (give) permission for certain transactions.
11. That is for you (decide).
12. Would you like (get) some money out on your credit card?

Ex.3 Put the verbs in brackets into the correct form (gerund or infinitive):

1. I'm looking forward to (see) you.
2. I arranged (meet) them here.



3. I wish (see) the manager.
4. It's no use (wait).
5. My mother told me (not speak) to anyone about it.
6. I can't understand her (behave) like this.
7. He tried (explain) but she refused (listen).
8. At dinner she annoyed me by (smoke) between courses.
9. You are expected (know) the safety regulations of the college.
10. I am prepared (wait) here all night if necessary.

Ex.4 Study and remember the following expressions after which gerund is used. Make up sentences of your own.

- it's no use doing
- it's no good doing
- there's no point in doing
- it's (not) worth doing
- to have difficulty doing
- a waste of time (money) doing
- to spend (waste) time doing
- in spite of doing
- instead of doing

Ex.5 Put the verbs in brackets into the correct form (gerund or infinitive):

1. After (walk) for three hours we stopped to let the others (catch up) with us.
2. I'm beginning (understand) what you mean.
3. He was fined for (exceed) the speed limit.
4. The boys like (play) games but hate (do) lessons.
5. He surprised us all by (go) away without (say) "Good-bye".
6. Please go on (write): I don't mind (wait).
7. He wore dark glasses (avoid) (be) recognized.
8. Would you mind (shut) the window? I hate (sit) in a draught.
9. Before (give) evidence you must swear (speak) the truth.
10. I can't help (sneeze): I caught a cold yesterday from (sit) in a draught.

Ex.6 Put the verbs in brackets into the correct form (gerund or infinitive), translate the sentences:

1. a) I don't allow (smoke) in my drawing-room.  
b) I don't allow my family (smoke) at all.
2. a) I remember (visit) this place before.  
b) I remember (telephone) him tomorrow.
3. a) I regret (inform) you that your application has been refused.  
b) I regret (tell) her about that accident yesterday.
4. a) Don't forget (lock) the door before going to bed.  
b) He must have forgotten (sign) these documents.
5. a) Please, stop (make) this noise: I'm trying to finish the article.  
b) After walking for two hours we stopped (have) a rest.
6. a) I used to (go) to this school when we lived in this district.  
b) I'm used to (sleep) late on weekends.
7. a) She advised me (accept) their proposal.  
b) He advised (consult) a lawyer.

Ex.7 Fill in the blanks with the necessary prepositions:

1. They succeeded ... opening the restaurant.
2. She accused him ... causing all the problems.
3. So much depends ... your passing the interview successfully.
4. She often complains ... having problems with that customer.
5. They insisted ... signing the contract immediately.
6. I think, he won't approve ... our dealing with those people.
7. She strongly objects ... smoking here.
8. They suspected him ... telling lies.
9. We're really looking forward ... seeing you again.
10. She still persisted ... going there together.
11. You should thank him ... sending the flowers.
12. It was he who prevented us ... making the mistake.
13. I'd like to congratulate you ... this special occasion.
14. They found him guilty ... committing the crime.
15. I'm really surprised ... meeting you here.
16. Are you aware ... his coming tomorrow?
17. I was pleased ... receiving your congratulations.
18. He is very busy ... looking through the documents.

19. Please, don't reproach him ... not coming in time.

Ex.8 Put the verbs in brackets into the correct form (gerund or infinitive):

1. He hates (answer) the phone, and very often just lets it (ring).
2. I prefer (drive) to (be driven).
3. I advise you (start) (look) for a flat at once.
4. Would you mind (lend) me \$5? I forgot (cash) a cheque.
5. (Lie) on this beach is much more pleasant than (sit) in the office.
6. An instructor is coming (show) us how (use) the aqualung.
7. I have no intention of (go) to that film.
8. I suggest (telephone) the hospitals before (ask) the police (look) for him.
9. After (hear) the conditions I decided (not enter) for the competition.
10. Some people seem (have) a passion for (write) to the newspapers.
11. By (offer) enormous wages he is persuading men (leave) their present jobs and (work) for him.
12. He postponed (make) a decision till it was too late (do) anything.
13. There's no point in (remain) in a dangerous place if you can't do anything (help) the people who have to (stay) there.
14. Try (forget) it; it's not worth (worry) about.
15. At first I enjoyed (listen) to him but after a while I got tired of (hear) the same story again and again.
16. It's not good for children (eat) too many sweets.
17. I didn't feel like (work) yesterday.

## Skills focus



### 1. Render into English:

1. – Здравствуйте. Я бы хотел обменять немного денег.
  - Наличные или дорожные чеки?
  - Наличные. 200 долларов.

- Хорошо. Сегодня курс обмена американского доллара составляет 27.9. Таким образом, получается ... 5940 рублей, минус 1% комиссионных, итого ... 5880 рублей 60 копеек.
- Очень хорошо.
- Одну минуту, пожалуйста. Могу я взглянуть на Ваш паспорт?
- Конечно. Пожалуйста.
- Спасибо. И распишитесь еще в квитанции, вот здесь, пожалуйста... Спасибо.
- Это все?
- Да. Возьмите, пожалуйста, Ваш паспорт, квитанцию и деньги: пять тысяч восемьсот восемьдесят рублей шестьдесят копеек.
- Спасибо, до свидания.
- Приходите еще.

2. – Вы говорите по-английски?

- Да, конечно. Чем могу помочь?
- Я бы хотел снять немного денег с моей кредитной карточки.
- Какая у вас карта?
- Американ Экспресс.
- Хорошо. Сколько вы хотите снять?
- 400 долларов.
- Напишите здесь Ваше имя, адрес и распишитесь здесь, пожалуйста.
- Хорошо. Вот моя карточка.
- Мне также нужен Ваш паспорт, пожалуйста.
- Конечно.
- Какие банкноты Вы предпочитаете: 100, 50 или 10 долларов?
- Я думаю, 100 и 50.
- Возьмите, пожалуйста.
- Спасибо. Я собираюсь осмотреть ваш город и, возможно, что-нибудь куплю. В городе есть другие пункты обмена валюты?
- Конечно. Возьмите, пожалуйста, этот путеводитель, в нем указаны адреса, по которым вы всегда можете обменять деньги.
- Большое спасибо.

- Пожалуйста. Приятного вам дня.
- Спасибо. До свидания.

3. В России существуют два основных типа банков: государственные и коммерческие. Главный банк нашей страны – Центральный Банк России (ЦБР). Он уполномочен аккредитовывать новые банки и выдавать физическим лицам, предприятиям и организациям разрешения на проведение определенных финансовых операций. ЦБР, также как и любой другой банк, предоставляет и обычные банковские услуги: принимает вклады на сберегательный, текущий, инвестиционный и другие счета, предоставляет займы, ипотеку, услуги камеры хранения, осуществляет страхование и т.д.

4. Банки контролируют оборот наличных денег в стране. Существуют определенные правила как для резидентов, так и для нерезидентов.

Для иностранных физических и юридических лиц существует несколько ограничений, касающихся использования иностранной валюты. Они вправе ввозить в Россию определенное количество иностранной валюты и вывозить ее в том же количестве. Иностранные работодатели обязаны оплачивать труд своих работников, находящихся в России, в рублях. Оплата труда возможна и в иностранной валюте, если она будет произведена банковским переводом из зарубежного банка непосредственно на валютный счет работника в российском банке.

Физические лица и предприятия, работающие внутри страны, подпадают под следующие ограничения. Во-первых, все финансовые операции должны осуществляться в рублях, а не в иностранной валюте. Во-вторых, российские компании могут получить валютный заем сроком не более 180 дней и с разрешения ЦБ. В третьих, покупка и продажа иностранной валюты может производиться через аккредитованные банки и только на внутреннем валютном рынке.

Юридические лица могут производить операции и с наличными деньгами, если выплаты относятся к зарплате, командиро-

вочным или непроизводственным издержкам. В остальных случаях оплата должна быть произведена посредством банковского перевода.

## 2. Discussion



*Discuss prospects of “plastic money” in Russia.*

## 3. Speaking



*You are going to make a brief presentation of the bank you are working at.*

*Choose any information of the banks you’ll be able to find.*

*Prepare also some questions that you might ask other speakers.*

## 3. Writing



*Write a composition.*

*What do you know of the Russian banking system? What are its advantages and disadvantages? What do you think should be changed?...*

## UNIT 7

### *International Business*



#### **Lead-in**



Answer the questions:

1. What is import/export?
2. Have you ever heard the term “duty free”? What does it mean?
3. Do you know any foreign partners of Russia? Of Irkutsk region?
4. What are the closest foreign partners of Irkutsk region?
5. Which goods are exported to Irkutsk region?
6. Which goods are mainly imported by the Russian Federation?

#### **Dialogue**



Ex.1 Pre-reading:

1) Check out the pronunciation :

purchase, customs, representative, freight, equipment, facilities, purchasing, guarantee

2) *Do you know what FOB and CIF mean? Consult a dictionary.*

Ex. 2 Read and translate the dialogue:

*Andrey:* I guess now is the right time to discuss delivery terms.

*Jack:* As far as I remember, on our previous transactions we used FOB terms. Would you like to change something this time?

*Andrey:* Actually, we would. We want CIF for this purchase, if that's possible for you to do.

*Jack:* Do you mean CIF Murmansk?

*Andrey:* Exactly. In this case, you'd be responsible for transport to Murmansk and customs clearance in the UK.

*Jack:* That's right. We're also going to prepare an insurance certificate for your company for the period of transport to Murmansk.

*Andrey:* Good. Our representative in Murmansk will take care of customs clearance for imported goods and freight to Irkutsk. He'll need all the documents: invoice, freight and insurance certificate and the export license. What is your CIF price?

*Jack:* It's 10,000 US dollars per unit if we deliver all the equipment on July 2.

*Andrey:* Actually, we'd like to have it by the end of May. We're preparing to open our new clinic in August, but we need some time to install the equipment and to train our staff.

*Jack:* I'm afraid, we can't make it that soon. All our production facilities are busy. We have orders through July.

*Andrey:* But our order is a considerable one, and besides, we've always been satisfied doing business with your company. If you could deliver the equipment no later than early June we could agree on purchasing two more units on October 2.

*Jack:* This offer changes the situation a bit. If you guarantee a further purchase in October we could rearrange our orders and deliver the equipment sooner, shall we say, by June 10th.

*Andrey:* That's better, but it still interferes with our plans. Let's discuss the price, then.

*Jack:* All right.



## Text



### Pre-reading

#### Ex.1 Check out the pronunciation:

approach; foreign; warehouse; enterprise; requirement; quota; adjust.

### **Export/Import Operations in the Russian Federation.**

As in most countries, there are several approaches that a foreign business can take when importing goods into Russia:

- § creating a contract for sale in which title to the goods passes to the Russian company before the goods enter the Russian Federation and the Russian company acts as importer;
- § holding goods in Russia through the use of a customs warehouse, whereby the goods are in Russia, but the Russian customer is still the official importer;
- § importing goods through a related or unrelated agent, who then sells the goods on behalf of the foreign company;
- § establishing a Russian subsidiary which purchases goods on its own account and sells the goods once they have cleared customs.

Currently, all Russian enterprises may sign contracts for export and import with foreign companies. The practice of signing international trade contracts is standard and there are no special restrictions required by the Government of the Russian Federation. Generally, it is not necessary to register a foreign trade contract.

Licensing and quota requirements for the export of most goods and services have been abolished. The main exception concerns items that are exported under international agreements in which Russia has decided to limit or control the exports of such items.

From 1996 until recently, export duties were not applied. However, in 1999 the Government reintroduced export duties on some goods and on raw materials such as oil, gas, ferrous metals, etc. Import duty is charged according to the type of goods imported. For this

purpose, goods must be allocated to one of 97 categories listed in the “Trade Name of Foreign Economic Activity Journal” of the Russian Federation. The category determines the basic rate to be applied to the customs value of the goods.

The basic rates are set as a percentage of the customs value. Basic rates range from duty free to 100%. The basic rate can be adjusted dependent upon the place of origin of the goods.

Ex.1 Comprehension Questions:



1. What are the approaches, that a foreign company can take importing goods into Russia?
2. Characterize these approaches in detail.
3. Which Russian companies may make contracts with foreign companies?
4. Is there anything special about signing international foreign trade contract in the Russian Federation?
5. What are the exceptions in licensing and quota requirements for export in Russia?
6. Which goods did the Government reintroduce export duties on?
7. How is import duty charged?
8. How are basic rates set up?

Ex.2 Which statements are false? Prove your opinion basing on the text:

1. Making a contract for sale a foreign company acts as an importer.
2. When the goods are held in a Russian customs warehouse, the Russian company is an importer.
3. Unlike in most countries, foreign businesses have several approaches to importing goods into Russia.
4. Since 1999, there have been export duties on oil in Russia.
5. The practice of signing international foreign trade contracts in Russia is quite common.
6. At present only state enterprises may sign import/export contracts.
7. In most cases the registration of a foreign trade contract is optional.

8. Import duty is charged on the basis of the currency rate.
9. There are about a hundred categories of goods listed in the “Trade Name of Foreign Economic Activity Journal” to charge import duty.

Ex.3 Insert the missing words or word combinations:

1. All Russian enterprises may ... .. for export and import with foreign companies.
2. There are no special ... for foreign trade contracts introduced by the Government of the Russian Federation.
3. A foreign trade contract presupposes ... .. passes to the Russian company before the goods enter Russia.
4. Related or unrelated agent sells the goods ... the foreign company.
5. Licensing and quota requirements for the export of most goods and services have been... .
6. In 1999 the Government ... some export duties on some goods and raw materials.
7. ... .. is charged on the basis of the types of goods imported.
8. For this purpose goods must be ... to one of 97 categories listed in the special journal.
9. The basic rate can be ... dependent upon the place of origin of the goods.

## Vocabulary



Ex.1 Give the English equivalents:

внешнеторговый контракт, таможня, таможенная очистка товара, растаможенный товар, импортер, базовый коэффициент, лицензионные и квотовые требования, налоги на экспорт, касательный агент, специальные ограничения, дочернее предприятие, таможенная стоимость, страховое свидетельство, условия поставки, фрахт, FOB, установить оборудование, обучить персонал, производственные помещения, операция, покупка, счет-фактура, изменить заказ

Ex.2 Match the words on the left with the words on the right to make up word-combinations as they are used in the text:

- |                        |                 |
|------------------------|-----------------|
| 1. foreign             | a. warehouse    |
| 2. unrelated           | b. agreements   |
| 3. licensing and quota | c. rates        |
| 4. customs             | d. goods        |
| 5. Russian             | e. exception    |
| 6. basic               | f. subsidiary   |
| 7. international       | g. requirements |
| 8. main                | h. company      |
| 9. customs-cleared     | i. agent        |

Ex.3 Insert the missing prepositions:

to import goods ... Russia; on behalf ... the foreign company; to purchase goods ... smb's own account; to export... international agreement; export duties... some goods; to be charged ... the basis; to be allocated... one of some categories; to be applied ... the customs value; dependent... the place...origin

Ex.4 Consult the dictionary to find out the meanings of the abbreviations below, match the abbreviations with the definitions:

EC, B/L, B/E, D/P, L/C, D/A, c.i.f., c. and f., f.o.b., sp. ex.

1. The formal union of some European countries under the Treaty of Rome.
2. A document by which a buyer undertakes to pay a seller through a bank if the seller delivers the goods according to the terms of the contract. It can be documentary or irrevocable.
3. A document signed by a ship's Master to say that he has received the cargo, to which it acts as title.
4. A contract in which the seller agrees to pay for the transport of the goods to their destination and for insuring them on the journey.
5. A contract in which the seller pays for the delivery of the goods to a given destination.

6. An order to pay for goods. It is drawn by an exporter and requires payment by the buyer, who must accept it formally by signing his name.
7. The documents are supplied only when the money is paid.
8. The documents are supplied when the bill of exchange is accepted.
9. A special price for goods sold overseas, usually less than for goods sold at home.
10. A contract in which the seller pays all charges up to and including the loading of goods on to the train, ship or plane which will deliver them to the buyer.

Ex.5 Fill in the blanks in the following passage with the words and word combinations from the list below. The first has been done for you:

imports, exporting, profit margin, market research, commission, stock(s), agents, invoices, foreign, customs, certificates, export

Importing and *exporting* are the two aspects of foreign trade: a country spends money on goods it ... and gains money through its exports. Valuable though ... trade is for keeping domestic prices down by creating competition at home and providing large markets abroad, governments may have to put restrictions on it, which they usually do by subjecting imports to ... duties or by restricting some types of exports.

Customs authorities must make sure that imported goods are not sold at a lower price than that in their country of origin: to assess the domestic price they require consular ... or ... of value and origin.

Large firms may have their own import and ... departments, but both large and small firms deal with clearing and forwarding ... who handle all the details of transporting cargo.

When goods are sold abroad, buyers who are stockists will have to pay for ... for which they will not receive payment for some time: they must, therefore, work on a higher ... to cover this. Many buyers prefer to become foreign agents who work on ...; they will not then have to pay for the goods but they must obtain the highest possible prices when the goods are sold.

So, after careful ... .., a manufacturer can sell them at the right price.

Ex.6 The managing director has had an attack of jargon. Help him translate his speech into plain English by substituting the words in bold type in each sentence (1-15) with one of the phrases (a-o)

Ladies and Gentlemen,

1. I want to take on board a number of important points.
2. MMT Communications is now a major player in the communications industry.
3. We work for lasting relationships with our business partners.
4. We employ state-of-the-art technology.
5. We want to produce the most user-friendly products on the market.
6. In our business relationships, we aim to be proactive every time.
7. We propose only tailor-made solutions.
8. We never lose sight of the bottom line.
9. We work hard to get synergy between subsidiaries.
10. We will not hesitate to downsize the organization for maximum efficiency.
11. We will find solutions to business problems even when we do not have a level playing field.
12. If anyone tries to move the goalposts on our commercial agreements...
13. ... we will blow the whistle.
14. We aim to become a truly global operator.
15. Unfortunately I can only give you ballpark figures today.

- a) cut the workforce of
- b) business conditions are unfair
- c) personalized
- d) a leading company
- e) change the rules (without consultation)
- f) worldwide
- g) the people we do business with
- h) understand and accept
- i) dynamic and productive relationships

- j) approximate
- k) anticipate needs
- l) our basic objective (usually to make a profit)
- m) up-to-date
- n) easy-to-use
- o) protest at unfair treatment

Ex.7 Translate the terms in brackets into English to make a sentence:

1. (Лицензионные и квотовые требования) for the export of some goods were introduced by the Government.
2. We were charged about 50 % (налога на импорт).
3. This company often (заключает внешнеторговые контракты) with foreign companies.
4. (Регистрировать) a foreign trade contract is not necessary.
5. (Учреждение русской дочерней фирмы) allows purchasing goods on its account.
6. (Растаможенные товары) are sold by a Russian subsidiary.
7. The main exception from licensing and quota requirements is items that are exported (по условиям международного соглашения).

Ex.8 Translate the sentences into English:

1. Этот документ обеспечивает знание базового коэффициента для того, чтобы высчитывать таможенную стоимость товаров.
2. Базовый коэффициент – это процент от таможенной стоимости товаров, изменяющийся от 100% до полного освобождения от налога в зависимости от вида товара.
3. Внешнеторговый контракт предполагает, что право на владение товаром переходит к русской компании, прежде чем товары окажутся на территории Российской Федерации, и русская компания – покупатель выступает импортером.
4. В настоящее время любая русская компания имеет возможность заключать контракты на экспорт/импорт с иностранными партнерами.
5. Практика заключения внешнеторговых контрактов в России является стандартной, и не существует специальных ограничений, представленных правительством.

