

# АНГЛИЙСКИЙ ДЛЯ АСПИРАНТОВ

ЭКОНОМИЧЕСКИЕ  
СПЕЦИАЛЬНОСТИ

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ВЫСШЕЕ  
ОБРАЗОВАНИЕ

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Учебное пособие адресовано аспирантам (и соискателям), сдающим кандидатский экзамен по английскому языку. Пособие знакомит с этапами и структурой экзамена, рекомендованными Программой Министерства образования РФ.

Пособие состоит из нескольких разделов, в которые включены аутентичные тексты экономического профиля и задания к ним.

Каждый раздел предлагает два текста: один (объемом 2000—3000 печатных знаков) предназначен для изучающего чтения. Проверка понимания прочитанного ведется с помощью целого ряда заданий. Важным для аспирантов / соискателей мы считаем знакомство с экономическими терминами: с этой целью дается перевод наиболее сложных слов, толкование некоторых терминов и упражнения, формирующие навыки и умения их использования.

Второй текст (объемом 1000—15000 печатных знаков) имеет целью проверить умения владения просмотровым чтением. Эти тексты также используются для накопления экономического вокабуляра, развития устной и письменной речи.

Специальный раздел посвящен теме: «Беседа о научных проблемах». Дается список слов и выражений, с помощью которых можно беседовать о целях и задачах, структуре и этапах работы над диссертацией, а также другой научной деятельности (участие в конференциях, работа над статьями и т. п.). Целесообразно проиллюстрировать эти лексические единицы в текстах, посвященных известным экономистам, стилям работы ученых и др.

Таким образом, работа по предлагаемому пособию поможет аспирантам / соискателям планомерно и тщательно подготовиться к кандидатскому экзамену.

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# Введение

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## 1. Требования к кандидатскому экзамену

Программа кандидатского экзамена для аспирантов и соискателей отмечает важность знания иностранного языка для исследовательской работы.

Перед практическим курсом иностранного языка стоит задача» обеспечить подготовку специалиста, владеющего иностранным языком как средством осуществления научной деятельности в иноязычной языковой среде и средством межкультурной коммуникации, — специалиста, приобщенного к науке и культуре стран изучаемого языка, понимающего значение адекватного овладения иностранным языком для творческой научной и профессиональной деятельности» (Программа, 1997).

В этой связи конкретно оговорены требования по видам речевой деятельности. Согласно Программе, аспирант должен владеть подготовленной и неподготовленной монологической и диалогической речью. Большое значение уделяется составлению и презентации резюме, доклада, обсуждению профессиональных проблем, а также умению общаться в бытовой сфере.

Требования к аудированию достаточно высокие: уметь аудировать оригинальную монологическую и диалогическую речь по специальности.

Чтение — один из основных видов деятельности, поэтому аспирант (соискатель) должен уметь читать оригинальную научную литературу по специальности. Следует

быть гибким чтецом, владеть несколькими видами чтения, в частности:

1. Чтением, направленным на понимание основного содержания текста (т. е. ознакомительным чтением).

2. Чтением, имеющим целью максимально точное и адекватное понимание текста (изучающим чтением).

3. Беглым чтением с целью определения круга проблем, основных положений, выдвигаемых автором (просмотровым чтением).

4. Чтением, направленным на быстрое нахождение определенной информации (поисковым чтением).

Аспирант должен уметь записать нужную информацию в виде плана / резюме / сообщения / доклада и др.

Программа рассматривает устный и письменный перевод с иностранного языка на язык обучения как средство овладения иностранным языком, как прием развития умений и навыков чтения, как наиболее эффективный способ контроля полноты и точности понимания.

При отборе языкового материала рекомендуется пользоваться следующими функциональными категориями:

- передача фактуальной информации (средства оформления повествования, описания, рассуждения, уточнения услышанного или прочитанного);
- передача эмоционального отношения к сообщению;
- передача интеллектуальных отношений (средства выражения согласия / несогласия, способности / неспособности сделать что-то, уверенности / неуверенности говорящего в сообщаемом материале);
- структурирование дискурса (оформление введения в тему, развитие темы, смена темы, подведение итогов сообщения, инициирование и завершение разговора) и др.

Что касается фонетических навыков, для аспиранта важно интонационное оформление предложения; фоно-

логические противопоставления, значимые для изучаемого языка и др. Рекомендуется работа по коррекции произношения.

К концу обучения лексический запас аспиранта (соискателя) должен составлять не менее 5500 лексических единиц с учетом вузовского минимума и потенциального словаря, включая примерно 500 терминов профилирующей специальности.

Грамматический материал представлен по языкам. Программа предполагает знание и практическое владение грамматическим минимумом вузовского курса по иностранному языку, при этом рекомендуется сложные грамматические явления изучать не только на уровне понятия, а более глубоко, с тем чтобы использовать в устной и письменной речи.

Для работы рекомендуются аутентичные тексты по специальности (монографическая и периодическая литература) по тематике широкого профиля вуза и по узкой специальности аспиранта / соискателя. Следует работать и со статьями из газет и журналов, издаваемых за рубежом.

## **Рекомендуемая структура экзамена**

Кандидатский экзамен по иностранному языку проводится в два этапа. На первом этапе аспирант / соискатель выполняет письменный перевод научного текста по специальности на язык обучения. Объем текста — 15 000 печатных знаков.

Этот перевод оценивается с учетом его адекватности, соответствия норме и узусу русского языка, а также знания терминологии по данной специальности.

Успешное выполнение письменного перевода является условием допуска ко второму этапу экзамена. Качество перевода оценивается по зачетной системе.

Второй этап экзамена проводится устно и включает следующие задания.

1. Изучающее чтение оригинального текста по специальности. Объем 2000—3000 печатных знаков. Время выполнения работы — 45—60 минут. Форма проверки — передача основного содержания текста на иностранном языке в форме резюме.

2. Беглое чтение оригинального текста по специальности. Объем — 1000—1500 печатных знаков. Время выполнения — 1—2 минуты. Форма проверки — передача извлеченной информации на иностранном языке (гуманитарные специальности) и на языке обучения (естественно-научные специальности).

3. Беседа с экзаменаторами на иностранном языке по вопросам, связанным со специальностью и научной работой аспиранта / соискателя.

Результаты экзамена оцениваются по пятибальной системе.

## **II. Специфика научного стиля речи, жанров научных произведений**

Согласно Программе, аспиранты / соискатели должны работать с аутентичными текстами научного стиля. Научный стиль речи характерен для текстов, предназначенных для сообщения точных сведений из какой-либо специальной области и для закрепления процесса познания. Принято считать, что главной функцией научного стиля является интеллектуально-коммуникативная, остальные функции дополнительные (И. В. Арнольд).

Внутри научного стиля выделяются жанровые подразделения. Тексты, с которыми работают аспиранты эконо-

мических специальностей, можно отнести к стилю научно-гуманитарного изложения.

Однако в науке считается, что различие внутри жанровых подразделений носит чисто количественный характер и в них сохраняются основные качественные характеристики научного стиля (Р. А. Будагов).

Аспирант / соискатель в основном имеет дело с литературой следующих жанров: монография, статья, учебник / учебное пособие.

В литературе, посвященной жанровому многообразию научных произведений, можно проследить попытки классифицировать жанры, сгруппировать их на основе общности каких-либо признаков. Так, основные виды научных публикаций, в зависимости от их объема, делят на три группы: малые формы, средние формы и крупные формы (Т. Н. Мальчевская). По этой классификации, статья относится к средним формам, а учебник, учебное пособие и монография — к крупным.

В соответствии с этим подходом к жанровой дифференциации, статья и монография включаются в одну группу ядерных жанров, то есть основных жанров, определяющих специфику стиля и являющихся как бы своеобразными «законодателями» стиля (Е. М. Троянская). Учебник в рамках этого подхода отнесен к периферийным жанрам, не составляющим основу стиля.

Рассмотрим монографию, статью и учебник / учебное пособие как такие жанры научного текста, с которыми должен работать аспирант / соискатель.

Монографию и статью можно отнести к собственно научному (академическому) подстилю. Учебник обнаруживает принадлежность к учебно-научному подстилю. Учебник / учебное пособие играет важную роль в конкретизации содержания, отраженного в учебном предмете, развивает его логику в рамках предмета.

С точки зрения информационного статуса публикации исследователи единодушно отмечают информационную самостоятельность монографии и статьи. Эти репрезентанты научного стиля являются результатом исследования автора / авторов, полемики по изучаемым вопросам или обзора существующих на этот счет точек зрения.

Учебник компилирует научные сведения, опираясь на собственно научные источники, поэтому вполне естественно, что учебник не имеет самостоятельной информационной ценности, свойственной статье и монографии. Тем не менее, отмечая информационную несамостоятельность учебника, следует признать его принадлежность к произведениям научного стиля речи. В пользу этого факта свидетельствует строгая систематичность изложения, логичность построения, ясность и другие характерные для научного стиля черты.

Следующим параметром, представляющим для нас интерес, является функциональная направленность публикаций, входящих в подстиль.

Репрезентанты собственно научного подстиля — монография и статья — несут новые научные сведения читателю, имеющему уже достаточно высокий уровень научной компетенции. Цель жанров, включенных в собственно научный подстиль, состоит в передаче информации, как правило, по какому-либо узкому вопросу. Следовательно, общая направленность этих публикаций может быть квалифицирована как информирующая, апеллирующая к уже сложившимся взглядам и, безусловно, пропагандирующая отраженную в тексте монографии / статьи концепцию автора / авторов. Учебник отличается дидактической направленностью, изложение материала имеет образовательную цель, обучает основам данной науки. Учебно-научная литература строится по законам учебного процесса, отличается дедуктивным характером преподнесения материала.



ла, обилием примеров, иллюстраций (О. Д. Митрофанова).

Существенным параметром, определяющим специфику интересующих нас жанров, являются отражение прагматической установки автора в содержании публикации. Эти установки автора являются свойством именно конкретных, живых, речевых образований. Прагматическая установка автора материализуется в тексте, сливается с ним, и наиболее важной ее стороной является не интенционность воздействия, а его результат (В. Л. Наер).

Известно, что речевое произведение выполняет свою коммуникативную задачу только тогда, когда содержащаяся в нем информация адекватно воспринимается соответствующим реципиентом. Поэтому автор, если он хочет быть правильно понятым, обычно ориентируется на определенного адресата речи. Таким образом, прагматическая установка очень четко прослеживается в интенциях авторов учебников и материализуется в тексте в зависимости от ступени обучения, для которой предназначен учебник. Учебник адресован, как правило, тем, кто познает основы науки и обладает минимальным уровнем собственно научной компетенции. Соответственно прагматической установкой автора учебника является изложение основ наук в рамках определенной концепции. Прагматическая же установка автора / авторов монографии состоит в изменении взгляда реципиента на предмет или же изменение объема известной реципиенту информации (В. С. Чулкова). Монография адресована специалисту, обладающему высоким уровнем компетенции в конкретной области науки.

Сказанное о прагматической установке монографии относится и к научной статье, что позволяет сделать вывод о совпадении характеристик этих жанров по данному параметру.

Специфика содержания публикации отражается, как правило, в способе подачи информации, а также в характере последней. Можно сказать, что все подвергнутые нами анализу жанры научной речи заключают в себе содержательно-фактуальную и содержательно-концептуальную информацию. (И. Р. Гальперин). Однако удельный вес этих видов информации, представленной в интересующих нас жанрах, неодинаков.

Собственно научная литература, наряду с содержательно-фактуальной, обязательно содержит содержательно-концептуальную информацию, сообщающую читателю индивидуально-авторское понимание описываемого. В научных текстах содержательно-концептуальная информация выражена достаточно ясно, а содержательно-фактуальная всегда выражена эксплицитно (И. Р. Гальперин). Характер учебно-научной литературы предполагает преобладание в ней содержательно-фактуальной информации, то есть она содержит сведения о гипотезах, выдвигаемых учеными, их взглядах, сопоставление фактов, их характеристики, возможные варианты решения проблем.

Мы уже отмечали, что учебник излагает основные положения конкретной науки, то есть включает содержательно-фактуальную информацию, преподносимую реципиенту как достоверную, сложившуюся и обоснованную. Монография и статья как представители собственно научного текста органично и последовательно отражают переход гипотетической информации в достоверную. В каждом из этих жанров содержится гипотеза, отражающая индивидуально-авторское понимание описываемого, и задачей автора при этом является доказательство этой гипотезы, ее превращение в теорию. Следовательно, в репрезентантах собственно научного подстиля гипотетичность должна трансформироваться в достоверную концепцию, независимо от того, какую реакцию это вы-

зывает у читающего, разделяет он точку зрения автора или нет.

Существенными параметрами при анализе жанров являются репрезентация информации в научной публикации и объем публикации.

Специфика построения научного текста заключается в том, что все его элементы упорядочиваются таким образом, чтобы создать максимально гибкую и информационно богатую структуру, которая, постепенно разворачиваясь перед реципиентом в ходе непрямого акта коммуникации, влияет на его научную и мировоззренческую позицию в целом (В. С. Чулкова).

Для представителей учебно-научного подстиля характерным является последовательное изложение теоретических положений, содержащих объяснения, примеры, факты, их иллюстрирующие и приводящие к доказательству и определенным выводам. Соответственно, учебник отличается развернутостью изложения, эксплицитностью и последовательностью излагаемых фактов.

Интересующие нас репрезентанты научного текста различаются в объеме. Объем жанра важен для композиционного оформления публикации.

Монография представляет собой текст большого объема, обладающий общей и частной структурой. Как и любой текст, монография поддается членению. Именно научная монография является образцом объемно-прагматического членения, определяющего объем имеющейся информации и учитывающего установку на внимания читателя (И. Р. Гальперин). Каждое входящее в текст монографии единство может включать относительно самостоятельную научную и информативную ценность. Под структурой монографии, учитывая ее большой объем, можно понимать такую структуру текста, которая складывается из совокупности определенным образом выделенных частей текста,

пересекающихся друг с другом и в совокупности исчерпывающих весь текст, и связей между этими частями (С. И. Гиндин). Отдельные части научного текста являются относительно автономными. Возможность вычленять из научного текста отдельные относительно самостоятельные единства обеспечивает преемственный характер науки в целом. Именно членимость научного текста позволяет широко осуществлять цитирование, заимствование определений и терминов, которые дают возможность заимствующему либо развивать концепции предшественников, либо создавать самостоятельные научные теории (В. С. Чулкова).

Статья представляет собой жанр средней формы. По объему статью можно сравнивать с разделом монографии / учебника. Однако анализ жанров научных публикаций показывает, что по большинству параметров статья совпадает с монографией.

Учебник, как и любой текст, обладает определенным структурным и композиционным оформлением. Исследователи отмечают своеобразие и сложность учебного текста, заключающиеся в его двусторонней сущности: с одной стороны, это «тексты в тексте», поскольку каждый учебник состоит из ряда самостоятельно относительных текстов, как, например, предисловие, основной текст, глава и др., а с другой — это единый текст большого объема. Принимая во внимание эту композиционную сложность оформления, можно считать целесообразным разграничение общей и частной структуры учебника. Общая структура представляет последовательность составных частей учебника в целом — титульный лист, предисловие, основной текст, индекс и др. Частная структура отражает особенности построения каждого раздела. Исследование учебников гуманитарного профиля показало, что каждый учебник состоит из ряда самостоятельных текстов, обладающих относительной автономностью, а с другой сторо-

ны — это один текст, в котором существует ряд текстов (М. Д. Рогова).

Мы рассмотрели статью и монографию в сравнении с учебником / учебным пособием. Можно сделать вывод, что статья и монография отличаются от учебника. Статья и монография (а точнее, раздел монографии) имеют общие черты, которые, бесспорно, существенны для методического аспекта обучения работе с научным текстом на иностранном языке. Эти жанры совпадают по принадлежности к подстилю, их функцией является сообщение определенной информации, в изложении которой отражается концепция автора и многоаспектность понимания рассматриваемой им проблемы; информация этих жанров излагается в форме гипотезы и / или ее доказательства, при этом содержание не препарируется и не трансформируется; отдельные части информации компрессируются, ряд ее элементов не выражен **эксплицитно** и др.

Наше исследование статей и разделов монографий доказывает их композиционное сходство, хотя вполне естественно, что определенное влияние на композицию этих жанров оказывает их объем. Каждая структурная единица монографии (глава, параграф, раздел) имеет предшествующий и последующий текст, что, безусловно, создает у читателя пресуппозицию к излагаемой в данном разделе информации, дает большие фоновые знания, способствует более полной аргументации концепции автора. Однако, принимая во внимание тот факт, что на практике изучается не вся монография сразу, а лишь отдельные ее разделы, содержащие релевантную информацию, можно считать, что умение ориентироваться в композиционно-смысловой организации статьи может быть перенесено и на раздел / разделы монографии.

Общепризнано, что знание композиционно-смысловых особенностей специальной литературы оказывает су-

щественное влияние на процесс извлечения информации. Установлено, что именно правила композиционно-смысловой организации определяют выбор и использование средств языка в условиях письменного научного сообщения.

Аспирантам / соискателям будет полезно знать, что самыми распространенными являются следующие типы статей: исследовательская статья, дискуссионная статья, обзорная статья.

В плане содержания **исследовательская статья** направлена на изучение явления / процесса на основе анализа практического материала, **результатом** которого является подтверждение / опровержение авторской гипотезы, разработка научной теории. Исследовательская статья посвящена, как правило, конкретному (качественному и количественному) изучению определенных явлений / процессов в языке. В этом типе **статьи** дается подробное описание исходных данных, **процедуры анализа**, интерпретируются **полученные результаты**, выводы из которых используются для **разработки** теоретических положений.

Функциональная **задача дискуссионной статьи** состоит в критическом подходе к спорным точкам зрения на ту или иную проблему. Такая статья отражает полемику, диалог автора со сторонниками других концепций. В дискуссионной статье автор чаще всего, подвергнув изучению какое-либо языковое явление / процесс, полемизирует с имеющимися на этот счет точками зрения и дает собственное толкование проблемы.

В **обзорной статье** автор ставит задачу обобщить существующие точки зрения на новом теоретическом уровне. Обзорная статья собирает материал, уже накопленный в конкретной области науки, и осуществляет его первичное обобщение. Обзор представляет собой не собственно научное, а как бы «метанаучное» произведение, то есть произведение о науке. Точка зрения автора обзора проявля-



ется не в критических оценках, а в отборе материала, в его классификации, в способе его презентации.

Экономический научный текст обладает всеми вышеуказанными особенностями научной прозы. Вместе с тем, в таких текстах встречается экономическая терминология, много интернациональной лексики. Многие термины имеют перевод такого рода: «put» — «пут», «call» — «кол»; «swap» — «своп» и т. п. Наши наблюдения показывают, что часто используются глаголы в пассивном залоге, модальные глаголы «can, may, must, should», модальный эквивалент «to have + infinitive»; инфинитивы и их конструкции, герундии, причастия настоящего и прошедшего времени (реже конструкции с ними). Из сослагательного наклонения самыми употребительными можно считать условные предложения.

### **III. Технологии работы над научными (экономическими) текстами**

Эффективная работа с научными текстами включает несколько компонентов. Таковыми являются: подбор информации по интересующему вопросу; обработка информации; письменная фиксация информации для последующего использования; применение извлеченной и зафиксированной информации на практике.

Для рационального использования источников информации как средства самосовершенствования необходимо, в первую очередь, подбор литературы, а затем правильная организация работы с ней. Аспирант / соискатель занимается такого рода деятельностью при подборе материалов для чтения и перевода (зачет-допуск к экзамену).

Поиску информации придается большое значение, считается, что в основе плодотворной самостоятельной деятельности должны лежать умения находить нужную информацию, умения осваивать и находить те пласты информации, которые необходимы для решения разнообразных практических задач. Сюда входят подбор публикаций, правильная в них ориентация и рациональное использование. К этому компоненту относится и работа со справочной литературой, состоящая, главным образом, в ориентации в структуре и содержании словарных статей различных жанров, в извлечении информации о норме из словарных статей и др.

Результатом этого компонента является нахождение информации в виде наименования источников. То есть их библиографическое описание. Составление библиографии возможно на основе работы с алфавитным / систематическим каталогом, поиска в Интернете и др.

Следующий компонент — обработка информации — связан прежде всего с извлечением и смысловой переработкой информации, содержащейся в источниках и материалах, отобранных в процессе поиска нужных данных.

Подготовка этого компонента связана с обучением извлекать, группировать / классифицировать и оценивать информацию. Для обработки информации аспирантам / соискателям необходимо владение умениями ознакомительного и изучающего чтения, а также записи результатов прочитанного. Соответственно для реализации этого компонента работы с текстами требуется комплекс умений, который будет включать сформированные умения ознакомительного и изучающего чтения, а также письменной фиксации результатов, полученных читающим в соответствии со стоящей перед ним задачей.

При обработке информации, полученной из научной (экономической) литературы, аспирантам / соискателям

приходится выделять основную / дополнительную / избыточную информацию; выявлять, сопоставлять, сравнивать факты, различные точки зрения, описанные в тексте; определять ценность, объективность, новизну информации; оценивать перспективность информации в профессиональных целях и др.

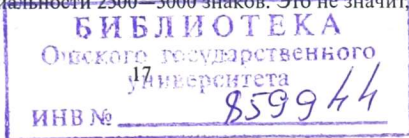
Обработка информации является самым важным компонентом при обучении работе с научной литературой на иностранном языке. Его успешному функционированию способствует знание студентами особенностей композиции, стиля научных (экономических) текстов.

Следует отметить также наличие у читающих умений зрелого чтения не ниже так называемого «студенческого уровня» (С. К. Фоломкина), иначе они не смогут справиться с работой над литературой на иностранном языке, указанной в действующей программе.

Фиксация нужной информации для последующего использования представляет запись информации с целью ее хранения для дальнейшей обработки.

Задача хранения информации реализуется с помощью фиксации нужных сведений как в процессе чтения, так и после него, либо при повторном прочтении. Умение делать записи по ходу / после чтения очень важно для рациональной работы. Письменная фиксация оптимизирует дальнейшее использование информации, так как сделанные записи позволяют осуществлять систематизацию, обобщение информации и в то же время способствуют ее запоминанию.

Существуют разные способы письменной фиксации информации: конспект, выписки, план, тезисы, аннотация, реферат, резюме и др. Требования экзамена кандидатского минимума включают умение составлять резюме по тесту по специальности 2500—3000 знаков. Это не значит,



что остальные виды записей не могут быть использованы, однако больше внимания следует уделить резюме.

Хотелось бы отметить, что конспект не представляет удобной формы фиксации информации, так как конспектирование занимает значительную часть времени, ведет к записи большого количества ненужной, избыточной информации. Кроме того, конспект, в отличие от резюме, аннотации и других форм записей, не обладает коммуникативной значимостью, то есть может использоваться только его составителями, что резко снижает эффективность конспектирования.

Назначением способов / форм фиксации информации является, с одной стороны, запись с целью хранения информации. К способам фиксации, служащим напоминанием о полученных и собранных данных из проработанных научных публикаций, относятся план, тезисы, аннотация, резюме. Другой целью письменной фиксации информации является запись нужных сведений для дальнейшей их переработки. Таково, например, предназначение выписок по ходу / после чтения.

Чем характеризуются отобранные нами формы письменной фиксации информации?

**План** — это совокупность названий основных мыслей текста. План кратко отражает последовательность изложения, обобщает его, помогая быстро восстановить в памяти содержание прочитанного. Пункты плана могут иметь форму повествовательных предложений (назывной план), вопросов (вопросный план) или тем, изложенных в тексте (тезисный план). План может быть простой или сложный / развернутый. Простой план дает представление только о содержании прочитанного, в то время как развернутый содержит не только перечисление вопросов, но и раскрывает основные идеи произведения, может включать выдержки из него.

**Аннотация** представляет собой максимальную ступень сжатия содержания, отражающую тематику текста и основную мысль автора. Аннотация представляет собой изложение содержания первичного документа, ее назначение состоит в том, чтобы дать возможность специалисту составить мнение о целесообразности более детального ознакомления с материалом.

**Резюме** является обобщением содержания, краткой оценкой прочитанного. Если аннотация характеризует содержание произведения, то резюме подводит итоги, делает главные выводы.

**Выписки** — наиболее распространенный вид записи, не связанный с аналитической переработкой текста, при котором информация фиксируется дословно. Это, главным образом, отдельные мысли, выводы, статистические данные, примеры и др.

Учитывая, что на экзамене требуется передача основного текста в форме резюме, можно рекомендовать использовать в начале текста следующие фразы:

**The text (extract from the article) deals with (the problem of) ...;**

**The article touches upon the issue of ...;**

**The extract from the book is concerned with...;**

**This text is about ...;**

**The extract centers round the problem of ...;**

**The problem of the text is of great importance ..., etc.**

В середине предлагаемого резюме будут уместны фразы:

**It is clear from the text that ...;**

**It further says that...;**

**One of the main problems to be singled out is ...;**

**Great importance is also attached to;**

**We shouldn't forget that...;**

**It should be noted that;**

**It must be mentioned that ...;**

**In my opinion...;**

**To my mind...;**

**According to the text...;**

**Judging from the author's point of view...;**

**Among other problems the text raises the problem of ..., etc.**

Закончить резюме можно с помощью следующих слов или фраз:

**To sum it up;**

**In summary;**

**Summing the text up (summing it up);**

**On the whole;**

**Having analyzed the information it is possible to say;**

**In conclusion;**

**All things considered we can come to the conclusion, etc.**

В данной работе мы предлагаем тексты из аутентичных монографий, учебной литературы, журналов и газет, а также упражнения к ним, грамматические задания и практику в развитии речевых умений. Мы надеемся, что такая работа поможет подготовиться к экзамену и научит самостоятельно читать англоязычную литературу по специальности.



# Unit I

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Read and translate Text 1 of the Unit.

## Text I. Economic systems

Economic systems are usually defined as either capitalist, socialist or mixed. However it is possible to classify economic systems according to the method of resource allocation and control (market economy or command economy) and to the type of property ownership (private ownership or public ownership).

The ownership of factors of production can be viewed as a continuum from complete private ownership at one end to complete public ownership at the other. In reality, no country belongs wholly at one end or the other. For example, the United States of America is considered to be the prime example of private enterprise, yet the government owns some factors of production and actively produces in such sectors of the economy as education, the military, the postal service and certain utilities.

### Market Economy

In market economy, two societal units are very important: the individual and the firm. Individuals own resources and consume products, while firms use resources and produce products. The market mechanism involves an interaction of price, quantity, supply, and demand of resources and products.

The key factors that make the market economy work are consumer sovereignty and the freedom of the enterprise to op-

erate the market. As long as both units are free to make decisions, the interplay of supply and demand should ensure proper allocation.

The market economy has been highly successful in most industrial countries, especially in the United States. A perfect market economy does not exist in the United States owing to three major factors: large corporations, labour unions, and the government. The large corporation can reduce market procedures somewhat by exerting control over the purchase of resources or the resale of products. Because of the large size of the firm and relative smallness of each individual shareholder, there is a wide gap between ownership and control of decision making. Decisions may or may not be strictly motivated by the market.

Labour unions evolved to response to the power exerted by the owners and managers of business over the labour market. Tremendous benefits in terms of salaries, fringe benefits, work conditions have been won by the unions, but market forces have been disrupted seriously. Many unions control entry into the work force and restrict the freedom of workers to change occupations in response to supply and demand.

### **Centrally Planned Economies**

In centrally planned economies the government tries to harmonize the activities of the different economic sectors. In the extreme form of central command, goals are set for every enterprise in the country and must be followed. The government determines how much is produced, by whom and for whom.

At the heart of a centrally planned economy is its blueprint, generally a five-year plan. Based on this overall plan, special targets are set each year for each sector of economy.

## Mixed Economies

By definition, no economy is purely market determined or centrally planned. The United States and the former Soviet Union represent different ends of the spectrum of mixed economies. In practice, however, mixed economies generally have a higher degree of government intervention than is found in the United States and a greater degree of reliance on market forces than is found in the former Soviet Union. Government intervention can be regarded in two ways: actual government ownership of means of production and government influence in economic decision making (J. D. Daniels, L. H. Radebaugh. *International Business. Environment and Operations*. N. Y.: Addison-Wesley Publishing Co., 1989).

### Vocabulary list: \_\_\_\_\_

- to define — определять, давать определение;
- definition — определение;
- mixed — смешанный;
- allocation — размещение, распределение;
- allocation of resources — распределение ресурсов;
- property — собственность;
- ownership — владение, собственность, право собственности;
- private — частный;
- public — государственный;
- postal service — почтовая служба;
- utilities — коммунальные службы;
- to consume — потреблять;
- supply — предложение;
- demand — спрос;
- adequate — соответствующий;
- to purchase — приобретать;
- gap — пропасть, разрыв;
- to evolve — возникать;
- fringe benefits — дополнительные льготы;

- interaction — взаимодействие;  
sovereignty — суверенитет;  
enterprise — предприятие;  
to ensure — обеспечить;  
to make a decision — принимать решение;  
entrepreneurial activities — предпринимательская деятельность.

**Exercise I. Give the Russian for:**

a continuum from complete private ownership at one end to complete public ownership at the other; the prime example of public enterprise; an interaction of price, quality, supply, and demand of resources and products; consumer sovereignty and the freedom of enterprise to operate in the market; the interplay of supply and demand; can reduce market pressure; there is a wide gap between ownership and control of decision making; tremendous benefits in terms of salaries, fringe benefits, work conditions; in the extreme form of central command; a blueprint; spectrum of mixed economies; a greater degree of reliance on market forces.

**Exercise II. Find in the text the English for:**

смешанный; возможно классифицировать; согласно методу распределения ресурсов; частная собственность; государственная собственность; в действительности; некоторые коммунальные службы; владеть ресурсами и потреблять продукты; использовать ресурсы и производить продукты; обеспечить должное размещение; благодаря трем важным факторам; отдельный акционер; привести в гармонию деятельность различных экономических секторов; по определению; в бывшем Советском Союзе; фактическое владение правительственными средствами производства.

### Language focus:

Mind the difference in the meaning of the words "economics" and "economy"; "economic" and "economical".

**Economics** — science of the production, distribution and consumption of goods; condition of a country as to material prosperity. E. g.: He is an expert in economics. Economics is the sphere of my interests.

**Economy** — (1) system of the use of resources. E. g.: the totalitarian economies of Germany and Italy before the Second World War; (2) control and management of the money, goods and other resources of a community, society or household; E. g.: political economy, the Russian economy, domestic economy; (3) avoidance of waste of money, strength or anything of value; E. g.: In the long run, it is an economy to buy good quality goods, even though they cost more.

**Economic** — (1) of economics, pertaining to economics; E. g.: the government's economic policy; (2) designed to give a profit; E. g.: an economic rent is one that compensates the owner for the cost of the land, building, etc.; (3) connected with commerce and the industrial arts; E. g.: economic geography, studied chiefly in connection with industry.

**Economical** — careful in the spending of money, time, etc. and in the use of goods; not wasteful; E. g.: to be economical of time and energy; an economical fire, one that does not waste fuel.

Choose the correct word from two words given in brackets:

1. I have always been interested in (economics, economy).
2. In China (economic, economical) reforms began in 1979.
3. The Russian (economics, economy) is gradually becoming stronger.
4. She wastes too much money, I can't say she is an (economic, economical) housewife.
5. This company was

founded two years ago, and since then it has been leading a wise (economics, economy). 6. She never wastes money, a very (economic, economical) woman, indeed. 7. The (economic, economical) development of this country is steadily rising. 8. The company's (economic, economical) strategy is well developed and wisely designed. 9. The complete (economics, economy) comprises many millions of (economic, economical) units. 10. Economists spend a lot of time trying to develop models of the working of the (economics, economy). 11. There are three ways of measuring the amount of (economic, economical) activity in the (economics, economy). 12. The UK is a mixed (economics, economy). 13. The world (economics, economy) was producing for OPEC and less for Germany. 14. In any (economics, economy) the allocation of resources is determined by the production, sales, and purchase decisions made by firms, households, and government.

**Make up your own sentences or situations to illustrate the difference in the use of these words.**

**Exercise III. Answer the following questions:**

1. How is it possible to classify the economic systems?
2. In what way can the ownership of factors of production be viewed?
3. What country is considered to be the prime example of private enterprise?
4. What are the main features of
  - a) market economy?
  - b) centrally planned economy?
  - c) mixed economies?
5. What is the main difference between a command and a market economy?



6. Do you agree that it is difficult to come across a pure type of economy?

Motivate your answer.

**Exercise IV. Read the summary of the text and give your opinion of it.**

The text under the title "Economic Systems" gives the classification of economic systems according to the method of resource allocation and control. Thus we can speak of market economy, centrally planned economy and mixed economies.

Let us characterize each of the given types.

The author emphasizes that in the market economy two societal units are very important; the individual and the firm. Individuals own resources and consume products and firms use resources and produce products. It is very important that the market mechanism involves an interaction of price, quantity, supply, and demand of resources and products.

It is necessary to mention that for the market economy two things are of great importance. These are consumer sovereignty and the freedom of the enterprise to operate in the market.

One of the countries where market economy is of great success is the United States. But even there we can't say that this type of economy is perfect. A perfect market economy doesn't exist in the USA because of three main factors: large corporations, labour unions and the government.

The next type of economy which is characterized in the text is centrally planned or command economy. We remember that this type of economy has been existing in the former Soviet Union for many years. All the key problems of the country's economy are determined by the government: how much is produced, by whom and for whom.

There are also mixed economies, because it is very difficult to find a pure type. The author notes that in practice mixed economies have a higher degree of government intervention

than is found in the US and a greater degree of reliance on market forces than is found in the former USSR.

In conclusion, we can say that the given classification of the types of economies has proved its right to existence. We can find examples of such types in practice. And in reality it is possible to trace features of different types of economies mixed together.

**Exercise V.** Write your own variant of a summary of the text given above.

## **Text 2. Government's Role in the Economy**

While consumers and producers obviously make most decisions that mould the economy, government's activities have at least four powerful effects on the US economy.

### **Direct services**

Each level of government provides direct services. The postal system, for example, is a federal system serving the nation, as is the large military establishment. By contrast, the public education systems are primarily paid for by state, county or city governments.

### **Regulation and control**

The government regulates and controls private enterprise in many ways in order to ensure that business serves the best interests of the people as a whole. Regulation is usually considered necessary in areas where private enterprise has been granted a monopoly, such as in electric or local telephone service, or in any other areas where there is limited competition, as with the railroads. Public policy permits such companies to make reasonable profits, but limits their ability to raise prices "unfairly", because the public depends on their services.

## Stabilization and growth

Branches of government, including Congress and such entities as the Federal Reserve System attempt to control the extremes of boom and bust, and of inflation and depression, by adjusting tax rates, the money supply and the use of credit. They can also affect the economy by changing the amount of public spending by the government itself. Normally, the aim is a balanced federal budget.

### Direct assistance

The government provides many kinds of help to businesses and individuals. For example, tariffs permit certain products to remain relatively free from foreign competition; imports are sometimes taxed or limited by volume so that American products can better compete with foreign goods. Government also provides aid to farmers by subsidizing prices they receive for their crops.