6. Как правило, регистрация внешнеторгового контракта не обязательна.

## Language focus



## Relative Clauses

Ex 1. Combine the following sentences into one sentence with a relative clause:

1. The manager (you spoke to the manager yesterday) is not here today.
2. Bob (Bob's grades are the highest in the group) has received a high scholarship.
3. Ann is our group mate. Ann is going to China next year.
4. Andrew's bought a car. The car is very expensive.
5. Michael wrote an article. The article shows his hands-on knowledge of the subject.
6. The director of the project (the project was won by the University last year) is planning to retire next year.
7. Peter (Peter's father is a doctor) wants to enter the medical college.

Ex.2 Complete the sentences with your own words. Consult the dictionary if necessary:

1. A baker is a person who
2. A mechanic is a person who
3. A philatelist is a person who
4. A bartender is a person who
5. A spendthrift is a person who
6. An astronomer is a person who
7. A carpenter is a person who
8. A doctor is a person who

Ex.3 Combine the following sentences into one sentence with a relative clause, give all possible forms:



1. The tea was too cold. I had it for tea-break.
2. I have a class. It begins at 8:00 a.m.
3. I know a man. He doesn't have to work for living.
4. My daughter asked me a question. I couldn't answer it.
5. All of the people can come. I invited them to my party.
6. I lost a scarf. I borrowed it from my roommate.
7. A lion is an animal. It lives in Africa.
8. The woman predicted my future. She read my palm.
9. A globe is a ball. It has a map of the world on it.
10. Where can I catch the bus? It goes downtown.
11. The bus is always crowded. I take it to school every morning.
12. I have valuable antiques. I found them in my grandfather's attic.

Ex.4 Join the following sentences together in a relative clause using the relative pronoun in brackets:

1. The new account program is working very well. It costs a great deal of money. (which)
2. The Oriental Hotel is said to be the best in the world. Many famous people have stayed in it. (where)
3. Richard Branson runs the airline Virgin Atlantic. He has now sold his record company to Sony. (who)
4. Glaxo is the biggest drug producer in Europe. Their products include Zantac. (whose)
5. Their new range of cosmetics will be launched next month. They have spent \$ 10 million on it. (on which)
6. I am writing with reference to my client Mr. Warburg. I have discussed your proposal with him. (with whom)

### Skills focus



1. Render the following dialogues into English:

1. - Добрый день. Чем могу быть полезен?

- Здравствуйте. Нам нужна консультация: мы бы хотели импортировать продукцию нашей компании в Россию.
  - Итак, существует несколько вариантов решения вашей проблемы. Во-первых, вы можете заключить внешнеторговый контракт с какой-нибудь российской фирмой-покупателем. В этом случае право на владение товаром переходит к российской компании еще до того, как товары попадут в Россию, и компания-покупатель выступит импортером.
  - Хорошо. А другие варианты?
  - Второй способ – возможно хранение товаров на таможенных складах в России, таким образом, хотя товары находятся уже там, российский покупатель все равно является импортером.
  - А как быть в случае, если наша компания будет действовать через посредника?
  - Вполне возможно. Это импортирование товаров через таможенную службу с помощью касательного агента. А затем товары будут проданы агентом от имени вашей компании.
  - Мне кажется, что это не совсем то, чего бы мы хотели...
  - Существует еще один способ – вам нужно учредить дочернее предприятие в России.
  - А разве это выгодно?
  - Конечно. Это предприятие имеет право закупать товары на свой собственный счет, а затем продавать их уже растаможенными.
  - Нам следует все это всесторонне обсудить. Когда мы придем к окончательному решению, боюсь, нам придется проконсультироваться здесь еще раз.
  - Всегда рады вам помочь.
- 2.
- Привет, Андрей, какая встреча!
  - Здравствуй, очень рад тебя видеть.
  - Что ты здесь делаешь?
  - Провожал в командировку начальство, а ты?
  - А я приехала из отпуска. О, это твоя машина?
  - Да.
  - Она выглядит просто классно! Какая марка?
  - Toyota Camry.

- Давно ты ее купил?
- На этой неделе.
- В фирме “Toyota”?
- Нет, один мой друг живет в Японии, он присмотрел эту машину для меня.
- Это, должно быть, сложная процедура – пересылка из Японии, растаможивание, оплата всех пошлин... Дорогое удовольствие!
- Вообще-то, да. Но это все же дешевле, чем покупать здесь, и не так рискованно.
- Что ты имеешь в виду?
- Мой друг постарался найти не очень дорогую машину, он лично договаривался о транспортировке морем, так что это вышло дешевле, чем обычно. Что касается пошлины на импорт, то это, как ты, наверное, слышала, процент от таможенной стоимости товара. Цена машины, таможенная стоимость плюс транспортировка по железной дороге...
- Но, ты же говоришь, что вышло дешевле?
- Да, не говоря о том, что я получил комплект запчастей бесплатно, как подарок фирмы!
- Все это очень интересно, но боюсь, мне нужно идти...
- Разреши тебя подвезти?
- О, с удовольствием!

## Discussion



1. *Do you think that export duties on some goods such as oil, gas, and ferrous metals are necessary? Why?*
2. *Basic rate for nearly pure alcohol is 100%. Can you guess the reasons for that?*
3. *The basic rate can be adjusted dependent on the place of origin of the goods. Give the examples and try to find out the reasons.*

### 3. Writing



As trade barriers break down and international trade increases, more and more businesses want to buy and sell goods abroad. Both first-time importers (or exporters) and experienced international business require an effective and efficient means of dealing with the documentation. There is a great variety of documents used to precede, to record and to perform a transaction.

Here are the names of the main transaction documents:

- letter of inquiry
  - quotation
  - order form
  - invoice
  - various transportation documents (bill of lading, airway bill etc)
  - insurance documents (insurance policy, insurance certificate, etc.)
- and many others.

*Read the sample given below. Imagine that you are a visitor of the Paris Exhibition. Make up your own enquiry for the goods you've seen there.*

### **ENQUIRY**

Jenkins & Simpson  
Children's Clothing  
45 Hoime Avenue  
Sheffield

Thomas Jefferson & CO LTD  
18 Deansgate  
Manchester  
M60 8AS

September 13, 19\_\_

Gentlemen,

We saw your dresses and suits for children at the London Exhibition held in New York on September 2. The lines you showed for babies, the dresses and suits would be most suitable for our market.

Would you kindly send us your quotation for spring and summer clothing that you could supply to us by the end of January next. We would require 1500 dresses and suits in each of the sizes 4-8, 500 in the sizes 2 and 10. Please quote c.i.f. Sheffield prices. Payment is normally made by letter of credit.

Thank you for an early reply.  
Very truly yours,

Ch. Black  
Buyer

# Supplementary Materials

## UNIT 1 YOU AND YOUR UNIVERSITY



### Read the text:

#### The System of Education

It is known that the educational system has three levels – primary, secondary and university, or higher education. The university education underwent some considerable changes in Russia in the past decade. Undoubtedly it is the most rapidly developing part of our educational system.

Pre-graduate education can now be considered the first step of higher education. It is given in colleges and specialized classes in schools and lyceums. The course can take 2-3 years.

Higher professional education is provided by some academies and universities. The regular course takes five years. Some universities have bachelor's and master's courses. Nowadays higher education is offered by both state and independent universities. On the average, forty percent of students in state universities are supported by the government. Individuals and organizations pay for the other sixty per cent. Most universities offer courses for full-time day students, night students and students by correspondence.

Your education does not necessarily end when you graduate from your university. Graduates can take post-graduate three-year courses for Candidate of Sciences Degree (equivalent to Ph. D.). There are also two- or three-year advanced courses for graduates of different backgrounds wishing to get a second professional education. And finally, many institutions have advanced training and retraining centers.

#### ANSWER THE QUESTIONS TO THE TEXT:

1. What are the three layers of the educational system?
2. Where can you receive pre-graduate education? Do you have such education?
3. What two main types of higher education institutions do you know?

4. Who sponsors education?
5. Are all the university students full-time? Tell about the situation in your University.
6. What post-graduate courses do most universities offer?

#### TASKS:

I. Find in the text the English equivalents for the following:

Начальное, среднее, высшее образование; довузовская подготовка; лицей; высшее профессиональное образование; бакалавр, магистр; негосударственный вуз; студент дневного, вечернего, заочного отделения; аспирантура; курс ускоренного обучения; второе профессиональное образование; центр дополнительного образования и переподготовки.

II. Translate from Russian into English using the Simple Tenses:

1. В следующем году я буду поступать на дневное отделение факультета мировой экономики.
2. В нашем Университете есть Центр переподготовки, который предлагает различные курсы.
3. Мой брат закончил финансовый факультет в прошлом году.
4. В школе я учился в специальном математическом классе, и мне было легко сдавать вступительные экзамены.
5. Ты будешь поступать в аспирантуру в следующем году?
6. Михаил учится на дневном или на вечернем отделении?
7. Сколько лет студенты учатся на заочном отделении по специальности «Мировая Экономика»?
8. Сколько вузов вашего города предлагают высшее образование по специальности «Психология»?
9. В прошлом году я закончил двухгодичный курс ускоренного обучения.
10. Кто оплачивает ваше обучение в университете?

III. Retell the text using 'questions to the text' as guidelines.

## UNIT 2

### YOU AND YOUR REGION



Read the passage from Mr. Sinclair's diary.

#### On the Shores of Baikal

By Mark Sinclair

##### June 19th

##### Arrival in Siberia

I arrive at Siberia's Irkutsk airport in the early morning of June 19th, under a sky full of gray clouds and spitting rain. I am part of a seven-member environmental and business delegation from Vermont sent to Russia by a small nonprofit organization called Project Harmony. The purpose of the trip is to share information and ideas on addressing the environmental problems facing the Lake Baikal region of Siberia. Project Harmony has created a highly successful "Community Connection" program that fosters interaction between American and Russian professionals...

...My Russian hosts are Galina and Valerie Zubkov, a 50-something married couple. Valerie, a good-natured man wearing a constant smile, is a geologist at a government research institute in Irkutsk and has explored the Lake Baikal region extensively. He speaks English quite well and is a fountain of information on the geology and natural history of Baikal. Through Valerie, I quickly learn why the lake is known as the 'Pearl of Siberia' and often compared to this country's Grand Canyon in terms of its vastness and scenic beauty.

With great pride, Valerie tells me that Lake Baikal is the oldest lake in the world, with an estimated age of 25 million years. It also is the earth's deepest lake, measuring more than a mile at its deepest. It contains one-fifth of the world's fresh water, making it one of the largest lakes on the planet. Valerie also explains that Baikal is an incredibly rich lake, containing over 1,500 endemic species, including some 50 species of fish, more than 250 species of freshwater shrimp, and a unique freshwater seal or nerpa. As Valerie proudly exclaims, "Baikal is an ecological treasure, but more than that, it is part of the Russian soul."...



...Like most Russian cities, Irkutsk is swarming with people and traffic. But its poverty tells much about the sad state of the Russian economy. Public buildings and roads are in disrepair, black smoke rises uncontrolled from factory and power plant stacks, and cars and jitneys crowd the roads spewing exhaust and dust. Air pollution is often bad enough to warrant health alerts, but the citizens of Irkutsk have other things to worry about besides clean air-such as putting food on the table and boiling tap water to make it potable. Times are hard in Siberia as throughout Russia, with continued economic and political turmoil and with a weak ruble making life difficult and the standard of living quite low. While I saw no one living on the streets of Irkutsk or in abject poverty, the average citizen has few of the possessions that Americans take for granted-no VCRs, new cars, CD players, or personal computers...

...Despite the hard times, my host family was living proof that hospitality is the great Russian virtue. They, like most Russians, live in a very small apartment (three tiny rooms) in a large, multi-storied tenement building. The apartment lacks many of the amenities and appliances that are standard in American homes-washing machines, toasters, and dishwashers. However, Valerie and Galina take great pride in the coziness and neatness of their home. And during my stay, I am continually served large amounts of food and constantly encouraged to eat more. Bread, potatoes, mutton, and soup are the main foods. Fruits and vegetables are much less common than in the American diet. Water is never served with meals. Very long meals are common. So is lots of vodka.

### **June 21st-23rd**

#### **Seeing Lake Baikal**

...The road from Irkutsk gives us our first look at the real Siberia: a timeless collection of white birches, green meadows, and rivers. As Pushkin wrote, "it smells of Russia here."

Finally, about noon, we come around a bend and get our first look at Lake Baikal from a mountain pass high above the small port town of Kultuk. Valerie's descriptions do not prepare me for the majesty of this great lake. The lake appears deep blue in the June sunshine and stretches out to the northern horizon farther than the eye can see. Surrounding the lake on the east and west shores are rugged mountains with snow still lingering in the upper elevations. Valerie probably said it best: "A single trip to Baikal is the dream of a lifetime; but a full lifetime is required to explore Baikal's many treasures."

As I survey the lake, I spot a plume of grey smoke coming from the Baikalsk pulp and paper plant located 20 miles to the north. The plant has become a symbol of the increasing pollution problems facing Baikal, galvanizing local and international environmental groups like Greenpeace in a decade-long struggle to close the plant. Constructed 30 years ago by the Soviet government to produce cord tread for air-

planes, the plant discharges industrial wastewater, containing dioxins, organic sulphur compounds, phenols, and other contaminants, directly into Lake Baikal—equivalent to the daily discharge of a town of 500,000. On-site incineration of process sludge releases dangerous levels of dioxin into the air. Ironically, the mill is not profitable and would be bankrupt if it were required to pay the environmental fines levied against it by the regional administration.

Although the lake is still relatively clean, it suffers the effects of increasing air and water pollution from many sources, including industries throughout the Irkutsk region and from the Selenga River located 150 miles up-lake, carrying untreated human and industrial wastes from three major cities located in nearby Mongolia...

... Pressure by environmentalists and the international recognition of Baikal as a World Heritage site forced the Soviet government to take some action. For example, in 1987, the government issued a comprehensive law to protect Baikal, establishing a shoreline "no development" zone and a "no logging" protection zone and requiring the Baikalsk plant to be "reprofiled" to a more environmentally benign activity by 1993. However, these laws have not been enforced. And there is no political will to shut down the mill in the middle of an economic crisis when 3,000 employees depend on it for a livelihood. While various government and private studies have proposed transitioning the plant to less harmful activities like bottling water or making furniture, there is no consensus on how to build a more sustainable local economy and no money available to finance any such plant conversion. As one local environmentalist put it, "Despite legal protection and official recognition of Baikal as a national and international treasure, it is still considered a pollution dumping ground by the Russian government." ...

...But despite this situation, there are reasons for hope. Increasing numbers of citizens in Baikalsk and the region are organizing to ensure a better future. One local environmentalist, Olga Gameraova, a wiry, serious woman in her early 40s, introduces me to a small group of local citizens working to dramatize the plight of Lake Baikal. They are fighting to protect the lake not only for nature's sake, but also for the values it represents - its ability to enrich people and community spiritually and culturally. One member of the group is working to encourage the start-up of new local enterprises as an alternative to total reliance on the pulp mill. Finally, several local activists, including Olga, have established an environmental education center in Baikalsk to help the community understand and develop strategies to protect its most important asset: Lake Baikal.

...On our last night in Baikalsk we attend a cookout on the shores of Lake Baikal with local environmentalists and community leaders. As we roast omul, a whitefish considered a Russian delicacy, over the fire, we drink and toast the great lake. We begin to debate whether eco-tourism could become an economic development engine to break the region's complete dependence on logging and the pulp mill. One

representative to the Duma argued that the town should boost its dying economy by becoming a popular destination for foreign tourists. This idea had been mentioned often during the past two days by other officials.. But large-scale tourism requires considerable investment in services and infrastructure, such as airports, medical facilities, hotels, and sewage treatment plants. In contrast, Baikalsk is a sleepy little town with modest means and little in the way of services to attract tourists. It spots only one hotel - an ugly glass and metal building with crumbling concrete steps, a front yard overgrown with weeds and brush, and poor facilities for guests. Incredibly, the hotel has turned its back on the town's greatest asset - it is sited a full half mile away and offers no views of the mighty lake....

...It is a few minutes past midnight when the sun finally drops below the horizon, the debate ends without resolution, and the party breaks up. Several of us screw up our courage and go for a midnight dip in the icy waters of Baikal. The water is cold. The locals say that swimming in Baikal will keep you young. What they fail to mention is that it may kill you first from a heart attack!...

***Discuss his impressions. What problems is he mostly concerned about? What do you think of them?***

## UNIT 3

### *TYPES OF BUSINESS PRESENCE*



#### **I. BUSINESS PLAN FORM**

##### **1. DETAILS OF THE BUSINESS**

Name of business

Type of business

Format (limited company, partnership etc.)

##### **2. PERSONAL DETAILS**

Relevant work experience

##### **3. PERSONNEL**

Number of people/job function

##### **4. PRODUCT/SERVICE**

Description

##### **5. MARKET**

Describe your market

Who are your customers?

Is your market growing, static or in decline?

Who are the main competitors?

What are the advantages of your product or service over the competition?

##### **6. MARKETING**

What sort of marketing or advertising do you intend to do?

##### **7. PREMISES/MACHINERY/VEHICLES**

Where do you intend to locate the business and why?

What sort and size of premises will you need?

What machinery/vehicles do you require?

##### **8. OBJECTIVES**

What objectives do you have for the business?

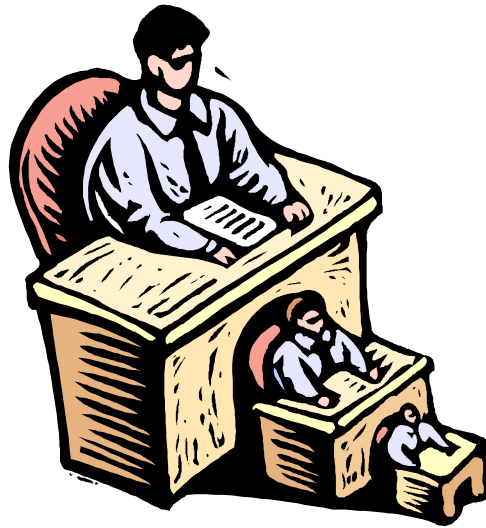
Short-term

Medium-term

Long-term

## UNIT 4

### COMPANY PROFILE



#### I. Business structure

**Complete the organization chart from the information provided. Two examples have been done for you.**

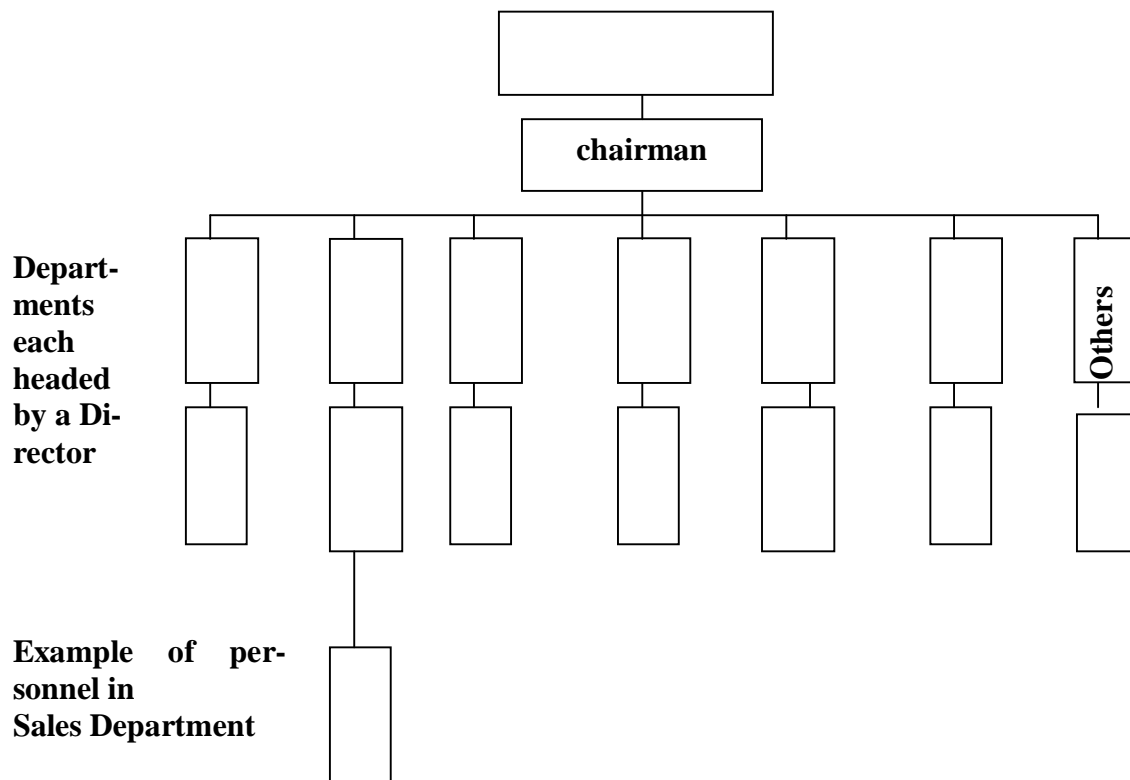
The Managing Director (sometimes called the Chief Executive, or President in the USA) is the head of the company.

The company is run by a Board of Directors; each Director is in charge of a department. However, the Chairman of the Board is in overall control and may not be the head of any other department.

Most companies have Finance, Sales, Marketing (sometimes part of Sales), Production, Research and Development (R&D) and Personnel Departments. These are the most common departments, but some companies have others as well.

Most departments have a Manager, who is in charge of its day-to-day running, and who reports to the Director; the Director is responsible for strategic planning and for making decisions.

Various personnel in each department reports to the Manager. One example, present in almost all companies, is the Sales Representative, who reports to the Sales Manager.



II. Match the positions with the job descriptions:

1. Minister of Transport	a. We have two teams calling possible clients to fix meetings with the reps.
2. General Practitioner	b. We try to adapt our courses to the needs of each individual learner.
3. Bank Managers	c. We deal with most users' problems by phone.
4. Management Consultant	d. I have the biology chair.
5. Civil Engineer	e. We do mainly children's titles and dictionaries.
6. Publisher	f. We examine and (usually) approve company accounts.
7. Sales Representatives	g. I am a civil servant, working on government road policies.
8. Telesales Manger	h. I specialize in advising on management reporting systems.
9. Technical Support	i. We are always ready to discuss lending possibilities with our clients.
10. Trainers	j. I visit all my clients three or four times a year to tell them about our latest products.
11. Auditor	k. I build bridges.
12. Professor	l. I have about 1500 patients on my list.

**UNIT 5**  
**APPLYING FOR A JOB**



**1. PERSONAL QUALITIES**

*1. Study the following words:*

**POSTITIVE TRAITS**

Good-natured  
Kind, kind-hearted  
Communicative, sociable  
  
Friendly  
Modest  
Generous  
Considerate, tactful  
Sincere, open, frank  
Calm, quiet  
Patient  
Easy-going, easy to deal with  
Courageous, brave, bold  
Sensible, reserved, even-tempered  
  
Polite  
Broad-minded  
Honest  
Hardworking, industrious  
Reliable, trustworthy  
Just, fair  
Well-bred  
Witty, intelligent  
Strong-willed  
Merciful

**NEGATIVE TRAITS**

Ill-natured  
Unkind, hard-hearted  
Uncommunicative, unsociable,  
bottled-up  
Unfriendly, hostile  
Showy  
Greedy, stingy  
Inconsiderate, tactless  
Insincere, double-faced  
Fussy  
Impatient  
Hard to deal with  
Cowardly  
Quick-tempered,  
hot-tempered  
Impolite, harsh, rough  
Narrow-minded  
Dishonest  
Lazy  
Unreliable, deceitful  
Unjust, unfair  
Ill-bred  
Stupid, dull-headed  
Weak-willed  
Cruel, ruthless

*II. Fill in the missing letters.*

*For three positions - policeman, shop assistant, artist – determine the qualities which are:*

- § Essential for the job
- § Not essential, but desirable
- § Irrelevant
- § Undesirable, bad qualities for the job

	1	2	3
1. __ggr__ss__v__			
2. c__t__s			
3. c__ns__rv__t__v__			
4. cr__t__v__			
5. c__r__s			
6. d__t__rm__n__d			
7. dyn__m__c			
8. __sy-g__ng			
9. __nd__v__d__st__c			
10. __pt__m__st__c			
11. p__t__nt			
12. r__l__bl			
13. s__lf-c__nf__d__nt			
14. s__ns__t__v__			
15. s__nc__r__			
16. s__c__bl__			
17. t__ctf__l			
18. __n__m__t__n__l			

## 2. YOUR IMAGE

*This psychological test might help you understand how others see you. First, choose one answer for each question. Then, calculate the total score using the table. Finally, read the paragraph describing your image according to the score that you get.*

1. Do you usually walk
  - a) fast, with long steps;
  - b) quite fast, with short quick steps;
  - c) not very fast, with your head up, looking at the world;
  - d) not very fast, with your head down;
  - e) rather slowly;
2. When you are talking to people, do you
  - a) stand with your arms folded;
  - b) stand with your hands together in front of you;



- c) stand with one or both hands on your hips;
  - d) touch the person you are talking to;
  - e) touch your ear, rub your chin or smooth your hair;
  - f) have something like a pen or a cigarette in your hand;
3. When you find something very funny, how do you react? Do you
- a) give a loud laugh;
  - b) laugh, but not very loudly;
  - c) laugh softly as if to yourself;
  - d) give a very big smile;
  - e) smile a little;
4. When you go to a party, do you
- a) make so much noise as you enter that everybody notices you;
  - b) walk in quietly, looking for someone you know;
  - c) hope that nobody will see you walking in;
5. When you feel relaxed, do you sit with
- a) your legs crossed or wrapped round each other;
  - b) your knees bent and your legs together;
  - c) your legs stretched out in front of you;
  - d) with one leg curled up underneath you;
6. When do you feel your best
- a) soon after waking up;
  - b) during the afternoon and early evening;
  - c) before you go to bed;
7. When you are interrupted while you're trying to concentrate on something, do you
- a) feel pleased to be interrupted;
  - b) feel very irritated;
  - c) you don't feel anything very strongly;
8. Which of the following colors do you like most
- a) red or orange;
  - b) white;
  - c) black;
  - d) dark blue;
  - e) yellow or light blue;
  - f) brown, gray or violet;

g) green;

9. Just before you go to sleep, when you are lying in bed, do you lie

- a) flat on your back;
- b) stretched out on your front;
- c) on your side;
- d) with your head under your arm;
- e) with your head under the bed-clothes;

10. Do you often dream that you are

- a) falling;
- b) involved in a fight;
- c) looking for someone or something;
- d) being naked;
- e) flying or floating;
- f) do you dream rarely;
- g) or do you usually have nice pleasant dreams.

#### POINTS

1	A6	B4	C7	D2	E1		
2	A4	B2	C5	D7	E6	F1	
3	A6	B4	C3	D5	E2		
4	A6	B4	C2				
5	A4	B6	C2	D1			
6	A2	B4	C6				
7	A6	B2	C4				
8	A6	B2	C7	D3	E3	F1	G4
9	A7	B6	C4	D2	E1		
10	A4	B2	C3	D7	E5	F6	G1

#### OVER 60

Other people see you as someone they should “handle with care” – self-controlled and extremely dominant. They may admire you and they could want to be more like you, but they don’t always trust you and hesitate to become too deeply involved with you.

#### FROM 51 TO 60

Your friends see you as an exciting, rather impulsive person, changing easily from one mood or interest to another: a natural leader, quick to make decisions (not always the right ones). They see you as bold and venturesome, someone who takes a chance and enjoys an adventure. They like to be in your company because of the excitement you radiate.

#### FROM 41 TO 50

Others see you as fresh, lively, charming, amusing, and always interesting, someone who is constantly the center of attention, but sufficiently balanced and not to let it go to your head. They also see you as considerate and understanding, someone who will cheer them up or help them out as the situation requires.

#### FROM 31 TO 40

Other people see you as sensible, cautious, careful and practical. They see you as clever, gifted but modest, not a person who makes friends too quickly or too easily, but someone who is extremely loyal to the friends and who expects the same loyalty in return. Those who really get to know you realize that it takes a lot to shake your trust in your friends, but equally, it takes you a long time to get over it if the trust is shaken.

#### FROM 21 TO 30

Your friends see you as meticulous and painstaking, perhaps a bit too fussy at times, ultra-careful and ultra-cautious. It would surprise them greatly if you were ever to do something on impulse. They expect you to examine everything very carefully from every side possible and then, usually, decide against it. This sort of reaction is due to your careful nature and partly due to your laziness.

#### UNDER 21

You are seen to be shy, modest and indecisive, someone who needs to be looked after, who always leaves it to someone else to make decisions and prefers never to get too involved with anyone or anything. You worry when there's nothing to worry about and see problems which don't exist. Some people tend to regard you as dull and boring, and only your close friends know that you are not boring. The trouble is that you let very few people get close to you.

## UNIT 6

### MONEY AND BANKS



*Read the annotation to the book **Understanding Russian Banking** by prof. Mikhail K. Lapidus and others.*

#### **Understanding Russian Banking**

In the 1980's the Soviet Union found itself in a state of serious social and political crisis. Although the country contained enormous industrial and natural resource potential, it was suddenly on the verge of collapse. Due to failed management of a totalitarian centralized system, it was now necessary to begin the difficult transformation toward a proven privatized system, and a decentralized economic and political structure.

By the end of the 1980's, Gorbachev's perestroika, or restructuring, was beginning to be felt. The reality of a need for individual freedom in Russia had become very clear. Virtually all aspects of the economy were in need of revitalization. In particular, the banking system required extensive reorganization, because its function in the economy is similar to the function of the circulatory system in the human body. For productivity to blossom in Russia, a fluid, stable network of banks and credit associations must be created.

At first, new commercial banks were founded and competition began with the previous government monopoly of production and distribution. Soon, privately owned businesses began to emerge.

For the first time in eighty years, the opportunity for individual prosperity has become an achievable reality. A small middle class of self-sufficient citizens, which are long-term stability in any economy, has started to emerge.

Simultaneously, with these emerging changes throughout Russia's eleven time zones, signs of disruption appeared in the form of the sudden fall in production volume, increases in inflation, rising interest rates, and wide spread lawlessness. Russian bankers understand that the Russian economy needs reliable banks by today's standards to rebuild her economy. Accordingly, Russian bankers know that she needs, first and foremost, a rule of law, reliability, and the safety of person and property that will create the "trust" upon which all banking is based.

The progress created by the changes implemented in the last ten years, gives firm grounds to say that Russia is embarked on a new road which will lead to prosperity in direct proportion to its compatibility with the global economy and society. Russian bankers intend to face the facts, and our word must become our bond. Our Russian foundation must be altered to correspond to that pledge. That is the direction which the Russian banking industry chooses as the custodian of the finances of the Russian people.

The first stages toward the privatization of state property have been completed, in the sense that a transfer from communal ownership to private individual ownership has been made. The new owners are not all necessarily the rightful owners, but the inevitable direction of the economy has been set. When productivity has been restored, the inequities will have to be sorted out.

The commercial banking system has continued to develop in the past five years. A stock market has emerged in name, and is slowly beginning its development. Real estate and insurance markets are beginning to emerge. With all of these happenings, Russian commercial banking has played a growing role in each sphere of the developing economy. The government's former activities are slowly but assuredly being returned to the private sector, which has the real competence to deal with commerce.

Since 1992, more than 2500 new commercial banks have been created for the first time. Naturally, the quality of services provided by these infant Russian banks is in an embryonic stage compared to Western banks, but there is a continual improvement of their operations as a result of training from experienced banking experts, and through acquisition of the latest electronic communication equipment and technologies. Gradually the Russian banking industry is becoming prepared to accept its real function in the economic revitalization of Russian economic life.

The manner in which the individual Russian commercial banks are now active participants in commerce is encouraging. We realize that more needs to be done. Even a little unnecessary regulation is still a barrier to economic reconstruction. It is impossible to be a little bit pregnant. To whatever degree the "trust" of others is limited by regulatory policies, Russian bankers will create ways to make this "trust" unlimited. Banking in Russia will become focused upon fully supporting the business requirements of customers and to the furtherance of Russia's economic development. To this the Russian banking industry also pledges its support.

On the other hand we welcome legitimate uniform requirements of the Government and the Central Bank in monitoring the solvency and financial conditions of Russian commercial banks as it is appropriate and in the interest of the general public. The ultimate focus should be on an absolute absence of any interference with the purely commercial decisions of the individual commercial

banks. Government regulatory policies should be based on fiduciary obligations of the government to protect its constituents and not upon monetary policies which serve to finance the government through manipulation of emissions or currency devaluation.

The new Russian banks have learned to develop relations and contacts with international customers and suppliers in the international banking community. All major Russian banks have licenses and representative agreements to perform a broad range of banking services which we offer jointly with various international banks. Many have opened, on average, 30 to 40 correspondent accounts in the banks of Europe, America, and Asia. The leading banks among them have even established branch offices in many countries around the world.

A number of international banks have branches in Russia. As a result Russian banks have come to understand the importance of exporting production to accumulate capital, as is evidenced in the Taiwan model. Russian bankers recognize that the Russian economy cannot continue to consume its own production until the per capita income of the Russian people increases. They also know that export is necessary to achieve that goal. It is further to recognize that the justification for capital inflow is directly related to exports. There are no foreigners in a global economy.

The Russian economy is still very volatile. This is also true as well as it relates to commercial banking. Policies change, based upon an analysis of actual experience, and the comparison with banks with more advanced practices. The pace of change in such an environment is slow, even though the realities of the need for action are clear. A pragmatic approach to a Russian bank's role in financing a Russian business lies in assimilating knowledge about the proper functions of banks.

**Discuss the new information you've found out:**

1. *What were the social, political and economic backgrounds for reforming the banking system?*
2. *How was the new banking system supposed to help the development of the country?*
3. *What new information have you learnt about commercial banks?*
4. *What has changed after the crisis of 1998 in comparison to the situation described in the text?*

## UNIT 7 INTERNATIONAL BUSINESS



### International Trade and Exchange

- a) Fill in the gaps in this passage with the words given in the right column.  
 b) Retell the text.

<p>When a country imports goods, it spends its currency abroad. When a country exports goods, it is paid in foreign ... . The difference between the money a country earns for goods and the amount it ... on goods is called its balance of trade (or ... balance). Countries also trade abroad in things like insurance, tourism, foreign investment etc., which are known as invisible imports and ... . When a country receives money abroad for things other than goods, the transaction is called an ... . The difference between the total amount of money a country ... and the total ... it ... is its ... of payments.</p> <p>If a country earns more than it ..., it has a favorable balance of ... . A ... balance of payments is also called a ... of payments surplus. If a country spends more than it ... it has an unfavorable balance of payments. This is also called a ... of payments deficit.</p> <p>In order for international ... to take place, countries have to buy and sell foreign ... . This is done on the ... exchange market. The value of a ... on the foreign exchange ... changes frequently and the price at which money can be exchanged at a particular time is called the ... rate (or ... of exchange). The changes in the ... rate are influenced by many political and economic factors. The ... of a currency will probably fall, for example, if a country has a large trade balance ... .</p>	<p>Balance Trade Spends Invisible Spends Exports Invisible Import Spends Amount Earns Transaction Currency</p> <p>Favorable Payments Spends Earns Balance Balance</p> <p>Market Currencies/currency Foreign Value Exchange</p>
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<p>The ... rate can affect the price of exported goods. If the ... of the exporter's ... falls (or takes a fall) he will make more profit. On the other hand, if the value of the ... currency takes a ..., the exporter may have to raise his prices abroad in order to make a ... .</p> <p>Alternatively the exporter can take out forward exchange cover. Forward exchange ... is a form of insurance. The exporter arranges to sell ... (e.g. in three month time) at an agreed ... of exchange the foreign ... he will receive from the sale of goods. This guards the exporter against losing money if the foreign currency falls in ... .</p>	<p>Exchange  Currency  Deficit  Trade  Rate</p> <p>Profit  Value  Rate  Foreign  Fall  value  Exchange  Forward  Cover  Currency  Currency</p>
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# COMMUNICATION FOCUS

## UNIT 1 SOCIALIZING



### ***Introductions***

#### Formal

May I introduce you to ...?  
Mr. Ward, this is Mrs. Osborn.  
How do you do?  
How do you do?

#### Informal

Do you know...?  
Michael, this is Sue.  
Hello.  
Hi.

#### Saying "thanks"

Thank you.  
Thanks.  
Thanks a lot.  
Thank you very much. (more polite)  
It was very kind of you.

#### Apologizing

Sorry!  
I am so sorry!  
I am awfully sorry!  
Excuse me! (usually used to attract attention)

#### Reply

You're welcome. (mostly Am.E)  
Thank you.  
Don't mention it  
It was my pleasure.

#### Reply

It's all right.  
Don't worry, it's OK.  
Don't worry about it.

#### Offering

How about...?  
Would you like to ...?  
Let's ...?  
Why don't we ...?

#### Saying Yes

That's a great idea!  
Of course, thank you.  
It would be wonderful!

#### Saying No

I'm afraid ...  
I'm sorry but ...

#### Requests

Can I...?  
May I ...?  
Could I ...?

#### Saying Yes

Yes, please do.  
Of course.  
Yes, go ahead

#### Saying No

I'm afraid ...  
I'm sorry but ...

Ex. 1 *Match the replies in the right column to the comments in the left column:*

It's an interesting conference, isn't it?	a) Yes please. I'll have a gin and tonic.
2. How's life?	b) Yes, it is. I didn't expect all this traffic.
3. Cheers!	c) It's very good of you but I'd like to walk.
4. Which hotel are you staying at?	d) Cheers!
5. Do try these biscuits!	e) That's right. I'm from Brazil.
6. Sorry I didn't catch your name.	f) Bye then. See you tomorrow.
7. I'm afraid there's no more tonic water.	g) It's Emma. Emma Tanner.
8. Is this your first visit to Moscow?	h) Yes it is, isn't it?
9. Do you fancy another drink?	i) Don't worry. I'll have an orange juice instead.
10. You're from South America, aren't you?	j) The Intourist. It's not far from here.
11. I'm off now	k) Very good indeed, thank you.
12. Let me give you a lift.	l) Thanks. They look delicious.