In quite a different area, government supports individuals who cannot adequately care for themselves by making grants to low-income parents with dependent children, by providing medical care for the aged and indigent, and through social insurance programs that assist the unemployed and retirees. Government also supplies relief for the poor and help for the disabled. (An Outline of the American Economy. — US Information Agency, 1994).

### Vocabulary list: \_\_\_\_\_

to mould (= mold — *амер.*) the economy — строить, формировать экономику;

to provide = to ensure — обеспечивать;

competition — конкуренция;

to raise prices — поднимать цены;

boom and bust — расцвет, подъем и крах, банкротство;

Federal budget — федеральный бюджет;  
indigent — нуждающийся, бедный.

**Exercise I. Give the English for:**

to make decisions that mold the economy; four powerful effects; the entire nation; the constitution and maintenance of most highways; the public education system; private enterprise; in areas where private enterprise has granted a monopoly; the Federal Reserve System; to control the extremes of boom and bust; by adjusting tax rates; a balanced federal budget; to remain relatively free from foreign competition; by subsidizing prices they receive for their crops; low-income parents; medical care for the aged and indigent.

**Exercise II. Answer the questions:**

1. What powerful effects do the government activities have?
2. Characterize each of them.
3. Do you think the government influence on the US economy is powerful? Motivate your answer.

**Exercise III. Make up a plan of the text.**

**Exercise IV. Sum up the text (4—5 sentences).**

## **Grammar Section**

**Exercise I. Insert the proper articles:**

1. Different countries have very different \_\_ trade strategies.
2. If \_\_ government tries to control \_\_ inflation by controlling \_\_ wages, \_\_ real income of \_\_ population declines.
3. If \_\_ government decides to do nothing, \_\_ country runs \_\_ risk of having \_\_ economy deterioration to \_\_ point that real incomes

fall anyway. 4. Even when \_\_ company successfully identifies \_\_ differences in \_\_ foreign country where it intends to do \_\_ business, must it alter its customary practices to be successful there? 5. \_\_ theory is helpful for differentiating \_\_ reward preferences \_\_ employees have in \_\_ different countries. 6. \_\_ linguists have determined that even very primitive societies have \_\_ complex languages that reflect \_\_ environment in which \_\_ people live. 7. Why do \_\_ trade and \_\_ investment take place? 8. \_\_ theory of \_\_ international trade is developed, and \_\_ advantages of specialization resulting from \_\_ trade are discussed. 9. They first identified \_\_ products that would have \_\_ high need for \_\_ semiskilled and \_\_ skilled labour. 10. Normally, \_\_ further the distance, \_\_ higher are \_\_ transport costs, and \_\_ average distances for \_\_ trade \_\_ greater for \_\_ large countries than for \_\_ small countries. 11. If we look at \_\_ labour, not as \_\_ homogenous commodity, but rather by categories of \_\_ labour, we find that \_\_ industrial countries actually have \_\_ more abundant supply of \_\_ highly educated labour (to which \_\_ high capital expenditure has been made) than of \_\_ other types. 12. When \_\_ labour is abundant in relation to \_\_ capital, \_\_ cheap labour rates and \_\_ export competitiveness in \_\_ products requiring large amounts of \_\_ labour relative to \_\_ capital would be expected. 13. Most industrial countries have not agreed on \_\_ sequence of \_\_ techniques for assessing \_\_ values. 14. \_\_ export quotas may be established to assume that \_\_ domestic consumers will have \_\_ sufficient supply at \_\_ low price. 15. \_\_ specific type of \_\_ quotas that prohibits all \_\_ trade is known as \_\_ embargo. 16. \_\_ transportation costs must be examined in relation to \_\_ type of technology used to produce \_\_ goods. 17. In such \_\_ situation especially if \_\_ product is highly standardized or undifferentiated from \_\_ competitors, \_\_ cost per \_\_ unit is apt to drop significantly as \_\_ output increases. 18. \_\_ scope of economics is indicated by \_\_ facts with which it

deals. 25. One of \_\_ latest trends in business is \_\_ merging and \_\_ acquisition

**Exercise II. Insert proper articles paying special attention to the use of articles with proper nouns:**

1. According to \_ Labour Force Survey, carried out by \_ Office for National Statistics, \_ some 29.6 million people aged 16 and over were economically active on \_ seasonally adjusted basis in \_ UK in \_ April-June 2000. 2. In \_ Northern Ireland \_ Department for Higher and Further Education Training and Employment has responsibility for ensuring that \_ skills and \_ labour needs of \_ local economy are met. 3. \_ population of \_ UK in mid-1999 was estimated to be less than 59.5 million, \_ second largest in \_ European Union. 4. \_ Falkland Islands are \_ subject of a territorial claim by \_ Argentina. 5. \_ 1987 poll showed that only 10 % of \_ Jamaicans thought that their \_ Prime Minister \_ Edward Seaga was doing \_ good job. 6. \_ United States had begun to open \_ trade with China and was anxious to demonstrate to \_ Soviet Union that \_ Chinese trade would not be at \_ expense of \_ Soviet trade. 6. Although \_ Sri Lanka did not become independent until 1948 it has \_ long history of \_ international trade. 7. \_ Denmark, for example, exports \_ silver tableware, not because there are rich \_ Danish silver mines but because \_ Danish companies have developed \_ distinctive products. 8. Most of \_ production and consumers in \_ United States are more than 100 miles from \_ Canadian or Mexican \_ borders. 9. In \_ Netherlands, however, almost \_ entire production and \_ market are within 100 miles of its \_ border. 10. On \_ Wall Street all \_ major financial houses attempt to predict \_ actions of \_ Fed, and those predictions influence trading in financial assets. 11. In 1817 \_ David Ricardo examined this question and expanded on \_ Adam Smith's treatise on \_ absolute advantage.



**Exercise III. Insert suitable articles where necessary:**

\_ economics promotes \_ better understanding of \_ nature and organization of \_ societies, \_ arguments underlying many of \_ great public issues of \_ day, and \_ operation and behaviour of \_ business firms and other decision-making units. \_ economics relates to many problems in \_ real world. Every human society — whether it is \_ advanced industrial nation, \_ centrally planned economy, or — isolated tribal society — must confront and resolve three fundamental and interdependent economic problems. They are: What \_ commodities are to be produced? How will \_ goods be produced? For whom will \_ goods be produced? These three basic problems are common to all economies. \_ three economic tasks of every society are really about \_ choices among economy's resources.

\_ resource is \_ material or \_ service that is used to make goods or services. Not all resources are scarce. \_ free resources, such as air, are so abundant that they can be obtained without \_ charge. Scarce resources are called \_ economic resources.

**Speech practice****Exercise I. Give definitions in English (use the text or any dictionary):**

Economics; economy; market economy; centrally planned economy; mixed economy.

**Exercise II. Say how economy influences our life.****Exercise III. Speak on the entering of Russia into market economy.****Exercise IV. In what way can you characterize the present state of the economy in Russia; Great Britain; the USA, etc.**

**Exercise V. Have a round-table talk.**

You are the participants of a conference discussing the types of economies. Discuss in groups / pairs the merits and demerits of each type. Give your arguments using the vocabulary of the lesson.

**Exercise VI. Case study: Company language.**

### **Issue**

“English is the key to success and we must all improve”. These were words of the new Chief Executive Officer (CEO), brought in two years ago to turn RCCorp, a manufacturer of personal computers, that had a brief spell of success in the eighties and nineties, but only just survived to the beginning of the new millenium. Two years ago it was bought by the international giant, ITCorp. A new senior management team was brought in and they introduced new management practices with a major emphasis on internationalization.

The message about learning English has not been well received throughout PCCorp in Rotaronga. Many people feel that the language is moving into too many areas. Rotarongan youth seem to be very influenced by British and American culture, and young people use English words for special effect. This growing domination of English has led some politicians to suggest (in private) that the Rotarongan language can only be preserved by limiting the introduction of new words from English.

The CEO's words received a mixed response at PCCorp. The meeting has been called for the management committee to discuss what to do about the CEO's recommendations.

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## Agenda

1. The role of English in the business world.
2. Cultural implications.
3. SWOT (Strengths Weaknesses Opportunities Threats) analysis at PCCorp.
4. Training aspects.

### *Notes to the agenda:*

1. The Managing Director will present the corporate view.
2. The Human Resources Director will present some local views.
3. The Marketing Manager will outline plans for training.
5. The Workers' Representative will present the views from the shop-floor.
6. The Admin (Administration) Manager will outline the current dilemma about documentation.
7. The meeting will take a decision about the future role of English in the company and the necessary steps to implement that decision.

## Roles

### **Managing Director**

After a number of years on foreign assignments for ITCorp, you have come back to Rotaronga to head the PCCorp operation. You know the necessity of good English language skills. Having been trained at Harvard, you speak English and Rotarongan (as well as a number of other languages). You are concerned about the influence that English is having on Rotarongan society. You would like to see English as the external company language, but want to keep Rotarongan in its place as the company's internal language.

### **Human Resources Director**

You joined PCCorp as a young graduate 20 years ago and have climbed the company hierarchy. In the last ten years, during PCCorp's financial troubles, you prevented widespread protests within the company, as wages and salaries were cut, emphasizing the role that PCCorp plays in the local community. You support an independent PCCorp. However, the recent takeover by ITCorp has **sell-out and lead** to the disappearance of the company very soon.

### **Marketing Director**

To survive, PCCorp must sell into local markets, which include neighbouring countries where English is already widely spoken. Rotaronga has good ties with these countries where English is already widely spoken. Rotaronga has good ties with these countries and you can tap into established networks to develop the company's business. Without the local markets, PCCorp doesn't have a future and is **likely to be closed down** once the domestic market has **been exploited**. For PCCorp to survive, all your sales force need to be trained in English — and sooner rather than later.

### **Training Manager**

You have been charged with identifying potential suppliers of English language training. There are a number of local suppliers, who can provide basic language training. However, other larger companies tend to send their middle and senior management on training courses either in the US or in the UK. This is expensive and you favour using the local companies as this will keep the money in the local economy. However, you are aware of the poor feedback that the local providers have received.

### **Workers' Representative**

The shop-floor workers have faced great changes in working practices since the takeover by ITCorp. This has caused a degree

of bad feeling. The workers are especially annoyed that a lot of documentation is now printed in English, when it could be translated into Rotarongan. It would cause fewer mistakes and would be less expensive than providing language support through training. The workers are not linguists and should be expected to be competent in English.

### **Admin (Administration) Manager**

Having all the documentation in English is extremely useful, as it means that there is only one standard. Although it is not your native language, it would make your and the life of your team easier.

## Unit II

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Read the text using the dictionary and be ready to discuss the economic development of Great Britain.

### **Text I. The Economy of Great Britain: Structure and Performance**

The value of all goods and services produced in the UK economy for final consumption is measured by gross domestic product. In 1999 GDP at current market prices — “money GDP” — totalled 891 billion pounds.

#### **Output**

GDP grew by 2.1 per cent in 1999. Rapid growth in domestic demand was partly offset by a weaker net trade position. The actions of the Bank of England that is progressively reducing interest rates from 7.5 per cent in mid 1998 to 5 per cent in summer 1999 helped to buy consumer confidence at a time when global and UK prospects deteriorated.

In 1999, at constant basic prices — that is adjusted for inflation, and excluding taxes and subsidies on products — the output of the service industries increased by 2.9 per cent, with particularly strong growth in transport, storage and communication (7.7 per cent) and business services and finance (3.7 per cent).

The situation in manufacturing, in contrast, was less strong: although manufacturing output grew in each of these quarters after the first quarter, output for 1999 as a whole was unchanged on the previous year.



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## **Investment**

Gross fixed capital formation represents investment in assets which are used repeatedly or continuously over a number of years to produce goods, such as machinery used to create a product. Following growth of 10.1 per cent in 1998 investment at constant 1995 prices increased by 6.1 per cent in 1999 to 153.3 billion pounds. Business investment grew, at constant prices, grew by 7.6 per cent in 1999 to reach a record high proportion of GDP, at 14.3 per cent.

General government investment rose by 3.1 per cent in 1998 and by 0.5 per cent in each of the next three years, reflecting the Government's commitment to the renewal and modernization of the public sector capital stock.

## **International Trade**

International Trade plays a key role in the UK economy. The UK is the fifth largest exporter of goods and services, and exports accounted for 25 per cent of GDP in 1999. Other EU countries took nearly 59 per cent of the UK exports of goods in 1999 and supplied almost 54 per cent of imported goods.

## **Business Structure**

The UK has around 3.7 million businesses. They include many big companies. According to a "Financial Times" survey of the top 500 European companies in January 2000, 146 were UK-based. There are around 3,500 businesses employing over 500 people, representing 39 per cent of total unemployment by UK businesses and 41 per cent of turnover. A small number of small companies and their subsidiaries are responsible for a substantial proportion of total production in some sectors. This is particularly true for chemicals, pharmaceuticals, motor vehicle assembly and aerospace. Of the top 20 UK companies by market capitalization (as at 24 April 2000), four are in the re-

tail sector, five in telecommunications and three in pharmaceuticals.

### **Inflation**

Underlying annual inflation in the last 20 years or so it has fluctuated considerably, with a peak of 20.8 per cent in the year to May 1980. However, it was much lower in the 1990s, and since 1993 has been in a relatively narrow range, from around 2 per cent to 3.5 per cent.

### **Labour Market**

Employment in the UK continued to grow in the year to July 2000, with ongoing falls in unemployment. Latest figures show that unemployment — at 28.0 million in the three months to July — was a record high level, 354,000 higher than in the same period a year earlier.

### **Economic Strategy**

The main elements of the Government's economic strategy are:

- delivering macroeconomic stability;
- meeting the productivity challenge;
- increasing employment opportunity for all;
- ensuring fairness for families and communities; and
- protecting the environment.

Treasury is the department with prime responsibility for the Government's monetary and fiscal frameworks. It is also responsible for wider economic policy, which it carries out in conjunction with other government departments, such as Trade and Industry; Education and Employment; and the Environment, Transport and the Regions (Britain 2001. The Official Yearbook of the United Kingdom. Ln.: The Stationary office, 2002).

**Exercise I. Read the definitions of the following words and word combinations. Memorize them.**

**Consumption** — потребление, расход: **consumption fund** — фонд потребления (часть национального дохода, предназначенная для удовлетворения потребностей населения и содержания непроизводственной сферы);

**Gross domestic product (GDP)** — валовый внутренний продукт (ВВП): совокупная стоимость товаров и услуг, созданных внутри страны за определенный период.

**Gross national product (GNP)** — валовый национальный продукт (ВНП): суммарная стоимость товаров и услуг, произведенных как внутри страны, так и за ее пределами за определенный период (обычно за год); от ВВП отличается на величину, равную сальдо расчета с зарубежными странами.

**To deteriorate** — ухудшаться, портиться, разрушаться.

**Output** — выпуск, продукция; производство; производительность, мощность; отдача, выход; итог, результат.

**Asset** — актив, авуар; собственность юридического или физического лица; активы могут быть финансовые (кредиты, ценные бумаги), капитальные (недвижимость, машины и оборудование), нематериальные (репутация, патенты).

**Fixed capital (assets)** — фиксированный (основной) капитал (активы): средства производства, машины и др, активы, предназначенные не для потребления, а для обеспечения функционирования компании — основные фонды с длительными сроками амортизации.

**Survey** — обозрение, обзор, отчет, исследование.

**To fluctuate** — колебаться. **Fluctuation** — колебание, подъем и падение курсов или цен на рынке, а также изменение экономической конъюнктуры.

**Subsidiary / subsidiary company** — дочерняя компания: компания, в которой другая компания владеет контрольным пакетом акций (по крайней мере 51 % капитала), баланс такой компании может быть включен в баланс материнской компании.

### Language focus:

Mind the words with the same stem:

**To employ** — give work to, usually for payment: He is employed in a bank.

**Employment** — employing or being employed; one's regular work or occupation: to find employment; to give employment to smb.

**Employed** — having a job.

**Unemployment** — state of being unemployed: Unemployment is a serious social evil.

**Unemployed** — having no job.

**An employer** — person who employs others.

**An employee** — person employed for wages.

**Exercise I.** Use the above given words to complete the sentences given below (use each word only once).

1. In some areas of Britain \_\_\_\_\_ is very high because there aren't enough jobs.
2. If the person is out of job he is \_\_\_\_\_.
3. The car industry in the US is one of the biggest \_\_\_\_\_.
4. \_\_\_\_\_ becomes better as new factories open.
5. The number of \_\_\_\_\_ differs from company to company.
6. In order to be \_\_\_\_\_ one has to send his curriculum vitae (c. v.) to the employer.

7. Most banks \_\_\_\_\_ fewer staff than the Bank of France.

**Exercise IV. Find in the text the English for the following words and word combinations:**

покупать доверие потребителя; глобальная перспектива; ухудшаться; выпуск товаров и услуг; особенно сильный рост в транспорте, хранении и коммуникации; ситуация в производстве; активы, ценности; машиностроение; обязательство правительства обновить и модернизировать; финансовые запасы (акции) государственного сектора; дочерние предприятия (филиалы); сектор розничной торговли; значительно колебаться; рынок труда.

## Grammar section

**Exercise I. Give the plural of the following nouns:**

city; cargo; man; woman; child; branch; size; text; leaf; half; portfolio; family-name; commander-in-chief; passer-by; looker-on.

**Exercise II. Give the plural of the following words of Latin and Greek origin:**

analysis; axis; basis; nucleus; phenomenon; datum; index; thesis; stimulus; formula; index; medium; curriculum; criterion, referendum.

**Exercise III. Replace the of-phrase by the possessive case:**

the son of Mary; the assistant of the chief executive; the duties of a manager; the recent statement of President; the population of Britain; for the sake of economy; the latest theory of the professor; the works of Smith; the meetings of pro-

fessors; a distance of two kilometers; the newspaper of today; for the sake of convenience.

**Exercise VI.** Give the comparative and superlative degree of the following adjectives:

complete; free; accurate; wide; narrow; clever; intelligent; new; popular; economical; reasonable; little; bad; honorable; good; many; far, old; low, deep.

**Exercise V. Translate into English:**

1. Это самое короткое резюме, которое можно написать по этому вопросу. 2. Доклад должен быть как можно короче и содержать лишь наиболее важные мысли автора. 3. Эта проблема серьезнее и глубже, чем вам кажется. 4. Лучшие статьи будут опубликованы в сборнике молодых ученых. 5. Я слышал оба доклада. Первый был значительно интереснее второго. 6. Этот текст еще более трудный, чем тот, который мы читали вчера. 7. Вот самый легкий способ решения. 8. Чем интереснее книга, тем быстрее она читается. 9. Этот автомобиль самой последней конструкции. 10. Чем внимательнее вы будете, тем меньше ошибок сделаете. 11. Они потребовали более высокой зарплаты. 12. Он сказал, чтобы мы ждали дальнейших инструкций.

**Read and translate the text**

## **Text II. The Globalization of the American Economy**

America's involvement of the global economy has passed through two distinct periods: a development era during which the United States sought industrial self-sufficiency in the 18th and 19<sup>th</sup> centuries, and a free-trade era in the early and mid-



dle 20<sup>th</sup> century during which open trade was linked with prosperity. Now America has entered a third, more dangerous era — an age of global economic interdependence.

With surprising swiftness, the United States has shifted from relative economic self-sufficiency to global interdependence. In 1960 trade accounted for only 10 % of the country's gross national product; by the mid-1980s, that figure had more than doubled. American farmers now sell 30 % of their grain production overseas; 40 % of U.S. farmland is devoted to crops for export. In fact, more U.S. farmland is used to feed the Japanese than there is Japanese farmland. American industry exports more than 20 % of its manufacturing output, and one out of every six manufacturing jobs in the U.S. depends on foreign sales. More than 70 % of American industry now faces stiff foreign competition within the U.S. market (H. Choate, J. Linger. *Tailored Trade: Dealing with the World as it is* // Harvard Business Review, Jan. —Feb., 1988).

**Exercise I. Give the Russian for:**

two distinct periods; development era; self-sufficiency; free-trade era; was linked with prosperity; global economic interdependence; gross national product; sell overseas; manufacturing output; stiff foreign competition.

**Exercise II. Give a short summary of the text.**

## Speech practice

**Exercise I. Give the definitions in English for:**

Gross Domestic Product; Gross National Product; output; asset; subsidiary.

**Exercise II. Using the information of Text I (or any other sources) characterize Great Britain's:**

- output;
- investment;
- international trade;
- business structure;
- inflation;
- labour market;
- economic strategy.

**Exercise III. If you had to describe the main strategies of the economy of Great Britain, The USA, Russia in several sentences, how would you do it?**

**Exercise IV. What is the role of the retail section in the economy of Great Britain?**

**Exercise V. Discuss in groups / pairs the problems of the labour market in Great Britain; in the USA; in Russia, etc.**

**Exercise VI. A round-table talk.**

You are speaking on the ways of making the economy of the country stable. What will lead to it? Give examples of Russia and other countries.

**Exercise VII. What is the role of globalization nowadays: in economic sphere, political sphere, education, etc.**

**Exercise VIII. Case Study. Going International.**

## Issue

Streamline is a management consultancy (six partners and 50 associates) offering services in rationalizing and streamlining small- and medium-size enterprises (SMEs). In the nineties, their services were in great demand as companies made efforts to increase productivity and reduce costs. To keep up with the demand of their services, Streamline grew considerably in the nineties. However, the movement towards downsizing is coming to an end, as many companies have now contracted to their optimum (minimum) size. One of the options for Streamline is to find new markets for their services. As many neighbouring countries are about to face up to the challenge of rationalization, Streamline are in excellent position to offer their consultancy services abroad. However, they have no experience of doing business abroad. How does a small consultancy go international?

## Agenda

1. The requirements of going international.
2. The implications of going international.

### *Notes to the agenda*

The six partners

1. offer their views on going international.
2. discuss the steps to be taken to go international.
3. decide which steps should be taken.

## **Roles**

### **Partner 1**

You are committed to going international. You believe that you will find a market for your services. Your main concern is that you will have contact with foreigners. Although you don't like to admit it, your strong feelings of nationalism are sometimes tinged with xenophobia. You think that the partners would be happy if you voiced your views, so you have always kept them to yourself.

### **Partner 2**

You have mixed feeling about going international. You see all countries as different and hard to understand. You think that Streamline could sell its services in some countries, but you are concerned that it might require more effort than you are prepared to commit. You are not prepared to commit money, though, to setting up local offices.

You feel a thorough investigation should be made of possible target markets so that a balanced evaluation can be made of the risks and threats.

### **Partner 3**

Going international would be a real personal and professional challenge, and certainly shouldn't be underestimated. You would like to see Streamline offices in all the region's major capitals. You would derive great satisfaction from setting them up and paying regular visits. Local differences don't worry you. The Streamline formula for rationalizing companies should work anywhere — as long as it is in the right hands. And those hands should be Streamline hands.

### **Partner 4**

You believe that expansion of Streamline will create new job and career opportunities. You like the idea of working with local partners since this would be less of a financial risk than set-

ting up your own office. You have been contacted by a number of foreign consultancies interested in local arrangements. You think that this type of association could be a very attractive proposition.

**Partner 5**

You believe that Streamline can expand abroad, but that it will be difficult to manage the projects. Having worked abroad you realize the success depends on professional expertise, and on local knowledge and cultural sensitivity. Many small companies have oversimplified the business calculations and underestimated the cultural differences. Working abroad is much more difficult than working at home. You feel that the other partners don't recognize the factors involved.

**Partner 6**

Your earlier experience of working in an organization with foreign partners has made you suspicious. On that occasion, poor communication between the offices finally led to break-up of the partnership and the subsequent loss of clients. You could be persuaded, but you need to be convinced that the partners understand the importance of building relationships and trust through open communication.

## Unit III

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Read and translate text I of the unit.

### Text I. A Single-minded Manager

The new chief executive of the London Stock Exchange has a reputation of a tough executive. She must combine that with a sense of strategy, writes Vincent Boland (Financial Times, 27–28 January 2001).

Clara Furse stood uncomfortably in the foyer of the London Stock Exchange as photographers and reporters jostled for the best shot and the first interview, with a look on her face that suggested she didn't know whether to smile or flee.

She is not the first woman chief executive of a stock exchange. But she is the first woman chief executive of the London Stock Exchange, a peculiar institutional mixture of British reserve, public school playing field and international market-place with an eventual — and troubled past.

Ms Furse was given the job of running the stuffy, two-centuries old stock exchange partly because, as another City chief executive remarked with a slight sense of awe, “she is one tough woman”.

She will no doubt get used to the attention. She has spent nearly all her 21 years in the City out of the spotlight, in the world of the financial futures markets, where fortunes can be made on the tiniest movements in prices. But the exchange has a uniquely public role, unlike most other institutions in the City. By agreeing to become its chief executive she has left the quiet life behind.



The scale of the task facing her at the stock exchange is formidable. Although it is highly profitable and renowned as a well-run and well-policed stock market, it is searching for a strategy. It is Europe's most valuable market based on the value of its listed companies from the UK and abroad, but has not been able to punch its weight in the international arena.

The air of defensiveness at the exchange tower is hardly surprising given the damaging events of last year. First, a merger plan with Deutsche Borse, its Frankfurt-based chief rival in Europe, ended in disarray and the departure of her predecessor.

Ms Furse's background is unconventional enough (for a senior stock exchange executive, at least) to suggest that she will bring an open mind to the task. There is also the minor point that she is not British by birth, although she has lived in the UK for 30 years. She lives in the south of London with her husband, and three young children. She is said to leave her desk on the dot at noon every day for the gym, and she has an aversion for medicines, preferring to let time and a healthy life-style cure whatever illnesses she suffers.

Ms Furse's grandfather, Herman Siemens, was from the German industrial family of that name who fled Germany in the 1930s for the Netherlands and was imprisoned there after the Nazi invasion. His family later went to Canada, where Ms Furse was born in Montreal in 1957.

A globetrotten childhood followed. Ms Furse's father, an executive with the aluminium company Alcan, took the family to Colombia when she was there, then to Denmark, and to the UK when she was 13. After graduating from the London School of Economics with a degree in economics, and speaking English, Dutch, French, Spanish and German, she dived into the financial features industry, then an obscure part of the financial landscape. Ms Furse spent much of the 1980s building and running the futures business at what was to become UBS War-

burg, the investment bank. She had a reputation as a forceful boss. "She was definitely a strong person with strong opinions and she was pretty forthright. She didn't mind making enemies," says someone who worked with her at Warburg at the time.

Yet friends say that her toughness can be exaggerated. At the moment the City will be eager to see what she is made of.

**Vocabulary list:** \_\_\_\_\_

stock exchange — биржа;

tough — жесткий, сильный, негибаемый;

to jostle — толкаться, тесниться;

short — снимок, фотография;

mixture — смесь;

chief executive — начальник, директор;

reserve — сдержанный;

eventful — полный событий;

stuffy — душный;

futures — фьючерсы (вид ценных бумаг на деривативной бирже);

bourse — биржа;

to make a fortune — сделать состояние;

listed companies — компании, допущенные для работы на бирже;

formidable — громадный, огромный;

a merger plan — план слияния (предприятий);

in disarray — в беспорядке, в замешательстве;

rival — соперник;

to take a gamble — принять игру.

**Exercise II. Translate the following words and word-combinations from the text into Russian:**

a reputation of a tough executive; a sense of strategy; photographers and reporters jostled for the best short; to flee; with

an eventful and troubled past; to run the stuffy, two centuries old stock exchange; get used to the attention; the financial futures market; a uniquely public role; predecessor; background is unconventional enough; to leave her desk on the dot; a globetrotten childhood; an obscure part of financial landscape; she was pretty forthright; to make enemies; her toughness may be exaggerated.

**Exercise III. Answer the questions:**

1. What was Clara Furse's emotional state on the first day of her work?
2. What position does she occupy?
3. How does the author of the article characterize the London Stock Exchange?
4. Where did Ms Furse work before?
5. What changed for precious life and the present position when she became a chief executive?
6. What is the role of the UK in Europe's stock market?
7. What do we learn about C. Furse's background?
8. What reputation did she have at her latest place of employment?

**Language focus:**

**Mind the use of the words "aim", "purpose", "goal", "object", "target", "intention, "intent", "design", "objective".**

These nouns are comparable when they mean that which one has in mind to attain by doing or making something — "цель".

**Aim** implies a clear definition of that which one hopes to do and a direction of one's effort to its attainment; it implies clearly defined intention and actions by which it may be reached (to have a high aim in life; to gain / attain one's aim; His aims are honourable).

**Purpose** implies more settled determination or more resolution than **intention** (to have a **purpose** in life; He was here for a **purpose**; For what **purpose** do you want it?

I could not affect my **purpose**; to answer one's (or the) **purpose**; to serve one's (or the) **purpose**; to achieve / gain one's **purpose**; to do smth to some **purpose**; to be to **purpose** or to **no purpose**.

**Purpose** and **aim** are interchangeable when referred to mental acts by which the aim is attained.

**Goal** is object of efforts or ambition. It implies struggle and sufferings without complaining of hardships at attainment of it; that which one would have as the reward of his labours (a **goal** to strive for; to have one's **goal** in life; the **goal** of one's desires; to get a **goal**).

**Object** applies to an end, a person or thing to which action, feeling or thought are directed; it may suggest an end based on individually determined desires, needs or intentions (to succeed or to fail in one's **object**; to pursue one's **object**; the **object** of a legislator is ...; the **object** of one's life; the **object** of one's efforts; to have no **object** in life).

**Target** has the meaning "an object to be aimed at in shooting" or "any object aimed at in shooting", but it comes into comparison with the other words of this group in the meaning "an object of ridicule or criticism", it implies a person or thing to which action, feeling or thought is directed. In this meaning it is interchangeable with the word **object**. It may be defined as "objective" (set for savings, production, etc.); total which it is desired to reach. (The book will be the target of bitter criticism).

**Intention** stresses the clearly defined will to do or make something, directing the mind towards doing smth (the **intention** to go home; the **intention** to do smth; to have no **intention** to do smth or of doing smth; to do smth with deliberate intention; to carry out one's **intention**; to do smth without personal

**intentions**; to hurt one's feelings without **intention**). **Intention** as here compared implies ultimate aim.

**Intent** may imply more deliberate and clear formulation and greater considering than **intention**, the act or the fact of purposing formed in the mind (with **intent** to do smth; with good **intent**; with evil **intent**; to all **intents** and purposes).

**Design** may suggest careful ordering, calculating or scheming and stresses intended effect; smth planned in the mind; a purpose, a scheme or plan in the mind (to carry out one's **design**; by accident or **design**; with a **design**; by **design**; My **design** was to go to London).

**Objective** is an object aimed at, purpose. It is often translated into Russian as "задача".

Translate the following sentences:

1. Every businessman hopes to achieve his **goal** which can be expressed in the following way: success. 2. To keep up with its volume **goals**, the company will have to sell through more chains and further develop its online store. 3. The ultimate **aim** is to guide the company into the global electronic elite. 4. The UK privatization programme had the **objective** of reducing the power of trade unions as well as that of the state. 5. One of the main **objectives** of the UK privatization programme was to free public sector enterprises from constraints of public-sector external borrowing limits. 6. Through April, consumer inflation fell to 6.8 % in Brazil, down from 8.9 % in 1999, and by yearend it should come close to the government's 6 % **target**. 7. Just days after the Federal Reserve intensified its battle against inflation, economists got the first sign that the Fed's past assaults have started to hit their **target**. 8. Although most economies agree that inflation, not jobs, is the right **target** for a central bank, they differ on a crucial point: what is the measure of inflation?

Read and translate the text:

## **Text II. The Definition and the Function of Management**

Management could be called the art of getting things done through people and other resources. Management is the process used to accomplish organizational goals through planning, organizing, directing and controlling people and other organizational resources.

The definition spells out four functions of management: (1) planning; (2) organizing; (3) directing, and (4) controlling.

**1. Planning** includes anticipating future trends and determining the best strategies and tactics to achieve organizational goals and objectives.

**2. Organizing** includes designing the organizational structure, attracting people to the organization (staffing), and creating conditions and systems that ensure that everyone and everything works together to achieve the goals and objectives of the organizations.

**3. Directing** is guiding and motivating others to work effectively, to achieve the goals and objectives of the organization.

**4. Controlling** is checking to determine whether or not an organization is progressing toward its goals and objectives, and taking corrective action if it is not.

Management is much more complex than doing a few tasks. A good manager must know about the industry, the firm he is in and all the technological, political, competitive and social factors, affecting that industry. He or she must understand the kind of people who work in the industry and what motivates them. Finally, a manager must be skilled in performing managerial tasks, especially technical tasks, human relation tasks, and conceptual tasks (M. Falle. *How to Set up you Own Small Business*. Minneapolis, 1990).

**Vocabulary list:** \_\_\_\_\_

to accomplish goals — достигать целей;  
 key functions — ключевые функции;  
 to anticipate — предвидеть;  
 trend — тенденция;  
 objective — задача.

**Exercise II. Fulfil the following tasks:**

1. Give definitions to "management".
2. Name the four key functions of management. What functions do you think the most important?
3. Characterize each function.
4. What features and skills a good manager should possess?

**Language focus:**

Read the information on the usage of the verbs "estimate", "value", "evaluate", "appreciate", "appraise", "assess", "esteem".

These verbs come into comparison when meaning "to hold in high estimation; to judge a thing with respect to its worth" — "оценивать".

**Estimate** implies a personal judgment, reasoned or not; forming an opinion or judgement about the quality, cost, size or value of something or about somebody; it implies setting a certain value upon (to estimate a person, a writer; to estimate a post highly; to estimate the cost of one's new house at \$6. 000; the losses are estimated at ...; to estimate the powers of author; to estimate a jewel to be worth so much money).

**Value** implies rating, highly or as worth, persons or things; it also implies an intent to determine or fix the market prices but it carries no implication of an authoritative or expert judgement: to value honour more than life; to be valued but not loved; He valued the house at \$ 6.000; to value work done; to



value some object (as a picture) beyond all price as a family heirloom.

**Evaluate** suggests an intent to arrive at a mathematically correct judgement, to find the numerical expression for something. It seldom suggests an intent to determine a thing's monetary worth, but rather to find its equivalent in other and more familiar terms, as by marks, in numbers or in letters (A teacher **evaluates** a student's work; to **evaluate** a work of art).

**Appreciate** carries a strong implication of understanding sufficiently to admit and to enjoy, to approve the aesthetic values. To **appreciate** anything is to be deeply or keenly sensible of its qualities or influence; to be alive to its value, importance or worth; it is seldom used of persons (to **appreciate** beauty, harmony; to **appreciate** one's services, somebody's kindness, somebody's friendship; to **appreciate** the idea, justice, music; to **appreciate** the difficulty, the risk; We all **appreciated** holiday after a year of hard work).

**Appraise** implies fixing a value or the worth of the thing in question, such as price if sold, or the monetary compensation in case of its loss by fire or theft. In extended use it also implies an intent to give a final accurate or an expert judgement of the worth of a thing (to **appraise** a fire loss; to **appraise** a writer, literature; to **appraise** the ability of one's pupils).

**Assess** implies careful analysis in connection with economic principles; fixing the value of the property or the amount of income for the purpose of taxation or other payment (as, to **assess** damages), or careful analysis of some activities, or the result of some activities (It is difficult to **assess** the type of work; Students' progress is **assessed** jointly on the marks).