Ex. 2 *Social quiz*

*Decide which replies are possible. (More than one may be OK)*

- |   |   |
|---|---|
| 1. Hello. How are you?<br>a) I'm very fine, thank you.<br>b) Not too bad.<br>c) Fine, thanks. And you?  | 2. Would you prefer red or white wine?<br>a) I prefer red.<br>b) I don't care.<br>c) I don't mind.                              |
| 3. This is Stewart Edwards.<br>a) How do you do?<br>b) How are you?<br>c) Pleased to meet you.          | 4. Is Thursday convenient?<br>a) What means convenient?<br>b) What does convenient mean?<br>c) Could you explain me convenient? |
| 5. Did you have a good trip?<br>a) Yes, thanks.<br>b) Yes, of course.<br>c) Well, I had a few problems. | 6. I'm terribly sorry about that.<br>a) You're welcome.<br>b) Don't mention it.<br>c) Don't worry about it.                     |
| 7. Would you like to see round the factory?<br>a) Yes, I will.  | 8. Do you want to buy some?<br>a) Well, I'm interesting.<br>b) Well, I'm interested.  |

- b) Yes, I'd love to.
- c) No.

c) Yes, I want.

9. Why are you learning English?

- a) For talking to my friends.
- b) For to talk to my friends.
- c) To talk to my friends.

10. Thank you very much.

- a) Not at all.
- b) It doesn't matter.
- c) It was a pleasure.

## UNITS 2, 3 *MEETINGS*



### MEETINGS

#### Control Phrases for a Chairperson

##### Opening the meeting

Good morning/Good afternoon, everyone.

If we are all here, let's...

... get started

... start the meeting

... start

##### **Welcoming and introducing participants**

We're pleased to welcome...

It's a pleasure to welcome...

I'd like to introduce...

I don't think you've met...

##### Stating the purpose/objective/aim

We're here today to...

Our aim is to...

I've called this meeting in order to...

By the end of this meeting, we need a clear recommendation.

##### Giving apologies for absence

I'm afraid ... can't be with us today. She is in ...

I have received apologies for absence from ..., who is in ...

### **Reading the secretary's report of last meeting**

First let's go over the report from the last meeting, which was held on...

Here are the minutes from our last meeting, which was on...

### **Dealing with matters arising**

Peter, how is the IT project progressing?

Sarah, have you completed the report on the new accounting package?

Has everyone received a copy of Jeremy's report on his marketing visit?

So, if there are no other matters arising, let's move on to today's agenda.

### **Introducing the agenda**

Have you all seen a copy of the agenda?

There are three items on the agenda – firstly, ..., secondly, ... and thirdly ... .

Shall we take the points in this order?

I suggest we take item 2 last.

Is there any other business?

### **Allocating roles (secretary, participants, chairperson)**

... has agreed to take the minutes.

... ,would you mind taking the minutes?

... has kindly agreed to give us a report on this matter.

... will lead point 1, ... point 2, and... point 3.

Agreeing the ground rules for the meeting (contributions, timing, decision-making, etc)

We will hear a short report on each point first, followed by a discussion round the table.

I suggest we go round the table first.

The meeting is due to finish at...

We'll have to keep each item to ten minutes. Otherwise we'll never get through.

We may need to vote on item 5, if we can't get an unanimous decision.

### **Introducing the first item**

So, let's start with...

Shall we start with...?

So, the item on the agenda is...

Pete, would you like to kick off?

Martin, would you like to introduce this item?

### Closing an item

I think that covers the first item.

Shall we leave that item?

If nobody has anything else to add, ...

### Next item

... let's move onto the next item

The next item on the agenda is...

Now we come to the Question of...

### Asking for contributions

We haven't heard from you yet, George. What do you think about this proposal?

Would you like to add anything, Ann?

Anything to add, Helen?

### Handing over to another person

I'd like to hand over to Mark, who is going to lead the next point.

Right, Dorothy, over to you.

Keeping the meeting on target (time, relevance, decision)

We're running short of time.

Please, be brief.

I'm afraid we're run out of time.

We'll have to leave that to another time.

I'm afraid that's outside the scope of this meeting.

We're beginning to lose sight of the main point.

Keep to the point, please.

I think we'd better leave that for another meeting.

Are we ready to make a decision?

Shall we vote on Mary's proposal?

### Clarifying

Let me spell out...

Is that clear?

Do you all see what I am getting at?

To clarify

To explain

To interpret

To put another way

To put in other words

To recap

### Summarizing

Before we close, let me just summarize the main points.

To sum up, ...

In brief, ...

Shall I go over the main points?

### Agenda completed

Right, it looks as though we've covered the main items.

Is there any other business?

### Agreeing time, date and place for next meeting

Can we fix the next meeting, please?

So, the next meeting will be on ... (day), the ... (date) of ... (month) at ... (time) in the meeting room. Is that okay for everyone?

What about the following Wednesday? How is that?

So, see you all then.

### **Thanking participants for attending**

I'd like to thank Marianne and Jeremy for coming over from London.

Thank you all for attending.

Thanks for your participation.

### **Closing meeting**

The meeting is closed.

I declare the meeting closed.

### **Control Phrases for the Participants**

Getting the chairperson's attention

(Mister/Madam) chairman.

Excuse me for interrupting.

May I come in here?

### **Giving and seeking opinions**

I'm sure/ convinced/ positive that...

I really feel that...

In my opinion...

I tend to think that...

Are you sure/ convinced/ positive that...

Do you really think that ...?

### **Commenting**

That's interesting...

Good point!

I see what you mean.

Agreeing and disagreeing

I totally agree with you, but...

I'm afraid I can't agree

### **Advising and suggesting**

Let's ...

We should...

Why don't you ...

How about ...

I suggest/recommend that...

### **Requesting information and action**

Please, could you ...

I'd like you to...

I wonder if you could...

Dealing with communication problems

### **Asking for clarification**

I don't quite follow you. What exactly do you mean?

### **Asking for repetition**

I didn't catch that. Could you say it again, please?

I don't see what you mean. Could we have some more details, please?

**Correcting information**

Sorry, I think you misunderstood what I said. The move will be in March.

Sorry, that's not quite right. We'll be here until March.

**UNIT 4**  
***PRESENTATIONS***



Study the following information:

**Introducing yourself and your presentation**

Good morning/afternoon...

My name is ...

... and I am ...

I'd like to say a few words to you today about ...

... talk to you today about ...

... explain to you today the main features of...

... describe the operation of ...

**Outlining the talk**

I've divided my talk into five main parts

The subject can be looked at under five different headings.

First(ly) ... second(ly) ... third(ly) ...

Ground rules

If you have any questions ...

... please feel free to interrupt

... I'd be glad to answer them at the end of my talk

**Starting your first point**

To start with ...  
First of all, then ...  
Firstly, ...  
Let me begin by saying ...

**Starting a new point**

Now let's turn to my next point, which is  
Let's move on now to ...  
The next point I'd like to make is ...  
Next we come to ...

**Referring back**

As I was saying earlier, ...  
As I mentioned earlier, ...  
If you remember, I said at the beginning,

**Summarizing**

So now, I'd like to summarize the main  
points.  
In brief, we have looked at ...  
Let me sum up.

**Concluding**

In conclusion, ...  
Well, that brings me to the end of my  
talk...  
That's all I have to say for now ...  
Thank you for your attention.  
Thank you for listening.

**Checking the questioner is satisfied**

Does that answer your question?  
I hope that answers your question.

**Finishing a point**

Well, that's all I have to say about  
...  
That's all about ...  
Now we've dealt with ...

**Leaving the structure**

Incidentally, ...  
By the way, ...

**Returning to structure**

Coming back to the subject of my  
talk,  
To come back to ...

**Referring forward**

As we will see later, ...  
Later, we

**Introducing your last point**

And finally, ...  
Lastly, ...  
That brings me to my last point,  
which is ...  
will be looking at ...

**Inviting questions**

And now, if you have any questions,  
I'd be glad to answer them.  
Does anyone have any questions?  
Are there any questions?

**Ending**

If there are no more questions, I'd  
like to thank you for your attention.



Ex. 1 Arrange the following sentences in the logical order to construct the outline of a presentation:

Now, to change the subject for a moment, ...

Before I finish, I'd like to run through the main points again, ...

I'll begin by describing ..., and then go on to ..., and I'll end with...

In conclusion, ...

I want to stress ...

Good afternoon.

That brings me to the end of my presentation.

I'd like to talk about ...

To return to the point I made earlier ...

First, let me introduce myself; I'm ... from... .

Feel free to interrupt if you have any questions.

Thank you for your attention.

First of all ... next ...

Please excuse my rather poor English!

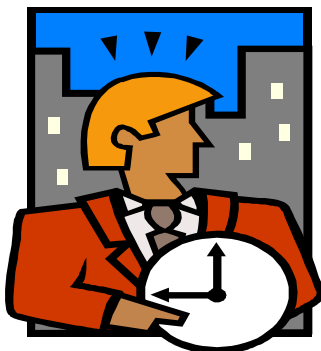
I'd like to turn to ...

If you have any questions, I'd be glad to answer them.

At this point we have to bear in mind...

Ex. 2 Make a presentation. You may use the organization chart on p.56 to describe the company structure and the relationships that exist between different positions.

## UNIT 5 INTERVIEWING



Ex. 1 Read through these interview questions with a partner. What kind of questions are they? For each sentence, decide which type of question it is from the list below.

Conversation opening (friendly) questions.  
 Questions about skills and qualifications.  
 Questions about your personality.  
 Questions about salary and office hours.  
 Questions about your ambitions.

1. Can you operate an IBM computer with Microsoft Windows?
2. Are you a loyal person?
3. What sort of job would you like in five years' time?
4. Do you want a job with a company car?
5. What do you do during your free time?
6. What things are you best at?
7. Did you have a good journey?
8. What grade did you get in your (word processing exam)?
9. How much are you hoping to earn?
10. What was the traffic like on the way here?
11. Would you like to have the same job in ten years' time?
12. Was it easy to find our offices?
13. Do you enjoy working with other people?
14. Would you like a cup of coffee?

## UNIT 6 TELEPHONING



Datafile

*A few common expressions are enough for most telephone conversations:*

What you hear (the receiver)	What you say
<ul style="list-style-type: none"> <li>- Good morning. <i>Mr. Smith's office</i> (or the name of the company). Can I help you?</li> <li>- Hold the line.</li> <li>- Putting you through.</li> </ul>	<ul style="list-style-type: none"> <li>- Hello. Could I speak to <i>Mr. Smith</i>, please?</li> </ul>

<ul style="list-style-type: none"> <li>- <i>John Smith</i> (or any other name) speaking.</li> <li>- Can I tell him who is calling (or <i>who called</i>)?</li> <li>- I'm afraid <i>Mr. Smith</i> is ... ... very busy at the moment. ...on the other line at the moment (or "his line is engaged" or "his extension is busy at the moment"). Would you like to hold? ... not in the office at the moment. ... in a meeting. Can I give him a message? ... away on vacation. I'll put you through to <i>Mr. Jones</i>.</li> <li>- I'm afraid <i>Mr. Smith</i> isn't available.</li> <li>- Shall I ask him to call you back or can I take a message?</li> <li>- Could I take your number?</li> <li>- Sorry, but you've got the wrong number.</li> <li>- You're welcome. Goodbye.</li> </ul>	<ul style="list-style-type: none"> <li>- Hello, <i>Mr. Smith</i>. This is (<i>your name</i>) from (<i>the name of your company</i>).</li> <li>- My name is ... from ... .</li> <li>- Hello, I rang earlier. I'm ... I need to speak to ...</li> <li>- When is it good time to call?</li> <li>- Yes, I'll hold.</li> <li>- When will he be back? ...I'll ring him then. Thank you.</li> <li>- Perhaps I could speak to someone else in the <i>Purchasing</i> (or any other) Department.</li> <li>- Yes please. Could you ask him to call me back. My name is ... from ... . My number is 278 39 98.</li> <li>- Sorry, I must have the wrong number.</li> <li>- Thank you. Goodbye.</li> </ul>
---	--

**Note 1**

If you do not hear or understand the other person, say:

- *I'm sorry?*
- *I'm sorry, I don't understand, could you repeat, please?*
- *Sorry, I didn't quite catch that.*
- *Sorry, could you say that again?*
- *Sorry, it's a bad line. Could you speak up, please?*

It is **not polite** to say: *Please repeat?*

**Note 2. The phone book.**

- *Look up their number in the phone book (or directory).*
- *I'll look up the number in the telephone book.*
- *The number is ex-directory (or unlisted).*
- *I'll ring the Directory Enquiries (or information) for the number.*

**Note 3**

<b>UK term</b>	<b>US term</b>
Directory Enquiries	Information
Reverse (transfer) charge call	Collect call
Ex-directory	Unlisted
Engaged	Busy
Phone book (directory)	Telephone book
Code	Area code

Ex. 1

Practice these telephone expressions by completing the following dialogue with suitable words:

*Switchboard:* Conglomerate Group; can I help you?

*You:* Could I ..... Mr. Jones, please?

*Switchboard:* ..... you through.

*Secretary:* Hello, Mr. Jones's ..... . Can I help you?

*You:* Hello, can you hear me? It's a ..... line. Could you ....., please?

*Secretary:* IS THAT BETTER? Who's ....., please?

*You:* It's .....(your name) from ..... (your company).

*Secretary:* Oh, hello. Nice to hear from you again. We haven't seen you for ages. How are you?

*You:* Fine, thanks. Could you ..... me ..... to Mr. Jones, please?

*Secretary:* ..... the line a moment. I'll see if he's in. I'm sorry, I'm afraid he's not ..... at the ..... . Could you give me your ....., and I'll ask him to ..... you ..... ?

*You:* My number is 348 5968. That's London.

*Secretary:* Would you like to leave any ..... for him?

*You:* No, thanks. Just tell him I ..... .

*Secretary:* Certainly.

*You:* I'll expect him to ..... me this afternoon, than. Thanks.

*Secretary:* You're welcome. Goodbye.

Ex.2

Insert the necessary preposition:

1. Look it ... in the directory.
2. He's ... the other line.
3. Call me back, please. I'm ... 386 6754.
4. I'll put you ... .
5. Her extension is busy ... the moment.
6. I'll call the information ... the number.

Ex. 3 Make up your own dialogue using the information and expressions from the Datafile, and act it out.



The following words, expressions and clichés are commonly used in negotiating:

**The processes**

To negotiate  
To strike a bargain  
To bargain  
To reach agreement  
To discuss  
To draft a contract  
To persuade  
To sign the contract  
To compromise  
To implement the agreement  
To make a deal  
To break the contract

**The subject of negotiation**

Price  
Warranties and guaranties  
Delivery and terms  
Insurance  
Discount  
Quality control  
Payment and credit  
Penalties  
Exclusivity  
Legal jurisdiction  
Licenses

### **Creating the right environment**

Language for:

- introducing yourself
- making small talk

Defining the issues

Stating the agenda

OK. Shall we start?

Our position is as follows:

We would like to buy...

We are interested in selling...

We need to reach agreement about...

We are keen to make a decision about...

The aim/ purpose/ target/ objective of this negotiation is to solve the problem over...

Clarifying the agenda

So, are we right in thinking that you would like us to sell...?

We fully understand your views/ position...

...But what exactly do you want us to do?

...But what would you actually like us to do?

...But what precisely are you offering?

So, then, can just you confirm that your position is...?

### **Establishing opening positions**

#### **Price**

In your proposal

your asking price is...

you have set the price at...

you have fixed the cost at...

price            fee

cost            payment

charge            tax

We are willing to pay...

Our initial offer is...

#### **Delivery and terms**

In addition, we / you can deliver the goods on 25<sup>th</sup> July.

we can supply the products by 25<sup>th</sup> July.

you can arrange delivery to our warehouse from stock.

you can organize shipment by truck to our site.

Our position is that

we need the goods by 20<sup>th</sup> July.  
the goods must be with us by 20<sup>th</sup> July.

Can you arrange delivery to our site by truck?

site	by post
office	by ferry
plant	by special postal delivery
premises	by train
warehouse	by van
shop	by plane
store	by boat
supermarket	by airfreight
factory	
workshop	

However,

you expect us to provide transport and insurance.

However, you do not agree to pay for...

on Monday (days of the week)

on 25<sup>th</sup> July (dates)

by 25<sup>th</sup> July (deadlines)

in July (months)

next week/month

in 2 months

### **Payment and credit**

We expect payment by bank transfer within 90 days.

90 days after invoice.

90 days after order.

Our normal payment terms are by letter of credit.

Do you accept our payment terms?

We do not accept the payment terms?

We do not normally pay ... in cash.

by cheque

by bank transfer

by letter of credit

### **Discount**

However,

we can offer an initial discount of 5%.

we can discount the initial order by 5%.

but we are prepared to reduce the total price by 5%.  
What discount can you offer?

### **Exclusivity**

Can you offer us exclusivity?  
We are looking for an exclusive agent.  
We need an exclusive distributor.  
We are not prepared to act as an exclusive representative.  
Offer exclusivity  
Agent  
Distributor  
Representative

### **Licenses**

What license can you offer?  
We are prepared to offer a license to sell the product.  
We cannot grant a license to manufacture the product.  
The license will initially be limited to 5 years.

### **Warranties and guaranties**

What warranties and guaranties do you offer?  
We warrant the goods for a period of 5 years.  
We guarantee the product against normal defect for 3 years.  
We cover all parts and labour for 1 year.  
In that case,  
    we will replace the goods.  
    repair the equipment free of charge.  
We will cover all labour costs.  
We will fix the problem on site.  
You must return the goods to base.  
We cannot guarantee the goods against...  
    breakdown  
    normal wear and tear

### **Insurance**

Will you insure the goods during transit?  
We will insure the goods during transportation.  
We will cover the equipment CIF.  
CIF- cost, insurance and freight  
FOB- free on board

### **Quality control**



What quality control measures do you take?  
 All goods are tested before they leave the factory.  
 The products are fully checked for defects.

**Penalties**

What happens if anything goes wrong?  
 What compensation will you pay if...?  
 We will claim compensation if...  
     ...you don't deliver on time.  
     ... the goods are delayed.  
     ... the equipment breaks down.

**Legal jurisdiction**

What happens if there is a dispute?  
 Any disputes will be settled according to French law.  
 We resolve any disagreements by arbitration.

dispute	breach of contract
disagreement	conflict
law	mediation
court of law	international court of justice
arbitration	

***HANDLING THE OFFER AND COUNTER-OFFER***

**Positive**

That's great.  
 (that's ) a good/excellent idea.  
 We accept/agree.  
 We can accept your payment terms/ delivery terms/ discount terms  
 We agree to follow the quality control procedures.  
 We are in agreement over penalty clauses.

**Partial**

Yes, but...  
 We are on the right track  
 We're getting there.

**Negative**

That's unacceptable.  
 That's out of the question.  
 We can't accept that.  
 We cannot accept your warranty terms/ insurance terms

We don't agree to follow the legal procedures.  
We are not in agreement over compensation clauses.  
Testing the other side's case  
Have you given us all the relevant facts?  
On what are those figures based?  
We have heard that your normal prices are ...  
    normal delivery terms are...  
    normal discount terms are...  
    normal warranty terms are...

Could you explain how you reach ...  
We don't follow the logic of your argument.  
If your normal prices are... , then we expect...  
Could you explain how you got to those figures?