**Esteem** implies careful evaluation or estimation of the worth of a person or thing; it also carries the implication of a high valuation, a consequent prizing, and of warmth of feeling or attachment. In extended use **esteem**, as said of persons, denotes a union of respect and kind feeling and in the highest sense of

moral approbation; the word may be used of material things or with abstract nouns (to **esteem** a person highly; to **esteem** friendship; to **esteem** learned men).

Translate the following sentences, discuss the Russian equivalents of the synonymous words in bold type. Explain the difference between the synonyms.

1. "I've been busy," Boylan said. "So I see," the woman said, looking at Gretchen, **appraising**, then admiring. (I. Shaw) 2. He wished there were someone he knew in school he could show the drawing to who would **appreciate** it. (I. Shaw) 3. Unfortunately he had not fully **estimated** his lunch guest, who was also close to some of the men at the Very Top. (F. Forsyth) 4. He wanted to be himself now, to sort out his impressions of Boylan, **to assess** the dangers and the possible advantages in knowing the man. (I. Shaw). 5. The ruble **is appreciating** in real terms against the dollar. 6. Once Russia **re-assessed** the markets, its ability to manage **the rest** of its obligation would significantly improve. 8. The **estimated** figure confirms that the net rise in its financial liabilities must have been sustained. 9. **Evaluate** the present situation in relation to your future goals. 10. **Estimate** the time it will take to achieve your goals. 11. Depending on Commerce's **estimate** for available March date, the trade deficit could end up subtracting two or three percentage points from overall GDP growth.

Give your own examples with these words.

## Grammar section

Exercise I. Open the brackets, put the verbs in the correct form of the Present Simple Tense.

1. The quality of the strategic control process (to depend) upon quality of the thinking on which the strategic objectives are based. 2. The strategic control, process for each business in the corporate portfolio (to begin) with a formal strategy review. 3. Some companies (to carry out) these reviews annually; others (to undertake) the reviews less regularly. 4. The strategic planning also typically (to provide) a discussion of the general background to the favoured strategy. 5. The great majority of companies (not to define) explicit strategic objectives or milestones that are regularly monitored as part of the ongoing management control process. 6. Each business (to prepare) its budget in the early autumn. 7. Monitoring of results at the corporate level (to concentrate) on final performance against budget. 8. After a financial crisis companies often (to introduce) stricter financial controls. 9. There (to be) multiple sources of competitive advantage in the business, which (to be) difficult and complex to identify and measure. 10. Face-to-face meetings and discussions (to help) to prevent formal control reports from becoming simply a bureaucratic routine.

**Exercise II. Open the brackets putting the verbs in the correct form:**

1. Many economic systems (to undergo) fundamental changes during the last decade of the 20<sup>th</sup> century. 2. The element of tradition (to be) more evident in the rural areas of the developing countries of Asia and Africa. 3. The element of command (to be) most evident in the former Soviet Union until the country (to collapse) and (to replace) by 15 independent countries. 4. The American economy (to be) a mixed capitalist economy. 5. When the failure of communism (to be) publicly acknowledged, most centrally planned economies (to look) at the market mechanism to achieve more and better output. 6. In reality all of the communist countries (to neglect) market incentives before. 7. The default of 1998 (to damage) the economy greatly. 8. In recent times some well-run Russian manufac-

tures (to begin) to produce marketable products. 9. When the Thatcher government (to come) to power the nationalization process (to be reversed), many enterprises (to be sold) off to the private sector. 10. When crushing debt levels (to lead) to spectacular bond defaults and bankruptcies, companies (to spend) most of their balance sheets, restructuring debt. 11. In recent times some well-run Russian manufactures (to begin) to produce marketable products. 12. More and more people (to work) part time, although women most likely to do so than men.

**Exercise III. Open the brackets paying special attention to passive voice:**

1. Some finance for fixed capital (to require) initially for advance payment. 2. The concept of division of labour (to relate) closely to specialization nowadays. 3. The laws of demand and supply and the connection between the cost of production and supply (to work out) by D. Lardner, an Irish Professor of Philosophy of the University of London. 4. Main terminal markets (to situate) in London and New York. 5. Oligopoly (to characterize) by a small number of firms and a great deal of interdependence. 6. Economic power in the USA (to distribute) very unevenly. 7. In 1980 the Sherman Act (to pass), which (to outlaw) any contract, combination, or conspiracy in restraint of trade and (to make) it illegal to monopolize trade. 8. Last year most capital goods (to own) by the firm that (to use) them. 9. Profits (to define) as the difference between total revenues and total costs. 10. Much of this information (to attribute) to cost-cutting in future. 11. The Cairo underground system (to be developed) by Campenon Bernard, a subsidiary of the Vinchi Group. 12. They think the risks (to be exaggerated) and growth prospects underestimated, leading to underpricing. 13. Despite building export strength, any improvement in the trade balance (to be severely limited) by the surge of imports. 14. Efforts (to be made) to reverse the situation.

**Exercise IV. Translate into Russian:**

1. Когда я вошел в зал, аспиранты все еще обсуждали первый доклад. 2. Он пишет диссертацию уже три года. 3. Дождь все еще идет, я вижу дождевые капли на стекле. 4. Этот человек, конечно, очень хорошо говорит по-английски, но мне трудно успевать за ним, так как он говорит очень быстро, а я знаю язык недостаточно хорошо. 5. Если вы откажетесь от работы сейчас, вам никогда больше не представится такая возможность. 6. Я соглашусь присоединиться к вам после того, как узнаю, кто остальные члены этой организации. 7. Я буду вам очень благодарен, если вы переведете эту статью. 8. Вы не пришли за книгой вчера, а сегодня я уже не могу вам ее дать. 9. Вы перебили меня, и теперь я не помню, на чем я остановился. 10. Я очень рад, что согласился на ваше предложение. 11. У вас был когда-нибудь опыт подобной работы? 12. Она дала мне письмо только после того, как я сказал свое имя. 13. Если вы не поторопитесь, они закончат эксперимент раньше, чем вы к ним присоединитесь. 14. Он закончил первую главу диссертации и пишет вторую. Он работает над диссертацией уже два года. 15. Сколько времени продолжалась дискуссия до того, как председатель объявил перерыв? 16. Главный менеджер сегодня вечером уезжает в Лондон. Мне нужно связаться с ним, пока он не уехал.

**Exercise V. Translate the sentences using correct tenses:**

1. Много предприятий малого бизнеса появилось в последнее время. 2. В прошлом году открылась выставка оборудования нашей компании. Когда мы пришли туда, наши коллеги из других фирм уже осматривали представленные образцы (samples). 3. Когда я вошел в офис, мой начальник просматривал бумаги. 5. Надеюсь, когда наши планы реализуются, мы получим хороший доход. 6. Маркетинг

изучает спрос на товары и услуги, только так можно узнать, чего не хватает на рынке. 7. Экономика страны бурно развивается с 1995 года. 8. В 1999 году это была небольшая фирма. Постепенно увеличивался штат, росли доходы. Вскоре это уже было большое акционерное общество. 9. Обычно экономику начинают изучать с вопросов о видах экономического развития, с конкретных примеров экономик разных стран. 10. Он доложил о маркетинговых исследованиях, которые провел две недели назад.

## Speech practice

Exercise I. Read the following classification of managers and be ready to discuss it.

### There are all Kinds of Managers...

#### **The Domineering Manager**

This kind of manager is going to dictate what happens in his business. He is more interested in the production than in the needs of his employees.

#### **The Team Manager**

This kind of manager wants his employees to participate fully in the decision-making process.

#### **The Survival Manager**

This kind of manager is seldom ahead of the game. He seems unable to meet the production deadlines.

The above examples of managerial styles suggest that good managers are highly motivated and interested in the welfare of their employees. On the one hand, this means that the work place should be stable and as free of uncertainties as possible. On the other hand, the manager should expect his employees to perform well. Work well done will bring rewards to all.



**Think and answer:**

1. How will you translate into Russian these types of managers?
2. What type is closer to you?
3. Imagine, you are an employee, what kind of manager would you like to have?
4. What type of manager are you or will be in your future work?
5. What other classifications of managers do you know? Compare them with the given above.

**Exercise II. Comment on the following quotations:**

1. "Every successful business in the world in is in existence because its founder recognized in a problem or need an opportunity to be of service to others. Every problem or need in your life is in reality an opportunity to call forth inner resources of wisdom, love, strength, and ability". (J. Sig Paulson).

2. "It seems to me that the key to our future can be summed up in one word — adaptability. In a rapidly changing world it is often a matter of survival to change one's mind — one's attitude — one's way of thinking and doing things". (Dudley Dowel).

3. "The ultimate in wisdom is to live in the present, plan for the future, and profit for the past". (Jacob M. Braude).

**Exercise III. Discuss the following characteristics of what makes a good manager and, with your partner, rank them in order of importance:**

- ability to get on with colleagues;
- technical knowledge;
- experience of management in different industrial sectors;
- ability to make people laugh;
- willingness to work up to 60 hours a week;
- confidence in making decisions;



- concern for well-being of every employee from the top to the bottom;
- ability to understand details of company activity;
- ability to plan and understand corporate objectives;
- knowledge of the world;
- highly educated and cultured individual with wide range of personal interests;
- commitment to making money;
- stable health and psychological make-up;
- supportive family;
- ability to motivate;
- ability to delegate.

**Exercise IV. Read the text and be ready to discuss it.**

### **Management Services**

Over the years computers became able to deliver output much more quickly, and with the increase in a number of computer terminals on managers' desks were much less remote from users both physically and psychologically. They became capable of driving Management Information Systems (MIS's) and later, Exclusive Information Systems (EIS's). These systems are used by managers to gain information in real time mode, meaning that the information is completely up to date all the time.

The EIS is no more than a high level version of an MIS. The information exists at a higher level of aggregation, is more easily accessible, and generally have a better graphic quality than in the average MIS. However these are no more than superficial differences, rapidly being eroded by improving quality and processing power of new computer hardware. The essence of these systems is that they are available from the manager's desk in a form that is easy to use ("user-friendly") for non-expert computer users.

MIS's and EIS's depend for their operation on the availability of raw data about the organization. The data is captured in a database, and the design of the database is fundamental to the rapid and easy access of information. You do not need to understand much about the design of databases but it is important to realize that what is transparent to the user may be fundamental to the design of the underlying system.

There are two issues surrounding database design. The database must be able to produce all the available data about an organization speedily on request, and all the data must be held only once within the system. Database design is a complex topic but all modern databases should be capable of answering any request for any combination of data when asked. The follow-on problem, that individuals may spend too long enquiring about data and too little time managing, is an important issue but beyond the scope of this course.

In pre-computer times, each department within the firm would hold records about aspects of its work. Often the same data held in records at several different locations at the same time, and the data at each location might be slight different. For example, you might ask, how many members of the staff were employed in a particular department in March. The personnel department's records show fifteen people, but two of these are temporary staff. The accounts department pays twelve people, the thirteen full-time members of staff less one person the personnel department hired in March, but who does not join the firm until March. The internal telephone book is prepared quarterly; it shows sixteen people in the department, one of whom left in February. This kind of problem should not happen with modern computer database systems where all departments would have access to records that show the same number of employees.

Computers used in management service activities aid the **efficient operation** of the organization and enable the swift re-

sponse to changing activities necessary to operate the complex and streamlined forms of organization. (M. Bromberg. *Managing Information and Finance: a comprehensive guide for managers.* — Ln.: University of Hertfordshire, 1997).

**Exercise V. Pole play: Management.**

## **Issue**

GIM, or the Global Institute of Management, plays an influential role in the world of business management. With members in over 100 countries, it regularly:

- organizes international conferences
- produces more than 250 publications
- arranges local workshops
- examines candidates for the GIM Diploma (an internationally recognized management qualification).

Nowadays, one of the main challenges facing GIM is to bring together the main views and experiences of its many members throughout the world. In fact, though advances in technology have brought managers close together, views on management still seem to be very far apart.

In an effort to find an acceptable definition of management, GIM has invited “experts” from a number of key local GIM offices to a meeting (the first truly global meeting of the association) to decide on a wording to be used in GIM’s logo in the third millenium. The wording should reflect the key concerns of management in the present century.

## **Agenda**

- 1. Management: knowledge or skills?**
- 2. Can management be taught?**
- 3. A definition of management for GIM.**

### *Notes to the agenda:*

1. *Management: knowledge or skills?*

Is management based on knowledge of principles or on the application of skills?

Each manager presents their views.

2. *Can management be taught?*

Can this knowledge or these skills be taught?

Each manager presents their views.

3. *A definition of management for GIM.*

The participants agree a wording for the GIM logo.

## **Roles**

### **Manager 1**

Your views on management follow Henri Fayol, the founder of the classical management school. You have spent many years in production management and believe that the key to successful management is forecasting, planning, organizing, commanding, coordinating and controlling.

### **Manager 2**

You believe that, above all, a manager needs to give specialists technical knowledge from his or her field. Specialists know their jobs thoroughly and can make decisions accordingly. Your strength, you believe, is the in-depth knowledge that you have gained in financial management from many years of work in the area.

### **Manager 3**

In today's business world, no manager can carry out all the tasks without the support of an able team. Team-working is the key to success. And for team-working to be effective, any manager needs to be able to delegate tasks. You believe that you have

developed the skills to be a good delegator and this has enabled you to work effectively as a manager in a number of industries.

**Manager 4**

You believe that management is about attitudes. If you have the right attitude, then you can achieve success. Your views follow Tom Peters' and you believe that effective managers get their organizational direction from "sound common sense", pride in the organization and enthusiasm for its work.

**Manager 5**

You believe that the best managers have well-balanced personalities. You believe that the optimal mix should include ambition, commitment, energy and physical and psychological stability.

**Manager 6**

You believe that the most important skill for managers is to be able to motivate their colleagues. No manager can accomplish everything alone. He or she needs to be able to motivate them.

## Unit IV

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Read and translate the text:

### Text I. Learning about Marketing

The marketing concept that emerged in the 1950s and has dominated marketing thought for nearly 40 years has three parts:

1. A consumer orientation, that is, to find out what consumers want and give it to them.

2. The training of employees from all departments in customer service so that everyone in the organization has the same objective — consumer satisfaction.

3. A profit organization, that is, market goods and services that will earn the firm a profit and enable it to survive and expand to serve more consumer wants and needs.

Today's marketing philosophy is market- or consumer-oriented. No longer companies manufacture a product and give it to salespeople to sell without first considering the customer. Firms developed complementary goals of both achieving a profitable sales volume satisfying their customers. Marketing, rather than selling, became the focus of business sales activities.

As business people have come to recognize that marketing is vitally important to the success of the firm, an entirely new way of business thinking — a new philosophy — has evolved. It is called the marketing concept, and is based on three fundamental beliefs. These beliefs are:

- All company planning and operations should be customer-oriented.

- The goal of the firm should be profitable sales volume and not just volume for the sake of volume alone.
- All marketing activities in a firm should be organizationally coordinated.

The **marketing concept** is a business philosophy, that says, the customers' want-satisfaction is the economic and social justification for a firm's existence. Consequently, all company activities should be devoted to determining customers' wants and then satisfying them, while still making a profit.

Unfortunately, many people, including some business activities, still do not understand the difference between selling and marketing. In fact, many people think the terms are synonymous.

Under the selling concept, a company makes a product and then uses various selling methods to persuade customers to buy the product. In effect, the company is bending consumer demand to fit the company's supply. Just the opposite occurs under the marketing concept. The company determines what the customer wants and then develops a product to satisfy that want and still yield a profit. Now, the company bends its supply to the will of consumer demand.

For a business enterprise to realize the full benefits of the marketing concept, that philosophy must be translated into action. This means that: (1) marketing activities must be fully coordinated and managed, and (2) the chief marketing executive must be accorded an important role in company planning.

First, the core of marketing is customer want-satisfaction, and that is the basic social and economic justification for the existence of virtually all organizations. Second, while many departments in a company are essential to its growth, it is marketing's responsibility to generate revenues (Ch. Futrell. Fundamentals of Selling. Boston: IRWIN, 1990).



**Vocabulary list:** \_\_\_\_\_

- concept — концепция;  
to emerge — появляться;  
a profit organization — коммерческая организация;  
complementary — дополнительный, добавочный;  
sales volume — объем продаж;  
vitally important — жизненно важный;  
to evolve — развиваться, развертываться, развивать (идею, план);  
belief — вера, убеждение, мнение;  
consequently — в результате, следовательно, поэтому;  
justification — оправдание;  
virtually — фактически, в сущности.

**Exercise II. Match the words from two columns:**

- |                        |                             |
|------------------------|-----------------------------|
| 1. market-oriented     | a) executive                |
| 2. entirely new        | b) beliefs                  |
| 3. fundamental         | c) justification            |
| 4. selling             | d) factor                   |
| 5. economic and social | e) concept                  |
| 6. chief marketing     | f) philosophy               |
| 7. the most critical   | g) way of business thinking |

**Exercise III. Answer the questions:**

1. When did the marketing concept emerge?
2. What are its three main parts?
3. In what way today's marketing philosophy is characterized?
4. What became the focus of business sales activities?
5. Name three fundamental beliefs on which marketing concept is based.
6. Give the definition of the marketing concept.
7. What is the difference between selling and marketing? Are these terms synonymous?

8. How must marketing philosophy be translated into action?
9. For what two reasons should marketing considerations be the most critical factor guiding all short-range and long-range planning in any organization?

**Exercise IV. Translate the following definitions of the principal concepts of marketing:**

**Marketing** is a human activity directed or satisfying needs and wants through exchange process.

**Product** is anything that is capable of satisfying a need or want that is offered for attention, acquisition, use or consumption.

**Advertising** is any paid form of non-personal presentation and promotion of ideas, goods or services by an identified sponsor.

**Marketing management** is the analysis, planning, implementation and control of the purpose of achieving organizational objectives.

**Marketing research system** involves a market survey, a product preference list, a sales forecast by region, or an advertising effectiveness study.

**The selling concept** is a management organization that assumes, that consumers will either buy or not buy enough of the organization's products unless the organization makes substantial efforts to stimulate their interest to the product.

**Exercise V. Check up your translations with the following.**

**Маркетинг** — вид человеческой деятельности, направленный на удовлетворение нужд и потребностей путем обмена.

**Товар** — все, что может удовлетворить потребность или нужду, и предлагается рынку с условием привлечения внимания, приобретения или потребления.

**Реклама** — любая платная форма неличного представления и стимулирования идей, товаров или услуг с четко указанным источником финансирования.

**Управление маркетингом** — это анализ, планирование, проведение мероприятия в сфере обмена для достижения определенных целей.

**Система маркетинговых исследований** включает обзор рынка, исследование покупательских предпочтений, прогноз объемов продаж по регионам, исследование эффективности рекламы.

#### Exercise VI. Translate into English:

1. Для сегодняшнего дня характерна новая концепция маркетинга. 2. Для того, чтобы продать товар, следует сначала исследовать рынок, изучить нужды и потребности потребителя. 3. Следует помнить, что маркетинг и продажа товара не одно и то же. Многие этого пока не понимают. 4. Согласно концепции маркетинга, компании сначала узнают, что хочет потребитель, а затем производят этот товар. 5. Компания подчиняет свои предложения желанию потребительского спроса. 6. Отдел маркетинга любой компании отвечает за получение будущих доходов.

#### Language focus

Mind the use of the following words: exact, precise, accurate, correct.

These adjectives come into comparison when meaning “in accordance with standard, fact or truth” — точный.

**Exact** stresses the strictness of the agreement which neither exceeds nor falls short of a standard or the truth; strictly correct; leaving no room for mistakes; no moving away from the given standard (an exact likeness; the exact value; exact words; the exact knowledge; the exact size; an exact translation; the

exact meaning of the word; **exact** direction; **exact** division; to be **exact** on one's payment).

**Precise** stresses sharpness of definition or delimitation, or scrupulous exactness; correctly stated, too careful about details (**precise** nature; to be **precise** in manner; **precise** rules of conduct; a **precise** definition; to arrive at the **precise** moment; to be **precise** about doing one's duty).

**Accurate** implies more positively fidelity to fact or truth attained by care; exactly right, free from error (**accurate** observers; an **accurate** statement; Clocks in railway stations must be **accurate**; He is always **accurate** in what he thinks or does; **accurate** within 0,001 mm).

**Correct** implies absence of fault or error, from the point of view of some acknowledged or conventional standard; according to what is considered right or suitable (a **correct** answer; a **correct** calculation; the **correct** time; **correct** information; **correct** judgement; The statements were almost **correct**; to say or do the **correct** thing).

Translate the sentences. Consider the words in bold type, see whether they are synonyms, state when they are interchangeable.

1. She formed her sentences carefully like a slow writer who foresees ahead of him the next sentence and guides his pen towards it. Not for her broken phrase, the lapse of continuity. There was something classically **precise**, or perhaps it would be more **accurate** to say old-world, in her diction. 2. I have read some articles from The Economist, three to be **exact**. 3. When I wrote that, we listened to the lecture, it **would** be more **correct** to say we were absorbed with it.

**Make up your own sentences with these words.**

**Read and translate the text:**

## **Text II. The Marketing Mix**

The essentials of a firm's marketing effort include their abilities: (1) to determine the needs of their customers and (2) to create and maintain an effective marketing mix that satisfies customers' needs.

The marketing mix consists of four main elements — product, price, distribution or place, and promotion — used by a marketing manager to market goods and services. These four factors have become known as four P's of marketing. It's the marketing manager's responsibility to determine how best to use each element in the firm's marketing efforts.

A product is a set of tangible and intangible attributes? Including packaging, colour, price, quality, and brand, plus services and reputation of the seller. The definition says that consumers buy more than a set of physical attributes. They buy want-satisfaction in the form of product benefits, such as the brand name or service provided by the seller.

The corporate marketing department also determines each product's initial price. The process involves establishing each product's normal price and possible special discount prices. Since product price is often critical to customers, it is an important part of the marketing mix.

The marketing manager also determines the best method of distributing the product. It is important to have the product available to customers in a convenient and accessible location.

Promotion, as part of the marketing mix, is designed to increase company sales by communicating product information to potential customers. The four basic parts of a firm's promotional effort are (1) personal selling, (2) advertising, (3) publicity, and (4) sales promotion.

The marketing manager determines what proportion of the firm's budget will be allocated to each product and how much emphasis on each of the promotional variables will be given to each product. The American Marketing Association recently defined the role of marketing managers as follows: "Marketing management is the process of planning and executing, the conception, pricing, promotion and distribution (place) of ideas, goods, and services (products) to create exchange that satisfies individual and organizational goals" (Ch. Futrell. *Fundamental of Selling*. Boston: IRWIN, 1990).

**Vocabulary list:** \_\_\_\_\_

tangible — осязаемый, материальный, осязаемый, реальный;  
 trademark — торговая марка;  
 warrant — правомочие, правомерие, свидетельство;  
 variable (n) — переменная (величина), переменный (фактор),  
 составная часть.

**Exercise I. Make up new verbs with the help of the prefix "re-", which means the repetition of the action: read — reread: Translate the words.**

to write; to arrange; to export, to assess; to arrange; to dial;  
 to organize, to hire; to examine.

**Exercise II. Speak on the following points:**

1. Explain the evolution of the marketing concept and describe its three parts.
2. Identify the four P's of the marketing mix.
3. List the traditional functions of marketing.

**Exercise III. Read the summary of Text II. Compare it with your own summary.**

The text deals with the issue of essentials of a firm's marketing effort. The author considers that they include the fol-

lowing abilities: 1) to determine the needs of customers and 2) to create and maintain an effective marketing mix.

Great importance is attached to marketing mix. It consists of four main elements — product, price, distribution or place and promotion. It is the marketing manager's responsibility to determine how best to use each element in the firm's marketing efforts.

Later in the text each element of the marketing mix is described. A product is a set of attributes including packaging, colour, price, quality, plus services and reputation of the seller.

It is clear from the text that the corporate marketing department also determines each product's price. It is said in the text that companies develop different pricing techniques and methods for their salespeople to use. The marketing manager has a lot of work — he determines the best methods of distribution of the product.

According to the text, a very important part of the marketing mix is promotion. It is organized to increase company sales by communicating product information to potential customers.

To sum it up, we can conclude that the four basic parts of firm's promotional efforts are personal selling, advertising, publicity and sales promotion.

## **Grammar section**

**Exercise I.** Open the brackets using the correct tense forms:

1. We wondered how much he (to know).
2. I asked him who else (to come) to the party.
3. I looked at her again. She (not to listen) to me, she only (to pretend) to.
4. She knew she (to be) right from the very beginning.
5. She said that nothing (to make) her change her mind.
6. And then you (to agree) that I (to act) right.
7. It (to become) quite evident that something (to happen).
8. He (to promise) that he (to come) in time.
- 9.



At 10 I (to realize) that he never (to come). 10. And you (to understand) that now you (to waste) time.

**Exercise II. Use the correct tense forms, mind the sequence of tenses.**

1. At the exhibition this company (to draw) our attention to the fact that they (to receive) the samples of our production. 2. I understood that the interest rates (to fall) next years. 3. I realized that he (to possess) all the qualities of an ideal manager. 4. They advised me that I (to organize) the meeting with the partners. 5. He learned from their talk that the corporate culture of the company (to be) on a very high level. 6. He felt that the bank statement he (to receive) (to be) wrong. 8. I realized that we never (get) a loan from the bank. 9. Nobody believed five years ago that this company (to prosper) and now it (to prosper). 10. I found out that his accountant (to make) a mistake. That's why the figures (to be) wrong.

**Exercise III. Convert into indirect speech.**

1. He said, "We to agree to reduce the prices". 2. Mr. Brown said to his secretary, "I want to look through the documents". 3. He said to me, "The volume of business in this industry has doubled. We have no risks establishing the firm". 4. The chief executive officer informed us, "We shall arrange the exhibition of our equipment next month". 5. She said, "We are interested in buying of your models". 6. Chief manager said to the employers, "You are going to receive a rise in salary". 7. He said, "Since 1973 our company has been producing cars". 8. The secretary said to the visitors, "Mr. Smith is out. He will come in two hours. If somebody can't wait, it is possible to leave a message". 9. I thought, "What will become of our negotiations in the long run?". 10. The lecturer said, "There exist different economic systems in the world and I want to give the definitions of them". 11. The marketing director informed, "We have

done a thorough marketing research in this field". 12. He added, "This brand was well-known even ten years ago and since then hasn't lost its popularity". 13. They said to me, "We have read all the documents and can't find the necessary data". 14. He asked us, "When will your business plan be ready?" 15. The boss ordered, "Come at two o'clock, we are having an urgent meeting of the employees". 16. The staff manager asked, "Have you written your c. v.?" 17. He said to me: "Come to the interview for a job tomorrow". 18. The lecturer put the question to the group, "What are the features of the transitional period?" 19. I was asked, "What were the advantages of this strategy?" 20. Peter couldn't answer the question, "What is the monetary policy?" 21. The teacher asked me, "Do developing countries face banking problems?" 22. I asked, "Is your bank reliable?" 23. They asked me, "Will you make a report at the conference?" 24. He ordered, "Don't be late. The matter is very urgent".

## **Speech practice**

**Exercise I.** The American Marketing Association Ethics Committee developed the current Code of Ethics. Below you will see some extracts from it. Read this material and be ready to express your opinion. The following words and word combinations will be useful:

- I think it's important to consider the question of...;
- I'd like to raise a problem / the subject of ...;
- I am convinced that ...; / It's clear to me that...;
- I am absolutely certain that...; / You can't deny that...;
- That's an interesting point of view, but I am not sure if ...;
- I agree with you on the whole, but it could be said...;
- Let's look at the whole question from a realistic point of view;
- The document raises an important question of...;
- I should like to make a comment of a rather general nature;

- I have a few points to make;
- I should like to note / emphasize that...;
- I would like to distinguish some points, etc.

Members of the American Marketing Association (AMA) are committed to ethical professional conduct. They have joined together in subscribing to this Code of Ethics embracing the following topics.

### **Responsibilities of the Marketer**

Marketers must accept responsibility for the consequences of their activities and make every effort to ensure that their decisions, recommendations, and actions function to identify, and satisfy all relevant publics: consumers, organizations and society. Marketers' professional conduct must be guided by:

1. The basic rule of professional ethics: not knowingly to do harm;
2. The adherence to all applicable laws and regulations;
3. The accurate representation of their education, training and experience; and
4. Active support, practice and promotion of this Code of Ethics.

### **Honesty and Fairness**

Marketers shall uphold and advance the integrity, honour, and dignity of the marketing profession by:

1. Being honest in serving consumers, clients, employees, suppliers, distributors and the public;
2. Not knowingly participating in conflict of interest without prior notice to all parties involved; and
3. Establishing equitable fee schedules including the payment or receipt of usual, customary and / or legal compensation for marketing exchanges.

## **Rights and Duties of Parties**

Participants in marketing exchange process should be able to expect that:

1. Products and services offered are safe and fit for the intended uses;
2. Communication about offered products and services are not deceptive;
3. All parties intend to discharge their obligations, financial and otherwise, in good faith;
4. Appropriate internal methods exist for equitable adjustment and / or redress of grievances concerning purchases.

It is understood that the above would include, but is not limited to the following responsibilities to the marketer:

### **In the area of product development management:**

Disclosure of all substantial risks associated with product or service usage.

Identification of any product component substitution that might materially change the product or impact on the buyer's purchase decision.

Identification of extra-cost added features.

### **In the area of promotions:**

Avoidance of false and misleading advertising.

Rejection of high pressure manipulations, or misleading sales tactics.

Avoidance of sales promotion that use deception or manipulation.

### **In the area of distribution:**

Not manipulating the availability of a product for purpose of exploitation.

Not using coercion (принуждение) in the marketing channel.

Not exerting undue influence over the resellers' choice to handle a product.

**In the area of pricing:**

Not engaging in price fixing.

Not practicing predatory (грабительский) pricing.

Disclosing the full price associated with any purchase.

**In the area of marketing research:**

Prohibiting selling or fund raising under the disguise of conducting research.

Maintaining research integrity by avoiding misrepresentation and omission of pertinent (уместный, подходящий) research data.

Treating outside clients and suppliers fairly.

**Organizational Relationships**

Marketers should be aware of how their behaviour may influence or impact on the behaviour of others in the organizational relationships. They should not encourage or apply coercion to obtain unethical behaviour relationships with others, such as employees, suppliers or customers.

1. Apply confidentiality and anonymity in professional relationships with regard to privileged information.
2. Meet their obligations and responsibilities in contracts and mutual agreements in a timely manner.
3. Avoid taking the work of others, in whole, or in part, and represent this work as their own or directly benefit from it without compensation or consent of the originator or owner,
4. Avoid manipulation to take advantage of situations to maximize personal welfare in a way that unfairly deprives or damages the organization or others.

Any AMA members found to be in violation of any provision of this Code of Ethics may have his or her Association membership suspended or revoked.

**Exercise II. Role play:** You are at the meeting discussing "Market research questionnaire".

## **Issue**

Market research aims to find about the consumers' needs so that manufacturers and producers can develop and price products more appropriately. It is now common practice for market research companies to sell the results of surveys to companies.

You are members of a team responsible for market research questionnaire design. You have been asked to design a questionnaire which will be mailed to a large number of households. In order to encourage a response, your clients are making the following free offers:

- money-saving coupons for the clients' products
- holiday travel
- fast food restaurants
- banking

First discuss the main categories for your questionnaire, then design a questionnaire to be sent to households.

## **Agenda**

1. Review the objective of Exercise
2. The main categories and sections of the questionnaire
3. The design of the questionnaire

### *Notes to the agenda:*

1. The Team Leader will present the objectives of the Exercise and agree on the results to be achieved.

2. The participants will agree on the main categories of the questionnaire and decide on the sections.
3. The participants will work in pairs to draft the questions for specific sections of the questionnaire.

## **Roles and contributions**

### **Participant 1**

You are responsible for the client in the mobile phone sector. Your client will want to know about the profile of existing and potential mobile users. In addition, the client will want to know what types of services they require and what they are prepared to pay for these services.

### **Participant 2**

You are responsible for the client in the holiday travel sector. Your client will want to know how many holidays are taken a year, what destinations are visited and how much people are prepared to spend on their holiday.

### **Participant 3**

You are responsible for the client in the fast food sector. Your client will want to know about attitudes to fast food and to fast food restaurants. In addition, they will want details of the types of fast food eaten, the frequency of visits, and the amount spent per person per visit.

### **Participant 4**

You are responsible for the client in the banking sector. Your client will want to know about the profile of existing and potential clients. In addition, the client will want to know what types of services they require and when they are prepared to pay for these services.



**Team Leader**

You need to ensure that the questionnaire covers the main sections above. In addition, it should include some general information about the household, including number of the people, age group, professional status and income bracket.

# Unit V

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Read and translate the text:

## Text I. What is a small business?

Americans have long advocated a strong small business sector as the backbone of the private enterprise system. Small businesses provide much of the competitive zeal that keeps the system effective. Numerous actions have been undertaken to encourage the development and continuity of small firms. Antitrust legislation, for example, was designed to maintain the competitive environment in which small companies thrive. A federal agency, the Small Business Administration, was set up in 1953 to assist smaller firms.

Small business is a vital segment of the U.S. economy; 98 percent of all businesses are considered small by federal government. Approximately 14 million small companies provide 47 percent of the total US production and employ about 48 percent of all private workers. Ninety percent of all new jobs are in small business.

The Small Business Administration says that small business is one that is independently owned and operated. It is not dominant in its field, and meets a variety of size standards. These size standards vary. Some standards apply only for loan programs, others for procurement, and still others for various special programs.

A White House conference on small business added another dimension to the definition by setting up different classes of small business according to the number of people employed:

class A firms employ 0—9 people; class B — 10—49; C — 249; and class D, — 250—400 persons.

Probably the most workable concept of small business is the one suggested some years ago by the Committee for Economic Development. To qualify as a small firm under its definition, a business must have at least two of the following characteristics: (1) independent management with the managers often owing the firm, (2) capital contribution from a limited number of individuals — perhaps only one, (3) the firm operates in a local area, and (4) the firm represents a small part of the overall industry.

In general, a small business has the following characteristics:

- Independently owned
- Independently operated and managed
- Only a minor factor in its industry
- Fewer than 400 employees
- Limited capital sources

Small businesses are found in nearly every industry in the United States. They often compete against some of the nation's largest organizations as well as against a multitude of other small companies. Retailing and service establishments are the most common small businesses. Also new technology companies often start as small organizations.

For the most part farming is still small business. The family farm is a classical example of a small business operation.

Small businesses are not simply smaller versions of large corporations. Their legal organization, market position, staff capability, managerial style and organization, and financial resources generally differ from bigger companies which gives them some unique advantages over large-scale competitors. Innovative behaviour, lower costs. And the filling of isolated market niches are some of the most important of these advantages.

Small firms are often the companies who first offer innovations, new concepts, and new products in the marketplace. Genentech, Federal Express, and Apple Computer are examples of success stories. In fact, it is estimated that the formation of small high-technology firms doubled in recent years.

Small firms can often provide a product or service more cheaply than large firms. They usually have fewer overhead costs — those not directly related to providing the goods and services — than to the large firms. Thus, they may be able to earn profit on a lower price than a large company can offer.