### **Strengthening your case**

If we accept your prices, then we will have to raise our prices.  
    ... your delivery terms, then we will have to delay production.  
    ... your payment terms, that will increase our costs.

That will not be good for our business.  
If you can reduce your price by... , then we will...  
If you are prepared to speed up delivery by ..., then we will...  
If you are willing to reconsider your payment terms, then we will...  
    ... look at prices for our next contract.  
    ... review delivery for the next consignment.  
    ... discuss payment with our bank for the next order.

### **Handling statement**

We are very far apart on this issue.  
Our positions are very different on the question of...  
I don't think we can resolve this matter now.  
Let's see where we agree...  
Shall we summarize the points of agreement...  
    ... and then take a short break.  
    ... and then adjourn till this afternoon.  
So far, we've agreed on the following points:...  
We disagree on ...  
So we'll come back to those issues after the break

### **Clinching the deal**

We have covered a lot of ground in this meeting.  
We cannot change our offer.  
This is our final offer.  
We have reached agreement on...  
You have accepted our terms on...  
Let me go over all the details again.  
Have I covered everything?  
Do you agree?  
Do you accept this terms?

### **Getting it in writing**

I will draft an outline agreement.  
Can you prepare a draft contract?  
I will send the agreement to you for your comments.  
Please send the draft contract to me for our comments.  
After the contract/ agreement has been signed, ...  
... we can make the goods.  
Deliver the equipment.

### **The legal aspects**

Contract	Insurance
Indemnity	Force majeure
Parties to the contract	To break a contract
To sign a contract signatories to the	Disputes
Contract	Damages
Scope of the contract	Compensation
Terms of the contract	Arbitration
Clauses of the contract	Annex
Payment	Appendix
Delivery	

Ex. 1 Make up your own dialogue using the words and expressions above and the dialogue from Unit 7 as an example.

# GRAMMAR REFERENCE

## UNIT 1

### 1. WORD ORDER

*SUBJECT - VERB - COMPLIMENT - MODIFIER*

### 2. THE NOUN

#### Number of nouns

Nouns can be countable or uncountable. Uncountable nouns have no plural. They can denote a substance (e.g. wine, milk, snow, wood, etc) or an abstract notion (democracy, fear, luck, beauty, etc.).

Countable nouns can be used in the singular or in the plural.

Singular	Plural	Plural formation rule
Student Lesson	Students Lessons	- <u>s</u> is added
Class Watch Tomato (nouns <b>zoo, video, radio, piano, photo</b> and some others form the plural according to rule 1)	Classes Watches Tomatoes	- <u>es</u> is added to the nouns ending in <b><u>o, s, x, ch, sh</u></b>
Country	Countries	- <u>y</u> is changed into - <u>ies</u>
Shelf Wife (nouns <b>proof, chief, belief</b> and some others form the plural according to rule 1 )	Shelves Wives	- <u>f</u> or - <u>fe</u> is changed into - <u>ves</u>
<b>Some exceptions:</b> Man Woman Mouse Foot Tooth Sheep Fish Child Crisis	Men Women Mice Feet Teeth Sheep Fish Children Crises	

### The case of nouns

Noun	Objective case	Rule
<i>Rule 1</i> Manager Helen	Manager's office Helen's father	The noun in the singular + 's
<i>Rule 2</i> Students	Students' hostel	The noun in the plural + '
<i>Rule 3</i> Children	Children's room	The noun in the plural + 's

These rules are applied to living things (humans, animals). Things usually form the construction **...of...**:

e.g. the door **of** the room

the beginning **of** the story

### 3. ARTICLE USE: AN OVERVIEW

Nouns in English are preceded by the article *a/an* or *the* or by no article. Note the examples below. This section will examine all the three possibilities in detail.

THE INDEFINITE ARTICLE     *a/an*     - I bought **a** book yesterday.

THE DEFINITE ARTICLE         *the*     - **The** book I bought yesterday  
was very interesting.

ZERO ARTICLE                     Ø         - It was about culture shock.

#### A. *The indefinite article (a/an)*

The indefinite article *a* or *an* is used only with countable nouns that have not been specified.

	RULE	EXAMPLE
Uncountable Nouns	Never put <i>a</i> or <i>an</i> before a uncountable noun	Americans love <b><i>ice cream.</i></b>
Countable Nouns	Use <i>a</i> or <i>an</i> before an unspecified noun, i.e., one that has not previ- ously been identified.	<b>A man</b> called while you were out.

### B. *The Definite Article (the)*

The definite article *the* can be used with both countable and uncountable nouns. Its use shows that the speaker (or writer) and the listener (or reader) share a definite knowledge about the noun referred to. Note the way in which this definite reference can be made.

	USE <b>THE</b> WHEN	EXAMPLE
Uncountable Nouns	<ol style="list-style-type: none"> <li>1. The noun has been qualified or limited by a preposition phrase.</li> <li>2. The noun has been qualified by an adjective clause.</li> </ol>	<p>The milk <i>in the bottle</i> has soured.</p> <p><i>The</i> wine <i>that I bought</i> is on the table.</p>
Countable Nouns	<ol style="list-style-type: none"> <li>1. The noun has been qualified by a prepositional phrase or an adjective clause.</li> <li>2. The noun has been previously specified.</li> <li>3. The noun refers to the class or the thing in general.</li> <li>4. There is superlative <u>adjective + noun</u> construction.</li> <li>5. The noun is one of a kind.</li> </ol>	<p><i>The</i> car <i>in the lot</i> is not <i>the</i> car <i>that I picked out</i>.</p> <p>Mr. Jones bought a car yesterday. <i>The</i> car is a 2002 Cadillac.</p> <p><b>The</b> Cadillac symbolizes success.</p> <p><i>The</i> most expensive car I ever bought was a 1980 Corvette.</p> <p><b>The</b> earth is round.</p>

### C. *No article*

	NO ARTICLE PRECEDES	EXAMPLE
Uncountable Nouns	<ol style="list-style-type: none"> <li>1. Unspecified uncountable nouns</li> <li>2. Gerunds (Verb - ing)</li> <li>3. References to social institution</li> <li>4. References to academic subjects of study</li> <li>5. Plural countable nouns that refer to the class or thing in general</li> </ol>	<p><i>Success</i> is largely determined by <i>wealth</i>.</p> <p><i>Making money</i> is important to many American women</p> <p><i>Marriage</i> is increasing in the United States and so is <i>divorce</i>.</p> <p>My sister is studying <i>history</i>.</p> <p><i>Cadillacs</i> are symbols of status.</p>

	6. Locations that imply a specific activity	She drove to <b>work</b> (see the special note below).
	7. Titles or appointments	She was appointed <b>chairperson</b> . Bill Clinton was elected <b>president</b> .

<b>SPECIAL NOTE</b>		
Pay careful attention to these cases:		
	to school	
	to church	(to + noun)
	to work	
I went	downtown	(noun)
	home	
	to the post office	(to + the + noun)
	to the bank	

#### D. **THE, A/AN, 0** (*Making Generalization*)

1. <b>THE</b> + SINGULAR NOUN	<ul style="list-style-type: none"> <li>• Can be used to make a generalization about living things (humans, animals) and things (plants, organs of the body, complex inventions, and devices, but NOT simple inanimate object). This is common in scientific and technical language.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The dermatologist</b> specializes in skin care.</li> <li>• <b>The mouse</b> is an excellent research animal.</li> <li>• <b>The eucalyptus</b> is native to Australia.</li> <li>• <b>The heart</b> can be transplanted.</li> <li>• <b>The computer</b> has revolutionized the workplace.</li> <li>• NOT: <b>The basket</b> is used for carrying.</li> <li>• NOT: <b>The towel</b> absorbs water.</li> </ul>
2. <b>THE</b> + PLURAL NOUN	Sometimes may be used when referring generally to	

	<ul style="list-style-type: none"> <li>• plant and animal groups that are the target of special attention.</li> <li>• social, political, religious, and national groups. (Note that <b>THE</b> is optional here)</li> </ul> <p>A few nationality words do not allow plural ending and require <b>THE</b>.</p>	<ul style="list-style-type: none"> <li>• The Sierra Club is intent on saving <i>the redwoods</i>.</li> <li>• We went to a fundraising benefit for <i>the whales</i>.</li> <li>• <i>(The) Nazis</i> propagate discrimination and hate.</li> <li>• <i>(The) Republicans</i> believe in conservative values.</li> <li>• <i>(The) Catholics</i> have large families.</li> <li>• <i>(The) Swedes</i> live in the land of the midnight sun.</li> </ul> <p><i>the Swedish, the Danish, the Finnish, the Polish, the Swiss, the English, the French, the Dutch, the Irish, the Welsh, the British.</i></p>
3. A/AN + SINGULAR NOUN	<ul style="list-style-type: none"> <li>• Can be used to make a generalization about any countable noun.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A car</i> is a necessity in the city.</li> <li>• <i>A house</i> can be expensive in Washington, D.C.</li> </ul>
4. PLURAL NOUN	<ul style="list-style-type: none"> <li>• Used for any countable noun. This is less formal than the other constructions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cars</i> are necessary in the city.</li> <li>• <i>Houses</i> can be expensive in Washington, D.C.</li> </ul>
<b>UNCOUNTABLE NOUNS</b>		
5. NOUN ONLY	<ul style="list-style-type: none"> <li>• <i>Never</i> use an article with <i>uncountable</i> nouns when speaking about general notions.</li> </ul>	<ul style="list-style-type: none"> <li>• Love is blind.</li> <li>• Gold is a precious metal.</li> <li>• Death and taxes are inevitable.</li> </ul>



## ARTICLE USE WITH PROPER NOUNS

### General Rules

Use **THE** before CLASS + OF + NOUN

Use **THE** before all plural proper nouns

CATEGORY	NO ARTICLE	USE THE	EXCEPTIONS
LAND MASSES	<u>Planets</u> • Uran		• the Earth
	<u>Continents</u> • South America, etc.		
	<u>Countries</u> • France, etc.		• the U.S. • the Sudan • the Ivory Coast
	<u>Islands - singular</u> • Maul, etc.	<u>Islands – plural</u> • the Virgin Is- lands, etc.	
	<u>Cities</u> • San Diego, etc.		• the Hague
	<u>Streets</u> • Fifth Avenue, etc.		• the Champs Elysees
REGIONS		• the south (of France) • the northwest, etc.	• southern France • New England
BODIES OF WATER	<u>Lakes</u> • Victoria Lake, etc.	<u>Lakes – plural</u> • the Great Lakes, etc.	
	<u>Bays</u> • San Francisco Bay, etc.	<u>The Bay of X</u> • The Bay of Biscayne, etc.	

		<u>Rivers</u> <ul style="list-style-type: none"> <li>the Rhine River, etc.</li> </ul> <u>Canals</u> <ul style="list-style-type: none"> <li>the Erie Canal, etc</li> </ul>	
MOUNTAINS	<ul style="list-style-type: none"> <li>Mt. Everest, etc.</li> </ul>	<ul style="list-style-type: none"> <li>the Matterhorn</li> <li>the Rocky Mountains</li> </ul>	
DESERTS		<ul style="list-style-type: none"> <li>The Mojave Desert, etc.</li> </ul>	
BUILDINGS/ INSTITUTIONS	<u>Universities</u> (Name + University) <ul style="list-style-type: none"> <li>Harvard University</li> </ul>	<u>Universities</u> (The University of X) <ul style="list-style-type: none"> <li>The University of Texas, etc.</li> </ul>	
		<u>Museums</u> <ul style="list-style-type: none"> <li>The Prado, etc.</li> </ul>	
		<u>Libraries</u> <ul style="list-style-type: none"> <li>The Library of Congress, etc.</li> </ul>	
DATES	<ul style="list-style-type: none"> <li>July 4, 1776, etc.</li> </ul>	<ul style="list-style-type: none"> <li>the fourth of July, etc.</li> </ul> <u>Decades</u> <ul style="list-style-type: none"> <li>the 1990s, etc.</li> <li>the roaring 20s(era), etc.</li> </ul>	
HOLIDAYS	<ul style="list-style-type: none"> <li>Christmas, etc.</li> </ul>		

#### 4. INDEFINITE PRONOUNS

<i>ANYBODY</i>	<i>EVERYBODY</i>	<i>NOBODY</i>	<i>SOMEBODY</i>
<i>ANYONE</i>	<i>EVERYONE</i>	<i>NO ONE</i>	<i>SOMEONE</i>
<i>ANYTHING</i>	<i>EVERYTHING</i>	<i>NOTHING</i>	<i>SOMETHING</i>

*SOMEBODY, SOMEONE, ANYBODY, EVERYBODY, EVERYONE, NOBODY, NO ONE* are used for people. *SOMETHING, ANYTHING, EVERYTHING, NOTHING* are used for things.

- *Somebody, someone, something* are used mostly in **affirmative** sentences.

There is **somebody** outside.

She said **something**.

- We also use *somebody, someone, something* in questions when we expect people to say "Yes" (for example, in **requests** and **offers**).

Would you like **something** to drink?

- We use *anybody, anyone, anything* instead of *somebody, someone, something* in **negative** sentences, in most **questions**, with **if**, and with words like *never, hardly, without, refuse, doubt* (which have a **negative kind of meaning**).

Does **anybody** understand this?

She didn't say **anything**.

- **Anybody, anyone, anything** can mean "**it doesn't matter which**". With this meaning, *anybody, anyone, anything* are common in affirmative sentences.

**Anybody** can sing if they really want to.

- We can give people permission to do things using **anything, anybody, anyone** in positive statements.

"What should I tell them?" "Tell them **anything** you like".

"Can I have something to eat?" "Of course, take **anything** you like".

- **Anybody, anyone, anything** are **not negative** - they are the opposite of *nobody, no one, nothing*. Compare:

That's easy: **anybody** can do it.

That's too hard: **nobody** can do it.

I'm really hungry - I'll eat **anything**.

I'm not hungry - I **don't** want **anything**.

- **Nobody, no one, nothing** are used in negative sentences.

Remember: *positive verb* + **nobody/no one/nothing**

*negative verb* + **anybody/anyone/anything**

There is **nothing** in the bag. = There **isn't anything** in the bag.

There is **nobody** in the house. = There **wasn't anyone** on the bus.

## 5. THE SIMPLE TENSES

Tense	Form of the verb	Example	Use
Present simple	do (does)	<p>1) <i>I <u>usually</u> <b>get</b> up at seven o'clock.</i></p> <p>2) <i>The sun <b>rises</b> in the East and <b>sets</b> in the West.</i></p> <p>3) <i>I'll call you <u>when</u> I <b>get</b> home.</i></p> <p>4) <i>I'll come to see you <u>if</u> I <b>have</b> spare time.</i></p>	<p>1) a habitual action;</p> <p>2) the universal truth;</p> <p>3,4) in subordinate clauses of time and condition.</p>
Past simple	did	<p>1) <i>I <b>went</b> to Moscow <u>last year</u>.</i></p> <p>2) <i><u>Every evening</u> he <b>went</b> out upon the sea and <b>threw</b> his nets into the water.</i></p> <p>3) <i>He <b>came</b> home, <b>had</b> his dinner, <b>read</b> a newspaper and <b>went</b> to bed.</i></p>	<p>1) an action in the past which has no connection with the present;</p> <p>2) a repeated action in the past;</p> <p>3) a succession of past actions.</p>
Future simple	will do	<i>I'll <b>phone</b> you <u>tomorrow</u>.</i>	a future action

### SIMPLE PAST

#### SPECIAL PROBLEM: SPELLING

Below are a few trouble spots you should be especially careful of in spelling the past tense verb.

TROUBLE SPOT	PAST
<p>1. When the verb ends in <b>-y</b>: Change <b>-y</b> to <b>-i</b> and add <b>-ed</b></p>	<p>carry – carried bury – buried play – played stay – stayed</p>
<p>2. When the verb ends in <b>-s, -z, -ch, -sh</b>: Always add <b>-ed</b></p>	<p>wash – washed kiss – kissed watch- watched</p>

<p>3. One syllable verb</p> <p><b>a) <i>double the consonant:</i></b> (vowel + consonant)</p> <p><b>b) <i>don't double the consonant</i></b> (2 vowels + consonant)</p>	<p>hop –hopped pat – patted help – helped rain – rained</p>
<p>4. Two-syllable verb</p> <p><b>a) <i>Double the consonant</i></b></p> <ul style="list-style-type: none"> <li>• Stress on <i>second</i> syllable</li> <li>• One final vowel + consonant</li> </ul> <p><b>b) <i>Don't double the consonant:</i></b></p> <ul style="list-style-type: none"> <li>• Stress on <i>first</i> syllable</li> <li>• One final vowel + consonant</li> </ul> <p><b>c) <i>Don't double the consonant:</i></b></p> <ul style="list-style-type: none"> <li>• Two final vowels + consonant</li> <li>• Stress can be on either syllable</li> </ul>	<p>admit – admitted prefer – preferred</p> <p>master – mastered soften – softened</p> <p>refrain – refrained succeed – succeeded</p>

## UNIT 2

### 1. DEGREES OF COMPARISON OF ADJECTIVES AND ADVERBS

Positive degree	Comparative degree	Superlative degree
young	younger	youngest
competent	more competent	most competent

#### Rules:

- § One-syllable adj. ending in *-e* + *-r*, *-st* ( nice – nicer – nicest);
- § Other one-syllable adj. + *-er*, *-est* ( fast – faster – fastest);
- § Two-syllable adj. ending in *-y* - change *y* to *i* + *-er*, *-est* ;
- § Other two-syllable adj. – put *more* and *most* in front;
- § Longer adj. – put *more* and *most* in front.

#### **Irregular comparison**

good/well – better – best	bad – worse – worst
far – farther/further – farthest/furthest	little – less – least
old – older/elder – oldest/eldest	much/many – more – most

#### **Comparative and superlative adverbs.**

Comparative and superlative adverbs normally have *more* and *most* in front.  
*Could you walk more slowly?* (not *slowlier*)

But the following adverbs have *-er, -est*: **early, fast, hard, late, near, soon.**  
**Better, best, worse, worst** can also be adverbs.

### Comparative structures.

1. We use **double comparatives** to say that things are changing:  
*It's getting warmer and warmer.*  
*We went more and more slowly.*
2. We use **the ... the ...** with comparatives to say that things change or vary together:  
*The older I get, the wiser I am.*  
*The more dangerous it is, the more I like it.*
3. **Than** is used after comparatives:  
*Today is much colder than yesterday.* (not *colder as* or *colder that*)
4. **As** is used in the structure (**not**) *as ... as* with **positive degree** of adj. or adverb:  
*Today is as cold as yesterday.*  
*He drives not as well as his father.*  
\* After **not** we can use **so ... as** instead of **as ... as**.