Small businesses have organizations with small staffs and fewer support personnel. The lower overhead costs resulting from fewer permanent staff people can provide a distinct advantage to small businesses.

Big businesses are excluded from some commercial activities because of their size. High overhead costs force them to set minimum targets at which to direct their competitive efforts. This situation allows substantial opportunities for smaller publishers with lower overhead costs.

In addition, certain types of businesses lend themselves better to smaller firms. Many services illustrate this point. Finally, economic and organizational factors may dictate that an industry consists of small firms.

Smaller firms have a variety of disadvantages. These include poor management, inadequate financing, and government regulation.

Hundreds of thousands of small businesses are begun each year. Thirty percent fail within the first year, and half within two years. For every 15 small businesses that open their doors, 10 close for voluntary or financial reasons. A great many of these failures can be attributed to poor management. Most people who start small businesses are ill-prepared as managers.

Inadequate financing is generally listed as a leading cause of small business problems. Many businesses start with inade-

quate capital and soon experience a shortage of funds. They often lack the resources to carry them over rough spots or to expand if they are successful.

Small businesspeople complain bitterly of excessive government regulation and red tape. The Small Business Administration estimates that paperwork cost for small firms is about \$50 billion annually.

Most small businesses are not equipped to handle the paperwork necessitated by government regulation. Larger firms with substantial staffs can usually cope with blizzard of required forms and reports, for many small business owners it can be force that drives them to look for salaried positions. Many experts within and outside government believe that a major effort must be made to reduce the paperwork load for small business (L. T. Boone, D. L. Kurtz. *Contemporary Business*. — N. Y.: The Dryden Press, 1997).

**Vocabulary list:** \_\_\_\_\_

zeal — рвение, усердие;

to encourage — поощрять;

numerous — многочисленный;

antitrust legislation — антимонопольное законодательство;

innovation — инновация, нововведение;

overhead costs — накладные расходы;

niche — ниша;

procurement — приобретение, поставка (оборудования);

poor management — плохое управление;

leading cause — ведущая причина;

red tape — бюрократия, бумажная волокита;

blizzard — лавина, масса.

**Exercise I. Find Russian equivalents for the following English phrases:**

a vital system of the US economy; independently owned and operated; not dominant in its field; size standards vary; the most

workable concept of small business; a small part of the overall industry; service-oriented industries and individuals; striving to produce and market scientific innovation; technical geniuses; to transform an idea into commercial reality; provide a product or service more cheaply than large firms; to earn a profit on a lower price than a large company can offer; permanent staff; high overhead costs; to set minimum targets; ill-prepared as managers; management shortcomings; a would-be entrepreneur; a leading cause.

**Exercise II. Find in the text English equivalents for the following Russian words and phrases:**

основа системы частного предпринимательства; анти-монопольное законодательство; он (малый бизнес) не доминирует в этой сфере; по количеству работающих людей; по крайней мере; ограниченные финансовые источники; розничная торговля; классический пример малого бизнеса; заполнение изолированных рыночных ниш; инновационное поведение; предлагать инновации; новые концепции и новые продукты на рынке; удвоилось за последние годы; обеспечить продукт или услугу дешевле, чем крупные фирмы; маленький штат (сотрудников); более низкие накладные расходы; 30 процентов терпят крах в первый год; плохо подготовлены как менеджеры; бюрократия; справляться с лавиной необходимых форм и отчетов; сократить груз бумажной нагрузки для малого бизнеса.

**Exercise III. Match the following words:**

- |              |               |
|--------------|---------------|
| 1. antitrust | a) style      |
| 2. small     | b) staff      |
| 3. vital     | c) financing  |
| 4. federal   | d) segment    |
| 5. loan      | e) regulation |

- |                      |                    |
|----------------------|--------------------|
| 6. the most workable | f) government      |
| 7. unique            | g) legislation     |
| 8. lower             | h) resources       |
| 9. managerial        | i) advantages      |
| 10. financial        | j) concept         |
| 11. permanent        | k) programmes      |
| 12. inadequate       | l) business sector |
| 13. government       | m) costs           |

**Exercise IV. Answer the questions:**

1. Why have Americans advocated small business?
2. What does small business provide?
3. What actions have been undertaken to encourage the development of small firms?
4. What was antitrust legislation designed for?
5. When was a federal agency, the Small Business Administration, set up?
6. Why can small business be considered a vital segment of the US economy?
7. What variety of standards exists to classify small business?
8. What dimension was added by A White House conference?
9. What is the most workable concept of small business?
10. What basic characteristics must a small business have?
11. What industries are usually found in the small businesses in the United States?
12. Is farming still a small business?
13. Can small businesses be called smaller versions of large corporations?
14. What are the advantages of small business?
15. What are the disadvantages of small business?



## Language focus

There are two main variants of translation of the Russian word “предлагать”. Mind the difference between “suggest” and “offer”.

**Suggest something** — предлагать, подавать идею:

e. g.: suggest a plan / an idea / the idea of doing smth;  
suggest that smb should do smth; suggest doing smth.

**Offer something** — предлагать, давать что-либо:

e. g.: offer (smb) one's help / a loan / money / a reward.

**Offer to do something** — предлагать, вызываться сделать что-то:

e. g.: offer to help smb (with smth) / give smb a lift to a place / show smb round the city.

Note. Do not use a personal pronoun as a direct object after “offer” if the direct object is expressed by the infinitive. (Он предложил мне сделать перевод. He offered to do the translation for me / He offered to help me with the translation (Incorrect: He offered me to do the translation). Он предложил, чтобы я сделал перевод.

Translate the following sentences:

1. Мистер Браун предложил обсудить этот вопрос немного позднее. 2. Он предложил купить акции его компании. 3. Кто предложил вам обратиться к профессору Форду? 4. Инженер предложил увеличить скорость. 5. Он предлагает довести нас до вокзала. 6. Наша фирма предложила коллегам контракт на очень выгодных условиях. 7. Предлагаю остаться после конференции и еще раз обсудить некоторые вопросы. 8. Мы предложили нашим компаньонам вместе поехать на эту фабрику и на месте изучить выпускаемое ими оборудование.

## **Grammar section**

**Exercise I. Translate the sentences paying special attention to the modal verbs:**

1. Creditor still could get some of their loans repaid. 2. Upon returning to the helm of Apple Computer Inc. In mid-1997, founder Steven P. Jobs warned that it could take years to convince investors that the company could not only survive but also prosper. 3. This can create substantial volatility of ratios. 4. The huge dependence on foreign capital could make the dollar vulnerable. 5. Foreign investors can't have succeeded in this business. 5. We can evaluate the company theories using some basic ideas about stock valuation. 6. Although it focuses on the past decades, the study may shed light on recent reports. 7. He may have latched on to one of the most promising angles for private investors in Eastern Europe. 8. There may be no last-minute Hollywood ending to this drama. 9. The committee of unsecured creditors believes its members must have claims against Motorola. 10. Some analysts say Apple might even be able to restore its market share. 11. Even in the absence of competition, privatization may improve efficiency. 12. Banks may choose to not fully utilize the reserves available to them. 13. News that the economy may finally be slowing is hitting hard. 14. That strategy may become more urgent later on this year. 15. Apple must keep showing hot new products out of the doors. 16. The big funds deficit indicates that the net rise in its financial liabilities outstanding over the year must have been substantial. 17. All nationally chartered banks must join the Federal Reserve System. 18. It should be operating system of choice for all business and many home computers. 19. For any given level of earnings, stock prices should be higher if the real interest rates are lower. 20. Even the IMF could be forgiven a sense of relief at Thailand's failure to carry out the promised reform. 21.

Unemployment may not fall even that far because increased flexibility and competition may at first cost jobs. 22. In other European countries the notion that central banks should shift their sights from inflation to output and jobs has gained support. 23. Congress must tighten the definition of money laundering.

**Exercise II. Translate the sentences paying special attention to the use of the equivalents of modal verbs "to have + infinitive" and "to be + infinitive":**

1. We have to spend a lot of time and look a lot of apartments and negotiate over and over. 2. Stock prices also depend on dividends, if dividends are expected to grow fast. 3. Fed were to lose one of its most successful inflation-fighting allies: a strong dollar. 4. Fed officials had to welcome the news that banks are now raising the bar on their lending standards. 5. The rest of the recovery will have to come from the long-debated project. 6. We have to be something of an optimist to believe that governments which can tax more easily will also tax more lightly. 7. Europeans won't have to wait long to find out which vision is stronger. 8. Anyone seeking to understand Britain's tortuous and tortured relationship with its continental neighbours in the post-war period has to read this book. 9. Britain has been forced to share the opinion of other countries. 10. Now the question is that we have to come to some decision.

**Exercise III. Translate into English using modal verbs:**

1. Вы можете открыть свое дело хоть сейчас, но следует оформить некоторые документы. 2. Не могли бы вы показать мне технико-экономическое описание (the feasibility study) и устав (the charter) вашего предприятия. 3. Не может быть, что он получил такую прибыль. 4. Неужели вы не прошли обучение для менеджеров в прошлом

месяце? 5. Он, должно быть, уехал в Лондон по делам. 6. Вероятно, это уже для нас в прошлом, давайте поговорим о прогнозах на будущее. 7. Мой шеф, возможно, будет возражать против этого плана. 8. Мистер Браун, может быть, и является самой лучшей кандидатурой на этот пост. 9. Неужели это предприятие понесло убытки? 10. Вам следует принять все необходимые меры, чтобы сохранить свой штат сотрудников. 11. Мне пришлось пойти на собрание акционеров, а оно не состоялось. 12. Мы должны были встретиться в здании биржи в 10 утра. 13. Цены на акции могут снова легко упасть, и американская экономика может покатиться к кризисной ситуации. 14. Не исчезнув совсем, инфляция, возможно, принимает другие формы. 15. Европе следует обрести мощь и волю, чтобы организовывать некоторые операции без американской помощи.

**Read and translate the text:**

## **Text II. The Body Shop**

Famous for creating a niche market sector for naturally inspired skin and hair care products, The Body Shop which opened for business in 1976, introduced a generation of consumers to the benefits of a wide range of best sellers from Vitamin E Moisture Cream to the Tea Tree Oil range and Banana Shampoo.

It is estimated that The Body Shop sells a product every 0.4 seconds with over 77 million customers transactions through stores worldwide, with customers sampling the current range of over 600 products and more than 400 accessories.

In 1999 The Body Shop brand was voted the second most trusted brand in the UK by the Consumers Association. Ac-

According to the 1997 Interbrand survey criteria, the company was named 28<sup>th</sup> top brand in the world, second in the retail sector.

The Body Shop rapidly evolved from one small shop in Brighton on the south coast of England, with only around 25 hand-mixed products on the sale, to a worldwide network of shops. Franchising allowed for rapid growth and international expansion as hundreds of entrepreneurs worldwide bought into Annita Roddich's (the person who started this business) vision.

In 1978 a kiosk was opened in Brussels which became the first overseas franchise. By 1982 new shops were opening at a rate of two per month.

In March 2001 the Body Shop celebrated 25 years of "business as unusual". It celebrated 25 years of a great experiment which proved it is possible to build a huge global enterprise and still challenge, campaign, trade honorably, give back to the community and have a good time while doing it.

The last 25 years have been a testament to an extraordinary partnership with millions of men, women and children all over the globe. And what about the next 25 years? The unique blend of product, passion and partnership that characterises the story of The Body Shop will continue to evolve. It is a standard vision. So the great experiment goes on ([www.The-body-shop.com](http://www.The-body-shop.com)).

### Vocabulary list: \_\_\_\_\_

skin and hair care — уход за кожей и волосами;

transaction — сделка, операция;

to sample — пробовать, испытывать;

a sample — образец;

brand — клеймо, ярлык, торговая марка;

testament — завещание.

**Exercise I. Translate the following phrases:**

a niche market sector; skin and hair care products; a generation of consumers; through store worldwide; with customers sampling the current range of over 600 products; the second most trusted brand; retail sector; rapidly evolved from a small shop; network of shops; rapid growth and international expansion; the first oversees franchise; at a rate two per month; to build a huge global enterprise; a testament to an extraordinary partnership; the unique blend of product, passion and partnership; a standard vision.

**Exercise II. Answer the questions:**

1. When was The Body Shop opened?
2. Who was the founder of The Body Shop?
3. How did The Body Shop business develop?
4. Why does The Body Shop call its business "unusual"?
5. What are the basic principles and strategies of The Body Shop?

**Exercise III. Give derivatives of the following nouns:**

benefit; budget; funds; practice; finance; subject; object, growth, policy; economy.

**Exercise IV. What nouns can be often used with:**

to soar; to drop; to go up; to decline; to develop; to distribute; to produce; to pursue.

**Exercise V. Make up a summary of the text.**

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## Speech practice

**Exercise I.** Read the following text and be ready to discuss how to develop a business plan for small business and to write down a business plan of your own.

### Developing a Business Plan

Whether you have just thought of starting a business or have been self-employed for years, having a written business plan that is periodically reviewed and updated is vital to the success and longevity of your business. A business plan can provide the owner / manager with a pathway to profit, as the plan unfolds and is implemented.

As change is only constant in this world, unless you know what business you are in, you will not be able to adjust to stay even in this global economy. Four potential benefits of drawing up a business plan are:

1. The plan gives you a path to follow and helps make the future you what it to be. The plan will outline goals and steps to allow you to guide your business through tough times and downturns, without drifting aimlessly or becoming panicked by the events that threaten a business.
2. For financial purposes, having a current business plan improves your situation with a lender if money is needed, as he / she can obtain ready insight into your business from a well-done business plan.
3. The business plan can serve as a basis of orientation for new employees (and suppliers) about your operations and business objectives.
4. By doing and periodically reviewing a business plan, you develop practice in thinking about your business in depth — competitive conditions, potential product areas, methods of promotion. This practice, over time, assists in developing you further as an owner / manger and provides you with the insight



needed to make judgements about your business, as you operate on a daily basis.

In this age of specialization, computerization and information, the businesses that will survive are those that have a vision, know themselves well, and have a business strategy that fits their style and business expertise.

A good business plan is a written document that states why you are in business, what business you are in, what the product is, what your market is, who the competition is, how the product is priced, where you are to locate or are located and why and how you will attract customers or advertise.

As you usually will have employees working with you, the plan also outlines who the people will be in your organization and what is expected of them. It is a good idea to detail who your advisors are and their responsibilities, what your background is and how you will run the business.

A business plan should contain all the information you would like to know about a firm before you invested in it yourself — which is really what you do daily with your individual business.

A well-written business plan can be extremely impressive in making a presentation to a lender — if you thoroughly understand your business and what kind of financing you will need in advance.

It does take time to write all this yourself — but who knows your business better than you do? The plan itself does not need to be formal or lengthy. If you are writing it as a guideline for yourself, however, by going through the exercise yourself, you will commit to paper the road map by which your business will reach the goals you have established for it. This can be done in a variety of ways.

Once you have completed your initial business plan, by reviewing the plan annually you can update financial information

and change areas as needed, to reflect the current state of the firm; also you can derive a great sense of history firm reading old business plan, remembering what you thought at the time and seeing how you have reached the goals set to paper (P. Eddy. *Developing a Business Plan // Small Business*. November 1991).

## Exercise II.

### Role play: Company of the Year

This role play is for two students or two groups of students. First read the following information, then you will get instructions.

One way of encouraging small business to grow is to organize competitions with prizes for young companies with special entrepreneurial flair. A money prize can be very useful for a company with ambitions to expand but limited finance to do so. The only danger for competitors, successful and unsuccessful, is for them to spend more time on the competition than on doing business.

You and your partner together run a successful small business. You have just won a regional young business competition sponsored by the local press, television, local government and the local chamber of commerce.

First decide on the following:

Company activity: .....

Main markets .....

Turnover .....

Net profit-margin .....

Number of employees .....

Now decide how you are going to spend the \$100,000 first prize. Some suggestions are given below. Share your ideas with

your partner and agree on a common plan. You should decide which options to go and how much of the money to spend on each. Draw up a final investment plan for the whole sum of money.

### **Group A**

**You** would like to:

- organize a well-earned and much-needed holiday for both managing partners
- lease new offices (since you feel that your existing offices are not very good for your image)
- save (some of) it
- upgrade the company's computer system
- buy a market survey from an agency to research new markets
- commission a management consultancy to do a full audit of your company's finances and management procedures
- buy management training for you and your partner so that you are both ready for the next step in your company's growth.

List your own ideas.

**You start.**

### **Group B**

**You** would like to:

Expand the workforce (how many people? Who?)

- establish an office in your main foreign market
- pay off the company's overdraft (\$27,000)
- put the money into a special fund for eventually buying out your major local competitor
- organize a marketing trip to a part of the world which was previously too far and so too expensive to visit
- give a special bonus to all members of the staff

- boost the training budget to provide all staff with increased training.

List your own ideas.

**Your partner will start.**

## Unit VI

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Read and translate the text:

### **Text I. Central Banking in the United Kingdom**

A **central bank** is that organization which has one prime function — the regulation of money and credit in an economy. Although particular central banks may carry out a variety of different functions, many of them are not necessary functions of a central bank and could well be carried out by other institutions within the economy. For example, the issue of bank notes is usually a central banking function, but it can be fulfilled by privately owned banks (as in Hong Kong) or by a government department (as in the period 1914—28 in the United Kingdom, when the Treasury Issued notes as well as the Bank of England).

However, we shall find that central banks do tend to have many common features and the Bank of England is not atypical in this respect.

One important question regarding central banks concerns their relationship with the government. How independent of the central government is the central bank? To what extent can a central bank carry out policies which may not be consistent with those of the government? In some countries, such as the United States and West Germany, the central bank enjoys a considerable degree of independence and there may be constitutional provisions which ensure the independence of the central bank. At the other extreme, in some centrally-planned econo-

mies the central bank often plays a very minor role in the general conduct of economic policy.

In the case of the Bank of England it is clear that, in formal terms, its role is subordinate to the Treasury; this is a relationship which is explicitly set out in the Bank of England Act, 1946. In the final analysis, the Bank must conform to the wishes of the government and carry out the policies which the government lays down.

The Bank of England was nationalized in 1946 and its capital is now owned by the Treasury. Before 1946 it was privately-owned institution but for many years it had been acknowledged as the UK's central bank, the act of nationalization merely confirming in law a situation which already existed in practice. It is run by a Court of Directors, consisting of the Governor, Deputy Governor, four full-time Executive Directors and twelve part-time directors, all the members of the Court being appointed by the Crown (i. e. the government of the day).

### The Bank of England Functions

The Bank of England fulfils a number of functions, some of which are fundamental to its role as a central bank, while others have evolved over time and other functions have been assigned to the Bank as the result of its special position in the financial system.

The Bank's main functions nowadays are:

- **Banker to the Government:** all government revenue is, in principle, paid into an account at the Bank and out of this account the government's expenditure is met. This is known as the Exchequer Account. It receives both the proceeds of taxation and of government borrowing. The money in the Exchequer Account is known as the Consolidation Fund: it is out of this fund that the government's expenses are paid.

- **Banker to banking system:** the Bank maintains current account for various banking institutions. These are operational accounts and they are particular important in the case of the clearing banks, since it is through these balances that clearing differences are settled and cash is withdrawn from the Bank.

- **Banker to the customers:** the Bank also acts as banker to some overseas central banks, to international organizations and to a small number of domestic institutions and private individual including staff.

- **Note issuing authority:** apart from a small issue by Scottish and Northern Ireland commercial banks, the Bank of England is the sole note-Issuer in the United Kingdom.

- **Manager of the National Debt:** as banker to the government, the Bank takes responsibility for government borrowing. It handles the issue of government stocks and, in particular, it deals with the weekly tender of Treasury Bills. It acts as registrar for government stocks, handling interest payments and redemptions on maturity and also operates the Central Office Gilts Office, which facilitates the settlement of dealings in the gilt-edged market carried out by the main participants.

- **Manager of the Exchange Equalisation Account:** though this is a Treasury account it is operated by the Bank which intervenes in the foreign exchange market in order to influence the value of sterling against other currencies.

- **Supervisor of the banking system:** although for many years the Bank Exercised an informal system of supervision over the banking system, the 1974 secondary banking crisis revealed the lack of an adequate supervisory framework for banking in the United Kingdom, an inadequacy which was made good by The Banking Act 1979. This act laid statutory obligation upon the Bank of England to supervise the banking system. The Bank's duties and powers in this matter now derive from The Banking Act 1987 (P. Bond. The Monetary and Financial System. — Ln.: Nothwich Pub., 1990).



**Vocabulary list:**

common features — общие черты;  
 consistent — последовательный;  
 Court of Directors — Совет Директоров;  
 Treasury — казначейство;  
 Treasury Bill — казначейский вексель;  
 The Exchange Account — Казначейский счет;  
 National Debt — Государственный долг;  
 Bank Act — Закон о Банке;  
 redemption — выплата;  
 maturity — погашение (истечение срока) ценной бумаги;  
 gilt-edged securities = gilts — золотообрезные ценные бумаги;  
 Exchange Equalisation Account — Валютный уравнивательный  
 счет (фонд), счет стабилизации валюты;  
 supervision — контроль, надзор.

**Exercise I. Translate the following words and word combinations from the text:**

the regulation of money and credit in an economy; the Issue of bank notes; Treasury; centrally-planned economies; explicitly set out in the Bank of England Act; to conform to the wishes of the government; to disregard these views; to be in open conflict with one another; all government revenue; it receives both the process of taxation and of government borrowing; to make loans to nationalized industries; to maintain current accounts for various banking institutions; note-issuing authority; to handle interest payments and redemptions on maturity; gilt-edged market; the lack of adequate supervisory framework for banking.

**Exercise II. Find in the text the English for:**

первичная (главная) функция; регулирование денег и кредитов в экономике; выполнять целый ряд разнообразных функций; выпуск банкнот; Казначейство; иметь сход-

ные черты; взаимоотношения с правительством; пользоваться значительной степенью независимости; конституционное предписание / положение; играть второстепенную роль; банк был национализирован; подтверждая законом ситуацию, которая уже существовала на практике; как центральный банк Объединенного Королевства; Совет директоров; выполняет многочисленные функции; в то время как другие появлялись / эволюционировали со временем; правительственный доход; Казначейский счет; давать заемы промышленностям; Казначейский вексель; рынок золотообрезных акций; Валютный уравнивательный счет; другие валюты; надзор над банковской системой.

**Exercise III. Answer the questions:**

1. What kind of organization is a central bank?
2. What functions of the central bank are not obligatory and may be carried out by some other institutions?
3. Speak on the relationship of a central bank with the government.
4. When was the Bank of England nationalized?
5. Who runs the Bank?
6. Name the main functions of the Bank of England. Characterize them.

**Exercise IV. Translate the following sentences:**

1. Hungary's quickly expanding banking sector is just now introducing mortgage financing. 2. Two key risks temper Brazil's outlook, however. First, unsettled conditions in U.S. markets and rising interest rates globally threatens Brazil's currency and capital flow. 3. The central bank of Brazil will be more cautious in lowering rates. 4. The deal with the IMF gives the central bank more flexibility to control currency. 5. In America the influence of the Federal Reserve has grown and its pub-

lic image has hugely improved. 6. Central bankers were given their new status and power only after years of high inflation had led to the conclusion that politicians could no longer be trusted with monetary policy. 7. As both America and Europe slow next year, the challenges to today's accepted wisdom — that central banks should be independent, and should be given a prime or even only goal of price stability— will surely grow. 8. There is a strong theoretical argument for central banks to pay more attention to asset prices. That does not mean aiming for a particular level in, say, the American stockmarket; but it might mean that a sharp rise in share prices is threatened as one more signal towards higher interest rates. 8. Some economists conclude that central banks have tended to do more harm than good: their actions can create instability rather than stability. 9. The task of central bankers has traditionally been defined by three words: money, banks and inflation. 10. Over the past two decades of financial innovation, central bankers have struggled with the question of "What is money?" and "What is a bank?" 11. He is a fan of a fiscal discipline.

### Language focus

Mind the use of the word combination "обращать внимание, привлекать внимание".

Привлекать внимание — attract smb's attention, draw / call smb's attention to smb / smth.

Attract smb's attention — привлекать к себе чье-либо внимание, не оставаться незамеченным.

E. g.: The picture / the man / the fact / the noise / the notice / the sound attracted my (his, everybody's) attention.

Draw / call smb's attention to smb / smth — привлекать чье-либо внимание к кому-либо / чему-либо; заставлять кого-либо обратить внимание на что-либо / кого-либо.

E. g.: The judge **drew attention** of the jury to the detail / to the handwriting / to the signature / to the way the letter was addressed / to what the witness had heard / to the fact that the letter was not signed.

**Say in English:**

1. Почему этот человек привлек ваше внимание? 2. Кто привлек ваше внимание к этому человеку? 3. Этот факт привлек внимание всех (всеобщее внимание). 4. Вам следует привлечь внимание к этой детали. 5. Экскурсовод привлек внимание посетителей к этой картине. 6. Эта картина привлекает всеобщее внимание посетителей. 7. Я хочу обратить ваше внимание на интересные статистические данные по малому и среднему бизнесу. 8. Лектор привлек внимание слушателей к некоторым спорным концепциям в экономике. 9. Не хотелось бы обращать внимание на неточность данных, но это очень сильно повлияет на конечный результат. 10. Наше внимание привлекла рекламная кампания этой фирмы.

Обращать внимание — **notice, note, pay attention.**

**Notice smb / smth** — обращать внимание на кого-либо / что-либо, замечать, случайно увидеть.

E. g.: notice a person / a road sign / a signal / smb do smth / smth done.

**Note smth** — обращать, сосредоточивать внимание, стараться что-либо запомнить.

E. g.: note smb's words / how to do smth / how smb does smth / the way smb does smth / the way smth is done.

It should be noted that...

**Pay attention (to smb / smth)** — обращать внимание на кого-либо / что-либо, не оставлять незамеченным.

E. g.: He is such a nuisance. **Don't pay attention** (to him).  
He **paid attention** to the trifles but overlooked the essentials.

Say it in English:

1. Никто не обратил внимание на то, что письмо не было подписано. 2. Я не заметил, как он включил магнитофон. 3. Он сам не знает, что он говорит. 4. Обратите внимание на то (заметьте), что артикль в этом случае не употребляется. 5. Обратите внимание на то, как прибор выключается. 6. Следует заметить, что проблема обсуждалась уже несколько раз. 7. Хотелось бы отметить актуальность и своевременность этой диссертации. 8. Полезные выводы из этого исследования не остались незамеченными. 9. Не обращайтесь на эти мелкие замечания, в целом диссертация интересная и заслуживает того, чтобы ее прочитали на кафедре.

## Grammar section

**Exercise I. State the forms of the Infinitives:**

to have known; to be dealt with; to have been translating; to have been told; to get; to be smiling; to have delivered; to cost; to be valued; to be mentioned; to have known.

**Exercise II. Give the perfect forms of the following Infinitives:**

to be; to stop; to ask; to continue; to see; to research; to stay; to publish.

**Exercise III. Give the continuous forms of the following Infinitives (perfect and non-perfect):**

to follow; to arrive; to study; to research; to want; to wait; to forget; to play; to attack; to look for.

**Exercise IV. Give all possible forms of the following Infinitives:**

to tell; to lose; to choose; to carry; to implement; to construct; to design; to stand; to discuss; to mention; to argue.

**Exercise V. Translate the sentences paying attention to the Infinitive in different functions and infinitive constructions:**

1. Motorola is supposed to receive more than \$400 million annually. 2. Apple is well-positioned to come out with new noncomputer products — so-called Internet appliances. 3. One of the most important aspects of a privatization is to separate those components of services which are subject to natural monopoly problems from those that are not. 4. It's time to revise that recommendation. 5. Federal Reserve Chairman seems to embrace this view. 6. Greenspan's view is apparently that growth prospects and the riskiness of stock returns are hard to pin down, when new technologies are having a large impact on productivity. 7. While several risks could spoil the outlook, the recovery seems set to continue. 8. This week Mr. Starr seemed to come closer to the evidence needed to demonstrate his views. 9. To mention only three, share prices remain overvalued by most historical measures. 10. Its mistake was to win a price stability. 12. To be fair to Mr. Monti, he does not see things quite that way. 13. To be a leading international company, it is crucial to develop an organization of global leaders. 14. The foreign trade deficit continues to soar to levels unthinkable a year ago. 15. To explain such differences the analysts of the company looked at such developments as changing technology, international trade, etc. 16. The Fed has made it no secret that it wants domestic demand to slow in order to prevent labour-market constraints. 17. First into Asia's financial maelstrom last summer, Thailand was supposed to be first out. 18. America's Fed is supposed to worry about jobs as well as inflation. 19. Mr. Greenspan is expected to deliver full employment, price and

stability, a strong banking system and a rising stock market. 20. New British initiative happens to coincide neatly with some of America's ideas about where its European allies should be going. 21. Enhanced capacity is likely to mean strategic transport capabilities, better communication systems and more accurate air power. 22. The GNP is likely to suggest that despite consumers, one key area of demand may be starting to falter: capital spending. 23. That allowed speculation pressure to build up and eventually force a catastrophic devaluation. 24. Still, there are economic risks, not to mention possible nasty political upsets. 25. The approach of presidential elections in Mexico is usually a sure sign that it's time for stock market investors to head for the exits. 26. Though the industry is not yet out of the woods, some analysts feel bank stocks are simply too cheap to pass up.

**Exercise VI. Translate the sentences using the Infinitive and Infinitive constructions:**

1. Читать статьи по экономике очень полезно. 2. Это дает возможность узнать много нового. 3. Его цель — написать диссертацию по одной из проблем мировой экономики. 4. Он был первым, кто написал доклад. 5. Суммируя сказанное, можно отметить, что центральный банк выполняет ряд важных функций. 6. Он собрал статистические данные, чтобы подтвердить свою гипотезу. 7. Для меня составлять план диссертации было трудно. 8. Я видел, что он тщательно изучает таблицы и схемы учебника. 9. Говорят, что первые банки появились очень давно. 10. Известно, что аспиранты много работают в библиотеке. 11. Похоже, он уже написал первую главу книги. 12. Случилось так, что весь собранный материал оказался бесполезным. 13. Его заставили переделать статью, добавить туда конкретные цифры и факты. 14. Я верю, что он закончит исследование в срок. 15. Вы бы лучше поискали



нужный материал в Интернете. 16. Он был лучшим из всех, кто участвовал в презентации компании. 17. Начать свой бизнес — дело очень сложное. 18. Чтобы преуспеть, вы должны подобрать надежную команду работников.

**Read and translate the text:**

## **Text II. Definition and Characteristics of Banks**

A bank is a financial intermediary that holds assets and issues liabilities, but issues at least two classes of liability — typically, forms of debt and equity — with differing claims to its assets in the event it defaults. A bank is like a mutual fund in so far as it is a financial intermediary that invests on its own account. And issues claims against itself to the “ultimate” investors who provide the funds it invests. However a bank is unlike a mutual fund and like most other large firms in capitalist economies and in so far it has a capital structure consisting of two or more distinct classes of liability. Indeed, one can think of a bank simply as a debt-and-equity-issuing company that is engaged in business of financial intermediation, in a manner analogous to the way in which, say, a typical steel-producing company is a debt-and-equity company engaged in the business of making steel.

Banks are (and always have been) the dominant form of financial intermediary.

Banks are particularly dominant in the provision of short-term finance, and in all major countries bank loans are still much greater than the next largest source of short-term commercial and industrial finance.

The institutions we recognize as banks have five notable empirical characteristics. The first is that they have a high ratio

of financial to "real assets", relative to firms whose principle business is non-financial. Virtually all firms hold both financial and "real" assets, but a non-financial firm typically holds most "real" assets, (e. g. factories) while a bank mainly holds financial ones such as bonds, loans or equity. A bank's real assets mainly consist of its own offices and equipment, and these are only a fraction of its total assets. The first characteristic therefore merely reflects the fact that a bank's main line of business is financial intermediation. The second empirical characteristic is that bank liabilities tend to be more liquid than the liabilities of most other firms. The third characteristic, related to the second, is that many banks liabilities are transactable, i. e. are used as media of exchange. Obvious examples are bank notes and cheques drawn against chequable deposits. The fourth characteristic is that banks' assets usually have much longer terms than their liabilities, and are therefore generally less liquid. Banks thus "transform" relatively illiquid longer-term assets into relatively liquid short-term liabilities. Finally, banks are more highly levered than other firms. The banks' lower capital assets ratios might reflect a perception that the banking industry is safer than most other industries, and therefore has lower capital adequacy requirements; however, it also appears, especially in the USA to reflect regulatory policies that have encouraged banks to run down their capital and rely for their safety on deposit insurance guarantees or expectations of central bank bailouts, but we shall have more to say on these issues in due course (R. Dowd. *Competition and Finance*. N. Y.: St. Martin's Press, 1996).

### Vocabulary list: \_\_\_\_\_

- intermediary — посредник, агент, брокер (лицо, уполномоченное на совершение операций за счет клиента);  
 intermediation — посредничество; размещение денежных средств у финансовых посредников;

assets — актив;

liabilities — пассивы;

equity — 1) капитал компании, разница между активами и текущими обязательствами, заемным капиталом и привилегированными акциями;

equities = ordinary shares;

mutual fund — взаимный фонд;

short-term — краткосрочный;

long-term — долгосрочный;

liquidity — ликвидность.

**Exercise I. Write a summary of the text.**

**Exercise II. Read your summary and compare it with the summary given below:**

The text under the title “Bank Intermediaries” gives a definition and characteristics of banks. The author defines the bank as a financial intermediary that holds assets and issues liabilities, but issues at least two classes of liabilities — typically, forms of debt and equity — with differing claims to its assets in the event of defaults. He compares the bank with a mutual fund and finds in them much in common and different features as well. But it is stressed in the text that banks are the dominant forms of financial intermediary.

Five notable empirical characteristics of banks are outlined and analysed in the extract. The first is that they have a high ratio to real assets, relative to firms whose principle business is non-financial. The second empirical characteristic is that bank liabilities tend to be much more liquid than liabilities of most other firms. The third characteristics, related to the second, is that many bank liabilities are transactable, i. e. are used as media of exchange. The forth characteristic is that banks' assets usually have much longer terms to maturity than their liabilities, and generally less liquid. Thus, we can sum up that

banks "transform" relatively illiquid longer-term assets into relatively liquid short-term liabilities. It is underlined that banks are more highly levered than other firms. It is possible to say that the US regulatory policies have encouraged banks to run their capital and rely for their safety on deposit insurance guarantees.

## Speech practice

Exercise I. Read the text and write the annotation and the summary of it.

### The Central Bank of the Russian Federation

The Central Bank of the Russian Federation (Bank of Russia) was founded on July 13, 1990, on the basis of the Russian Republic Bank of the State Bank of the USSR. Accountable to the Supreme Soviet of the RSFSR, it was originally called the State Bank of the RSFSR.

On December, 1990, the Supreme Soviet of the RSFSR passed the Law on the Central Bank of the RSFSR (Bank of Russia), which declared the Bank of Russia a legal entity and the main bank of the RSFSR, accountable to the Supreme Soviet of the RSFSR. The law specified the functions of the bank in organizing money circulation, monetary regulation, foreign economic activity and regulation of the activities of joint-stock and co-operative banks.