### “The” before comparatives and superlatives.

1. Some people use a comparative instead of a superlative when talking about one in the group and the group has two members:  
*I like both of them, but Mike is the nicer (or the nicest) of the two.*
2. We normally use **the** before **superlative + noun** when comparing one thing with others:  
*He is the oldest student in the group.*  
\* But we **don't use the** before **superlative without noun**, when comparing somebody or something with him/her/itself in other situations:  
*This river is most dangerous in spring.*

## 2. THE CONTINUOUS TENSES

Tense	Form of the verb	Example	Use
Present Continuous	is (am, are) doing	1) <i>I'll call you back later: I <b>am having dinner right now.</b></i> 2) <i>He <b>is meeting</b> with his suppliers <u>tomorrow at 14 o'clock.</u></i>	1) a progressive action at the present moment; 2) an action planned for future;
Past Continuous	was (were) doing	1) <i><u>Yesterday at 19 o'clock</u> I <b>was watching</b> a film on TV.</i> 2) <i><u>When he returned home</u> she <b>was knitting</b> something and the children <b>were playing</b> in their room.</i> 3) <i><u>While I was reading</u> she <b>was playing</b> the piano.</i>	1),2) a progressive action at a definite time in the past; 3) two parallel progressive actions in the past;
Future Continuous	will be doing	<i><u>Tomorrow at 12 o'clock</u> he <b>will be driving</b> to Sayansk.</i>	a progressive action at a definite moment in future

### SPECIAL NOTE

#### THE PROGRESSIVE TO EXPRESS ANNOYANCE

In conversations, the simple progressive tense can be used to express **annoyance, insult, or frustration**. In this case, a time expression such as **always, forever**, etc. must be inserted between the auxiliary and the verb-ing.

- Randal **is always leaving** the door open, and it drives me crazy!
- Mitsy **was forever complaining** about my old car until I finally bought a new one.

## SPECIAL NOTE

### VERBS NOT USED IN THE PROGRESSIVE

Some verbs cannot be used in a progressive form. The following chart lists these by category.

Verbs of sensory perception can be divided into two groups.

Note the differences below.

CATEGORY	NO PROGRESSIVE	MAY USE PROGRESSIVE
<i>SENSORY PERCEPTION</i>	<b>Involuntary verbs</b> These refer to passive, unconscious activities.	<b>Voluntary verbs</b> These verbs refer to active, conscious activities.
	<i>Do not use these verbs in the progressive form</i>	<i>These verbs can be used in the progressive form</i>
<b>SOUND</b>	<b>Hear</b> I am unable to sleep because I <i>hear</i> the neighbors quarreling.	<b>Listen to</b> What kind of music <i>are</i> you <i>listening</i> to right now?
<b>SMELL</b>	<b>Smell</b> Your hair <i>smells</i> great!	<b>Smell</b> Why <i>is</i> your dog <i>smelling</i> my couch?
<b>TASTE</b>	<b>Taste</b> This cake is delicious! It <i>tastes</i> just like my mother's!	<b>Taste</b> The chef <i>is tasting</i> the sauce.
<b>SIGHT</b>	<b>See</b> The old dog can hardly <i>see</i> .	<b>Look at/watch</b> Judy <i>is looking</i> at the dress in the window right now. (for stationary objects) The cat <i>is watching</i> the mouse (for moving objects)



<b>TOUCH</b>	<b>Feel</b> She <i>feels</i> a cold draft in the old house.	<b>Feel/Touch</b> The man <i>is feeling</i> his stubbly beard.
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## UNIT 3

### 1. THE PERFECT TENSES (SIMPLE AND CONTINUOUS)

Tense	Form of the verb	Example	Use
Present Perfect	have (has) done	1) I've <u>already</u> <b>finished</b> my article. 2) <i>He <b>has sold</b> all the goods <u>this week</u>.</i> 3) <i>I <b>haven't been</b> here <u>for</u> ages.</i> 4) <i>She <b>hasn't seen</b> him <u>since</u> last month.</i>	1) a completed action in the present; 2) a result of an action for an incompleting period in the present; 3,4) with the time prepositions <b>since</b> and <b>for</b> (to emphasize completion)
Present Perfect Continuous	have (has) been doing	1) <i>My parents <b>have been living</b> in Bristol <u>all their lives</u>. (and still live there)</i> 2) <i>I <b>have been learning</b> English <u>for</u> 3 years.</i>	1) an action which started in the past and continued for a period of time till the present moment; 2) with the time prepositions <b>since</b> and <b>for</b> (to emphasize continuation).

Past Perfect	had done	1) <i>By the end of the last year he had learned to speak English.</i>  2) <i>When I got to the station the train had already left.</i>	1) an action completed by the definite moment in the past;  2) an action completed before another action in the past;
Past Perfect Continuous	had been doing	<i>She had been writing her composition for an hour when her friends came.</i>	an action which began before a definite moment in the past and was still going on at that moment
Future Perfect	will have done	<i>By tomorrow evening I'll have read your book.</i>	an action which will be completed by the definite moment in the future

### PRESENT PERFECT PROGRESSIVE

We often use the *present perfect progressive* to talk about actions continuing up to now, especially when we say *how long* they have lasted.

*It has been snowing* since Tuesday.

( NOT *It is snowing* since Tuesday.)

How long *have you been learning* English?

( NOT ... *are you learning*... ? )

### NOTE

We can also use the *present perfect progressive* to talk about long or repeated actions that have finished recently, and which have *present results*.

'You look hot.' Yes. *I've been running.*

To talk about recent long actions and situations: the *present perfect progressive* looks at the *continuing situation* itself; the *present perfect simple* says that something is *completed, achieved*.

*I've been reading* your book: I'm enjoying it.

I've read your book. (I've finished it.)

We use the *present perfect simple* to say *how often* something has happened (because of the idea of completion). Compare:

*I've played* tennis three times this week.

*I've been playing* a lot of tennis recently.

We prefer the *present perfect simple* to talk about *permanent* or very long-lasting situations. Compare:

He's been living in Doncaster for the last few months.

He's lived here all my life.

## 2. REVISION OF ALL TENSES

### Simple Past or Present Perfect ?

*NOTE* that we use the **Simple Past** to talk about the **origin** of something present.

*Who wrote that? (NOT Who has written that?)*

*Bill gave me this necklace. Did you put this here?*

*Whose idea was it to come here on holiday?*

To talk about **finished actions** we can use the **Present Perfect** or the **Simple Past**. It often depends on the **kind of time expressions** that is used. We do **not** normally use the **Present Perfect** with expressions which refer to a **finished time**, like yesterday, last week, three years ago, then, when. We normally use the **present perfect** with expressions which refer to **«any time up to now»**, like ever, never, before, recently, often, already, yet.

Compare:

*I saw Kate yesterday. (NOT I have seen Kate yesterday)*

*Have you seen Rob recently?*

*You were here last week, weren't you?*

*You've been here before, haven't you?*

*She studied Chinese when she was at university.*

*He's never studied any foreign languages.*

### **NOTE**

We use the **present perfect** to talk about situations **continuing up to now**, especially when we say **how long** they have lasted.

Alex **has worked** with children **all her life**.

He went to Rome on holiday ten years ago, and he's **lived** there **ever since**.

She's **always wanted** to go to Australia. But she's **never had** time.

We **do not** use the **present simple** to say how long something has lasted.

I've **known** Joe for years. (Not I **know** Joe for years)

How long **have you been** here for? (=Since when.....?)

Compare: How long **are** you here for? (=Until when.....?)

### NOTE

We often use the **present perfect** for actions **repeated up to now**.

Compare:

Benjamin's **been** to Africa several times this year. ("up to now")

I **went** to Africa three times last year. (not "up to now")

I've **climbed** a lot of mountains, but I've never been up Mont Blank.

In 1861 he **climbed** most of the highest mountains in France.

USE	UNFINISHED ACTION	EXAMPLES
INDEFINITE TIME IN THE PAST	before in the past ever yet already	I have been to Paris <b>before</b> . I've studied this <b>in the past</b> . Have you <b>ever</b> seen a UFO <b>yet</b> ? I haven't seen a UFO <b>yet</b> . I've <b>already</b> taken Spanish.
UNFINISHED ACTION	for + period of time since + specific date until now up to now so far thus far	He's been sick <b>for a month</b> . He's been sick <b>since June</b> . We haven't had snow <b>until now</b> . We've had good weather <b>up to now</b> . We've had three storms <b>so far</b> . They've had 6 children <b>thus far</b> .
RECENT COMPLETED ACTION	just recently barely	I've <b>just</b> finished my test. George has <b>recently</b> moved. The show has <b>barely</b> begun.

## FUTURE FORMS

<i>FORM</i>	<i>EXAMPLE</i>	<i>USE / EXPLANATION</i>
Will + Main Verb	<ul style="list-style-type: none"> <li>• It <b><i>will rain</i></b> tomorrow</li> <li>• The music <b><i>will start</i></b> at 9.00.</li> <li>• I <b><i>will meet</i></b> you there. (<i>Shall</i> can replace <i>will</i> here, but this is more common in British English. (I shall meet you there.) In American English, <b><i>shall</i></b>, is usually used as an invitation or suggestion, as in. (“Shall we dance?”))</li> <li>• I’<b><i>ll pick</i></b> you up if you need a ride.</li> </ul>	<p>Predictions Scheduled events</p> <p>Promises</p> <p>Offers</p>
Be Going to + Verb	<ul style="list-style-type: none"> <li>• <b><i>I’m going to take</i></b> my sister to the new jazz club.</li> <li>• <b><i>I’m going to get</i></b> ready for my economics class.</li> </ul>	The use of <b><i>be going to + verb</i></b> expresses future events, often planned or thought about before the moment of speaking. The form expresses more sureness about the future.
Present Simple	<ul style="list-style-type: none"> <li>• The music <b><i>starts</i></b> at 9.00</li> <li>• The plane <b><i>leaves</i></b> at 4.00.</li> </ul>	Use this form to express future, scheduled events, with verbs such as: <b><i>start, begin, finish, etc.</i></b> and <b><i>leave, depart, arrive, etc.</i></b>
Present Progressive	<ul style="list-style-type: none"> <li>• <b><i>I’m having</i></b> dinner at John’s tomorrow night.</li> </ul>	Use this form for most future events, except predictions and offers, when it is clear to the listener through the context or from the time expressions that the event is in the future

### ***FUTURE TENSES AFTER IF AND WHEN***

After ***if*** and ***when*** we normally use ***present tenses*** to talk about ***the future***.

***If I’m*** there tomorrow ***I’ll*** phone you.

***When it’s*** ready ***I’ll*** give it to you.

## UNIT 4

### 1. PASSIVE VOICE

#### I. The formal structure

PASSIVE TENSE	STRUCTURE	EXAMPLE
simple present	<i>am/are/is</i> + past participle	English <b>is spoken</b> here.
present progressive	<i>am/are/is</i> + pp	Excuse the mess: the house <b>is being painted</b> .
simple past	<i>was/were</i> + pp	I <i>wasn't invited</i> , but I went.
past progressive	<i>was/were being</i> + pp	I felt I <b>was being watched</b> .
present perfect	<i>have/has been</i> + pp	<b>Has Mary been told?</b>
past perfect	<i>had been</i> + pp	I knew <b>I had been forgotten</b> .
<i>will</i> future	<i>will be</i> + pp	You'll <b>be told</b> soon.
future perfect	<i>will have been</i> + pp	Everything <b>will have been done</b> by Tuesday.
<i>going to</i> future	<i>am/are/is going to be</i> + pp	Who <b>is going to be invited?</b>

#### II. 'by'-phrase

<p>(a) Rice <b>is grown</b> in India.</p> <p>(b) Our house <b>was built</b> in 1980.</p> <p>(c) This olive oil <b>was imported</b> from Spain.</p>	<p>Usually the passive is used without a 'by'-phrase. The passive is most frequently used when it is not known or not important to know exactly who performs the action.</p> <p>In (a): Rice is grown in India by people, by farmers, by someone. In sentence (a), it is not known or not important to know exactly who grows rice in India.</p> <p>(a), (b) and (c) illustrate the most common use of the passive, i.e., without the 'by'-phrase'.</p>
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(d) <i>Life on the Mississippi</i> was <b>written</b> by Mark Twain.	The 'by'-phrase' is included only if it is important to know who performs an action. In (d), <i>by Mark Twain</i> is important information.
(e) My aunt <b>made</b> this rug. (active)	If the speaker/writer knows who performs an action, usually the active is used, as in (e).
(f) This rug <b>was made</b> by my aunt. This rug <b>was made</b> by my mother	The passive may be used with the 'by'-phrase' instead of the active when the speaker/writer wants to focus attention on the subject or a sentence. In (f) the focus of attention is on two rugs.

### 3. TAG QUESTIONS

#### BASIC RULES

**Question tags** often follow sentences in speech and informal writing. They are used to **check** whether something is true, or to **ask for** agreement.

*You haven't seen Joe, **have you?***

*This tea isn't very nice, **is it?***

Negative tags are usually contracted. The contracted tag for *I am* is *aren't I?*

*Nice day, **isn't it?***

*I'm late, **aren't I?***

We most often put **negative tags after affirmative sentences**, and **nonnegative tags after negative sentences**. We do not put tags after questions.

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-	+
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*It's cold, **isn't it?***

*It's **not** warm, **is it?***

BUT NOT ~~*Is it cold, **isn't it?***~~

If the main sentence has an auxiliary verb or *be*, this is used in the tag. If not, **do** is used. There can be used as a subject in tags.

*She **can** swim, **can't she?***

*You **wouldn't** like a puppy, **would you?***

*He **gave** you a cheque, **didn't he?***

*There's a problem, **isn't there?***

#### NOTES

We use **they** to refer to **nobody**, **somebody** and **everybody** (and no one etc).

We use **non-negative** tags after **never**, **no**, **nobody**, **hardly**, **scarcely**, **little**.

We use **it** in question tags to refer to **nothing**.

***Nobody** phoned, **did they?***

*It's **hardly** rained all summer, **has** it?*

*She **never** smiles, **does** she? (NOT ... **doesn't** she?)*

*It's **no** good, **is** it?*

***Nothing** can happen, **can** it?*

## UNIT 5

### 1. REPORTED SPEECH AND THE FORMAL SEQUENCE OF TENSES IN NOUN CLAUSES

#### I. General notions

QUOTED SPEECH	REPORTED SPEECH
(a) She said, «I <b>watch</b> TV every day»	à She said (that) she <b>watched</b> TV every day.
(b) She said, «I <b>am watching</b> TV».	à She said she <b>was watching</b> TV.
(c) She said, «I <b>have watched</b> TV».	à She said she <b>had watched</b> TV.
(d) She said, «I <b>watched</b> TV».	à She said she <b>had watched</b> TV.
(e) She said, «I <b>will watch</b> TV».	à She said she <b>would watch</b> TV.
(f) She said, «I <b>am going to watch</b> TV».	à She said she <b>was going to watch</b> TV.
(g) She said, «I <b>can watch</b> TV».	à She said she <b>could watch</b> TV.
(h) She said, «I <b>may watch</b> TV».	à She said she <b>might watch</b> TV.
(i) She said, «I <b>might watch</b> TV».	à She said she <b>might watch</b> TV.
(j) She said, «I <b>must watch</b> TV».	à She said she <b>had to watch</b> TV.
(k) She said, «I <b>have to watch</b> TV».	à She said she <b>had to watch</b> TV.
(l) She said, «I <b>should watch</b> TV».	à She said she <b>should watch</b> TV.
(m) She said, «I <b>ought to watch</b> TV».	à She said she <b>ought to watch</b> TV.
(n) She said, « <b>Watch</b> TV».	à She told me <b>to watch</b> TV.
(o) She said, « <b>Do</b> you <b>watch</b> TV?».	à She asked (me) if I <b>watched</b> TV.



## II. Using SAY vs TELL

(a) Ann said that she was hungry.	<b>Say</b> is followed immediately by a noun clause.*
(b) Ann <b>told me</b> that she was hungry.	<b>Tell</b> is <u>not</u> followed immediately by a noun clause.
(c) Ann <b>told us</b> that she was hungry.	<b>Tell</b> is followed immediately by a (pro)noun object (e.g., <b>me, us, John, someone</b> ) and then by a noun clause.
(d) Ann <b>told John</b> that she was hungry.	
(e) Ann <b>told someone</b> that she was hungry.	

\*Also possible: *Ann said to me that she was hungry.*

### NOTE

In reported speech, it is often important to indicate who heard the speaker's words. In this case, **tell** is usually used instead of **say**. In other words, it is more common to say *Ann told me that she was hungry*, than *Ann said to me that she was hungry*.

**Tell** can be used without a personal object in a few expressions like: *tell a lie, tell the truth, tell a story, tell the time*.

In reported speech, an imperative sentence is changed to an infinitive. **Tell** is used instead of **say** as the reporting verb. Also note that **tell** is immediately followed by a (pro)noun object, but **say** is not:

*He told me he would be late. He said he would be late.*

Also possible: *He said to me he would be late.*

## 2. REPORTED QUESTIONS

<b>Wh-</b> questions	Some questions begin with a question word (i.e., <b>Who, Where, Which, Why, When, What, How, How much</b> , etc.). Look at the way we report these questions:  <i>'When <b>will you</b> let us know your decision?' they asked me. They asked me when <b>I would</b> let them know my decision.</i>
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	<p>COMMON MISTAKES: When we report a question, the word order changes from verb - subject (<b>will, you</b>) to subject - verb (<b>I, would</b>).</p> <p><i>'Where is he?' she asked me.</i></p> <p>WRONG: <i>She asked me where <del>was he</del>.</i></p> <p>RIGHT: <i>She asked me where <b>he was</b>.</i></p>
<p><b>Yes/no</b> questions</p>	<p>When we report <b>yes/no</b> questions, we use <b>if</b> or <b>whether</b> and the tense changes.</p> <p>DIRECT QUESTION: <i>'<b>Are</b> you <b>feeling</b> all right?'</i></p> <p>REPORTED QUESTION: <i>She asked me if I <b>was feeling</b> all right.</i></p> <p>DIRECT QUESTION: <i>'Do you know Lars Hansen?'</i></p> <p>REPORTED QUESTION: <i>He asked me if I <b>knew</b> Lars Hansen.</i></p>
<p>Tense changes. The table shows how tenses change in reported questions when we use a reporting verb in the past tense (i.e. asked, wondered)</p>	
<p style="text-align: center;">ACTUAL QUESTIONS</p> <p><i>"Do you <b>work</b> for ICL?"</i></p> <p><i>"What <b>are</b> you <b>cooking</b>?"</i></p> <p><i>"Did John <b>phone</b>?"</i></p> <p><i>"Were sales <b>going</b> well?"</i></p> <p><i>"How many times <b>have</b> you <b>been</b> in the USA?"</i></p> <p><i>"Will you <b>marry</b> me?"</i></p> <p><i>"Can you <b>make</b> firm decisions?"</i></p>	<p style="text-align: center;">REPORTED QUESTIONS</p> <p><i>He asked if I <b>worked</b> for ICL.</i></p> <p><i>He asked what I <b>was cooking</b>.</i></p> <p><i>He asked me if John <b>had phoned</b>.</i></p> <p><i>He asked me if sales <b>had been going</b> well.</i></p> <p><i>He asked me how many times I <b>had been</b> in the USA.</i></p> <p><i>He asked me if I <b>would marry</b> him.</i></p> <p><i>He asked me if I <b>could make</b> firm decisions.</i></p>

### 3. MODALS

Verb	Meaning	Usage
CAN (could is used in the past)	Physical or mental ability	<i>Simple Infinitive</i> e.g. I <u>can</u> speak English. I <u>could</u> read when I was four.
CAN (could is used to render a greater degree of doubt)	Doubt, astonishment	<i>Perfect, Progressive, Perfect Progressive Infinitive. Only negative and interrogative sentences.</i> e.g. <u>Can</u> he be sleeping now? He <u>can't</u> have forgotten about it.