In June 1991 the Statute of the Central Bank of the RSFSR (Bank of Russia) accountable to the Supreme Soviet of the RSFSR, was approved.

In November 1991 when the Commonwealth of Independent States was founded and the Union structures dissolved, the Supreme Soviet of the RSFSR declared the Central Bank of the RSFSR to be the only body of state monetary and foreign exchange regulation in the RSFSR. The functions of the State

Bank of the USSR in issuing money and setting the rouble exchange rate were transferred to it. The Central Bank of the RSFSR was instructed to assume before January 1, 1992, full control of assets, technical facilities and other resources of the State Bank of the USSR and all its institutions, enterprises and organizations.

On December 20, 1991, the State Bank of the USSR was disbanded and all the assets, liabilities and property in the RSFSR were transferred to the Central Bank of the Russian Federation (Bank of Russia).

In 1991—1992 an extensive network of commercial banks was created into the Russian Federation under Bank of Russia guidance through commercialization of the specialized banks' branches. The disbandment of the State Bank of the USSR was followed by changes in the chart of accounts, the establishment of a network of Central Bank cash settlement centers and their provision with computer technology. The Central Bank began to buy and sell foreign exchange in the currency market it established and to set and publish the official exchange rates of foreign currencies against the rouble.

In December 1992 as a result of the establishment of a single centralized federal treasury system, accountable to the Ministry of Finance, the Bank of Russia was no longer required to provide cash services for the federal budget.

The Bank of Russia carries out its functions, which were established by the Constitution of the Russian Federation (Article 75) and the Law of the Central Bank of the Russian Federation (Bank of Russia) (Article 22), independently from the federal, regional and local government structures.

In 1992—1995 to maintain stability of the banking system the Bank of Russia set up a system of supervision and inspection of commercial banks and a system of foreign-exchange regulation and foreign-exchange control. As an agent of the Ministry of Finance, it organized a government securities mar-

ket, known as the GKO market, and began to participate in its operations.

On April 26, 1995, the Bank of Russia stopped extending loans to finance the federal budget deficit and centralized loans to individual industries and sectors of the economy.

To override the consequences of the 1998 financial crisis, the Bank of Russia took steps towards restructuring the banking system in order to improve the performance of commercial banks and increase their liquidity. Insolvent banks were removed from the banking services market, using the procedures established by the applicable law. Of great importance for the post-crisis recovery of the banking sector was the creation of the Agency for Restructuring Credit Institutions (ARCO) and the Inter-Agency Coordinating Committee for Banking Sector Development in Russia (ICC). Thanks to the effective measures implemented by the Bank of Russia, ARCO and ICC, by the middle of 2001 Russia's banking sector had on the whole overcome the aftermath of the crisis.

The Bank of Russia monetary policy was designed to maintain financial stability and create conditions conducive to sustainable economic growth. The Bank of Russia promptly reacted to any change in the real demand for money and took steps to stimulate positive dynamics, cut interest rates, damp down inflationary and slow the inflation rate. As a result, the rouble gained somewhat in real terms and financial market stability increased.

Due to the balanced monetary and exchange-rate policies pursued by the Bank of Russia, the country's international reserves have grown and there have been no sharp fluctuations in the exchange rate. The efforts made by the Bank of Russia with regard to the payment system aimed in increasing its stability and efficiency in the name of financial and economic stability. To make the Russian payment system more transparent, the Bank of Russia introduced reports of payments by credit insti-



tutions and its own regional branches, which took into account international experience, methodology and practice of surveillance over payment systems.

The long-term goals of the continuing banking sector reform in Russia are to enhance stability of the banking system, improve the banking sector's performance in accumulating household savings and corporate funds and transforming them into loans and investments and prevent the use of credit institutions for unfair commercial purposes.

## **Exercise II. Case study: Portfolio Development**

### **Cultural Background**

Investment, particularly in individual stocks, bonds, and mutual funds, is common in both the United States and Britain, and about 20 percent of both populations own stocks. There is very little criticism of this way of making money in either of these countries, and, especially in the United States, with its emphasis on free enterprise, profit from investment is not criticized. Whereas making interest on loans is not accepted in certain cultures, it is perfectly acceptable in Anglo / American cultures. Even radical British unions have placed pension fund money in investment. But even within these cultures, there can be extremes, as we saw in the 1980s, even when very young business people made fortunes as both brokers and investors; in many cases, these fortunes led to extravagant life-styles, many of which ended abruptly with the market crash of 1987. Some Americans are gamblers and "Get rich quick" schemes have always been popular in the U.S. However, getting rich quickly can lead people to forget about the morality and legality of the things they did to get rich. It is interesting to note that two of the leading figures in the financial world during the 1980s went to jail for their practices. For those of you who come from cultures without a historical tradition of free enterprise, the idea



of buying stocks may seem very foreign; however, it is definitely an accepted part of Western culture.

## Points for discussion

1. Discuss investment strategies including:
  - a) A breakdown of your portfolio in terms of the various instruments. What percentage of your portfolio should be in stocks (and what types of stocks), precious metals, etc. Why?
  - b) A strategy for a new investor with limited capital.
2. What is the general attitude towards investment in your country? What are the most popular forms of investment, if any?
3. What sectors (such as oil and gas, biotechnology, auto industry, and so on) do you think will do well in the immediate future, and why?

## Case activities

### Developing a Portfolio

You have \$50,000 to invest (you can convert this to local currency if necessary). Meet with a one of the group who will act as a broker. Work out your investment goals and strategy and then develop a portfolio to meet these goals. You may use as many of the instruments (stocks, bonds, futures, puts and calls, and so on) as you feel will serve your goal. But remember the old saying, "Don't put all the eggs in one basket", keeping this in mind, develop a portfolio. Present your portfolio and defend its soundness.

## Unit VII

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Read and translate the text:

### Text I. The Taskmaster of Nestle

It wasn't the fast track. When Peter Brabeck-Letmathe joined Nestle back in 1968, the young Austrian's first job was selling and delivering ice cream. Every morning, he would drive a freezer truck around the Alps to supermarkets and cafes. After two years, he received his first foreign assignment — in Chili, then run by a Marxist and heading towards a bloody coup d'état. Brabeck helped Nestle's operations avoid nationalization. Later he became manager in Venezuela and Ecuador, where he turned around a subsidiary by closing factories and laying more than half of the staff. "I learned to manage through turmoil", he says.

Compared with these dramas, the 57-year-old Brabeck is making Swiss-style corporate restructuring look like a cakewalk. In three years as Nestle's chief executive, he created mature businesses, slashed costs, and focused investment on fast-growing fields. Margins have jumped from under 9,9 % to 12 %. The company's market capitalization has tripled, to close to \$100 billion. That's quite an achievement in a world where food prices are flat or falling, and major brands such as Coca-Cola and Kellogg are struggling. "My job", says Brabeck, "is to take an athlete who can run the 100 meters in 10 seconds and improve it to 9,8 seconds".

Nestle's sprinting speed underscores many of Europe's corporate strengths: its ability to create multinational that cross

cultural borders and turn unspectacular-sounding products, such as bottled water and pet food, into solid profit-turners.

Other European food businesses, particularly Unilever and Danone, are embarked on a similar path. But Nestle is the largest of the three, with \$47 billion in annual sales, 224,000 employees, and 8<000 brands ranging from candy bars to baby formula. "Brabeck has taken a company that is a collection of fiefdoms and turned them into an effective, single global company", says Sylvian Massot, an analyst at Morgan Stanly Dean Witter in London.

Brabeck decided on a career with Nestle as a path to a larger stage beyond his native Austria. "When I was growing up, career opportunities depended on your status in a political party, because 75 % of the Austrian gross domestic product was state-owned", he recalls. He epitomizes Nestle's polyglot culture. Brabeck's wife, an interior designer, is Chilean. He speaks Spanish at home with her and their three grown children. He's also fluent in French, Italian, Portuguese, and English.

His favourite business language is discipline. When he took over Nestle, he began selling off such slow-growth units as Fin-dus frozen foods and Hills Brothers coffee. He focused investment in more promising fields, such as bottled water and pet food. In January, Brabeck spent \$11 million to buy Ralston Purina Co., the leading pet-food maker in North America.

Brabeck's other strategic goal is transforming Nestle from a set of far-flung operations into a single global machine. He has arranged that five e-mail systems permit Nestle's headquarters in Vevey, Switzerland, to know for the first time how many raw materials its subsidiaries buy, in total around the world. The company then will be able to negotiate better contracts with suppliers and centralize production. Last year alone, Brabeck closed 38 different factories. He told, he has slashed \$1.6 billion in costs, without labour strife.

That's the man's style — not flashy, but effective. There are no dress-down days at Nestle, and the chief executive favors dull gray suits. A broad-shouldered man with the ruddy complexion of a mountain climber, he loves hiking in the Swiss Alps, which rise just behind his office at Nestle's headquarters. Scaling a giant like Nestle requires a long, tough climb. But Peter Brabeck-Letmathe is turning out to be an expert mountaineer (Business Week / June 11, 2001).

**Vocabulary list:** \_\_\_\_\_

- coup d'etat — государственный переворот;
- turmoil — шум, суматоха, беспорядок;
- mature — зрелый;
- to focus investment — сосредоточить инвестиции;
- margin — маржа: разница между ценами, курсами, ставками;
- to triple — утроить, увеличить втрое;
- to underscore — подчеркивать;
- to embark (on a similar path) — пойти той же дорогой;
- fiefdom — феодальное поместье;
- to epitomize — кратко формулировать (основную мысль);
- to negotiate — вести переговоры;
- negotiations = talks — переговоры.
- strife — борьба, спор, раздор.

**Exercise I. Give the Russian for:**

to drive a freezer truck around the Alps to supermarket and cafes; the first foreign assignment; to avoid nationalization; to turn around a subsidiary; to manage through turmoil; to focus investments on fast-growing fields; food prices are flat or falling; to embark on a similar path; a collection of fiefdoms; the Austrian gross domestic product; in more promising fields; the leading pet-food maker; to negotiate better contracts; to have a slash in costs.

**Exercise II. Match the following:**

- |                                 |                   |
|---------------------------------|-------------------|
| 1. fast-growing                 | a) foods          |
| 2. cross-cultural               | d) fields         |
| 3. solid                        | e) maker          |
| 4. annual                       | f) company        |
| 5. effective, single,<br>global | g) culture        |
| 6. career                       | h) sales          |
| 7. polyglot                     | i) opportunities  |
| 8. frozen                       | j) units          |
| 9. pet-food                     | k) borders        |
| 10. slow-grown                  | l) profit-turners |

**Exercise III. Give your variants of translation of the following sentences:**

1. It wasn't the fast track.
2. He turned around a subsidiary by closing factories and laying off more than half of the staff.
3. I learned to manage through turmoil.
4. Brabeck is making Swiss-style corporate restructuring.
5. Nestle's sprinting speed underscores many of Europe's corporate strengths.
6. He epitomizes Nestle's polyglot culture.
7. There are no dress-down days at Nestle, and the chief executive favors dull grey suits.
6. But Peter Brabeck is turning out to be an expert mountaineer.

**Exercise IV. Divide the text into logical parts and find (or give your own) key sentences of each paragraph.****Exercise V. Answer the questions:**

1. What were Peter Brabeck-Letmathe's first steps in Nestle?

2. What was his first foreign assignment? Did he succeed in it?
3. Describe Nestle's strategies which Peter Brabeck-Lethmanthe introduced on becoming chief executive?
4. What examples of successful management of Nestle can you give?
5. Why is Peter Brabeck-Letmathe called a polyglot?
6. What is his favourite business language? Do you think it is right?
7. How did Peter Brabeck-Letmathe manage to slash \$1. 6 billion in costs without labour strife?
8. What is Peter Brabeck-Letmathe's image (as it is viewed by the author) ?
9. Give your interpretation of the title of the article "Taskmaster of Nestle".

### Language focus:

Mind the use of the following words, corresponding to the Russian "случай": incident, accident, case, chance, occasion.

**Incident** — случай, происшествие; то, что произошло.

E. g.: incidents take place / are remembered / are mentioned / are forgotten.

**Accident** — несчастный случай, авария.

E. g.: have an accident, meet with an accident, to be injured in an accident (about people) to be damaged in the accident (about cars, buses, etc.).

**Case** — 1) случай из медицинской или судебной практики.

E. g.: a typical / serious / grave / hopeless case; a case of pneumonia;

2) в составе фразеологизмов:

E. g.: in case of emergency; in any case; in case, etc.

**Chance** — случай, возможность, шанс:

E. g.: have a / no chance to do smth / of doing smth; have a chance / take a chance.

**Occasion** — 1) случай, событие, повод для чего-либо.

E. g.: a festive / special / solemn / ceremonial / melancholy occasion;

2) в составе фразеологизмов:

E. g.: What's the occasion...?

On the occasion of smb's arrival / smb's departure / smb's graduation;

On this / that occasion.

**Say in English:**

1. Майкл никогда не упоминает об этом случае. 2. Об этом случае скоро забыли. 3. Кто-нибудь пострадал в результате несчастного случая? 4. Какой номер набирать в случае пожара? 5. Вам предоставлялся случай совершить эту поездку. Почему вы им не воспользовались? 6. Этот случай произошел до того, как я сюда приехал. 7. У вас гости? По какому случаю?

Give your own examples illustrating the use of these words.

## Grammar section

**Exercise I.** Translate the sentences paying special attention to gerund:

1. That's a key step towards tightening overall financial conditions in the U.S. economy. 2. Many Americans have attacked Nike Inc., and other companies are accused of using child labour in their overseas plants in poor nations. 3. For 200 years manufacturing has been most important in the economy of the country. 4. Significant progress was achieved in implementing



structural adjustment policies in some areas. 5. Manufacturing now contributes less than a quarter of GNP. 6. Revenue and expenditure forecasting is the most fundamental step in the process of budget preparation. 7. There are various practical approaches to budgeting. 8. In doing so, they incurred anger of those the mission of whom was to help. 9. His motives in seeking early elections are not hard to grasp. 10. Aiming at an inflation target does not mean ignoring growth and employment. 11. Central banks take account of both in forecasting the future path of inflation. 12. Mr. Grant accuses the Fed of having pursued an over-expansionary monetary policy that helped to fuel the bull market. 13. Diversified financial services firms are facing increased pressure from the online trading and 24-hour market, but American Express succeeded in becoming the most admired company of that category. 14. When operating outside the U.S., Microsoft tries to hire foreign staff rather than rely on expatriate managers. 15. A company's overall ranking is the average of the scores of the nine attributes. 16. In issuing T-bills the Treasury does not set the amount of discount. 17. By using the auction technique, the Treasury lets currently prevailing market conditions establish a yield at which each new bill issue is sold. 18. By spending up abandonment of traditional patterns of production, tourism also leads to the abandonment of activities guaranteeing autonomy. 19. Most economists once brought the Phillips curve notion that accepting higher inflation would allow you to achieve lower unemployment. 20. Several renowned European universities are beginning to encourage their students to put the fruit of their learning to the test in the market place. 21. It involves clashing with enemies, building coalitions with the opposition, etc. 22. The company refused to rehire a man for trying to organize workers. 23. By agreeing to support human and labour rights and environmental standards, companies get to use the blue United Nation logo. 24.

The pact was criticized as inadequate because it includes no monitoring.

**Exercise II. Complete the following using gerund:**

1. We had no opportunity of ... ; 2. His hobby was ...; 3. The lecturer continued ...; 4. You should avoid ... ; 5. They postponed ...; 6. He never mentioned ...; 7. I don't regret ...; 8. The doctor insisted on ... ; 9. I am not used to ...; 10. Why do you persist in ...? 11. He succeeded in ... ; 12. I didn't think him capable of ... ; 13. You will have the chance of ... ; 14. Do you object to ... ? 15. He could deliver a lecture without ... ; 16. His views changed after ... .

**Exercise III. Translate the following using gerund:**

1. Мне кажется, этот вопрос не стоит обсуждать. 2. Бесполезно исправлять статью сейчас, я бы рекомендовал добавить статистические данные. 3. Презентация посвящена первым публикациям в области экономики. 4. Он преуспел в исследовании этой проблемы. 5. Что заставило его отказаться подписать бизнес-план? 7. Он увлекся чтением статей по экономике в оригинале. 8. Он вынужден был извиниться за то, что не вернул книгу вовремя. 9. Неужели вы думаете, что он способен провести этот эксперимент? 10. Его обвиняют в том, что он цитировал известного автора и не упомянул его имя в библиографии. 11. Я не привык выступать публично (*speak in public*), но сейчас у меня есть возможность говорить перед коллегами. 12. Как вы думаете, что помешало ему принять участие в конференции. 13. Я поинтересовался, как ему удалось так быстро написать диссертацию. 14. Я полагаюсь на его тщательный анализ экономической ситуации. 15. Мы подозревали, что он скрывает новые данные от нас.

Read and translate the text:

## **Text II. Matti Alahuhta, Head of Cell-Phone Division, Nokia**

It seemed like a gamble at the time. Matti Alahuhta, president of Nokia Corp. Network business, had no experience in consumer electronics. Yet in mid-1998, he agreed to switch jobs to head the Finnish company's booming cell-phone business.

Could the self-effacing engineer adjust to the glitz and glamour of mobile phone?

Could be ever. With Alahuhta in charge, Nokia's mobile-handset business has nearly tripled its sales in three years, to \$22 billion in 2000. Now Nokia rules in cell phones, and Alahuhta, 48, is running a consumer-electronics powerhouse. His unit will produce more than 150 million phones this year.

With the industry facing slower growth, Alahuhta is turning up the heat. He's ready to sacrifice a point or two from his 20 % margins — practically the only profits in the industry — to grab market share. This year, Nokia has gained four percentage points in the market, giving it a 35 % slice of the business. Rather than falling, profits rose 4 % in the first quarter, to \$1.1 billion on sales of \$5.2 billion. ✓

That's a strong reflection of Alahuhta's no-nonsense management style. He cuts to the chase at meetings and delegates much of design and branding to others. But the nine factories he oversees run like clockwork, even as they churn out new models every three weeks. Looks like that job change wasn't so risky after all.

### **Vocabulary list:** \_\_\_\_\_

self-effacing — *принижаящий свои возможности;*

to adjust — *приспосабливаться;*

- glamour — блеск, очарование;  
 in charge — быть ответственным за что-либо;  
 to triple — утроить, увеличить в три раза;  
 to sacrifice — жертвовать;  
 to grab market share — захватывать рыночную долю;  
 to churn out — взбалтывать, будоражить.

**Exercise I** Give synonyms or paraphrase the following:

1. It seemed like a gamble at the time.
2. He agreed to switch jobs to head the Finnish company's booming cell-phone business.
3. Adjust to the glitz and glamour of mobile phone.
4. Nokia's mobile-hand-set business had nearly tripled its sales in three years.
5. Now Nokia rules in sell-phones.
6. That's a strong reflection of Alahuhta's no-nonsense management style.

**Exercise II.** Make up the summary of the text.

## Speech practice

**Exercise I.** Read the following article and be ready to discuss it.

When discussing use the following linking devices:

**To make contrasting points:** although, yet, however, nevertheless, in spite of, but, while, despite, even if, even though, at the same time.

**To list points:** firstly, in the first place, first of all, to start with, secondly, thirdly, finally.

**To add more points to the theme:** what is more, furthermore, also, apart from this / that, in addition to, moreover, besides, too, not to mention the fact that.

**To list advantages / disadvantages:** one / another / other / a further / the main / the first / the greatest advantage / disadvantage of... .

**To express personal opinion:** in my opinion / view, to my mind / way of thinking, personally I believe, it strikes me that, I feel very strongly that, I am inclined to believe that, it seems to me that, as far as I am concerned.

**To refer to other sources:** according to, with reference to.

**To conclude:** firstly, lastly, above all, all in all, taking everything into account, on the whole, all things considered, in conclusion, as I have said, as was previously stated, to sum up.

**To express cause:** because of, owing to, due to, for this reason.

**To express effect:** therefore, thus, as a result, consequently, so, as a consequence.

**To emphasize what you say:** clearly, obviously, of course, needless to say, in particular.

**To express reality:** in fact, as a matter of fact, in practice, the fact of the matter is that.

**To express difference between appearance and reality:** on the face of it, at first sight, apparently.

IKEA is a curious success story. The lines of the Swedish stores are endless, its furniture requires an engineering degree to assemble, yet \$8.5 billion global sales empire is expanding rapidly. Even more interesting is its reputation. It hires factories in impoverished countries like Laos, and its wooden furniture is a threat to forests from Borneo to Russia. Its image as the McDonald's of home furnishing is enough to offend the sensibility of anti-globalization protesters. Yet time and again, IKEA has managed to duck the charges that stick to brands like McDonald' and Nike, and to keep its name off the banners now waved in anger from Seattle to Prague to Bangkok.

IKEA is the prototypical Teflon multinational. Like Ronald Reagan, known as the “Teflon president” (after the nonstick coating on cooking pans), there is an emerging class of global corporations that by virtue of cleverness, charisma or plain dumb luck manage to dodge or deflect the brand-bashing attacks launched by angry radicals. Obviously, it helps to come from a little country like Sweden, not the big United States, and to be No. 2 or 3 in your industry. The largest target always catches the most flak. Yet for more than a decade now, IKEA has also been moving quickly to address charges linking it to everything from child labour to dangerous plastics. As a result, no charge ever sticks for long. Executives have scanned the horizon for possible threats — and stunned save-the-forest types by showing up at the door with generous offers of money and help. Not surprisingly, IKEA has rarely heard its name chanted in disgust, at least not for long. “Maybe it’s because we don’t do things just to get rid of the problem,” says CEO Anders Dahvig. “It’s rooted in our value system”.

This sounds like traditional public-relations speak. But IKEA’s strategy goes well beyond that. It involves clashing with one’s enemies, building coalitions with the opposition, back-room deals, painful reform — in short, political trench warfare. Ever since the Battle of Seattle in December 1999, when rioting protesters trashed the city’s business district during a free-trade summit of world leaders, the anti-globalization forces — from unions to environmentalists to students — have been widening hit list. They’ve launched new campaigns against new targets, from banks to home builders. They now talk about their ability to rally many activist allies for “direct action” against the stores and offices a single corporation around the world on a single day. As the protest gain momentum, so do the efforts of multinationals to slip away from charges that they run roughshod over workers, plants and local cultures in the developing world. They are trying to build a Teflon shield, whether they



put it that way or not. The company was founded by Ingvar Kamprad, who runs the company for the decades, who built a business into an affordable yet attractive self-assembly furniture store for the masses. Notorious for cost-consciousness, he forbade first-class flights and forced managers to find the cheapest hotels.

IKEA liked to think of itself as a better corporate citizen than most, so it was stunned by the first threat to its good name. The issue of child labour just reached popular awareness in Europe in 1992 when IKEA was blindsided by a Swedish documentary. The film showed kids chained to weaving looms on Pakistan and cited IKEA as a customer. The newly hired business manager for carpets, Marianne Barner, immediately terminated the Pakistani contract. Then she added a clause to supply to all contracts forbidding child labour.

IKEA was learning. It needed to do more than skip from crisis to crisis.

It is possible to say, after the company has overcome all the obstacles, IKEA's Teflon shield is less a product of luck and Swedishness than of hard work. It was forged in rapid response to crisis, hardened by strategic retreat when necessary and covered by a policy of discreet silence — even when IKEA was trying to do the right thing. For issues as flammable as child labour or destroying forests, no publicity is good publicity. (K. L. Miller. *The Teflon Shield* // *Newsweek*. — March 12, 2001).

## **Exercise II. Case study: competition**

### **Issue**

Five years ago a company employed a young computer expert, Geoff Peters. He has worked in the customer service department for the last two years. Essentially he supports a num-



ber of key-customers doing maintenance and trouble-shooting work. Three months ago he suddenly left the company and is now working for several of your customers, providing service as independent computer consultant. His employment contract had a competition clause in it forbidding him working for any customers for a two-year period after leaving. The meeting has been called to discuss this case and also to see whether any lesson can be learned for the future.

## Agenda

1. **Geoff Peters: report and discussion.**
2. **Competition clause**
3. **Legal action**
4. **Employment contracts**

### *Notes to the agenda*

1. *Geoff Peters: report and discussion.*

The Personnel Manager will report on the case and then there will be a chance to discuss why Geoff left the company.

2. *Competition clause*

The Legal Affairs Manager will clarify the exact meaning of the competition clause and the implications.

3. *Legal action*

The meeting will decide whether to take Geoff Peters to court for breach of contract.

4. *Employment contracts*

Finally a decision on whether the competition clause needs to be changed.

## Roles

### General Manager (Chair)

You have an open mind in this case. On the one hand you can see that Geoff has broken his contract but on the other, you feel that it is a competitive market and your company has to face this sort of risk. Maybe the company should have worked harder to ensure that Geoff stayed with them.

### Personnel Manager

You were on the interview panel which finally recruited Geoff. You feel he has been very well treated with a good salary, bonuses, training opportunities, etc. You think he got greedy and decided to cut the company out. You think that he discussed leaving your company with key customers in order to negotiate contract with them. You feel that he has broken his contract and must be taken to court. The clause in the contract should be made even tighter to ensure that employees do not dare to break it.

### Legal Affairs Manager

The clause states, "The employee is forbidden from soliciting and accepting business from any existing customer of the company for a two-year period following his or her resignation from the company".

You feel the clause is quite clear, although Geoff's lawyer might argue that the customers were no longer "existing" since they had decided to work with Geoff. You are unsure about taking Geoff to court. The company would probably win the case but at a high cost — both financially and to goodwill with customers. You feel this sort of thing is very difficult to legislate against and are not in favour of changing the clause.

### **Customer Services Manager**

You were Geoff's boss for the last two years. He was very good at his job and all the customers he worked with were very happy with the service he gave them. You are not surprised that he has left. You feel your company does not pay computer experts enough (you think their salaries should be doubled). These sort of people are very difficult to find and to keep. You don't think he should be taken to court. You think he should be offered a better deal in order to come back to the company.

### **Sales Manager**

You are extremely upset about losing Geoff since he had built up a very good relationship with several key customers. You don't know what is the best next step. You would like to persuade Geoff to return to the company. On the other hand, you feel he has been disloyal. You don't agree that he wasn't paid enough. He was paid more than your sales people and they have to work extremely hard.

### **Finance Manager**

You think he should be taken to court. He has broken his contract and an example must be made otherwise other employees may think they can do the same. You also think the employment contracts needs to be made much tighter.

## Unit VIII

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Read and translate the text:

### Text I. Russia: all is Forgiven

A massive bond issue whets banks' appetites for more debt from the former pariah.

To hear Western investment bankers talk about Russian debt today, you'd never guess that not long ago most fled Moscow after a bad mauling. Russia had defaulted on domestic debt, devalued the ruble, and frozen payments on some Soviet-era commercial debt. The price of a 30-year Eurobond issued just before the crises plunged to 15 cents on the dollar, and the markets dried up. The U.S. and European banks, which lost some \$10 billion to the debt default alone cried highway robbery and vowed never to go near Russia again.

Now those same banks are hailing pariah's first steps toward a return to international bond markets in the form of a massive Issue of restructured commercial debt, which some say could become an emerging-market benchmark. And they are looking forward to a possible Eurobond issue next year.

What behind this case of collective amnesia? Russia was the best-performing fixed-income market in the world this year and last, as measured by J. P. Morgan's Benchmark Index. Year-to-date, it shows that Russia's commercial foreign debt has risen an average 54.2 % in price vs. A 12.8 % average for all emerging markets. To be sure trading volumes are just \$250 million a day — no more than a quarter of the cash that washed through the markets daily before the crisis.

Luck has played a big role in Russia's improving outlook. Oil prices have surged, while the ruble's devaluation has fled an export-driven rebound in industrial production. These twin bonanzas have helped generate a budget surplus equivalent to 2.4 % of gross domestic product and allowed the central bank to almost double foreign reserves, to \$24 billion.

Russia's economy is expected to grow — yes, grow — by about 5.5 %. Investors have been heartened by the political stability under President Vladimir V. Putin. Prime Minister Mikhail Kasyanov, a former Finance Minister, gets high marks for his stewardship of the economy. The government is making businesses and consumers pay in cash instead of barter and is starting to trim growth-choking corporate taxes. Fiscal policy has tightened, and the government has used most of the budget surplus to pay down International Monetary Fund loans.

There are now several ways for outsiders to play the Russian boomlet. Moscow has just completed a restructuring of some \$32 billion in Soviet-era commercial debt with the so-called London Club of creditor banks. The banks wrote off \$ 10.6 billion, and Russia issued two new tranches — an \$18.2 billion 30-year issue and a \$2.8 billion 10-year Issue.

In late August ratings agencies boosted Russia's status for the first time since before the crisis. An upgrade would move Russian debt out of the high-risk category and back into the same class as benchmark emerging-market powerhouse Brazil. Restructuring \$42 billion of Soviet-era debt with the Paris Club of sovereign creditors would also improve the outlook for Russia's bond.

Still, the country's fragile recovery. After all, Russia labours under a staggering \$155 billion of foreign debt. Crunch time for Russia could come as soon as 2003, when it faces foreign-debt repayments totaling \$18 billion, a hefty rise from \$10.2 billion this year.

Government officials say they hope to sustain today's growth to assure creditors that Russia can pay its debts. There are signs that devaluation-driven industrial growth is petering out because the ruble is appreciating in real terms against the dollar. And the big question is how Russia will fare when soaring oil prices fall again, as they inevitably will. "Oil is 75 % of the story of Russia", says Deutsche Bank's London-based chief economist for the region Marcel Cassard. "If the oil outlook is benign, with a price in the \$20s (bond investors) will make money". At \$10 a barrel, the picture turns much grimmer.

Tariffs on oil exports account for around 30 % of total budget revenues. For every \$1-per-barrel decrease in the oil price, Russia's \$26.7 % billion budget losses \$4000 million in revenues. Even Kasyanov has cautioned against too much ebullience. "Global economic growth is forecast to slow in the next year, and this will be reflected in a decrease of exports from Russia", he recently told lawmakers.

Still, some investors find Russia an irresistible gamble. "Russia is an animal that generates returns as far as the eye can see", says Arnab Das, an emerging-market strategist at J. P. Morgan in London. "But high volatility comes hand in hand with that".

But investors like its liquidity, and they are counting on Putin to keep the economy buoyant.

Western banks think that the giant nation needs to return to the debt markets to regain credibility. "It makes sense for Russia to come back to market", says Philip Pool, head of the emerging markets at ING Barings in London. "Once Russia reassessed the markets, its ability to manage the rest of its obligation would significantly improve". And as August, 1998, recedes into the past, investors will be waiting (Catherine Belton // *Business Week* / October 9, 2000).

**Vocabulary list:**

- to whet — разжигать, раззадоривать;  
 pariah — пария, отверженный;  
 to maul — бить кувалдой, калечить;  
 to hail — приветствовать, поздравлять;  
 benchmark — база, ориентир, отправная точка, процетная ставка-ориентир;  
 bonanza — процветание, удача, доходное место;  
 travail — тяжелый труд, родовые муки;  
 to stagger — прогибаться под ношей;  
 crunch time — решающий момент;  
 to peter out — иссякать, истощаться;  
 rebound — реакция, подавление;  
 to surge — подниматься;  
 boomlet — русская рулетка;  
 to fare — быть, случаться;  
 benign — добрый, мягкий;  
 fragile — хрупкий;  
 ebullience — (книжн.) кипение, возбуждение;  
 buoyant — жизнеспособный;  
 obligation — долг, обязательство.

**Exercise I. Give the Russian for the following words and word-combinations from the text:**

to flee Moscow; to default on domestic debt; to devalue the ruble; to freeze payments; to plunge to; to vow; to hail the former pariah's first step; emerging-markets benchmark; a collective amnesia; the best-performing fixed-income market in the world; trading volumes; oil prices have surged; twin bonanzas; to generate a budget surplus; foreign reserves; to pay in cash; to trim growth-choking corporate taxes; to play the Russian boomlet; high-risk category; fragile recovery; crunch time; budget revenues; high volatility; liquidity; to pay in cash; to trim



growth-choking corporate taxes; to keep the economy buoyant; to regain credibility; to reassess the markets.

**Exercise II. Find in the text the English for:**

раззадорить аппетиты; пария; клясться; приветствовать; коллективная амнезия; прекрасно работающий, дающий стабильный доход рынок; цены на нефть возросли; руководство экономикой; платить наличными; приводить в порядок растущие и душасие (бизнес) корпоративные налоги; бюджетный дефицит; русская рулетка; покрывающий баланс; повысили (вознесли) статус России; российские облигации; восстановить доверие; переоценивать рынки.

**Exercise III. Make the nouns with the help of the suffix -tion, e. g.: define — definition:**

add, stabilize, form, relate, promote, operate, continue, translate, realize, implement, inform, celebrate, contribute, found, construct.

**Exercise IV. Answer the following questions:**

1. What was the economic situation in Russia after the default of 1998? What was the reaction on it of the European and the US banks?
2. Has the situation changed?
3. Comment on the author's question: "What's behind this case of collective amnesia?"
4. The author says, "Luck has played a big role in Russia's improving outlook". What "twin bonanzas" does he mean?
5. How did the new political situation in Russia influence the mood and intentions of the investors?
6. What proves the county's fragile recovery?

7. What do government officials promise? Why do these hopes, according to the opinion of the author of the article, rest on shaky foundations?
8. What's the role of oil in the economic situation of Russia?
9. Why is Russia "an irresistible gamble" for the Western businessmen?

**Exercise V. Characterize the Russian stock market (the situation with the bonds).**

Use the following word-combinations:

to whet banks' appetite;

the markets dried up;

after a bad mauling;

to vow never to go back;

to return to international bond markets;

benchmark;

twin bananzas;

to generate a budget surplus;

investors have been heartened by the political stability;

Prime Minister gets high marks for his stewardship of the economy;

to boost Russian status;

to sustain today's growth;

The devaluation-driven industrial growth is petering out because the rouble is appreciating in real terms against the dollar;

soaring oil prices;

Oil is 78 % of the story of Russia;

high volatility;

The giant nation needs to return to the debt markets to regain credibility;

to find Russia an irresistible gamble.

### Language focus

Use the following words, corresponding to the Russian "дело" correctly:

**Affair** — дело, событие; то, что происходит.

E. g. a pleasant / unpleasant / strange **affair**;

A family affair / a love affair

Private affairs / other people's **affairs**;

It's my **affair**.

**Matter** — 1) дело времени, вкуса и др.

E. g.: a **matter** of time / principle / taste / life and death / special interest / honour / great importance;

2) в составе фразеологизмов: e. g.: The **matter** is that ...; What's the **matter**?

**Business** — 1) дело, работа, занятие. E. g.: a **business** talk / trip / interview;

2) в составе фразеологизмов: e. g.: to go somewhere **on business**; Mind your own **business**; It's none of your **business**.

**Case** — судебное дело: e. g.: take up / hear / dismiss / close / reopen a **case** (in court).

Answer the questions:

1. In what cases do people say, "It's a matter of life and death?"
2. Explain the meaning of the saying, "Business before pleasure".
3. Why shouldn't people interfere in other people's affairs?
4. What affair is usually referred to as "family affair"?
5. When do we say, "It's a matter of taste"?