Verb	Meaning	Usage
MAY (might is used to render a lesser degree of possibility)	Possibility	<i>Different forms of the Infinitive</i> e.g. It <u>may</u> rain in the afternoon. He <u>might</u> have already understood everything.
MAY	Permission	<i>Simple Infinitive</i> e.g. <u>May</u> I go out, Mummy?
MIGHT	Pure reproach	<i>Perfect Infinitive</i> e.g. She <u>might</u> have done it long ago!

Verb	Meaning	Usage
MUST	Obligation, order	<i>Simple Infinitive</i> e.g. You <u>must</u> do it!
MUST	Supposition close to certainty	<i>Perfect, Progressive, Perfect Progressive Infinitive. Affirmative sentences.</i> e.g. She <u>must</u> be writing the report now.

		Paul <u>must</u> have failed in his exam.
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Verb	Meaning	Usage
SHOULD (OUGHT TO)	Obligation or moral duty	<i>Simple Infinitive</i> e.g. You <u>ought to</u> help your parents.
SHOULD (OUGHT TO)	Reproach, advisability	<i>Different forms of the Infinitive.</i> e.g. You <u>should</u> have told us about it long ago! You <u>should</u> be sleeping now, young lady.

Verb	Meaning	Usage
HAVE TO	Circumstan- tial necessity	<i>Simple Infinitive. <u>Have to</u> has all tense-aspect forms and uses auxiliaries.</i> e.g. I <u>had to</u> get up early yesterday to catch the train. She <u>doesn't have to</u> work, she inherited all her father's money.

Verb	Meaning	Usage
NEED	Absence of necessity	<i>Negative sentences. Different forms of the Infinitive.</i> <i>Can also be used as an ordinary verb.</i> e.g. You <u>needn't</u> have worried. Everything was wonderful! You <u>needn't</u> try to please everybody.

Verb	Meaning	Usage
SHALL	Inquiring after the will of the person ad- dressed	<i>Simple Infinitive</i> e.g. <u>Shall</u> I open the window? <u>Shall</u> I spell it?
SHALL	Threat or promise	<i>Simple Infinitive. 2<sup>nd</sup> and 3<sup>d</sup> persons.</i> e.g. You <u>shall</u> be sorry!

Verb	Meaning	Usage
WILL	Volition	<i>Simple Infinitive. 1<sup>st</sup> person.</i> e.g. I <u>will</u> marry you.
WILL (WOULD) is used to refer to the past	Personifica- tion	<i>Simple Infinitive. Negative sentences.</i> e.g. My pen <u>won't</u> write! The door <u>wouldn't</u> open.

Verb	Meaning	Usage
DARE	To have the courage or pertinence to do something	<i>Simple Infinitive. Can also be used as an ordinary verb.</i> e.g. How <u>dare</u> you! I <u>daren't</u> say what I think.

## UNIT 6

### GERUNDS AND INFINITIVES

#### A. VERBS + ING FORM OR INFINITIVE

Some verbs are followed by **to** + infinitive (e.g., I **want to finish** this report).  
Others are followed by the **-ing** form (I **enjoy going** abroad).

#### NOTE:

Verbs followed by the <b>-ing</b> form	<u>The following verbs are usually followed by the <b>-ing</b> form:</u>			
	avoid	consider	delay	deny
	dislike	enjoy	finish	can't help
	involve	justify	like (=enjoy)	look forward to*
	mind	miss	postpone	practice
	risk	suggest	can't stand	carry on
	put off			

	<p><i>We <b>delayed launching</b> the product because of technical problems.</i></p> <p><i>I <b>look forward to meeting</b> you again next week.</i></p> <p>* In the expression <b>look forward to</b>, the word <b>to</b> is a preposition. Prepositions (e.g., <b>in, on, at, with, from</b>, etc.) are always followed by the <b>-ing</b> form rather than the infinitive.</p>																														
Expressions + <b>-ing</b>	<p><u>The expressions below are followed by the <b>-ing</b> form:</u></p> <p><b>It's a waste of time/money ...</b>                      <b>It's no use ...</b>  <b>There's no point (in) ...</b>                              <b>It's (not) worth ...</b></p> <p><i>It's not worth repairing the machine. It would be cheaper to buy a new one.</i></p>																														
Verbs followed by <b>to + infinitive</b>	<p><u>The following verbs are usually followed by to +infinitive</u>  (e.g., <b>to do</b>):</p> <table border="0"> <tr> <td>afford</td> <td>agree</td> <td>arrange</td> <td>attempt</td> <td>claim</td> </tr> <tr> <td>decide</td> <td>demand</td> <td>deserve</td> <td>expect</td> <td>fail</td> </tr> <tr> <td>guarantee</td> <td>hesitate</td> <td>hope</td> <td>learn</td> <td>manage</td> </tr> <tr> <td>neglect</td> <td>offer</td> <td>plan</td> <td>prepare</td> <td>pretend</td> </tr> <tr> <td>promise</td> <td>refuse</td> <td>seem</td> <td>tend</td> <td>threaten</td> </tr> <tr> <td>train</td> <td>want</td> <td>would like</td> <td>ask</td> <td></td> </tr> </table> <p><i>I have <b>arranged to meet</b> the visitors at the factory.</i></p>	afford	agree	arrange	attempt	claim	decide	demand	deserve	expect	fail	guarantee	hesitate	hope	learn	manage	neglect	offer	plan	prepare	pretend	promise	refuse	seem	tend	threaten	train	want	would like	ask	
afford	agree	arrange	attempt	claim																											
decide	demand	deserve	expect	fail																											
guarantee	hesitate	hope	learn	manage																											
neglect	offer	plan	prepare	pretend																											
promise	refuse	seem	tend	threaten																											
train	want	would like	ask																												
Passive forms	<p><u>There are passive forms of the <b>-ing</b> form and the infinitive.</u></p> <p>The passive of the <b>-ing</b> form is made with <b>being</b> + past participle (e.g., <b>being done</b>):</p> <p><i>Everyone <b>likes being congratulated</b> when they have worked hard.</i></p> <p>The passive infinitive is formed by <b>to be</b>+ past participle (e.g., <b>to be done</b>):</p> <p><i>She <b>expects to be promoted</b> soon.</i></p>																														

## VERBS AND OBJECTIVES

<b>NOTE:</b>													
Verb + object + infinitive	<p><u>There are a number of verbs that can take a direct object and <b>to</b> + infinitive.</u> Common examples are:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">advise</td> <td>enable</td> </tr> <tr> <td>allow</td> <td>remind</td> </tr> <tr> <td>ask</td> <td>encourage</td> </tr> <tr> <td>invite</td> <td>tell</td> </tr> <tr> <td>order</td> <td>force</td> </tr> <tr> <td>persuade</td> <td>warn</td> </tr> </table> <p><i>The lawyer <b>advised me to read</b> the contract carefully.</i></p> <p><i>The negotiators <b>persuaded the union to accept</b> the pay deal.</i></p>	advise	enable	allow	remind	ask	encourage	invite	tell	order	force	persuade	warn
advise	enable												
allow	remind												
ask	encourage												
invite	tell												
order	force												
persuade	warn												
Reporting what people say	<p><u>Many of these verbs can be used to report what other people say:</u></p> <p><i>"Could you come back later?" he asked me.</i></p> <p><i>He <b>asked me to come</b> back later.</i></p> <p>The verb <b>warn</b> is usually used with <b>not to do</b>:</p> <p><i>He said, "Don't put all your money in one company".</i></p> <p><i>He <b>warned me not to put</b> all my money in one company.</i></p>												
<b>Make and let</b>	<p><u>The verbs <b>make</b> and <b>let</b> are followed by an object and the bare infinitive</u> (e.g., <b>go, work, see</b>):</p> <p>We use <b>make</b> to talk about something we have to do (but don't want to do):</p> <p><i>She wanted to go home, but her boss <b>made her stay</b> until the work was finished.</i></p> <p>We use <b>let</b> when we talk about being given permission for something:</p> <p><i>My boss <b>let me have</b> the afternoon off to go to my sister's wedding.</i></p> <p>The verb <b>help</b> can be followed by an infinitive with or without <b>to</b>:</p> <p><i>"Could you <b>help me (to) put</b> these boxes in the van?"</i></p>												

Verbs of perception	<p>The verbs <b>see, watch, notice, hear, listen to</b>, and <b>feel</b> (called <u>verbs of perception</u>) are followed by a bare infinitive or by an <b>-ing</b> form (present participle). If we want to say that we heard or saw the whole action from beginning to end, we usually use the bare infinitive:</p> <p><i>I saw him <b>sign</b> the cheque.</i> (He signed the cheque. I saw him do it.)</p> <p>If we want to say that we only saw or heard part of the action, we use the <b>-ing</b> form (present participle)</p> <p><i>I saw the consultant <b>waiting</b> in reception.</i> (I saw the consultant. He was waiting in reception.)</p>
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### CHANGES IN MEANING

**NOTE:**

Verb + **-ing** or infinitive?

Some verbs can be followed by either the **-ing** form or **the infinitive** and the meaning of the verb changes. Here are some common examples:



	<p><i>I remember sending them the <u>cheque</u>.</i></p> <p><i>I remembered to send them the <u>cheque</u>.</i></p> <p><i>I will never forget meeting the President.</i></p> <p><i>I won't forget to give her your message.</i></p> <p><i>We have stopped dealing with that firm.</i></p> <p><i>At 12.00 we stopped to have a break.</i></p> <p><i>I regret saying that I was not interested<del>in</del> in the work.</i></p> <p><i>I regret to say that we will not be able to give you the contract.</i></p> <p><i>If the printer doesn't work, try turning everything off and starting again.</i></p>	<p>(I sent it and I can remember now that I did it.)</p> <p>(I remembered, and then I sent it.)</p> <p>(I met him, and he impressed me.)</p> <p>(I have made a note of it, and I will give it to her when I see her.)</p> <p>(We used to deal with them, but we don't deal with them any more.)</p> <p>(We stopped for a break.)</p> <p>(I said I was not interested in work, and I now think that was a bad mistake.)</p> <p>(I am sorry that I have to say this.)</p> <p>(Do this and see what happens.)</p>
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<p><b>Like and would like</b></p>	<p>When the verb <b>like</b> means <b>enjoy</b>, it is followed by the <b>-ing</b> form. However, if we use the expression <b>would like (want to)</b>, it is followed by the infinitive:</p> <p><i>I like going abroad on marketing trips. ( I enjoy this. )</i></p> <p><i>I would like to go more often. (I want to go more often.)</i></p> <p>We can also use <b>prefer</b> and <b>would prefer</b> in the same way:</p> <p><i>I prefer working at home to working at the office. (I enjoy this more.)</i></p> <p><i>A "Shall we go out for lunch?" B "I'd prefer to stay here"</i></p> <p>(I want to stay here.)</p>
<p><b>to + -ing</b> or infinitive?</p>	<p>The word <b>to</b> can be part of the infinitive (I want <b>to see</b> you). However, in the following examples, <b>to</b> is a preposition, so it is followed by the <b>-ing</b> form:</p> <p><i>look forward to; in addition to; react to; a reaction to; be used to; get used to; object to; an objection to; respond to; a response to</i></p>

#### D. OTHER USES

<p><b>NOTE:</b></p>	
<p>Infinitive of purpose</p>	<p>The infinitive (e.g., <b>to work, to stay</b>) can be used to explain why we do something:</p> <p><i>I have written to IBM <b>to get</b> their latest price list.</i></p> <p>COMMON MISTAKES: We do not use <b>for</b> + infinitive to explain why we do something.</p> <p>WRONG: <i>I went to the warehouse <del>for to</del> get some more stock.</i></p> <p>RIGHT: <i>I went to the warehouse <b>to get</b> some more stock.</i></p>
<p>Infinitives after question words</p>	<p>We use the infinitive after question words (except <b>why</b>). We often use the infinitive in this way after verbs of thinking and knowing to talk about things we can do or</p>

	<p>should do:</p> <p><i>I don't know <b>how to operate</b> this machine. (I can't operate this machine.)</i></p> <p><i>I'm not sure <b>what to do</b>. (I'm not sure what I should do.)</i></p>
- <b>ing</b> form as the subject of a sentence	<p>We can use the <b>-ing</b> form of the verb (the gerund) as the subject of a sentence:</p> <p><i><b>Developing</b> a high technology product like a compact disc requires a great deal of investment.</i></p>
- <b>ing</b> form after prepositions	<p>We use the <b>-ing</b> form (the gerund) after a preposition (<b>in, on, at, to, by, from, over</b>, etc.). We do not use the infinitive. Here are some examples of how we can use the following prepositions:</p> <p>We can use <b>before</b> and <b>after</b> to talk about when something happened:</p> <p><i><b>Before opening</b> the Body Shop, Anita Roddick ran a hotel.</i></p> <p><i>She borrowed the money from a friend <b>after being</b> refused a bank loan.</i></p> <p>We can use <b>without</b> to talk about something that didn't happen:</p> <p><i>She developed a range of cosmetics <b>without testing</b> them on animals.</i></p> <p>We can use <b>by</b> to explain how something happened:</p> <p><i>She became successful <b>by providing</b> the right product at the right price.</i></p> <p>We can use <b>instead of</b> to talk about something we did in the place of another action:</p> <p><i><b>Instead of opening</b> up new shops herself, she set up a franchise.</i></p>

## E. REFERENCE LIST OF VERBS FOLLOWED BY GERUNDS

1. <i>admit</i>	He <i>admitted stealing</i> the money.
2. <i>advise</i>	She <i>advised waiting</i> until tomorrow.
3. <i>anticipate</i>	I <i>anticipate having</i> a good time on vacation.
4. <i>appreciate</i>	I <i>appreciated hearing</i> from them.
5. <i>avoid</i>	He <i>avoided answering</i> my question.
6. <i>complete</i>	I finally <i>completed writing</i> my term paper.
7. <i>consider</i>	I <i>will consider going</i> with you.

8. <i>delay</i>	He <i>delayed leaving</i> for school.
9. <i>deny</i>	She <i>denied committing</i> the crime.
10. <i>discuss</i>	They <i>discussed opening</i> a new business.
11. <i>dislike</i>	I <i>dislike driving</i> long distances.
12. <i>enjoy</i>	We <i>enjoyed visiting</i> them.
13. <i>finish</i>	She <i>finished studying</i> about ten.
14. <i>forget</i>	I'll <i>never forget visiting</i> Napoleon's tomb.
15. <i>can't help</i>	I <i>can't help worrying</i> about it.
16. <i>keep</i>	I <i>keep hoping</i> he will come.
17. <i>mention</i>	She <i>mentioned going</i> to a movie.
18. <i>mind</i>	Would you <i>mind helping</i> me with this?
19. <i>miss</i>	I <i>miss being</i> with my family.
20. <i>postpone</i>	Let's <i>postpone leaving</i> until tomorrow.
21. <i>practice</i>	The athlete <i>practiced throwing</i> the ball.
22. <i>quit</i>	He <i>quit trying</i> to solve the problem.
23. <i>recall</i>	I <i>don't recall meeting</i> him before.
24. <i>recollect</i>	I <i>don't recollect meeting</i> him before.
25. <i>recommend</i>	She <i>recommended seeing</i> the show.
26. <i>regret</i>	I <i>regret telling</i> him my secret.
27. <i>remember</i>	I <i>can remember meeting</i> him when I was a child.
28. <i>resent</i>	I <i>resent her interfering</i> in my business.
29. <i>resist</i>	I <i>couldn't resist eating</i> the dessert.
30. <i>risk</i>	She <i>risks losing</i> all of her money.
31. <i>stop</i>	She <i>stopped going</i> to classes when she got sick.
32. <i>suggest</i>	She <i>suggested going</i> to a movie.
33. <i>tolerate</i>	She <i>won't tolerate cheating</i> during an examination.
34. <i>understand</i>	I <i>don't understand his leaving</i> school.

## F. REFERENCE LIST OF VERBS FOLLOWED BY INFINITIVES

### A. VERBS FOLLOWED IMMEDIATELY BY AN INFINITIVE

1. <i>afford</i>	I <i>can't afford to buy</i> it.
2. <i>agree</i>	They <i>agreed to help</i> us.
3. <i>appear</i>	She <i>appears to be</i> tired.
4. <i>arrange</i>	I'll <i>arrange to meet</i> you at the airport.
5. <i>ask</i>	He <i>asked to come</i> with us.
6. <i>beg</i>	He <i>begged to come</i> with us.
7. <i>care</i>	I <i>don't care to see</i> that show.
8. <i>claim</i>	She <i>claims to know</i> a famous movie star.
9. <i>consent</i>	She finally <i>consented to marry</i> him.
10. <i>decide</i>	I <i>have decided to leave</i> on Monday.
11. <i>demand</i>	I <i>demand to know</i> who is responsible.
12. <i>deserve</i>	She <i>deserves to win</i> the prize.
13. <i>expect</i>	I <i>expect to enter</i> graduate school in the fall.
14. <i>fail</i>	She <i>failed to return</i> the book to the library on time.
15. <i>forget</i>	I <i>forgot to mail</i> the letter.

16. <i>hesitate</i>	<i>Don't hesitate to ask for my help.</i>
17. <i>hope</i>	<i>Jack hopes to arrive next week.</i>
18. <i>learn</i>	<i>He learned to play the piano.</i>
19. <i>manage</i>	<i>She managed to finish her work early.</i>
20. <i>mean</i>	<i>I didn't mean to hurt your feelings.</i>
21. <i>need</i>	<i>I need to have your opinion.</i>
22. <i>offer</i>	<i>They offered to help us.</i>
23. <i>plan</i>	<i>I am planning to have a party.</i>
24. <i>prepare</i>	<i>We prepared to welcome them.</i>
25. <i>pretend</i>	<i>He pretends not to understand.</i>
26. <i>promise</i>	<i>I promise not to be late.</i>
27. <i>refuse</i>	<i>I refuse to believe his story.</i>
28. <i>regret</i>	<i>I regret to tell you that you failed.</i>
29. <i>remember</i>	<i>I remembered to lock the door.</i>
30. <i>seem</i>	<i>That cat seems to be friendly.</i>
31. <i>struggle</i>	<i>I struggled to stay awake.</i>
32. <i>swear</i>	<i>She swore to tell the truth.</i>
33. <i>threaten</i>	<i>She threatened to tell my parents.</i>
34. <i>volunteer</i>	<i>He volunteered to help us.</i>
35. <i>wait</i>	<i>I will wait to hear from you.</i>
36. <i>want</i>	<i>I want to tell you something.</i>
37. <i>wish</i>	<i>She wishes to come with us.</i>

#### **B. VERBS FOLLOWED BY A (PRO)NOUN + AN INFINITIVE**

38. <i>advise</i>	<i>She advised me to wait until tomorrow.</i>
39. <i>allow</i>	<i>She allowed me to use her car.</i>
40. <i>ask</i>	<i>I asked John to help us.</i>
41. <i>beg</i>	<i>They begged us to come.</i>
42. <i>cause</i>	<i>Her laziness caused her to fail.</i>
43. <i>challenge</i>	<i>She challenged me to race her to the corner.</i>
44. <i>convince</i>	<i>I couldn't convince him to accept our help.</i>
45. <i>dare</i>	<i>He dared me to do better than he had done.</i>
46. <i>encourage</i>	<i>He encouraged me to try again.</i>
47. <i>expect</i>	<i>I expect you to be on time.</i>
48. <i>forbid</i>	<i>I forbid you to tell him.</i>
49. <i>force</i>	<i>They forced him to tell the truth.</i>
50. <i>hire</i>	<i>She hired a boy to mow the lawn.</i>
51. <i>instruct</i>	<i>He instructed them to be careful.</i>
52. <i>invite</i>	<i>Harry invited the Johnsons to come to his party.</i>
53. <i>need</i>	<i>We needed Chris to help us figure out the solution.</i>
54. <i>order</i>	<i>The judge ordered me to pay a fine.</i>
55. <i>permit</i>	<i>He permitted the children to stay up late.</i>
56. <i>persuade</i>	<i>I persuaded him to come for a visit.</i>
57. <i>remind</i>	<i>She reminded me to lock the door.</i>
58. <i>require</i>	<i>Our teacher requires us to be on time.</i>
59. <i>teach</i>	<i>My brother taught me to swim.</i>

60. <i>tell</i>	The doctor <i>told me to take</i> these pills.
61. <i>urge</i>	I <i>urged her to apply</i> for the job.
62. <i>want</i>	I <i>want you to be</i> happy.
63. <i>warn</i>	I <i>warned you not to drive</i> too fast.

### G. ADJECTIVES FOLLOWED BY INFINITIVES

(a) <i>We were sorry to hear</i> the bad news.	Certain adjectives can be immediately followed by infinitives, as in (a) and (b). In general, these adjectives describe a person (or persons), not a thing. Many of these adjectives describe a person's feelings or attitudes.
(b) <i>I was surprised to see</i> Tim at the meeting.	

#### SOME COMMON ADJECTIVES FOLLOWED BY INFINITIVES

<i>glad to</i>	<i>sorry to*</i>	<i>ready to</i>	<i>careful to</i>	<i>surprised to*</i>
<i>happy to</i>	<i>sad to*</i>	<i>prepared to</i>	<i>hesitant to</i>	<i>amazed to*</i>
<i>pleased to</i>	<i>upset to*</i>	<i>anxious to</i>	<i>reluctant to</i>	<i>astonished to*</i>
<i>delighted to</i>	<i>disappointed to*</i>	<i>eager to</i>	<i>afraid to</i>	<i>shocked to*</i>
<i>content to</i>		<i>willing to</i>		<i>stunned to*</i>
<i>relieved to</i>	<i>proud to</i>	<i>motivated to</i>		
<i>lucky to</i>	<i>ashamed to</i>	<i>determined to</i>		
<i>fortunate to</i>				

\*The expressions with asterisks are usually followed by infinitive phrases with verbs such as *see, learn, discover, find out, hear*.

### H. USING THE SIMPLE FORM AFTER *LET* AND *HELP*

(a) My father <i>let</i> me <i>drive</i> his car. (b) I <i>let</i> my friend <i>borrow</i> my bicycle.	<i>Let</i> is always followed by the simple form of a verb, not an infinitive. ( <i>INCORRECT: My father let me to drive his car.</i> )
(c) My brother <i>helped</i> me <i>wash</i> my car. (d) My brother <i>helped</i> me <i>to wash</i> my car.	<i>Help</i> is often followed by the simple form of a verb, as in (c). An infinitive is also possible, as in (d). Both (c) and (d) are correct.

## I. SPECIAL EXPRESSIONS FOLLOWED BY THE -ING FORM OF A VERB

<p>(a) We <i>had fun</i> We <i>had a good time</i> } <i>playing</i> volleyball.</p> <p>(b) I <i>had trouble</i> I <i>had difficulty</i> I <i>had a hard time</i> I <i>had a difficult time</i> } <i>finding</i> his house.</p>	<p><i>have fun</i> <i>have a good time</i> <i>have trouble</i> <i>have difficulty</i> <i>have a hard time</i> <i>have a difficult time</i> } + <i>ing</i></p>
<p>(c) Sam <i>spends most of his time studying</i>. (d) I <i>waste a lot of time watching</i> TV.</p>	<p><i>spend</i> + expression of time or money + <i>-ing</i> <i>waste</i> + expression of time or money + <i>-ing</i></p>
<p>(e) She <i>sat at her desk writing</i> a letter. (f) I <i>stood there wondering</i> what to do next. (g) He <i>is lying in bed reading</i> a novel.</p>	<p><i>sit</i> + expression of place + <i>-ing</i> <i>stand</i> + expression of place + <i>-ing</i> <i>lie</i> + expression of place + <i>-ing</i></p>
<p>(h) When I walked into my office, I <i>found</i> George <i>using</i> my telephone. (i) When I walked into my office, I <i>caught</i> a thief <i>looking</i> through my desk drawers.</p>	<p><i>find</i> + (pro)noun + <i>-ing</i> <i>catch</i> + (pro)noun + <i>-ing</i> In (h) and (i): Both <i>find</i> and <i>catch</i> mean <i>discover</i>. <i>Catch</i> express anger or displeasure.</p>

After some verbs (e.g. *begin, can't bear, continue, intend, propose, start*), both *-ing* forms and infinitives are possible without much difference of meaning.  
*I began playing/to play the piano when I was six.*  
*We must continue looking/to look for a new house.*

## UNIT 7

### RELATIVE CLAUSES

<p>a) The man is friendly. He lives next to me. <b>who</b> <b>that</b></p> <p>b) The man <b>who</b> lives next to me is friendly. c) The man <b>that</b> lives next to me is friendly.</p>	<p>b) and c) have the same meaning</p>
<p>d) I met a man. He was friendly. <b>whom</b> <b>that</b></p> <p>e) The man <b>whom</b> I met was friendly. f) The man <b>that</b> I met was friendly.</p>	<p>e) and f) have the same meaning. An object pronoun can be omitted from a relative clause. e), f) and g) have the same meaning.</p>

g) The man I met was friendly.	NOTE: a subject pronoun (for example, in b), c)) cannot be omitted.
<p><b>WHO and WHOM refer to people.</b>  <b>WHICH refers to things.</b>  <b>THAT can refer both to people and things.</b></p>	
h) The fax is for you. It is on the desk. <p style="text-align: center;"><b>which</b> <b>that</b></p> i) The fax <b>which</b> is on the desk is for you. j) The fax <b>that</b> is on the desk is for you.	<b>IT, WHICH and THAT</b> all refer to a thing.  i) and j) have the same meaning.
k) I sent flowers. They were beautiful. <p style="text-align: center;"><b>which</b> <b>that</b></p> l) The flowers <b>which</b> I sent were beautiful. m) The flowers <b>that</b> I sent were beautiful. n) The flowers I sent were beautiful.	<b>WHICH or THAT</b> can be used as an object in an adjective clause, as in l) and m). An object pronoun can be omitted from an adjective clause as in n). l), m) and n) have the same meaning.
o) The man called the police. <i>His car</i> was stolen. <p style="text-align: center;"><b>whose car</b></p> p) The man <b>whose car</b> was stolen called the police.  q) I know a girl. <i>Her brother</i> is a movie star. <p style="text-align: center;"><b>whose brother</b></p> r) I know a girl whose brother is a movie star.	<b>WHOSE</b> shows “possession” in o) and “relation” in q). We can change <i>his car</i> in o) to <i>whose car</i> to make a relative clause p).  And we change <i>her brother</i> in q) to <i>whose brother</i> to make a relative clause r).

**NOTE:** A relative clause can be either **restrictive (defining)** or **nonrestrictive (non-defining)**.

When **that, who** or **which** are the object of the verb in the relative clause, they can be omitted.



**Commas are not used** to separate the relative clause from the rest of the sentence.

- a) *Some of the guests (**whom/that**) we invited were foreigners.*
- b) *The job (**that/which**) they asked us to do was almost impossible.*

**That** cannot be used in a non-defining(nonrestrictive) clause.

**Who** or **which** cannot be omitted.

**Commas are usually used** to separate the relative clause from the rest of the sentence.

- c) *The manager, **who conducted the talks**, was very experienced.*

## GLOSSARY

Accommodation (n) – жилье – a place to live;

Account (n) - счет (в банке) – an arrangement that you have with a bank to pay in or take out money;

Accredited (adj.) – аккредитованный – officially recognized;

Agent (n) – агент – a person or organization possessing power to act for another in making business arrangements with third parties and in buying and selling goods;

Application (n) – заявление – a formal, usually written, request for something such as a job, place at university or permission to do something;

Authority (n) – власть – the moral or legal right or ability to control;

Authorize (v) – аккредитовывать, наделять полномочиями – to give formal permission to smb or for smth;

B/E (bill of exchange) – коносамент – an order to pay for goods. It is drawn by an exporter and requires payment by the buyer, who must accept it formally by signing his name;

B/L (bill of lading) – транспортная накладная – a document signed by a ship's Master to say that he has received the cargo, to which it acts as title;

Bank (n) – банк – a business that keeps and lends money and provides other financial services;

Board of directors – совет директоров – the group or people who are responsible for controlling and organizing a company or organization;

C and F (cost and freight) – стоимость и фрахт – a contract in which the seller pays for the delivery of the goods to a given destination;

Cash (n) – наличные деньги – money in the form of coins or notes;

Cash machine – банкомат – a machine in or outside a bank from which you can obtain money with a special plastic card;

Certify (v) – сертифицировать – to state officially that something corresponds to the standards;

Chain of command – цепочка команд – a series of administrative or military ranks, positions, etc., in which each has immediate authority over the one immediately below, as for the purpose of giving and taking orders;

- Checking account – текущий (чековый) счет – a bank account which doesn't usually earn interest and from which money can be taken out at any time by cheque;
- CIF (cost, insurance and freight) – стоимость, страхование и фрахт – a contract in which the seller agrees to pay for the transport of the goods to their destination and for insuring them on the journey;
- Civil Code – гражданский кодекс - set of civil (other than criminal) laws arranged in a system;
- Commercial bank - коммерческий банк - the kind of bank that provides services for customers and businesses and that is used by most ordinary people;
- Competition (n) - конкуренция; (зд.) конкурс в учебное заведение - the state or activity of trying to be better than someone else;
- Consumer (n) – потребитель – a person, society or a region that buys and uses goods and services;
- Contribution (n) – вклад, контрибуция - 1) something contributed (given, with others, for a common purpose);  
2) something paid as a share in the cost of a common expense or loss;
- Corporate center – корпоративный центр, штаб-квартира - the headquarters of the company with the administrative staff;
- Credit (n) - успешное завершение курса; (зд.) зачет - a successfully completed part of an educational course;
- Credit card - кредитная карточка - a small plastic card that you use to buy goods or services;
- Currency (n) – валюта – a particular type of money in use in a country;
- Customs (n) – таможня - the group of government officials responsible for collecting customs duties and for controlling the import and export of forbidden goods;
- Customs clearance – растаможивание - formalities necessary to satisfy the customs officers before they will allow the goods to be cleared (removed) from customs for dispatch or delivery elsewhere;
- D/A (documents against acceptance) – документы по получении - the documents are supplied when the bill of exchange is accepted;
- D/P (documents against payment) – документы по оплате - the documents are supplied only when the money is paid;

Day care (center) - детский сад - a place where babies are looked after their parents are at work;

Debit card - дебиторская карточка - a special plastic card that you can use to pay for things directly from your bank account;

Department (n) – 1) факультет - one of the sections of a school or college dealing with a particular field of knowledge;

2) отдел - a division of an official business, enterprise dealing with a particular area of activity;

Deposit (n) – 1) вклад – an act of placing money in a bank or safe; money placed in a bank or safe;

2) месторождение – a matter that has been put in rock by a natural process;

Deposit (v) – вкладывать – to place money in a bank or safe;

Dormitory (n) – общежитие - a building, as at a college, containing a number of private or semiprivate rooms for residents, usually with common bathroom facilities and recreation areas;

EC (European Community) – Европейское Сообщество - the formal union of some European countries under the Treaty of Rome;

Economy (n) – экономика – the system by which a country's wealth is produced and used;

Effective (a) – эффективный - something can be described as effective if it produces the results that it was intended to;

Efficient (a) – эффективный - working or operating quickly and effectively in an organized way;

Employee (n) – работник - someone who is paid to work for someone else;

Employer (n) - работодатель - a person, company or organization that employs people;

Employment agency - агентство по трудоустройству - a business that makes money by finding jobs for people;

Enrollment (n) - количество студентов в учебном заведении; поступление в учебное заведение - the number of people on the official list of members of a course, college or group; or the act of accepting someone onto such a list;

Enterprise (n) – предприятие – an organization or a business firm;

Expertise (n) – опыт, знания - expert knowledge or skills especially in a particular field;

Export (v) – экспортировать – to send goods etc. out of a country for sale;

- Faculty (n) – профессорско-преподавательский состав - the teachers and instructors within a University;
- FOB (free on board) – франко-борт - a contract in which the seller pays all charges up to and including the loading of goods on to the train or ship which will deliver them to the buyer;
- Foreign trade contract - внешнеторговый контракт - a contract for sale from a foreign company, where title to the goods passes before the goods enter the country;
- Fund (n) – фонд - a stock of money especially set aside for a special purpose;
- General partnership – товарищество с неограниченной ответственностью – a partnership, where members do not enjoy limited liability;
- Headquarters (n) – штаб - main offices of an organization;
- Holding company – холдинг – a company controlling another company or companies through owning shares in it or them;
- Import (v) – импортировать - to bring in, especially goods, from another country, usually for sale as merchandise;
- Individual (n) - физическое лицо - a single human being having rights and owing duties;
- Industry (n) – промышленность – the production of goods or materials that can be used in the production of goods;
- Insurance (n) - страхование - an arrangement with a company or bank in which you pay them money each year and they pay the costs if anything bad happens to the matter that you insure;
- Interest (n) – (зд.) процент - money paid to you by a bank when you keep money in an account there;
- Internship (n) - (производственная) практика - period for obtaining practical experience for students who are finishing their training for a skilled job;
- Joint stock company – акционерное общество (акционерная компания) -
- 1) in Britain, a form of business organization called a corporation, which has its capital divided into small units of stock or into shares so that they may be bought by small and large investors;
  - 2) in U.S.A. , a business organization having its capital divided into small units of stock, but the liability of its members is unlimited, as in a partnership;
- L/C (letter of credit) – аккредитив - a document by which a buyer undertakes to pay a seller through a bank if the seller delivers the goods

according to the terms of the contract. It can be documentary or irrevocable;

Labor book - трудовая книжка - an official record of years in employment and career;

Legal entity - юридическое лицо - a person or group of persons recognized by law as having a separate legal existence with his or its own rights and duties;

Liability (n) - ответственность – state of being legally responsible;

Limited liability company – компания (общество) с ограниченной ответственностью - is owned by stockholders, each having a restricted liability for the company debts;

Limited partnership – товарищество с ограниченной ответственностью - a form of partnership, sometimes found in the professions, consisting of one or more general partners having unlimited liability and one or more limited partners whose liability is limited to the amount of capital they have promised to provide; but the limited partners may not share in the management of a partnership;

Loan (n) - заем - an amount of money that you can borrow from a bank; an act of lending money;

Manage (v) – управлять - to be responsible for organizing something, esp. in business;

Master (v) – совершенствовать - learn a skill or language so well that you understand it completely and have no difficulty with it;

Maternity leave - отпуск по уходу за ребенком - time that a mother is allowed to spend away from work when she has a baby;

Mortgage (n) – (зд.) - ипотека – a long-term loan for purchase of real estate;

Non-resident (n) - нерезидент, иностранец - someone who is not living in a particular place or country;

Oil-refinery products – нефтепродукты – products made of pure oil;

On behalf of – от имени - in the interest of smb;

Organization chart - организационная схема - a chart showing a line-up of positions in the company and their subordination;

Overtime hours – 1) сверхурочная работа - time that you spend working in your job in addition to your normal working hours;

2) оплата сверхурочной работы - the money that you are paid for working more hours than usual;

Partnership (n) – товарищество (партнерство) - association of two or more persons carrying on business together for the purpose of making a profit;

Payment (n) – оплата, платеж – a sum of money exchanged for goods or services;

Personnel (n) (syn. human resources) – 1) кадры - the people who work in a company or organization;  
 2) отдел кадров - the department in an organization that appoints people to do jobs and deals with their complaints, problems, etc.;

Population (n) – население – the number of people living in a particular area;

Producer (n) – производитель – a person, company or a country that manufactures goods, foods or materials;

Profile (n) - краткое описание - a short description of something;

Profit (n) – прибыль - financial gain, benefit;

Quality circle - кружок качества - any of the small groups of workers that, as a management technique, meet regularly to suggest and discuss ways to improve production;

Receipt (n) – квитанция – a written statement that someone has received money or goods;

Recruit (v) - нанимать, вербовать - to find new people to work in a company, join an organization, do a job, etc.;

Redundancy (n) - увольнение по сокращению штатов - a situation in which someone has to leave their job, because they are no longer needed;

Representative office – представительство - is a subdivision of a foreign legal entity that represents the company's interests in a foreign country;

Research - (научное) исследование - a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding;

Resident (n) - резидент, житель страны - someone who lives in a particular country;

Resource (n) – ресурс – smth that a person, an organization or a country possesses;

Resume (n) – резюме - a short written account of your education and your previous jobs that you send to an employer when you are looking for a new job;

Retirement (n) - уход на пенсию - the act of retiring (stopping work at the end of your working life) from your job, or the time when you do this;

Safe custody - камера хранения - a small box used for storing valuable objects, usually kept in a special room in a bank;

Savings account - сберегательный счет - a bank account which earns interest;

Secret partner – тайный партнер - a person who takes part in company management but is not known to the public;

Services (n) – услуги - the performance of any duty or work for another;

Severance pay - выходное пособие - money that you get when you leave a company because your employer no longer has a job for you;

Shareholder (n) – акционер - owner of shares in a business company;

Silent partner – партнер без права голоса - a partner who is known to the public but who has no voice in the conduct of the business;

Sp. ex. (special export price) – специальная экспортная цена - a special price for goods sold overseas, usually less than for goods sold at home.

Span of control - диапазон управления - the number of immediate subordinates;

Stable currency - твердая валюта - money that will not lose value because it is from other country that has a strong economy and can be used in other countries to buy things;

State bank - государственный банк - a bank that is governed by the state and receives money from the state;

Subject to – подпадающий под - depending on smth as a condition;

Subordinate (n) – подчиненный - your subordinate is a person having a lower or less important position in an organization than you;

Subsidiary (n) – филиал; дочерняя компания - a company of which more than half of the share capital is owned by another company, called either a holding company or a parent company;

Superior (n) – руководитель - a person higher in rank or position in an organization;

Tangible/intangible assets – материальные/ нематериальные вклады – assets which have/do not have material form and therefore can be turned into cash fairly quickly , e.g. securities, cash, cheques, etc;

Tax (n) – налог - a payment of money legally demanded by a government authority to meet public expenses;

Tax inspectorate – налоговая инспекция - officials, who inspect tax payments;

Timber (n) – древесина, лес – growing trees, considered as a supply of wood for building;

Title (n) – право на что-либо – a legal right to ownership of a thing of value, especially land and buildings and merchandise;

Trainee (n) - практикант(ка) - someone who is being trained for a job;

Transaction (n) – банковская операция – a movement of money into or out of an account;



Traveler's cheque - дорожный чек - a special cheque that can be exchanged for the money of a foreign country;

University degree - университетское образование (степень) - the course of study at a college or university, or the qualifications given to a student who has completed this;

Unlimited liability company – компания (общество) с неограниченной ответственностью - a company in which each partner is responsible for any and all debts incurred by any of the partners in connection with the business;

Wildlife (n) – дикая природа – animals and plants which live and grow in natural conditions.

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