Say in English:

1. Это дело времени.
2. Это было не очень приятное дело.
3. Дело будет слушаться завтра.
4. Не вмешивайтесь в чужие дела.
5. Это дело двух недель, не более.
6. Занимайтесь своими делами.
7. В чем дело?
8. Дело в том, что

я передумал. 9. Мистер Браун отправится в Лондон по делу. 10. Это мое дело.

## Grammar section

**Exercise I. Translate the following sentences paying special attention to Participle I.**

1. Having saved the company, Steve Jobs now must take it to the next level. 2. A weaker dollar would boost import prices removing a key offset to rising domestic process. 3. Excluding a spike during the autumn 1998 financial turmoil, leading financial practices were in the tightest in a decade. 4. What's behind the growing gap between the earnings of those at the top of the income ladder and those near the bottom? 5. Britain's latest census in 1991, recorded that Birmingham's non-white population was just over 21 % of the city's total population of 1 million, making it the most radically mixed big city in Britain. 6. California's lawmakers, fretting over next year's budget, have discovered a lot of fiscal problems. 7. Starting up a shipping company and putting the profits into the New York Central Railroad, he (Cornelius Vanderbilt) turned \$100 into \$100 million. 8. Natural monopolies including transport are controlled by the state in Russia. 9. A growing number of industry executives and analysts are saying that the European tech sector will be subject to the same economic downturn that the U. S. tech sector is currently experiencing. 10. She added a clause to all contracts forbidding child labour.

**Exercise II. Give all possible forms of the Participle of the following verbs:**

to close; to explain; to discuss; to read; to lead; to wait; to confess; to continue; to begin; to finish; to translate; to admit; to ensure.

**Exercise III. Translate the sentence paying special attention to the use of Participle II.**

1. Notes like bills are typically sold through auctions held by the Federal Reserve. 2. The risk premium required by stock holders averaged 5.3 %. 3. Powered by the industrial sector, real gross domestic product grew. 4. Consumer spending is lagging behind — still depressed by high unemployment. 5. Banks are more willing to increase the size of a mortgage, perhaps. 6. The few social-science surveys done show a strong desire for more democracy in China. 7. Given a powerful mix of jobs, low inflation and stock market gains, households are setting spending records almost every quarter. 8. The income generated by tourism in the form of export earnings is significant for many countries. 9. Progress made by women in professional and managerial jobs, with recent statistics on women on the top of the public service, in financial and banking, and in politics is enormous. 10. Policies, programs and initiatives taken at the national level are aimed to promote women in management. 11. Many may end up studying how IKEA has maneuvered through the past decade unscathed by charges against it. 12. The quirky, privately held company was run for decades by Kamprad, who built the business into an affordable yet attractive self-assembly furniture store for the masses. 13. The newly hired business manager for carpets immediately terminated the Pakistani contract.

**Exercise IV. Translate the following:**

потерянная книга, разбитая чашка, забытый метод, смеющийся голос, потерянный шанс, выбранная тема, найденное решение, испытанный метод, проводимая конференция, проведенная вчера конференция.

**Exercise V. Translate the following sentences using Participles:**

1. Я всегда выписываю новые слова, читая книги на английском языке. 2. Конференция, проведенная вчера, была посвящена проблемам экономики. 3. Написанная статья была опубликована. 4. Цены, выросшие за последнее время, отрицательно влияли на покупательский спрос. 5. Говоря на эту тему, он всегда волнуется. 6. Мы посетили выставку, посвященную деятельности известных экономистов. 7. Когда мы обратили внимание на этот вопрос, мы поняли, как это важно. 8. Перечитывая статью, я нашла несколько опечаток. 9. Я не хочу, чтобы мои дела обсуждали. 10. Я добьюсь, чтобы все было улажено. 11. Меня заставили долго ждать. 12. В последний раз его видели в читальном зале. 13. Некоторые вопросы, затронутые в докладе, заслуживают серьезного внимания. 14. Приехав в незнакомый город, мы всегда стараемся узнать о его истории и культуре.

**Read and translate text II.****Text II. Medium-Size Business in Russia:  
The Basis of the Country's Scientific,  
Technological and Industrial Potential**

Medium-size enterprises have, to a great extent disappeared from the sight of the state authorities and academic institutions. An analysis of press publications and regulations has shown that these apply either to industrial or science giants or to small business. The Novolipetzsk Steel Plant or the National Experimental Physics Research Institute have prominent roles in the country. Small businesses, which have developed the last 10—12 years, also have their part to play. But the nucleus of the economy of many countries, Russia included, is formed by

medium-size enterprises which employ from 5—100 to 5000—6000 people and whose activity, though, has gone largely unnoticed.

In essence, we are talking about a major hiatus in economic reform strategy. Statistics backs this up. While the statisticians are able to obtain figures for groups of enterprises depending on their number of employees, there is simply no information to analyze how the size of an enterprise influences its performance. Moreover, the concept of medium-size enterprise does not officially exist. Sometimes, when “small and medium-size business” is mentioned this is no more than a loan translation from English. What this really means is small business. Russian legislation and actions by the executive authorities consider only small enterprises with up to 100 employees in industry, construction, and transport, around 60 in agriculture and science, and about 50 in other industries.

In the slang of statisticians who have contrived to segregate small businesses from the remainder, that remainder is termed medium-size or large enterprises, although special records of genuinely medium-size enterprises are not kept.

Take just one category of medium-size enterprises, using the results of sociological research carried out by the Institute for Strategic Innovations in 2000. In all, 240 directors of science organizations were polled. Of these organizations, 58 percent were wholly state-owned or joint-stock companies in which the state holds a controlling interest or a Golden Share. The rest are privately owned.

The survey showed that 11.8 percent of the organizations had up to 50 employees, 60.8 percent between 51 and 500 employees, and 28.2 percent more than 500 employees. In other words, the bulk of them were medium-sized enterprises.

Large and medium-size enterprises make more use of the funds of their customers and use their own resources to finance their activity. Research equipment has been replaced at 76.9



percent of the large organizations, 61.8 percent of medium-size organizations, and only 40.7 percent of the small organizations in the last three years.

As for control to innovatory work, 38.5 percent of the large organizations, 25.7 percent of the medium-size, and 17.9 percent of the small organizations said this was above average.

These examples give a fairly good picture of the effectiveness of categories of organizations in the science and engineering complex. There are grounds to believe that similar proportions exist in manufacturing and construction.

The industrial science sector is particularly important because it is with its help that manufacturing industries will be reconstructed, renovated technologically and start making competitive goods (Human Development Report 2000. Russian Federation. M.: Human Rights Publishers, 2000).

### Vocabulary list: \_\_\_\_\_

giant — гигант;

prominent — выдающийся, заметный;

nucleus — ядро;

hiatus — пробел, пропуск;

research исследование;

innovation — инновация;

genuine — подлинный, истинный.

### Exercise I. Translate the words and word-combinations from the text:

medium-size enterprise; to a great extent; state authorities; academic institutions; giants; to have prominent roles; the nucleus of the economy; in essence; a major hiatus; in economic reform strategy; in their emergence; joint-stock company; above average.

**Exercise II. Give synonyms or paraphrase:**

to back up; a loan translation; in the slang of statisticians; innovatory work; there are grounds; manufacturing industries; competitive goods; to provide social stability.

**Exercise III. Answer the questions:**

1. What place does medium-size business occupy?
2. What is the difference between small business, medium-size business and large enterprises?
3. What in the author's opinion prevails in Russia?
4. Comment on the statistic data given in the text.

**Exercise IV. Write the annotation and summary of the text. Compare them.**

## Speech practice

**Get acquainted with the role play which is called "Six Thinking Heads". First some commentary in Russian.**

Автор этой идеи Эдвард де Боно под "шляпой мышления" понимает особый ход мыслей, специфический настрой, способность выражать эмоции и т. д. Игра заключается в том, что каждый, кто принимает участие, мысленно надевает шляпу определенного цвета, а цвет шляпы — это особый ход мысли. Ценность шляп в том, что они обеспечивают различные роли в процессе мышления. Так коротко шляпы можно охарактеризовать так:

**Белая шляпа** — голые факты, цифры, информация.

**Красная шляпа** — все через призму красного, эмоции и чувства, а также предчувствия и интуиция.

**Черная шляпа** — негативные суждения, все видится в мрачном свете.

**Желтая шляпа** — солнечный свет, веселье, оптимизм, положительная, конструктивная, использует благоприятные возможности.

**Зеленая шляпа** — плодородная, творческая, позволяет семенам давать ростки, движение, пробуждение.

**Синяя шляпа** — прохлада и контроль, дирижер оркестра, размышляет о процессах мышления.

Now read in English the description of thinking hats.

### **The Summary of White Hat Thinking**

Imagine a computer gives the facts and figures for which it is asked. The computer is neutral and objective. It does not offer interpretation or opinions. When wearing the white thinking hat, the thinker should imitate the computer.

The person requesting the information should use focusing questions in order to obtain information or to fill in information gaps.

In practice there is a two-tier system of information. The first tier contains checked and proven facts — first-class facts. The second tier contains facts that are believed to be true but not yet been fully checked — second-class facts.

There is a spectrum of likelihood ranging from “always true” to “never true”. In between there are usable levels such as “by and large”, “sometimes” and “occasionally”. Information of this sort can be put out, under the white hat, provided the appropriate “frame” is used to indicate the likelihood.

White hat thinking is a discipline and direction. The thinker strives to be more neutral and more objective in the presentation of information.

## **The Summary of Red Head Thinking**

Wearing red hat allows the thinker to say, "This is how I feel about the matter". The red hat legitimates emotions and feelings as an important part of thinking.

The red hat makes feeling visible so that they can become part of the value system that chooses the route on the map. The red hat provides a convenient method for a thinker to switch in and out of the feeling mode in a way that is not possible without such a device.

The red hat allows a thinker to explore the feelings of others asking for a red hat view. When a thinker is using a red hat, there should never be any attempt to justify the feelings or to provide a logical basis for them.

The red hat covers two broad types of feelings. Firstly, there are the ordinary emotions as we know them, ranging from the strong emotions such as fear and dislike to the more subtle ones such as suspicion. Secondly, there are the complex judgements that go into such types of feelings as intuition, sense, taste and other not visibly justified types of emotions. Where an opinion has a large measure of this type of feeling, it can also fit under the red hat.

## **The Summary of Black Hat Thinking**

Black hat thinking is specifically concerned with negative assessment. The black hat thinker points out what is wrong, incorrect and in err. The black hat thinker points out how something does not fit experience or accepted knowledge. The black hat thinker points out why something will not work. The black hat thinker points out risks and dangers. The black hat thinker points out faults in a design.

Black hat thinking is not an argument and should never be seen as such. It is an objective attempt to put the negative element onto the map. Black hat thinking may point out errors in

the thinking procedure and method itself. Black hat thinking may judge an idea against the past to see how well it fits what is known.

Black hat thinking may project an idea into the future to see what might fail or go wrong. Black hat thinking can ask negative questions.

Positive assessment is left for the yellow hat. In the case of new ideas, the yellow hat should always be used before the black hat.

### **The Summary of the Yellow Hat Thinking**

Yellow hat thinking is positive and constructive. The yellow color symbolizes sunshine, brightness and optimism.

Yellow hat thinking is concerned with positive assessment just as black hat thinking is concerned with negative assessment. Yellow hat thinking covers a positive spectrum ranging from the logical and practical at the one end to dreams, visions and hopes at the other end.

Yellow hat thinking probes and explores for value and benefit. Yellow hat thinking then strives to find logical support for this value and benefit. Yellow hat thinking seeks to put forward soundly optimism but is not restricted to this — provided other types of optimism are appropriately labelled.

Yellow hat thinking is constructive and generative. From yellow hat thinking come concrete proposals and Yellow hat thinking is much concerned with bringing things about. Yellow hat thinking may be concerned with taking an idea that is used elsewhere and putting it to work. Yellow hat thinking may be concerned with generating alternative approaches to a problem. Yellow hat thinking may even define opportunities. But Yellow hat thinking is not concerned with changing concepts or perceptions. That is the business of green hat thinking.

## **The Summary of Green Hat Thinking**

The green hat is for creative thinking. The person who puts on the green hat is going to use the idioms of creative thinking. Those around are required to treat the output as a creative output. Ideally both thinker and listener should be wearing green hats.

The green color symbolizes fertility, growth and the value of seeds. The search for alternatives is a fundamental aspect of green hat thinking. There is a need to go beyond the known and the obvious and the satisfactory. With the creative pause the green hat thinker pauses at any point to consider whether there might be alternative ideas at that point. There need be no reason for this pause.

In green hat thinking idiom of movement replaces that of judgement. The thinker seeks to move forward from an idea in order to reach a new idea.

Provocation is an important part of green hat thinking. Provocation is used to take us out of our usual patterns of thinking.

## **The Summary of Blue Hat Thinking**

The blue hat is a control hat. The blue hat thinker organizes the thinking itself. Blue hat thinking is thinking about the thinking needed to explore the subject.

The blue hat thinker calls for the use of other hats. The blue hat thinker defines the subjects towards which the thinking is to be directed. Blue hat thinking sets the focus. Blue hat thinking defines the problems and shapes the questions. It determines the thinking tasks that are to be carried through.

Blue hat thinking is responsible for summaries, overviews and conclusions. These can take place from time to time in the course of the thinking and also at the end.

Blue hat thinking monitors the thinking and ensures that the rules of the game are observed. Blue hat thinking stops argu-

ment and insists on the map type of thinking. It enforces the discipline.

Blue hat thinker may use the following statements:

...We seem to have got stuck in an argument. We'll note both points of view and come back to it later.

...We are using the map mode and not the argument mode. If you have different points of view, just note them. Don't try to prove that yours is right and the other one is wrong.

...You have both had your say. To go any further is arguing and that is not what we are here for.

...Will you please stop arguing.

...I want each of you to do some yellow hat thinking on the other person's point of view. That should stop argument.

The formality of the blue hat allows to be much more direct than would otherwise be the case.

Now when you know the rules of this role play, discuss the article "Russia: All is Forgiven" in connection with the present economic situation in our country. It is possible to change hats during the play. Any problem may be discussed in this manner.



# Unit IX

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Read and translate the text:

## Text I. Advertising

Just last summer, the advertising industry was having a total blast. TV' "Survivor", all the rage, was creating a rich platform for new commercials. Internet was generating buzz and cash. And magazines were so fat with ads you needed a forklift to pick up the mail.

A few months later, that dot-com advertising bubble has gone. Just as companies are planning their ad and marketing budgets for next year, news that the economy may finally be slowing is hitting hard. And that has thrown a whole lot of cold water on the advertising industry. Now instead of planning showcase ads for new network programs and crafting clever mascots for hot new e-tailers, admakers are bracing for a tough year. "You'd have to be blind not to see what's coming", says William L. Katz, president and CEO of agency BBDO New York. "The indicators are saying "slowdown".

Since the mid-90s, the advertising industry has seen strong growth, often in the high single digits each year. But in recent months that streak has cooled, and experts are now revising their original forecasts for a smaller gain. Michael Russel, an analyst at Morgan Stanly Dean Witter, thinks total spending by companies on ads will grow about 4,5 % in the coming year, to \$166 billion, although his projections change markedly when he takes the Web into account.

**Stingy clients.** Big clients have already factored the changing climate into their business plans. In November, Daimler-Chrysler informed magazine publishers that it wanted to pay the same ad rates in 2001 that it did in 2000. And even under these terms, the auto maker did not guarantee that it would maintain its former spending levels. Experts expect other car companies to be similarly stingy in the coming year.

The economy may be the biggest threat to the ad industry in 2001, but it's not the only one. Labour politics also loom large for ad agencies. Barely off a 175-day strike ad-advertising actors, the industry now faces a potential strike by TV and film actors and writers, whose contracts are up in the following summer. While not directly connected to the ad industry, if these writers and actors fail to come to new terms, the television season will be threatened and the value of the ad time will slip.

Another damper: the loss of dot-com dollars. For the past two years, agencies have enjoyed a huge windfall from the Internet economy. Newly found e-businesses, looking to build brands in a hurry shoveled money into advertising. Old Economy competitors fought back with ads of their own. This year, as the on-line community has run short of cash, there's far less money for advertising. And what remains of dot-com ad-budgets is often funneled to cheaper tactics, like e-mail newsletters and guerilla marketing. "Marketers have learned from last year's experience", says Marissa Gluck, senior analyst at Jupiter Media Metrix Inc. Expensive advertising is out of e-style, she posits.

**Escaping the Ax.** The news is not all bad. Many of the biggest ad agencies are now owned by well-diversified parent corporations that are cushioned against just such a downturn in ad spending. At Omnicom Group Inc. and Interpublic Group of Cos., for example, more than 5 % of company revenues come from the more recession-resistant marketing sector. These services, which include direct marketing and public relations, are

cheaper than high-profile ad campaigns and therefore less likely to get the ax at the first sign of slowdown. And some traditional ad sectors, such as radio, are looking quite strong for the next year.

Ultimately, though, the Internet's volatility has left most ad agencies looking down the barrel of smaller ad buys and fewer clients to make them. Admakers may find that the hardest sell they make this coming year is of their own services ( By Ellen Neuborn in New York // Business Week / January 8, 2001).

### Vocabulary list:

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blast — взрыв, поток воздуха;

all the rage — в гневе;

dot-com advertising = on-line advertising;

ad — advertising;

mascot — талисман; человек или вещь, приносящие счастье;

to brace — собирать силы;

digit — однозначная цифра, цифровой;

streak — полоса, черта, период;

analyst — аналитик;

stingy — скупой, жадный;

to factor — быть движущей силой, двигать;

threat — угроза;

to loom — принимать угрожающие размеры;

dampener (переносн.) — препятствие;

to shovel money — "сгребать" деньги;

guerrilla — партизанская война;

to posit — класть в основу договоров, постулировать, утверждать;

downturn — уменьшение, спад;

ax — 1) топор, 2) резкое уменьшение бюджетной части;

ultimately — в конечном счете, в конце концов.

**Exercise I. Give the Russian for:**

a total blast; all the rage; to create a rich platform for new commercials; to generate buzz and cash; planning showcase ads; to craft clever mascots; to brace for a tough year; to revise original forecasts; total spending by companies on ads; stingy clients; to factor the changing climate; to pay the same as-rates; the biggest threat to the ad industry; to loom large for ad agencies; to face a potential strike; to fail to come to new terms; a loss of dot-com dollars; to enjoy a huge windfall from the Internet economy; newly-founded e-businesses; to build brands; to shovel money on advertising; the on-line community; to run short of cash; to funnel to cheaper tactics; guerrilla marketing; to escape the ax; well-diversified parent corporations; to look down the barrel.

**Exercise II. Give synonyms (or explain in English) to the following words and phrases:**

ad-rates; dot-com ads; on-line community; to come to terms; stingy; threat; to shovel money; to maintain; guerrilla marketing; recession; public relations.

**Exercise III. Arrange the words and phrases to make up a sentence:**

1. Include, direct marketing, which, and, are, public relations, cheaper, ad campaigns, than, high-profile.
2. Have enjoyed, the Internet, huge, a, windfall, agencies, for the past two years, economy.
3. Fat, were, so, with ads, needed, to pick up, you, the mail, magazines.
4. Ad industry, the economy, the biggest, may be, threat, to, in 2001.
5. Competitors, with ads, old economy, of their own, fought back.

6. Has seen, since, the advertising industry, the mid-'90s, growth, strong.

**Exercise IV. Answer the questions:**

1. What was the situation in advertising industry last summer?
2. What has thrown a whole lot of cold water on the advertising industry?
3. Why are admakers bracing for a tough year?
4. How does the author characterize the situation in the advertising industry since the mid-'90s and why has that streak cooled?
5. What are the intendings of big clients?
6. What threats is the ad industry facing?
7. What is a serious damper for this industry?
8. What are the results of the fact that many of the big ad agencies are now owned by well-diversified parent corporations?

**Exercise V. Write a plan / annotation / summary of this article.**

**Language focus:**

**Mind the use of the words "clear" and "plain".**

These adjectives are comparable when meaning "easy to understand, free from doubt or difficulty, open to the eye of mind" — **ясный**.

**Clear** suggests an absence of any confusion of the mind (a **clear** statement; a **clear** style; The matter is **clear**; a **clear** conclusion; to have a **clear** idea; **clear** to somebody).

**Plain** implies distinctness or a lack of being complicated, it means "easy to understand" (a **plain** answer; The matter is **plain**; plain words; **plain** English; The meaning is quite **plain**; to make something **plain** to somebody).

**Clear and plain** in this meaning may be interchangeable.

## Grammar section

**Exercise I. Translate the sentences paying special attention to the use of the Subjunctive Mood in the Conditional sentences.**

1. If the investigators reached the conclusion that the site was indeed contaminated, the experts would set up the plan of restoration. 2. If the principle of sustainability is not realized, Sao Paulo and its living environment will at some period in time be ungovernable. 3. A recent survey of IT professionals in the UK found that two-thirds of the respondents would leave their positions, if their employers failed to provide additional training. 4. If it came to corporate responsibility, we wouldn't have to force it down on our managers only. 5. If inflation were in the stable, moderate range of between 2 % and 4 %, unemployment would be safely kept as low as 4 %. 6. If unemployment had fallen below 5,5 % in the mid-1990s, the core inflation would have been only 3 %. 6. If we didn't work towards that, worse things would happen to us. 7. "If someone could meld the best of Republican views, that would be perfection", says a moderate Republican. 8. If compensation didn't slow commensurately, then businesses would either raise prices more aggressively or their profit margins and stock prices would erode. 9. The U.S. would retain a large comparative advantage in the high-tech sector, even if domestic demand slowed.

**Exercise II. Translate the sentences using "But for ..." - construction. (But for the lecture we would go to the park).**

1. Если бы не его помощь, я бы ничего не сделал. 2. Если бы не мое волнение, я бы отвечала на экзамене лучше. 3. Если бы не погода, мы бы прекрасно отдохнули. 4. Если бы не объяснение, я бы и сейчас делал эти ошибки.

5. Если бы не трудный отрывок, я бы давно уже сдал перевод текста. 6. Если бы не акцент, его бы принимали за иностранца. 7. Если бы не ошибка в начале доклада, все прошло бы хорошо. 8. Если бы не ты, я не смог бы выполнить задание. 9. Если бы не трудное начало диктанта, все написали бы его хорошо. 10. Если бы она старалась, то ее диссертация уже была бы готова.

**Exercise III. Translate the sentences:**

1. Если бы ты слушал объяснения внимательнее, ты бы не сделал так много ошибок. 2. Вы бы знали лучше английский язык, если бы больше читали. Вы мало читаете. 3. Даже если бы у меня был тогда словарь, я не стал бы им пользоваться во время контрольной. 4. Он не знал, как он серьезно болен. Но даже если бы и знал, он не прекратил бы эксперименты. 5. Если бы я сказал вам это, что бы вы ответили. 6. Если ему все же удастся сделать это, я первый его поздравлю. 7. Если вам случится с ней разговаривать, не напоминайте ей об этом. 8. Если бы ты был тогда там, этого бы не случилось. 9. Если бы ты хотел сдать экзамены хорошо, ты бы ходил на все лекции и отвечал на семинарах. 10. Если бы можно было все изменить, я не так построил бы свою профессиональную деятельность. Но уже поздно об этом думать.

Read and translate the text:

## **Text II. Ethical Issues in Advertising**

Our society grants consumers the right to be informed and prohibits deceptive practices and promotions that intentionally mislead consumers. For example, consumers have the right to know how likely it is that they will win a contest or sweep-



stakes. State and federal regulations require that the odds of winning such sales promotions be conveniently available to potential participants.

### Misleading Advertising

Because of its effect on the buyers, one area of particular concern is **misleading** or **deceptive advertising**. People feel strongly about this issue, largely because in almost all the societies the truth is revered and lying is considered wrong. In the United States the Federal Trade Commission Act of 1914 makes it illegal to run dishonest advertisements. Thus, laws and court cases aimed at the ending the worst abuses have long been part of the American business scene. Many recent incidents related to this issue are traceable to consumerism and concerns about the right to be informed.

Identifying what comprises misleading or deceptive advertising is not easy. Although blatant deception is disapproved by our society and any legal system, hard-fast rules are difficult to develop and enforce.

### Bait and Switch

Advertising that attempts to employ the tactic known as **bait and switch** offers another example of the difficulty in determining what is deceptive. The bait-and-switch technique involves advertising a product at an amazingly low price. Consumers, drawn to the store by the advertising, are "switched" to another, high-priced item by salespeople, who claim that the advertised item is, for some reason, no longer available.

Although this tactic is clearly deceptive, proving intentional deception is difficult. Would anyone claim that a salesperson should not try to sell an item that was not mentioned in the store's advertisement? What about the common sales tactic of trading up, whereby the salesperson tries to interest the

customer in an item higher priced than the one the customer first mentioned? Because the marketing concept stresses honest attempts at customer satisfaction, we might conclude that a salesperson may in good conscience point out a better, more expensive buying option. The question of the ethics of switching revolves around intentions and the actual availability of the product. Again, questions of ethics are rarely straightforward and simple.

**Puffery.** Another area involves puffing. **Puffery** is the practice of stating opinions or making slight exaggerations, a practice that society in general considers harmless. Movie producers often publicize their films and publishers sometimes advertise their books by using puffery. "Most exciting movie ever" and "Funniest book you'll ever read" are examples. Even though these are not provable statements, most would not favour banning them. But where does puffing stop and lying begin? Often, the Federal Trade Commission or a judge is required to make the final decision.

### **Public Standards**

Matters of law and ethics are frequently decided on the basis of public standards, or beliefs as to what is the right and proper. Even more often, they are decided on the basis of what somebody thinks are public standards. Certain advertisements, such as perfume advertisement for Calvin Klein showing nude men and women in provocative poses, cause a stir because they challenge public standards or someone's ideas about public standards.

This implies that public standards might not always be obvious. Try to decide what public standards dictate in regard to these marketing questions, for example:

- Should liquor advertising be allowed on television?
- Should sellers of medicinal products be allowed to discuss bodily functions during TV and radio commercials?

- Should school children be exposed to promotional messages in classrooms?

The public sense of decency is a tricky thing to deal with. Issues of public standards and concerns are philosophical Issues marketers must consider. Although they present difficulties, they are not beyond answering.

### Vocabulary list: \_\_\_\_\_

deceptive — обманчивый, вводящий в заблуждение;

deception — обман;

misleading — вводящий в заблуждение, уводящий от истины;

sweepstake — пари (на скачках), тотализатор;

odds — преимущества;

to revere — уважать, почитать;

abuse — злоупотребление;

blatant — явный, вульгарный;

bait — наживка;

puffing — надувательство, обман;

public standards — общественные нормы;

liquor — спиртное;

decency — приличие.

**Exercise I. Translate the following words and word combinations from the text:**

to grant consumers the right to be informed; to prohibit deceptive practices; promotions that intentionally mislead consumers; sweepstakes; the odds; the truth is revered; lying is considered wrong; the worst abuses; consumerism; hard-and-fast rules; at an amazingly low price; high-priced item; no longer available; exaggerations; to challenge public standards or someone's ideas about public standards; to consider philosophical Issues.

**Exercise II. Agree or disagree with the following statements.**

1. Our society grants consumers the right to be informed and prohibits deceptive practices and promotions that intentionally mislead consumers.
2. Proving intentional deception is difficult.
3. A salesperson should not try to sell an item that was not mentioned in the store's advertisement.
4. Questions of ethics in advertising are rarely straightforward and simple.
5. Matters of law and ethics are frequently decided on the basis of public standards.
6. Public standards might not always be obvious.
7. Issues of public standards and concerns are philosophical issues marketers must consider.
8. Marketing to children has always been an area of controversy.

**Exercise III. Answer the following questions. Motivate your answers. Use words and word combinations given below:**

1. What is ethics? What is ethics in marketing?
2. What should companies do to establish marketing policies on ethics?
3. "Ethics will remain a key aspect of marketing of the 21<sup>st</sup> century". Do you agree with it? Give your reasoning.
4. What types of unethical advertising do you know? Comment on them.
5. What should and shouldn't be advertised on TV? Interpret the sentence (from the extract on public standards): "The public sense of decency ... is a tricky thing".
6. What are the strategies of dealing with ethical problems in large corporations and in small business?
7. What techniques can be used in public relations to maintain good ties between the organization and its public?

**Vocabulary to be used in the answers:** to raise the public awareness of social problems; social and economic effects on advertising; the impact of advertising; to benefit society; to harm society; annoying / offensive advertisements; advertising should be honest and not misleading; to treat clients in a fair manner; misleading or deceptive advertising; bait-and-switch advertising; puffery; public standards of advertising; to launch a new consumer product; to boost sales; to dominate the market; to destroy company's reputation; bad-mouth rival products; to gauge market potential.

## Speech practice

**Exercise I.** Compose the text of the advertisement to be placed in a newspaper or magazine. Choose the best one in the group.

**Exercise II.** Create and dramatize a commercial for TV.

**Exercise III.** Write a letter to a national celebrity asking him / her to promote your product. Discuss the terms of the contract.

**Exercise IV.** Read and discuss the text:

### Advertising and Children

Many people believe that children are especially vulnerable to the appeals of advertising and that advertising directed to them should be strictly regulated. They contend that advertising unfairly manipulates children because children (1) do not understand the selling intent of ads and (2) lack sufficient cognitive abilities to defend themselves against positive advertising appeals.

A number of organizations have issued guidelines for children's advertising. The organizations include the Federal Trade

Commission, the National Association of Broadcasters, the Federal Communications Commission, etc. In 1978 the FTC instituted rule-making procedures in response to a petition from Action for Children's Television (ACT) and other consumer interest groups. Conflicting evidence was presented on children's cognitive abilities, the nature of parent-child interactions, the effects of sugared products. In the end, the commission terminated the proceedings on the basis that regulations would be ineffective.

Findings from the studies on children and advertising indicate that:

- Children of all ages have a considerable degree of exposure to advertising. They are not merely exposed to advertising targeted at themselves but also to advertising targeted at adults.
- Television commercials receive less attention than programs. Attention appeals to decline with the age of the child. Younger children's attention to commercials is more likely to be determined by perceptual and affective factors while older children's is more likely to be determined by conceptual factors.
- Preschool-aged children are capable of distinguishing commercials from programs. However, they use superficial and affective aspects to make this distinctions. It is not clear at what age children develop a conceptual understanding of commercials, although this understanding increases with the age of the child.
- Separators that distinguish between commercials and programs do not seem to be effective, although they appear to have no dysfunctional effects.
- The effectiveness of host-selling is questionable at best. In fact, nonhost commercials may perform better by capitalizing on the novelty of the nonhost.

- Young children (preschool-age) are not able to discern the subject of commercials. While studies using verbal responses have generally supported this finding, some studies using nonverbal have yielded conflicting results.
- Children's ability to discriminate among human, animated, and puppet characters increases with age.
- Parental education, family interaction, and peer interaction generally aid children's understanding of commercials.
- Attitudes toward advertising in general become less positive with the age of the child. Older children are more cynical about advertising. Children of well-educated parents have stronger attitudinal and cognitive defenses toward advertising.
- Advertising has a moderate impact on children's attitudes toward the advertised product. Multiple but varied exposures are required to influence children's preferences and choice behaviours.
- There is no definite evidence revealing harmful or dysfunctional effects of premium advertising or host-selling with regard to children's attitudes toward advertised products.

### Exercise V. Pole play: Sales and Marketing

#### Issue

You all work in the marketing department of a large international company which manufactures security systems. Recently you company launched a new product called "The Max". It is a sophisticated alarm system which also photographs the intruders. To launch the product you used a TV advertising campaign loosely based on a film called "Mad Max". There has been a public outcry, with parts on the media arguing that the



film seeks to terrify people buying alarm systems. The meeting has been called to discuss the campaign.

## Agenda

1. The Max campaign
2. Sales report
3. Public relations report
4. Review of policy and action

### *Notes to the agenda:*

1. *The Max campaign.*

The Marketing Manager will report on the concepts behind the campaign and its results.

2. *Sales report*

The Sales Manager will report on sales since the launch.

3. *Public relations report.*

The Public Relations Manager will report on press relations and other PR issues.

4. *Review of policy and action.*

The meeting will decide whether any action needs to be taken.

## Roles

### Marketing Manager (Chair)

You were responsible for giving the advertising agency the go-ahead to film the "Mad Max" commercial. Personally you think it is a fantastic ad and rather dramatically sells the features of the Max Alarm system. You also feel that the bad pub-

licity will not harm the company in the end. It certainly will increase sales.

### **Sales Manager**

You are delighted with the impact of the ad. Sales of Max system have doubled in the last two months and the main problem is producing enough to meet demand. You can see that the ad might offend some people but there have been no complaints about the product and that is the important thing.

### **Public Relations Manager**

You feel you should have been consulted about the ad. It has been a disaster for the company. Your phone has not stopped ringing with local and national press for the company's position. Most of the press have criticized the ad. They say it is designed to frighten people and they feel elderly people in particular might confuse the film with reality. You think the ad should be withdrawn and that the company should publicly apologize for causing offence.

### **Promotions Assistant**

You didn't like the ad. You thought it was overdramatic. It painted a picture of a very frightening world. You agree with the Public Relations Manager that it was a mistake.

### **Customer Service Manager**

You can't see what all the trouble is about. You found the ad very effective. The customers you have talked to don't seem to be offended. You think it is just the media blowing it up out of proportion.

# Unit X

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Read and translate the text:

## **Text I. Privatization: Principles, Problems, and Priorities**

What principles should guide a further programme of privatization? What kinds of problems will be encountered, and where should the priorities lie? Economists have not written much on these issues. We hope to provide an explicit structure in which relevant questions can be identified and answered.

“Privatization” is generally used to mean the formation of Companies Act company and the subsequent sale of at least 50 per cent of the shares to private shareholders. However, the underlying idea is to improve industry performance by increasing the role of market forces. Many other measures can contribute to this, notably freeing of entry to an industry, encouraging competition, and permitting joint ventures. Market forces can also be increased by restructuring the nationalized industry, to create several successor companies which may be publicly owned. To secure maximum benefits, a whole set of measures must be designed for each industry, including privatization as a key element.

### **Criteria for Privatization**

It is helpful to structure the problem as a cost-benefit analysis. In principle, one might examine the effects of each alternative privatization proposal on different interest groups such as existing and potential customers, taxpayers, suppliers of la-

bour and capital, etc. Trade-offs between these groups could be established and decisions made accordingly.

We propose to short-circuit this procedure somewhat by specifying a single criterion, namely the present value of aggregate net benefits to UK consumers. This is measured primarily by lower prices of currently available goods and services. Effects on the level of output, the quality and variety of goods and services available, and the rate of innovation will also be important. Typically, there will be release of resources, benefitting the consumer in other ways. Changes in the distribution of benefits (e. g. by geographical area) and effects on employees, suppliers, exports, and taxpayers must also be considered.

We do not assume that privatization is desirable in itself. Respectable arguments support such a view — for example, that political freedom depends on private property, or that government intervention should be minimized, because the larger the government sector, the larger the threat to liberty. Here, privatization is strictly an economic instrument. Privatization in certain industries could be ruled out as simply not beneficial to consumers.

Our criterion excludes the stock-market value of the successor company or companies. This value could clearly be artificially increased, but this would be counterproductive for consumers.

The criterion of benefit to consumers should be used to design the privatization scheme as a whole. Consider some of the things to be decided in order to write prospectuses for floating one or more successor companies:

- the number of companies, the assets and liabilities of each, and their intended aims and scope of business;
- the structure of the industry in which the company (or companies) will operate, especially the conditions of new entry;

- the regulatory environment, including competition policy, efficiency audits, controls (if any) on prices or profits;
- non-commercial obligations (e. g. with respect to employment, prices, or provision of services) and sources of funding for these obligations: e. g. direct subsidies from government or local authorities);
- the timing of the privatization scheme, including the floatation date and the times at which new competition is allowed and / or regulation instituted;
- future levels of government shareholding, and ways in which the associated voting power will be used.

Potential investors will translate this package, which is designed to maximize benefits to consumers, into a stock-market price. Successful floatation requires an accurate forecast of this price, and a limited futures market in the shares can help.

### **Benefits and Costs**

Our criterion involves benefits for two sets of consumers: actual or potential consumers of the industry; and other consumers of the industry; and other consumers, who benefit from saving resources which may accompany privatization. Thus, if lower subsidies are paid, other consumers will benefit via lower taxation. Subsidies represent real resources which could be consumed elsewhere.

Privatization will generate benefits for consumers because privately owned companies have a greater incentive to produce goods and services in the quantity and variety which consumers prefer. Companies which succeed in discovering and meeting consumer needs make profits and grow; the less successful wither and die. The discipline of the capital market accentuates this process: access to additional resources for growth depends on previously demonstrated ability. Selling a national industry substitutes market discipline for public influence. Re-

sources tend to be used as consumers dictate, rather than according to wishes of government, which must necessarily reflect short-term political pressures and problems of managing the public sector's overall demands for capital.

But gains are not all one way. Privatization is intended to change motivation of management towards profit-making. A privately owned company will have greater incentive to exploit monopoly power commercially. To the extent that this is not limited, consumer benefits from privatization will be less than they might be. Second, a privatized company will be less willing to provide uneconomic services. The resources so released will be used more productively, but particular sets of consumers will lose by the change. This raises the question of how such losses, often thought of as social obligations, should be handled. Third, eliminating inefficient production and restrictive labour practices means the release of resources. This will benefit taxpayers and consumers outside the industry, but some employees and suppliers will suffer. The short-cut criterion does not explicitly recognize some these losers. Ways of coping with these three problems are discussed below.

### **Competition**

Competition is the most important mechanism for maximizing consumer benefits, and for limiting monopoly power. Its essence is rivalry and freedom to enter the market. What counts is the existence of competitive threats, from potential as well as existing competitors. The aim is no so-called "perfect" competition; rather, one looks for some practical means to introduce or increase rivalry. The relevant comparison for policy is between the level of competition that could realistically be created, and the present state of the nationalized industry.

Certain features of nationalization need attention whatever the ownership form finally adopted. The artificial restrictions

on entry embodied in the statutory monopolies granted the most of the earlier nationalized industries should be removed. Government-controlled resources (airspace, harbour facilities, mineral rights on land, etc) should be made equally available to new entrants, without favouring the nationalized concerns.

The starting structure for the successor private company or companies is extremely important. In some cases, different parts of the industry could compete if formed into horizontally separate companies. Resources or assets could be transferred to potential entrants. Vertically separating the industry into different companies would also generate rivalry at the interface. If, for example, British Telecom's International division were separated from the Inland division, each would encourage alternative sources of supply (including self-supply) (M. Bishop, J. Kay, C. Mayer. *Privatization and Economic Performance*. — Oxford: Oxford University Press, 1996).

**Vocabulary list:** \_\_\_\_\_

- priority — преимущество, приоритет;
- to encounter — встретить(ся);
- explicit — открытый, выраженный, явный;
- subsequent sale — последующая продажа;
- share — акция;
- a shareholder — акционер, держатель акций;
- joint venture — совместное предприятие;
- successor — преемник;
- trade-offs — торговые отношения;
- to short-circuit — сократить;
- stock market — фондовый рынок;
- restriction — ограничение;
- assets — активы;
- liabilities — пассивы;
- scope of business — масштаб бизнеса;
- floatation — колебание;



via — через;

to cope with smth — справляться с чем-либо;

rivalry — соперничество.

### Exercise I. Five the Russian for:

relevant questions; subsequent sale of shares; private shareholders; the underlying idea; to secure maximum benefits; cost-benefit analysis; trade-offs; to short-circuit the procedure; value of aggregate net benefit; the rate of innovation; release of resources; distribution of benefits; the criterion of aggregate net profit; desirable in itself; assets and liabilities; intended aims and scopes of business; to exploit monopoly power; the short-cut criterion; the artificial restrictions on entry; government-controlled resources; potential entrants; to generate rivalry at the interface; to encourage alternative sources of supply.

### Exercise II. Find in the text the English for:

улучшить работу промышленности; рыночные силы; поощрение конкуренции; совместные предприятия; реструктуризация национальной промышленности; ключевой элемент; единственный критерий; разработать приватизационную схему в целом; политика конкуренции; коммерческие обязательства; временные рамки приватизационной схемы; потенциальные инвесторы; цена на фондовом рынке.

### Exercise III. Complete the sentences as in the text:

1. "Privatization" is generally used to mean the formation ...
2. Market forces can also be increased by ...
3. It is helpful to structure the problem as ...
4. Changes in the distribution of benefits (e. g. by geographical area) ...
5. The criterion of benefit to consumers should be used to ...

6. Subsidies represent real resources ...
7. Privatization is intended to change ...
8. Competition is the most important mechanism for ...

**Exercise IV. Make up sentence from the given words and word-combinations:**

1. To change, privatization, profit making, motivation, management, of, towards, is, intended.
2. Outside, benefit, will, this, the industry, taxpayers, consumers, and.
3. Mechanism, is, for maximizing, consumer benefits, the, important, most, competition.
4. Can, market forces, industry, be increased, also, restructuring, the, nationalized.
5. Helpful, a cost-benefit analysis, it, to structure, is, the problem, as.

**Exercise V. Answer the questions:**

1. What is "privatization" generally used to mean?
2. What is the underlying idea of this definition?
3. What other measures can contribute to the industry performance by increasing the role of market forces?
4. How can market forces be increased?
5. What interest groups are mentioned in the text?
6. What single criterion is chosen by the authors?
7. Why does the chosen criterion exclude the stock-market value of the successor company or companies?
8. What criterion should be used to design the privatization scheme as a whole?
9. What should be considered to decide the order of writing prospectuses for floating one or more successor companies?

10. What are the two sets of consumers the chosen criterion of benefits involves?
11. Why will privatization generate benefits for consumers?
12. Privatization has the aim to change motivations of management towards profit making. What is the way to achieve this aim?
13. What is the role of competition in the privatization process?
14. In what way should government-controlled resources be distributed?
15. Why is the starting structure for the successor private company or companies extremely important?

### Language focus:

Mind the use of the verbs "teach, learn, study".

**Teach** means "give instruction to", "cause (a person) to know or to be able to do something", "to give a person knowledge of or skill in".

E. g.: **to teach** students; **to teach** History. He **taught** them how to speak English.

**Study** means "to make efforts to learn", "to learn thoroughly with a certain aim in view".

Thus the verb "study" is used when the effect or effort is implied, and the verb "to learn" when we are thinking chiefly of a passive process of absorbing instruction.

**Exercise I. Translate from English into Russian:**

1. I was very eager to learn about the house in which I lived.
2. He teaches for a living.
3. It came upon me strongly and with force, and for the first time since I had learned of my father's death, that everything I now saw and looked upon belonged to me.
4. The letter would be written in Italian. But here and there,

though, there might be words I should understand. She had taught me a few Italian phrases. 5. I myself could teach her only the rudiments of the art, but I believed she was worthy of a qualified drawing teacher. 6. He took out his watch and studied it gravely. 7. Conversational structures should be studied as a separate entity if we are to learn speaking in an easy, expressively dynamic manner. 8. I also taught her to play chess, and she picked up the game with astonishing speed.

**Exercise II. Supply the appropriate form of *learn* or *study*.**

1. It was much later that we ... about the heroic deed of our friend. 2. When John ... at school he liked Mathematics best and ... it diligently as he was anxious to enter the University. 3. As the English saying goes you live and ... . 4. It takes time to ... how to do things properly. 5. Frank ... things readily and with ease. He didn't have to sit up nights ... the intricacies of business. 6. If you ... the rules you won't make so many mistakes. 7. You'll never ... to speak a foreign language without ... vocabulary and grammar. 8. After ... the map carefully the chief of the expedition said that they needn't go any farther and could camp right here. 9. We have not yet ... whether he arrived safely. 10. He ... for medical profession.

**Exercise III. Translate from Russian into English:**

1. Он окончил наш институт в прошлом году и теперь преподает экономику. 2. Мне хотелось бы научиться играть в теннис. 3. Вот уже два месяца, как я работаю над первой главой диссертации. Мне приходится заниматься очень много. 4. Жизнь научила меня не доверять первым впечатлениям. 5. Вы никогда не научитесь правильно говорить на английском языке, если не изучите грамматику этого языка. 6. Если бы вы хорошо изучили рекомендованные книги, вы бы не делали таких нелепых ошибок. 7. Это

происшествие многому научило меня. 8. Мне нужно было взять тебя с собой в Лондон. Ты научилась бы там гораздо большему, чем я. 9. Я учу английский язык уже два года, но еще не могу свободно говорить. 10. Меня научили хорошим манерам еще в детстве.

## Grammar section

**Exercise I. Complete the following sentences using the Subjunctive Mood:**

1. We couldn't start yesterday even though ... . 2. Even if he had posted the letter two days before ... . 3. You would have to accept his proposal even if ... . 4. They would have hardly won the competition even though ... . 5. They would hardly get the profit, even though ... . 6. Even though he hadn't passed the exams ... .

**Exercise II. Replace the infinitive in brackets by the correct form of the Subjunctive Mood:**

1. She sat in the armchair as if the last energy (to leave) her.  
 2. They talked as if (to know) each other for ever so many years and this (not to be) the first time they met.  
 3. She seemed greatly surprised as though she never (to see) anything of this kind before.  
 4. It seemed as though what was going around him (to be) of little if any interest.  
 5. Suddenly it began to grow dark as if dusk (to set) in.  
 6. They spoke about the book as though they themselves (to be) the authors of it or (to write) many others.  
 7. He felt awkward as if everyone (to look) at him.  
 8. He looked as if he (to be going) to say something but (to change) his mind.  
 9. She said this as if she (to be) a great authority on the matter.  
 10. He looked as if he (to be) surprised because of the restructuring of the company.

**Exercise III. Complete the following sentences:**

1. He always makes wonderful speeches as if ... . 2. He looked tired as though ... . 3. She knows these parts well as though ... . 4. It seemed as though ... . 5. Why are you looking at me as if ... . 6.... as if he had never learned it before. 7. He was pale as if ... . 8. We met as though ... . 9. You look as though ... . 10... as though he did not notice anything around him. 12. She looks as though ... . 13. The man bent low as if ... . 14. It was as if ... . 15.... as though the whole world had gone to sleep.

**Exercise IV. Transform the sentences using the Subjunctive Mood in object clauses after the verbs: suggest, demand, recommend, propose, move.**

1. He advised me to buy these shares. 2. My scientific supervisor told me to read more on the problem and to change some points of the article. 3. The meeting of the Board of Director was to discuss the resolution point by point. 4. His proposal was to deliver the goods in two weeks. 5. The chief said, "Clear up the matter". 6. The professor said, "These facts in your thesis must be examined once again".

**Exercise V. Transform the sentences using subject clauses introduced by "It is (was) time".**

1. It's time for manages to develop a new programme. 2. It's time for you to finish the business plan. 3. It's time for the companies to merge. 4. Isn't it time for the meeting to begin? 5. It's time to make a SWAT analysis. 6. It's time to know this rule. 7. It's time to confirm our final decision on the problem.

**Exercise VI. Transform the sentences using object clauses with the verb "wish":**

1. It's a pity he is not with us. 2. It's a pity he was not with us. 3. What a pity, it is raining. 4. It is a pity you don't believe

me. 5. It's a pity you don't follow the doctor's advice. 6. I am afraid I don't know what to do. 7. It's a pity you don't do anything to improve your relations. 8. I am sorry I can't help you. 9. I am sorry I couldn't help you when you needed it. 10. I am afraid he is very angry with me. 11. We were afraid he had failed us. 12. He was afraid everybody knew his secret. 13. I am afraid they've lost the way. 14. She was afraid she made a mistake.

### Exercise VII. Translate into English:

1. Будь я на его месте, я уже написал бы диссертацию. 2. Если бы я был ученым, я бы обязательно обобщил бы эти факты и данные. 3. Что бы вы сказали, если бы я обратился к вам за советом? 4. Если бы вы пришли на конференцию, вы бы услышали немало интересных докладов. 5. Кто мог предвидеть, что все так внезапно изменилось? 6. Я бы посоветовал вам серьезно отнестись к выполнению этого поручения. 7. Я бы не закончил эту работу к вечеру, даже если бы мне помогли. 8. Она выглядела так, как будто все хорошо знает. 9. Все снова быстро успокоилось. Казалось, будто ничего и не произошло. 10. Она заслонила глаза рукой, как будто свет был слишком ярок. 11. У него был такой вид, как будто он прождал объяснения очень долго и начинал нервничать. 12. Жаль, что вы пришли так поздно. 13. К сожалению, они ничего не знают. 14. Мне бы хотелось прочитать эту книгу еще раз. 15. Жаль, что я не могу прочитать эту статью в оригинале. 16. Хотелось бы верить, что это так. 17. Не кажется ли вам, что давно пора закончить работу? 18. Пора вам знать неправильные глаголы (irregular verbs). 19. Не пора ли прекратить эти дискуссии? Они не приносят пользы. 20. Научный руководитель посоветовал нам, чтобы исследовательская группа провела несколько опросов одновременно. 21. Странно, что вы не поняли лекции, она была очень простой. 22. Перед тем, как переводить текст, рекомендуется его пол-



ностью прочитать. 23. Желательно, чтобы ваш доклад обсудили на кафедре перед тем, как вы его сделаете на конференции. 24. Я спрашивал, есть ли другие предложения. 25. Комиссия предложила, чтобы мониторинг проводился в течение года.

**Read and translate the text:**

## **Text II. Privatization's First Phase**

July 1994 marked the end of the first phase of privatization which involved the distribution of vouchers to Russian citizens conveying some of the ownership of many state enterprises into private hands, predominantly workers and managers. By many accounts, this phase successfully achieved its objectives. Over 19,000 of 19,000 designated enterprises had been privatized, over 40 million Russian citizens owned stock, and more than 60 % of the labour force was employed by the private sector, especially by enterprises in which the state was not the major shareholder. Even the most hardened skeptics were surprised by the pace and the scope of the privatization effort. The objective of placing some ownership of enterprises into private hands had been accomplished, although the state was still a major shareholder of many such partially-privatized companies.

In fact much of what has been written about entrepreneurship and competition in Russia applies to smaller privatized companies, usually in the retail or service sectors, as well as private start-up organizations. Also included would be smaller manufacture companies that were mostly start-ups rather than privatized versions of former state-owned enterprises. Still, of the small and medium-size that were formerly state-owned, virtually all were at least partially in private hands by the end of 1993.

Many of these small enterprises adapted somewhat successfully to the emerging market economy for several reasons. They required relatively little capital, they were not burdened with large work forces, were closer to the customers than their larger counterparts, and were very flexible in response to changing conditions. Also, because many of such organizations operated primarily on a cash basis, they could avoid paying excessive taxes, as well as escape the problem of their receivables that in mid-1994 totalled \$10 billion nationally.

New ownership, however, did not necessarily change the nature of many other organizations, nor prepare them to function in a market economy. For many the state remained a powerful owner, and for others the vast majority of shareholders were the same managers and workers who had operated the overstuffed and ineffective state enterprises. The objectives of these new owners had little to do with generating profits for reinvestment in the enterprises to help them become competitive entities. Rather, workers were interrupted in job security, as were the managers whose positions often depended upon satisfying workers' demands. Some analysts have reported that more than 70 % of the shares of privatized companies ended up in the hands of such workers and managers.

### **The Second Phase of Privatization**

Phase Two of privatization began in mid-1994 with the objective of infusing new capital into Russian enterprises. The conversion of these organizations to a condition where they would be able to truly operate as private enterprises should require an enormous amount of investment capital which was unavailable during Phase One. Unless the second phase of privatization is successful, it is unrealistic to expect major changes in most large enterprises owned partially or wholly by the state. It is still questionable whether a major infusion of capital will foster real change on those organizations which were

unable to adapt to the first phase of privatization. Yet, the success of these organizations could be vital to employment, social stability, and the continued development of a market economy in Russia.

Although Phase Two of Privatization began officially on July 1, 1994, few enterprises had actively engaged in the process by the end of that year. The primary reason was a conflict between the objectives of enterprise managers and those of the state, both parties being powerful shareholders. The state, while continuing to grant subsidies, sought financial results, whereas managers sought to remain in power. State enterprise managers have been described as being internally focused, looking to the past, resistant to change, and closeminded, too slow to act on new ideas. Thus, in mid-1994, in order to make the remaining state-owned enterprises more attractive to investors, Anatolii Chubais, then the head of the privatization effort, set a limit of 10 % share ownership for workers and managers, rather than the 51 % allowed under Phase One.

It was recognized by many, in fact, that little had changed in most enterprises in an extremely important sector of the Russian economy, namely very large organizations, 70 % of which had been declared privatized by mid-1994. Whether privatized or not, more were still operating at the beginning of 1995 essentially the way state-owned enterprises had for decades. For instance, the enormous monopolies of the defense sector still employed countless thousands of workers, had no real demand for their products, produced for inventory to maintain employment, were often not paid even by the government for products they delivered, were unable to invest in new plant and technology, and still relied upon government subsidies to continue operations. In fact, lobbies for the defense, heavy industry, and agricultural sectors obtained suitable increases in government credits during 1994. One analyst estimated the total value of credits during the summer of 1994 to be greater than

13 trillion roubles and the otherwise austere 1995 draft budget still called for maintaining defense spending at 5.1 % of GDP. In mid-1994 survey of 158 defense companies, only 65 of which have been privatized, 84 % reported receiving preferential government credits.

Although privatization first phase thus seemed to have achieved its primary objective of large-scale private ownership of the Russian economy, some would argue that what had occurred was not privatization but "de-statization". One conservative Russian analyst noted, that while, as of January 1994, 56 % of Russian enterprises had been officially privatized, only 7 % of the reported industrial production of those enterprises was in fully privatized firms. Forty-three percent of industrial production, in fact, came from the enterprises where the state was still the sole owner, and the additional 39 % came from firms where the state continued to own significant share.

These data support the dominant role of fully-state-owned and predominantly state-owned enterprises in the basic Russian economy, and explains in part why so little change occurred in many such organizations during the first four years of Russia's privatization effort. This resulted, among other things, in a decline in industrial production of over 22 % for the first ten months of 1994 compared to the same period for 1993. The task of turning around many large enterprises during Phase Two of privatization is formidable indeed (D. J. McCarhy, S. M. Puffer. "Diamonds and Rust" on Russia's Road to Privatization: The Profits and Pitfalls for Western Managers // The Columbia Journal of World Business. — Fall 1995).

### Vocabulary list: \_\_\_\_\_

- predominantly — преимущественно;  
 public sector — государственный сектор;  
 private sector — частный сектор;  
 pace and scope — скорость и размах (масштаб);

to be burdened — быть обремененным;  
to foster — поощрять, благоприятствовать;  
receivables — причитающиеся суммы;  
austere — суровый, строгий;  
formidable — огромный.

**Exercise I. Give the Russian for:**

the distribution of vouchers; conveying some of the ownership of many state enterprises into private hands; to be employed in the private sector; the state was not the major shareholder; entrepreneurship and competition; in the retail and service sector; virtually all; in private hands; to require relatively little capital; not to be burdened with large work forces; to be closer to customers; to avoid paying excessive taxes; nonpayment and ineffective state enterprises; job security; the conversion of these organizations; to operate as private enterprises; to expect major changes in most large enterprises; owned partially or wholly by the state; vital to employment; social stability; the conflict between the objectives of enterprise managers and those of the state; to continue to grant subsidies; internally focused; closeminded; slow to act on new ideas; to make the remaining state-owned enterprises more attractive to investors; the head of the privatization sector; fully state-owned and predominantly state-owned enterprises; the task is formidable indeed.

**Exercise II. Find in the text the English for:**

самые закаленные скептики; свыше 40 миллионов российских граждан владели акциями; государство еще не было главным держателем акций; частные начинающие организации; успешно адаптироваться к появлению рыночной экономики; быть гибким в отношении к меняющимся условиям; на основе наличных денег; новая ответственность; аналитики сообщали; с целью влить новый

капитал в российские предприятия; требовали огромного количества инвестиционного капитала, который был недоступен во время первой фазы; развитие рыночной экономики в России; огромные монополии оборонного сектора; не имели настоящего спроса на свою продукцию.

**Exercise III. Answer the questions:**

1. How many phases can be traced in the process of privatization in Russia?
2. When did the first phase end?
3. Did the first phase successfully achieve its objectives? Motivate your answer by the statistic data of the article.
4. What proves that many small enterprises which had emerged successfully adapted to the market economy?
5. How could the small private enterprises avoid paying excessive taxes and escape the problem of nonpayment on their receivables?
6. Did the new management manage to change the nature of newly-born private enterprises?
7. What characteristics do the authors give to the managers of that time?
8. When did the second phase of privatization begin? What was its objective?
9. Why was it recognized by many, in fact, that little had changed in most enterprises?
10. What data support the role of fully state-owned and predominantly state-owned enterprises in the basic Russian economy?

**Exercise IV. Give the summary of the article.**



## Speech practice

Exercise I. Read the following text and give its 1) plan; 2) annotation; 3) summary.

### Transforming a Sector

Algeria is a key player in global energy market. Its Daharan Blend oil is a "king of crude", whose sought-after minimal sulfur and metal content commands premium prices. The country is also a pioneer in a blooming natural-gas industry, ranking sixth among world producers. Total oil production averaged 1.36 million barrels a day in 1999, with gas exports of some 60 billion cubic meters that year.

Most of the oil and gas fields exploited thus far in the eastern part of the Saharan platform. The largest oilfield is at Hassi Messaoud, with a "supergiant" gas field at Hassi R'mel. Two giant new fields have recently been identified at Qoubba and Hassi Berkin South, while vast sedimentary areas remain unexplored. Proved reserves in both oil and gas are expanding at a rate well in excess of current production.

Sonatrach, the national oil and gas company, is the dominant force in the sector driving the Algerian economy as a whole. Together with its affiliates, the group employs 120,000 people and is active in every sphere of the industry from exploration, drilling and production to refining, petrochemicals, gas compression, transport and support services. Sonatrach reported a 40 percent increase in turnover last year, and export earnings grew by 30 percent, despite the impact of 1998's low crude-oil process on gas earnings.

In contrast to most OPEC producers, Algeria's oil sector has been open to foreign investors for more than a decade. Some 40 contracts have to date been signed with foreign partners.

Some 25 companies from 19 countries are currently operating in Algeria, Anadarko, the first American company to operate in Algeria, began drilling its first well 10 years ago.



## **Facing the Competition**

Sonatrach is being relieved of its quasi-governmental role of supervising financial and technical aspects of the sector.

A five-year, \$ 19. 2 billion development plan is designed to transform Sonatrach's profile. The upstream sector is being reactivated, taking advantage of the recent large discoveries and the improved security climate. International partnerships, with the increasing use of cutting-edge techniques, will combine with exploration efforts in a new drive to win European markets.

Downstream, petrochemical projects are also looking to new partnerships, processes and markets. A partnership between Sonatrach and Germany's BASF to build a propane-dehydrogenation plant in Tarragona, Spain, is typical of the expansion into foreign markets. The plant will be fueled by liquefied petroleum gas, (LPG), from Algeria.

Sonatrach has been exporting natural gas since 1964 and is today an important supplier to international markets. Algeria is connected to Italy by the Transmed gas pipeline, which is routed through Tunisia and the Strait of Sicily. The construction of these two compression units can boost its capacity from the present 24 billion cubic meters a year to 30 billion. To the north-west, the MEG pipeline delivers natural gas through Morocco to Spain and Portugal.

## **Enormous Opportunities**

While privatization is not on the table for the foreseeable future, joint ventures and the sale of equity in Sonatrach subsidiaries which operate across the range of industry activities are less sensitive issues.

Algeria offers an enormous reservoir of opportunities in civil engineering for house-building, a water-treatment plant, roads and motorways. Sonatrach subsidiary GCB, covers all the south of the country as well as the northern regions. In construction

and civil engineering, for example, GCB has an annual turnover of some \$150 million.

Much oil and gas nevertheless remains to be discovered. "The potential for drilling is enormous, given the incomplete exploration of large areas of the Sahara", says Daoud Sahbi, president director general of ENAFOR, the Enterprise Nationale de Forage, also a Sonatrach subsidiary.

Another Sonatrach subsidiary, ENTP, Enterprise Nationale des Travaux Puits, is an important logistics company as well as a drilling contractor. Its rig fleet can handle drilling to 20,000 feet. It also renovates and repairs drilling rigs, manufactures and repairs downhole equipment, and supplies catering, housing and oilfield transportation. A giant logistics base is maintained at Hassi Messaoud.

ENTP already has a joint venture with the German drilling company Deutag. Subsidiaries are being discussed in noncore activities as transport, maintenance and oilfield housing.

### **New Partnerships**

NAFTAL, another Sonatrach subsidiary, is Algeria's leading distributor of energy products; it also handles marketing, storage and distribution of petroleum products, including aircraft and marine fuel, lubricants, etc.

A 2000—2005 development program is in place for carburants and LPG dealing with storage, pipelines, service stations and the transport fleet.

The company is restructuring. "We are being transformed from a state company into a shareholding company", explains Abdelkrim Benganem, managing director of Sonelgaz. "Our capital will be opened up to private investors, and the business will be separated into several subsidiaries. There will be a sole transmission network, with several distribution companies, in both electricity and gas".

Sonelgaz is eager to use its cable infrastructure to branch out into telecoms. "A network of 200,000 kilometers of cable which covers almost the whole of Algeria has important potential, particularly with the opening of the economy and the privatization of telecommunications", Benghanem points out, underscoring the pivotal role of oil and gas in the prosperity of the country (B. Brian Moynahan. Transforming a Sector // Newsweek / February 12, 2001).

**Exercise II. Render in English (remember that rendering is not a word-for-word translation, "to render" means "to express in another language", that is to relate the contents in your own words).**

### **Государственный сектор в Великобритании**

Задачи и функции центральных органов власти: определить общий уровень государственных расходов и установить, какие услуги будут оказываться государством через центральные министерства (которые, в свою очередь, конкретизируют и осуществляют задачи государственной политики), а какие необходимо передать специализированным ведомствам. К общегосударственному сектору услуг относятся высшее образование, исправительно-трудовые учреждения, сбор налогов, оборона и т. д. Остальные средства поступают в распоряжение других органов, чаще всего — местных властей, которые образуют второй уровень государственной власти и управления. Они не могут принимать политических решений, но имеют широкие полномочия по вопросам повседневной организации сферы государственных услуг и как именно эти услуги оказываются. Они финансируются частично из общегосударственных источников, а частично за счет местных налогов на имущество (но не на прибыль).

Количество органов местной власти велико: во всех крупных и средних городах существуют свои местные органы власти. Местные власти организуют работу школ, других образовательных учреждений, библиотек, дорожной службы, социальной защиты престарелых, обеспечивают уборку улиц и сбор мусора, управляют муниципальным жильем и т. п.

Региональные службы здравоохранения оказывают медицинские услуги, отвечая за стационарное лечение и неспециализированное медицинское обслуживание. Каждая из них обслуживает свой район, который обычно охватывает несколько административных районов.

Полиция отвечает за соблюдение закона и охрану порядка в своем районе. Ее работа строится по территориальному признаку, но общие правила, условия труда и его оплата определяются в рамках всей страны.

Таким образом, центральное правительство разрабатывает политику, а ее практическое осуществление передается другим органам, подотчетным центральному правительству.

За последние годы государственный сектор претерпел значительные изменения в двух основных направлениях.

1. Важнейшие коммунальные службы были приватизированы: телекоммуникации, энерго-, газо- и водоснабжение стали частными предприятиями. Их деятельность регулируется государством, и все большее число новых фирм начинает активно работать в этой сфере, положив конец монополии.

В ближайшее время предусматривается приватизация железных дорог и ведется обсуждение о возможной передаче в частный сектор строительства новых дорог.

2. Развитие "рыночной дисциплины" в государственном секторе.

Местные власти обязаны выносить определенные виды работ на коммерческий конкурс, в результате чего частные фирмы получают доступ к государственным заказам.

В области здравоохранения терапевты получают деньги по заранее установленному бюджету в зависимости от количества и состава своих пациентов, из этой суммы они должны оплачивать по заранее оговоренным тарифам услуги других медицинских служб, таких как амбулаторная, диагностическая, а также услуги различных хирургических бригад.

Необходимо отметить, что несмотря на то, что многие функции переданы другим органам, власть и возможности центрального аппарата управления остаются значительными, так как именно здесь контролируется основной объем финансовых средств, распределяемых в дальнейшем между местными органами и ведомствами, а именно в центре устанавливается четкая законодательная процедура, точно предписывающая, что можно делать и что нельзя.

Подводя итог, можно сказать, что как стоимость, так и механизм оказания услуг государственными службами являются объектом пристального внимания с целью избежать излишних расходов.

## Exercise II. Case Study "Reorganization"

### Issue

Your company has started a process of "delaying", or in other words reducing the number of hierarchical levels in the company. The process has implications in a number of areas. First, some jobs have disappeared and this will naturally result in redundancies. Second, many remaining managers will have to

accept a slight salary reduction in order to reduce the number of salary grades. Some managers will receive slight increases. Third, there will be no single offices, all of them will have to be shared by at least one other person. This meeting has been called so that management committee can ensure that the management staff are treated fairly during this painful process.

## **Agenda**

- 1. Job redundancies.**
- 2. Salary changes.**
- 3. Office use.**
- 4. Action plan.**

### *Notes to the agenda*

#### *1. Job redundancies*

The Personnel Manager will briefly present the redundancy plan. The meeting will discuss two or three special cases.

#### *2. Salary changes*

The Personnel Manager will explain the main salary changes.

#### *3. Office use*

The Administration Manager will briefly present changes to office use.

#### *4. Action plan.*

Following discussion of the above points, the meeting will decide on the next steps to be taken.

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## Roles

### Personnel Manager (Chair)

You have called this meeting to discuss three important issues: redundancies, salary changes and office use.

There will be two compulsory redundancies. Peter Knox is 52 and was offered early retirement. He says he cannot afford to stop working because he has children at college. He would have got a better deal if he had accepted early retirement. The other person is Susan Philips, aged 44. She was offered a transfer but did not accept and is now being made redundant compulsorily. Salary grades are being reduced from five to two. This means that nearly 20 managers will have their salaries reduced by about 2 per cent. Eleven managers will get a salary increase of about three per cent. The final objective is to get rid of all closed office will now have to share.

### Finance Manager

Susan Philips works in your department. Her departure has created a lot of bad feeling. You feel it has been badly managed. Your salary will be cut by 2 per cent, although you will have fewer staff in your department and will therefore have to work harder. You think this is a mistake. You have had your own office for eight years, and you know you will find it very difficult to share with another member of staff.

### Sales Manager

You have a lot of sympathy for Peter Knox. You have children through college and you know how expensive it is. You feel the company should have found something for him to do in the new organization. Your salary will be cut by 2 per cent, although you will have fewer staff in your department and will therefore have to work harder. You think this is a mistake. You have had your own office for five years but you understand why it is necessary to share.



### **Maintenance Manager**

You have been redundant twice in your career and you think it's just to be accepted. Your salary will be increased by 3 per cent, so you are quite happy. You have never had your own office and don't see why anybody should have.

### **Production Manager**

You feel sorry for Susan and Peter but, in your opinion, redundancies are part of life. Your salary will be increased by 3 per cent, so you are quite happy but you can see that salary cuts for some of your colleagues will be demotivating. You have always shared office and don't spend much time in the office anyway.

## Unit XI

# Scientific Research

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Третьим вопросом кандидатского экзамена является беседа с экзаменаторами на иностранном языке по вопросам, связанным со специальностью и научной работой аспиранта / соискателя.

Мы предлагаем серию упражнений, которые помогут подготовиться к такого рода деятельности.

**Exercise I. Read and translate the definitions of the following words:**

### Science:

1) (the study of) knowledge which can be made into a system and which usually depends on seeing and testing facts and stating general laws: *It was one of the great discoveries in science. Science cannot answer all our questions;* 2) a branch of such knowledge. Especially: a) anything which may be studied exactly: *Driving a car is an art, not a science;* b) any of the branches usually studied at universities, such as Physics,

2) economics, etc.: *She was studying a science subject. Government support for the sciences is quite good.*

**Different adjectives relating to science may be used with this word:**

**pure** (of a science or a branch of any study) — considered only for its own nature as a skill or exercise of the mind, separate from any use that might be made of it;

**applied** (science) — put to practical use;

**practical** (science) — related to actual experience or need;

**theoretical** belonging to theory (= general laws and principles of science or a science).

**Scientist** — a person who carries out new work in a science (physics, economics, etc.)

**Scientific** — of, being, or concerning science or its principles or rules: *She had a scientific education. This is a fine piece of scientific writing. The scientific spirit has an interest in exactness.*

**Scholar** — a person who knows much in a particular field of knowledge (refers mainly, though not exclusively, to the humanities);

**Work** — 1) activity which uses effort, especially with a special purpose, not for amusement: *It takes a lot of work to do a research.* 2) a job or occupation: *His work is in economics, he is an economist.* 3) what one is doing, especially for payment: *I hear you've changed jobs; is work difficult at the new place? I am taking some work home to do this evening.* 4) what is produced by work: *This picture is my own work.*

It's useful to know what adjectives may be used relating to work:

**Laborious** — 1) requiring great effort: *This is a very laborious work;* 2) showing signs of being done with difficulty: *He has a laborious style of writing.*

**Hard-working** — working hard: *She is a hard-working researcher.*

**Industrious** — hard-working: *What industrious people they are.*

**Demanding** — that needs a lot of attention or effort: *A new job may be very demanding.*

**Strenuous** — 1) taking great effort; needing a lot of work: *It's being a strenuous day.* 2) showing great activity: *She is a strenuous supporter of women's rights.*

**Diligent** — (of people and behaviour) hard-working; showing steady effort: *He is a diligent worker and deserves more pay. He made a diligent attempt to learn Russian.*

**Painstaking** — 1) careful and thorough: *Producing a dictionary is painstaking work.* 2) hard-working and thorough: *He is not very clever but he is painstaking; he works hard.*

Exercise II. Learn the following words and word-combinations, they will help you to speak on scientific problems and your research:

**to graduate from (the university / academy / institute)** - окончить высшее учебное заведение;

**a post-graduate** — аспирант, соискатель;

**to take / have a post-graduate course** — учиться в аспирантуре;

**degree of candidate of sciences; candidate's degree (less formal)** — степень кандидата наук;

**thesis** — диссертация (иногда употребляется "dissertation", хотя в Великобритании это работа меньшей значимости);

**to do academic work / research** — / выполнять научную работу / исследование;

**to devote oneself to academic / research work** — посвятить себя науке;

**a branch of knowledge** — отрасль науки;

**an academic work** — научный труд;

**an academic approach** — научный подход;

**a learned journal** — научный журнал;

**a learned article** — научная статья;

**a learned paper** — научный доклад;

**a learned society** — научное общество;

**department** — кафедра;

**a research worker / a researcher** — научный работник;

**a research associate** — научный сотрудник;

**scientific supervisor** — научный руководитель;

**to analyze statistic data / information** — анализировать статистические данные / информацию.

**Exercise III. Answer the questions:**

1. What are the tendencies in the science development at present?
2. What scientific discovery of recent years seems most challenging to you?
3. What important scientific discoveries may we face in the near future?
4. We are apt to believe that research has always been the springboard of progress. But do you think the unusually swift development of science may have any harmful consequences? Do you think there should be "taboo" areas in scientific research as far as morality is concerned? Whatever your answer is, give your reasons.
5. Do you think there can be valid reasons for suspending research into a particular subject even if it has been going on successfully? If so, what might they be?
6. Do you think that scientific work of any kind can itself be a means of developing the moral qualities of the individual concerned?

**Exercise IV. Read the following text and comment on it to show how far you agree or disagree with the author.**

There are exactly as many ways of approaching the scientific world as there are individuals in science; it is only because the results are expressed in the same language, are subject to the same control, that science seems to be more uniform than, say, original literature. In effect, in the end, it is more uniform; but if we could follow the process of a scientific thought through many minds, as it actually happens and not as it is conventionally expressed after the event, we should see every conceivable variety of mental texture.

These varieties seemed to me to fall into two main types. Perhaps this was a shape I imposed for myself and corresponds to nothing real; but they are types observed often enough before in human affairs and I still believe that they are not entirely artificial. Applying them to scientific thinking, I should call the first the problem-solving type; minds which choose out of all the world round them a certain piece of experience and drive through it to an explanation. The probing, analytical, pragmatic minds, which at their best can reach the heights of Rutherford and Darwin. In everyday affairs it is probably the commoner type of mind, and so the performances of its highest exponents seem familiar and easy to most of us, they are of the same nature as our own: which means that we underestimate them unduly, on the principle that what is not mysterious cannot be profoundly admirable.

The second type, the abstracting mind. Gets perhaps more than its share of admiration, just because it is difficult for most of us to argue with, speaking as it does a different mental language from their own. These minds do not drive through a portion of experience; they wait for experience to make itself into shapes in their minds, they assimilate, correlate, find resemblances in different things, differences in similar things. At their best, in Faraday, Einstein, they are great generalizers; at their worst they are infinitely fantastic and removed from all reality.

**Exercise V. Characterize any scientist, or scholar you know according to the types suggested by the author in the text given above. Use the following vocabulary:**

a capacity for (detailed) scientific analysis / criticism; to have a scrupulous / tidy / analytical mind; to be out of one's reach; to have insight / imagination / drive, etc.; to envy somebody for the precision / rapidity / elegance of one's experiments; one's subtle / fertile mind; to be quickly / bright / slow, etc.; to be full of facts / speculations / ideas, etc.; to overflow with a

sort of scientific wit; to be getting the name of a promising young scientist / scholar; to be a born scientist / scholar; to rush into work; to tackle / to solve the problem; to strike / to keep up to a useful line of one's own; there came a sudden flash of an idea; long routines; spurred by the success; to develop / to use a method of ...; to have all the techniques / to lack the technique; to generalize, etc.

**Exercise VI.** Here is a difficult question for you to answer: **Why do men take up science? Before considering it read the following meditations of C. P. Snow on this subject. How far do you agree with the author? Make use of the vocabulary given below.**

One can do science because one believes that practically and effectively it benefits the world. A great many scientists have had this as their chief conscious reason. One can do science because it represents the truth. One selected one's data — set one's puzzle for oneself, as it were — and in the end solved the puzzle by showing how they fitted other data of the same kind. It is rather as though one was avidly interested in all the countryside between this town and the next: one goes in for science for an answer, and is given a road between the two. One can also do science because one enjoys it. Many people like unravelling puzzles. Scientific puzzles are very good ones, with reasonable prizes. So that either without examining the functions of science, being indifferent to them or taking them for granted, a number of men go in for research as they would for law; living by it, obeying its rules, and thoroughly enjoying the problem-solving process. This is a perfectly valid pleasure, among them you can find some of the most effective of scientists. Nowadays I should allow more for accident; many men become scientists because it happens to be convenient and they may as well do it as anything else. But the real urgent drives remain.



**Use the vocabulary:**

to do science; to benefit the world / one's nation (to be a benefit for the world / nation); to represent the truth; to like unravelling / solving puzzles; to go in for / to take up research; to enjoy a problem-solving process; to be devoted to science; to be a devoted scientist; to gain enjoyment from research; to enjoy science; to examine the functions of science; to take something for granted; to have a belief in scientific values; one's dedicated search for scientific truth, etc.

**Exercise VII.** В качестве начала беседы с экзаменаторами рекомендуется подготовить текст, в котором Вы представите себя, расскажете о своем образовании. Целесообразно назвать тему диссертации, проблемы, которые вы собирались анализировать в исследовании, назвать научного руководителя. Приблизительно фрагменты такого текста могут выглядеть следующим образом.

This year I graduated from Rostov Economic University. I studied at the faculty of marketing and commerce.

When a student I was interested in the scientific research work. That's why after the University I made up my mind to take up a post-graduate course in North-Caucasian Academy for Public Administration.

The approximate topic of my thesis (dissertation) will be "The Status of Joint Venture in the economy of the transitional period".

Together with my scientific supervisor we are planning to deal with the following problems:

- socio-economic nature of a joint venture;
- peculiarities of functioning of a joint venture in the transitional period;
- classification of joint ventures in Russia, etc.

Приведем еще один пример подобного текста.

I graduated from the economic faculty of Rostov University. My speciality is economic mathematics. Now I work as an assistant lecturer. I teach the following subjects: the theory of risk, insurance, the system of decision making in economics.

When I was a student of the university I began to carry out my research work. Later my scientific interests brought me to a post-graduate course in North-Caucasian Academy for Public Administration. Last year I became a post-graduate. The theme of my dissertation is "Insurance in the system of economic relations".

I have already begun my research. I often work in the libraries of Rostov and Moscow, use Internet information. I have two articles published.

There's much to be done and I continue to work on my dissertation.

**Exercise VIII. Read the following quotations and comment on them.**

1. "Business is really more agreeable than pleasure; it interests the whole mind... more deeply. But it does not look as if it did" (W. Bagehot).
2. "Business is more exciting than any game" (Lord Beaverbrook).
3. "Corporations cannot commit treason, nor be outlawed, nor excommunicated, for they have no souls" (Sir E. Coke).
4. "The art of taxation consists in so plucking the goose as to get the most feathers with the least hissing" (J. B. Coldert).
5. "Advertising is what you do when you can't go to see somebody. That's all it is" (F. Cone).
6. "The chief business of America is business" (C. Coolidge).

7. "Profitability is a sovereign criterion of the enterprise" (P. Drucker).
8. "Whenever you see a successful business, someone once made a courageous decision" (P. Drucker).
9. "Marriage is like a bank account. You put it in, you take it out, you lose interest" (J. Corey).
10. "It is not the employer who pays wages — he only handles the money. It is the product that pays wages" (H. Ford).
11. "Inflation is one form of taxation that can be imposed without legislation" (F. Milton).
12. "Few people at the beginning of the nineteenth century needed an adman to tell them what they wanted" (J. K. Galbraith).
13. "In economies the majority is always wrong" (J. K. Galbraith).
14. "One of the greatest pieces of economic wisdom is to know what you don't know" (J. K. Galbraith).
15. "Employment is a nature's physician, and is essential to human happiness" (Galen).
16. "The worst crime against working people is a company which fails to operate at a profit" (S. Gompers).
17. "Competition means decentralized planning by many separate persons" (F. Hayek).
18. "The advertisement is one of the most interesting and difficult of modern literary forms" (A. Huxley).
19. "The great tragedy of science: the slaying of a beautiful hypothesis by an ugly fact" (T. Huxley).
20. "Promise, large promise is the sole of the advertisement" (S. Johnson).
21. "Take care of the pence and the pounds will take care of themselves" (W. Lowrence)
22. "When two men in business always agree, one of them is unnecessary" (Jr. W. Wrigly).

23. "A consumer, so it is said, is a king ... each is a voter who uses his money as votes to get the things done that he wants to be done" (P. A. Samuaelson).
24. "Advertising is a legalized lying" (H. G. Wells).
25. "The Chancellor of the Exchequer is a man whose duties make him more or less of a taxing machine. He is entrusted with a certain amount of misery which it is his duty to distribute as fairly as he can" (R. Lowe).

**Exercise IX. Read the texts about famous businessman and outstanding scientists and be ready to give the summaries of these texts.**

**Text 1. Professor Thomas Wilson:  
Economist who advised Churchill and watched the  
Normandy Landings from a Tug**

Professor Thomas Wilson, who has died aged 85, was a member of the select team of seven economists and statisticians whose wartime work under Churchill's scientific adviser, Lord Cherwell, provided the Prime Minister with the data upon which he based many of his most momentous decisions.

Though based in Whitehall, Wilson still saw action, reaching the Normandy beaches. Early in 1944, he inquired at the Ministry of War Transport, and found that the Merchant Navy was seeking extra seamen for the coming invasion. Wilson and two colleagues eagerly volunteered.

Cherwell granted their request for special leave only after consulting Churchill. There was, however, one condition — if captured, they would have to kill themselves immediately to prevent the vast amount of secret information they had from falling into the hands of the Gestapo.

Wilson signed on for three months as a deckhand on one of the tugs which towed the prefabricated sections of the Mulberry Harbour across the channel to Arromanches.

He later recalled that on board the tug he was able to "swan about", while also watching flying bombs overhead which were destined for London "where our colleagues were hard at work in the office which we had deserted".

As a young research economist at the London School of Economics, Wilson had sought to enlist in the Army early in the war. Instead he was told to report to Whitehall where he found himself in the Ministry of Aircraft Production. By 1940 he was already working in Whitehall and, within a matter of three months, he was recruited by Cherwell, whom Churchill had brought with him to Number 10 on assuming the premiership.

The influence of Wilson and his colleagues in the small statistical think-tank was immense, and Cherwell sent Churchill some 2,000 minutes on a vast range of subjects. Cherwell told Churchill caustically that "the Navy can lose us the war, but only the Air Force can win it". Accordingly, he enlisted the resources of his team in support of the controversial policy of carpet bombing German cities.

Wilson and his young colleagues were told nothing of the atom bomb project, code-named "Tube-Alloys". But at the Potsdam Conference outside Berlin, where Churchill, Stalin and Truman conferred in July 1945, with security arrangements relaxed Wilson stumbled upon a paper meant for Cherwell in which the code-name "Tube Alloys" appeared. Just three weeks before Hiroshima Wilson had found shocking confirmation that the atom bomb already existed.

Thomas Wilson was born on June 23 1916 on his father's farm at Ballylagan, near Straid, Co Antrim, into an Ulster family of 17<sup>th</sup> century Scottish planter stock. He was educated at Methodist College and Queen's University Belfast, where he graduated in 1938. He completed his doctorate with a scholarship at the London School of Economics shortly after the outbreak of the Second World War.

In 1946 Wilson was elected to a fellowship at university College, succeeding Harold Wilson who had left to start his political career as MP for the Lancashire constituency of Ormskirk.

Thomas Wilson remained at Oxford for 12 years, lecturing in economics and acting as external examiner for Cambridge, Belfast, Glasgow and London. In 1958 he accepted the Adam Smith chair of Political Economy at Glasgo, remaining in the post until 1982. At the same time he was economic consultant to the Scottish Office; as such he deeply influenced Scottish thinking on development until his retirement in 1982.

A man of restless energy, he travelled widely yet maintained an intimate connection with economic thinking and personal friends elsewhere, nowhere more so than in his native Ulster. In 1963 he was appointed economic adviser to the Government of Northern Ireland, where the arch-traditionalist, Lord Brookeborough, had recently been succeeded as Prime Minister by Terence O'Neill.

Wilson's appointment was part of O'Neill's bid to bring about a more broadly-based unionism. In 1965 Wilson produced ambitious economic plans for the province, embracing a 900 million pounds investment programme including further motorway development, a second university and the development of growth towns.

Wilson was appointed OBE in 1945, Fellow of the British Academy in 1976 and the Royal Society of Arts in 1992. He published extensively in his own field, but also set down his considered views in the North Ireland problem in Ulster: "Conflict and Consent" (1989). His book "Churchill and the Prof" (1995) was a revealing insight into the working of the government at the highest level under wartime conditions.

Wilson married, in 1943, Dorothy Parry, whom he met at the LSE where she took a First in Economics. It was a true meeting of minds and a notably happy marriage. Beyond by his



puckish humour, Wilson looked after her devotedly for several decades as she was afflicted by multiple sclerosis until her death three years ago.

He is survived by a son and two daughters. (The Daily Telegraph. August 30, 2001).

## **Text 2. America's Last Emperor of Finance**

He was "the Napoleon of Wall Street" who twice rescued the U.S. economy from collapse. Yet he frequently reported feeling "worthless" and "unfit for anything" as a result of depression. John Pierpont Morgan was also master of dozens of major businesses and creator of U.S. Steel, a corporation initially capitalized at four times what the federal government spent in a year. Yet, leisure was as important to him as work, and he repeatedly threatened to retire.

As benefits such a complex, outsize personality, author Jean Strouse has written a Goliath of biography "Morgan, American Financier", which is nearly 800 pages long.

The result is an admirable, often lively work, with many revelations about Morgan and members of his circle. Yet at times, readers may feel overwhelmed by the cornucopia of detail. And in the end, we still fail to fully understand the empire-builder and art shopaholic extraordinaire.

Morgan was no self-made man. His father, Junius, was a prosperous New England merchant when, in 1850s, he was hired by George Peabody, the leading American banker in England. They created a thriving business channeling British investment into capital-hungry America. Junius determined to pass his good fortune on his progeny. He relentlessly groomed his son, Pierpoint, as he was known, to take over his business, selecting courses of study for the youth in Switzerland and Germany, and hectoring Pierpont on matters great and small.



The post-Civil War years saw a surge of investment in America, notably in railroads. For the rest of the century, the Morgan interests would not only organize funding for the railroads but also try repeatedly to discipline an industry plagued by suicidal rate wars. And in the 1870s, Junius' financial rescue of a bankrupt France heralded the Morgan's arrival into the top tier of international banking.

Strouse is more interested in Morgan's personality and private life than in his business exploits, a concern that distinguishes her book from Ron Chernow's 1990 "The House of Morgan". Thus Morgan picks up steam when describing how, with Junius' 1890 death, a now fabulously rich Pierpont became even freer to indulge his personal interests: yachting, an eccentric and highly personal philanthropy, philandering, and amassing an enormous art collection.

"Operating on an imperial scale in the early 20<sup>th</sup> century, he seemed to want all the beautiful things in the world", Strouse writes. Gutenberg Bibles, Vermeer and Gainsborough paintings, Chinese porcelain, medieval tapestries, Regency furniture — "Morgan did not care how much he had to pay for important works of art", the author observes, and he purchased more "than he could house or even see". By 1912, he had spent more than \$60 million, or roughly \$1 billion in today's money.

Such indulgences notwithstanding, Morgan had accepted the idea by late century that neither the several Morgan financial entities nor the international economy could get along without him. In the defining event of his career, Morgan responded in 1895 to what Strouse calls "an international run on the Treasury", which was brought on by the populist farmers' political campaign against the gold standard. Morgan organized a \$62 million bond Issue to shore up the Treasury and intervened in foreign-exchange markets to prop up the dollar. In an equally dramatic episode, in 1907, a financial panic precipitated

two weeks of frantic activity, during which Morgan arranged bailouts of financial institutions and of the New York City.

On these two occasions, Morgan acted as if he were America's central banker — a post that did not then exist. But public-spiritedness was hardly his own motivation. In each instance, Morgan and other investors emerged from the crisis considerably enriched.

For all such detail, Strouse's work ultimately fails to penetrate the veil that the brusque and standoffish Morgan draped around himself. Why, for example, did J. P. virtually ignore his son, Jack, and repeatedly turn to other men when filling important openings? It's as if Morgan were modeling his mentoring behaviour on that of the childless Peabody rather than on that of his father, whom he worshiped. Strouse is certainly aware of this question, but she declines to offer a conclusive answer.

The last years of Morgan's life were marred by tribulation and failure. In the early 1900s, he organized a huge consolidation of transatlantic shipping that proved "a financial fiasco", in Strouse's terms. Then, in 1912, the trust's flagship, the Titanic, sank. That same year, Congress set out to investigate whether, as was increasingly charged, a malignant money trust controlled the financial destiny of the U.S. The 75-year-old Morgan was grilled by a congressional committee. At the end of the following month, he suffered a nervous breakdown and two months later was dead. Never again would a private individual play such a supervisory role in America's economy. In the year of Morgan's death, Congress unwillingly paid him tribute by establishing the Federal Reserve System, a body that would henceforth assume the role of the U.S. economy's visible and guiding hand. (Hardy Green, "Business Week's" Books Editor / *Business Week* / April 19, 1999).

### **Text 3. Mundell: the Man who Laid the Groundwork for the Euro**

This year's winner (1999) of the Nobel prize in economics, Professor Robert A. Mundel of Columbia University, pretty much invented international macroeconomics with his outpouring of research in the early 1960s. The work took place primarily at the International Monetary Fund and the economics department of the University of Chicago. Aside from the research, an important legacy of Mundell's Chicago period was the production of much of the next generation of influential economists in international macroeconomics. His studies included Rudi Dornbusch of the Massachusetts Institute of Technology (whose menial tasks in the late 1960s included the preparation of the bibliography for the book "International Economics"); Jacob A. Frenkel, governor of the Bank of Israel; and Michael Mussa of the IMF.

Mundel's principal work is collected in "International Economics", published in 1968 and out of print for years. The research provided a framework for analyzing macroeconomic outcomes under fixed or flexible exchange rates.

In the fixed-rate case, monetary policy was constrained by international forces. As is now well-known, any attempt by the monetary authority to follow an independent policy would create balance-of-payments problems and eventual changes in the exchange rate. In contrast, monetary policy could be freely chosen under a flexible-rate system.

**Encouraging Mentor.** Mundell's models allowed an important role for fiscal policy, but his treatment was entirely Keynesian — increasing deficit spending raises for aggregate demand for goods in the economy. Moreover, increases in government spending and cuts in taxes had pretty much the same effect on the economy. It was only later that he began to emphasize the supply-side, incentive effects from tax rates.

Whatever the merits of supply-side economics and Reaganomics — and I would say there are many — these ideas had nothing to do with the work that resulted in a Nobel prize.

Mundell's 1968 book also contained an important study that provided the basic analytical framework for the euro. He focused on optimum currency areas where national economies could be integrated into a single monetary system. This work compared the net benefits of a common currency — which could be considered an extreme form of a fixed exchange rate — with those of flexible rates. He analyzed the desirable size of the economic zone within which transactions would use a single form of money. His analysis came 30 years before the euro and helped provide the theoretical basis for it.

The main benefit from a flexible exchange rate was its allowance for an independent monetary policy. The benefit was significant when regions were hit by different economic shocks and when labour could not move readily across regions. The principle gain from a common currency was that it facilitated transactions and made price calculations easier. After all, money, like language, would not be useful if everyone used his or her own personal type. The trade-off between these two forces determined the optimal size of a currency zone and, hence, the number of zones that ought to exist in the world.

Modern analysis recognize that independent monetary policies under flexible rates also entail a lack of external discipline and may lead to high and volatile inflation. In contrast, the fixing of the exchange rate can commit a country to the inflation rate of the anchor country. This works well if the anchor currency — such as the U.S. dollar or, in Mundell's vision, gold — behaves properly.

An important caveat is that simply announcing that a currency will follow policies to keep it fixed. The devaluations of several countries in the 1990s illustrated the point. To be successful, a fixed-rate setup has to represent a firm commitment,

such as Argentina's currency board and common-currency set-ups, including the euro.

I first met Mundell in the late 1960s when he gave a seminar at Harvard University, where I was a Ph. D. student. We discussed my research on extreme inflation and he encouraged me to pursue the work and submit a paper to the "Journal of Political Economy", which he was editing at Chicago. His guidance was valuable to me because inflation and money were unpopular research topics at Harvard then. Fortunately, I followed his advice, and my article in the "Journal of Political Economy" in 1970 became my first published work. Naturally, I think Mundell's acceptance of my paper for publication is further testimony of his keen intellect ( R. J. Barro, Professor of economics at Harvard University and a senior fellow of the Hoover Institution. // Business Week / November 1, 1999).

#### **Text IV. A Couple of Prizes for Practicality: Nobel Prize laurels in economics reward real-world applications**

Economics has long been criticized for being an abstract field that is out of touch with real-world issues. And such criticism is often well deserved.

But in recent years, the Royal Swedish Academy of Sciences has chosen increasingly to give the Nobel Memorial Prize in Economic Sciences to academics whose work has practical applications in areas such as financial economics and exchange rates. Now, the latest Nobel award in economics, announced on October 11, demonstrates that even when the tools seem esoteric, the questions studied by economists remain deeply practical — as practical as the choices we all make about where we live, what we do (and when we do it), and how we commute between work and home.

The winners of the economics prize, James J. Heckman of the University of Chicago and Daniel L. McFadden of the

University of California at Berkeley, were cited by the committee for their research in "microeconometrics". Although the two work separately, both study individual and household behaviour in the real world using statistical techniques. Heckman is best known for the study of such problems as measuring discrimination and evaluating government training programs, while McFadden has devoted himself to the challenge of designing a public transportation system.

**Arcane Terms.** To be sure, the actual analytic thinking techniques that Heckman and McFadden developed can be forebodingly dense, filled with terms such as "nested logit models". The Royal Swedish Academy's "information for the public" about the winners comes complete with the types of diagrams and equations that have put countless undergraduates to sleep over the years. Nevertheless, "their techniques were invented in the process of working on actual economic problems", explains Lawrence M Kahn, a Cornell University economist who studied with McFadden and whose research interests overlap with Heckman's.

Heckman's work, for example, provides a way of measuring the usefulness of a government program or of a medical treatment, even if the outcomes are distorted by the poor education or bad health of the client or patient population. His methods for dealing with these differences, what economists all "selection bias", help policymakers correctly estimate the value of such initiatives.

Heckman is known especially for his work on labour market Issues. "Heckman is a brilliant man whose contributions have definitely helped sharpen the discussion of how to elevate the impact of job-training programs", says William Rodgers, chief Labour Dept. Economist. His technique "has broad applicability", adds Chicago colleague Gary Becker, himself a Nobel winner (and Economic Viewpoint columnist for "Business Week"). He notes that Heckman's approach can be used



to study the human impact of immigration, discrimination, and school choice.

McFadden has focused mainly on how people make daily life choices, including where to live and how to commute. His methods were used extensively in the design of San Francisco's Bay Area Rapid Transit system (BART) and have also been employed to estimate demand for telephone service, residential energy, and housing for the elderly.

No one is saying that pure economic theory is about to disappear. But the notion of honouring two useful economists is very appealing (Charles L. Whalen // *Business Week* / October 23, 2000).

### **Text V. The Man Who Would be King From Sardinia, of all places, Renato Soru aims to rule the Internet in Europe**

Sanluri, a peaceful farming town on the Mediterranean island of Sardinia, has named no roads after its most famous son. But the presence of dot-com billionaire Renato Soru is everywhere. Walking past the old men on a bench in front of town hall, childhood friend Tino Lobina drops into Our Lady of Grace, where he and Soru were too tone-deaf to make it into the choir. The pastor now helps Soru to distribute money anonymously, to families in need. Farther along the cobblestone alley, near the site of the funeral parlor their fathers ran, stands a stone sculpture donated by Soru. Just beyond lies Soru's ochre-colored childhood home, where he still takes refuge on weekends from the hectic life of an Internet mogul. Like many locals, Lobina, now the deputy mayor, profited handsomely when Soru took his company, Niscalì, public 15 months ago. But Soru himself became, for a time, the richest man in Italy. "It's like a movie", says Lobina, shaking his head.

In the plot so far, an unknown businessman has burst out of his base on the backward island of Sardinia to make a serious



run at ruling the Internet in Europe. Leveraging his winnings in the biggest IPO in Italian history, the son of a grocer has spent more than \$5 billion in the past 12 months to seize beachheads in the 15 European countries, from Spain to the Netherlands. Prime Minister Giuliano Amato has appointed Soru "the Bill Gates of Italy", which may understate his impact. The Sardinian upstart has stirred a new scene of social mobility in nation dominated for decades by a circle of wealthy families — and a new scene of Italy's place in Europe's pecking order. Soru's acquisitions in just the past two months have vaulted Tiscali past famous Spanish, French and American rivals into second place among Internet-service providers in Europe, with 5 million subscribers. With Soru's sights now set on new targets, Niscali is aiming to become No. 1 by the end of the year, ahead of both Germany's T-Online and America Online. The Forbes 2,000 list of the world's richest people endorsed the Italian view of Soru when it called him "a mix of [AOL CEO] Steve Case and Julius Caesar". "I started with no money, here on Sardinia, closer to Africa than Milan", Soru told "Newsweek". "But I could build a company to succeed in Italy. And now we're the potential winner in Europe".

Soru is a throwback, and an odd duck compared with slick Internet rivals. A mesmerizing public speaker, he comes off as a shy person, elbows on knees and eyes averted. He took his company name from a local archeological dig near Cagliari — a cave Sardinians once used as a fortification against invaders. His maverick vision of an Internet empire based in Sardinia includes no billionaire's toys for himself: no yacht, no mansion. Soru is the only serious Internet competitor in Europe who is not backed by a giant phone or cable company. Instead of finding a big alley for protection, Soru is attacking the giants head-on by building a pan-European fiber-optic network of his own.

Soru is also betting heavily on two big ideas — the free Internet and one Europe — that are decidedly out of fashion. He

rejects the idea that to survive after the dot-crash, companies must charge for access to the Net, and attract advertisers by dominating national markets. Alone among the big players, Soru is still trying to expand rapidly by offering free access to the Internet, on the bet that the Net's "unifying effect" will help forge Europe into "a single country".

Soru arrived at his European vision only recently and almost by accident. His mother ran a grocery store. His father, a high school administrator, dabbled in business. The fourth of five children, Soru planned to be an economics professor when he went to Milan's Bocconi University. Massimo Cristofori, now Tiscali's chief financial officer, lived down the hall and recalls Soru dreaming small dreams, like opening a fish hatchery. Friends say Soru turned serious at 20, when his father died. Newly-married to his high-school sweetheart, he began commuting from Milan back to Sanluri to help his mother to expand her grocery.

Soru discovered computers in Milan, and brought the first supermarket scanner to Sanluri, where he used it in his small-but-growing chain of grocery stores. Named GS, for his mother's initials, the stores gave Soru a grip on basics. Once, after underestimating the cost of supplies, Soru fell into debt and had to carry each day's proceeds straight to the bank, where clerks eyed him with scorn. This hard lesson on cash flow explains why Soru now targets companies with cash reserves that can help finance further acquisitions. Unlike the dot-com flameouts that took perverse pride in high cash "burn rates", Soru "likes to turn off the tap and see if you are good enough to do it without a lot of money", says Paolo Susnik, chief technology officer of Tiscali.

After graduating from Bocconi in 1980, Soru went into the conservative world of Milan finance. At an Italian merchant bank he came upon the Bloomberg machine, invented by American entrepreneur who revolutionized the way financial

information is sold on Wall Street. "It's the first time I saw that a start-up really could compete with older companies", says Soru.

It would be some time before Soru put that revelation into practice. A well-traveled banker by the age of 32, Soru headed home to Sardinia, planning to develop real estate, but something new caught his eye. It was 1995. Italy was as Internet laggard in Europe, when one of its first online companies finally sprang up in, of all places, the Sardinian capital of Cagliari. Soru approached the company, Video Online, for a job, and was offered a franchise in the Czech Republic (where he had done real-estate deals). On his way to Prague, Soru stopped in Milan and bought all the books he could find on the Internet. Starting with eight modems, he soon dominated the Czech market. And when Video Online was swallowed by Telecom Italia in 1996, Soru decided to exact revenge by taking on the Italian monopoly himself.

Soru risked everything. He has a wife and four kids, but mortgaged his house to start a telecom company in June 1997. Called Telefonoca della Sardegna, it was staffed by three Sardinians: Soru, Susnik and Mario Mariani. Now head of Niscalli's new-product development, Mariani left a safe job at Telecom Italia to join Soru, attracted by his dream of putting their home island on the high-tech map.

At the start, Soru's ambition was to dominate Sardinia. The recent deregulation of the European market made it possible for him to win a license to lease lines from Telecom Italia to serve up to 10 million customers. But Sardinia had only 1.5 million people. So Soru extended his reach to Rome and Milan — and soon realized he might as well go national. He was the first to offer cash phone cards in a nation that still shunned credit cards, and pressed the advantage to grab 28 percent of the market share. "It's strangely easy; there were no other competitors", says Soru.

Not in Italy. But new telecoms were cropping up all over Europe. Soru was inspired by a path-breaking U. R. start-up called Freeserve, and copied its business model. In March 1999 Tiscali became the first free Internet provider on the Continent, though his service was still limited to Italy. It was an instant hit. Subscribers signed up by the thousands, paying nothing but phone bill for time online. Tiscali, in turn, got a cut from the phone company. Italians had been slow to buy PCs or log on the Net — but free access to the Net and the hype around Soru changed all that.

In late-summer'99, Soru surprised close colleagues with a plan to expand across Europe to pay for the campaign by going public. Insiders urged him to hold back, arguing that a tiny, somewhat chaotic Sardinian operation was in no way ready for public scrutiny or the European big time. Soru ignored them. Tiscali listed in October 1999 and within weeks its market value hit up to \$14 billion, making it the most valuable company in Italy. For a time, Soru's two-thirds stakes made him wealthier even than fabled Italian industrial families like the Agnellis of Fiat.

Over the next year Soru set off on his buying spree map), much of it paid for with Tiscali's high-flying stock. "His conquests belatedly inspired Italian political parties and universities to reshape their platforms and courses around the Internet", says Perrone, a business professor at Bocconi University. "And created hopes that Sardinia could become a new Silicon Valley". A hard-luck island where unemployment runs double the 11 percent rate on the mainland, Sardinia is also home to a technical school that provides many of Tiscali's employees in Cagliari.

Soru's big coup came in December. Looking past a financial scandal that swirled around World Online, Soru grabbed the Dutch company for a song. He got a \$1.6 billion cash war chest, the largest independent fiber-optic network in Europe (bypass-

sig rival phone companies) and the mastermind behind the network, World Online chairman James Kinsella. This American Internet veteran was expected to bring order to Tiscali, but he soon found himself at odds with Soru, who seemed more comfortable with old Sardinian pals. Kinsella resigned as CEO last week.

It's not clear how long Soru's march can continue. Tiscali is profitable in Italy, but not Europewide, and Soru plans to keep luring customers by giving away free Internet service. The problem is that by spreading itself thingly everywhere, Tiscali attracts little advertising or other "portal revenue" anywhere; it made just 0.8 euro per visitor last quarter (for example) with 4.4 euro for T-Online.

Even if Soru is driven back by more powerful rivals, he will always be remembered in Italy as the man who built the first Sardinian empire (B. Nadeau. // Newsweek / February 19, 2001).

# Грамматический справочник

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## Артикли (The Articles)

**Артикль** — это часть речи, которая используется с существительными. В английском языке имеется два вида артикля: неопределенный **a / an** и определенный **the**.

Одно и то же имя существительное может сочетаться как с определенным, так и с неопределенным артиклем в зависимости от значения и употребления имени существительного.

**Неопределенный артикль (a / an)** произошел от числительного **one**. Поэтому неопределенный артикль употребляется, как правило, с существительными в единственном числе, обозначающими исчисляемые предметы.

Неопределенный артикль имеет два варианта: **a** и **an**. **A** употребляется перед именами существительными, начинающимися с согласной буквы: a student, a post-graduate; **an** употребляется перед именами существительными, начинающимися с гласной буквы: an article, а также с согласной буквы **h**: an hour.

Общее значение неопределенного артикля — это указание на принадлежность предмета к какому-либо классу однородных предметов. Иначе говоря, неопределенный артикль просто причисляет какой-либо предмет к классу однородных предметов, но не выделяет его.

Неопределенный артикль употребляется:

- с исчисляемыми существительными без определения или с определением описательного характера: I wrote an article. Economics is a modern science.
- с существительными, обозначающими национальность, принадлежность к религии, профессию, социальное положение: He is a pupil. She is a Catholic;
- с существительными, обозначающими меры веса, цены, время, скорость: a month, a thousand;
- в восклицаниях после слов: **what, such, quite, rather**, если он стоит перед исчисляемым существительным: What a nice day! Such an interesting story! He is quite an expert in this field! This man is rather a bore!

**Определенный артикль** (the definite article) употребляется перед:

- существительным, имеющим отличительный признак, отвечающим на вопрос Что? Который? Give me the book which is on the table.
- существительным во множественном числе: The books are on the table.
- существительным, упоминаемым во второй раз: I have read a very interesting book. The book really impressed me.
- существительными, выражающими целый класс предметов: the radio, the working class.
- существительными, единственными в своем роде: the sun, the moon; the sky.
- фамилией, имея в виду всех членов семьи: The Browns are my colleagues.
- с порядковыми числительными: I live on the second floor.
- названиями морей, рек, океанов: the Thames, the Black Sea, the Pacific Ocean:



to have a mind to do smth — иметь желание, намерение  
что-то сделать;

in a low (loud) voice — тихо (громко);

a great many, a great number of, (с исчисляемыми суще-  
ствительными) — много;

a great deal (с неисчисляемыми существительными) —  
много;

as a result — в результате;

a few — несколько;

a little — немного;

as a matter of fact — фактически, на самом деле;

for a short time — в течение короткого (долгого) времени;

it's a pity — жаль;

it's a shame — стыдно;

it's a pleasure — приятно;

to have a good time — хорошо провести время;

to be at a loss — быть в недоумении;

at a glance — сразу, с первого взгляда;

to take a seat — сесть;

to go for a walk — пойти гулять.

В следующих устойчивых словосочетаниях употребля-  
ется только определенный артикль:

it is out of the question — об этом не может быть и речи;

in the original — в оригинале;

on the whole — в целом;

the other day — на днях;

on the one hand ...on the other hand — с одной стороны  
... с другой стороны;

to tell (to speak) the truth — говорить правду; to tell the  
truth — по правде говоря;

to be on the safe side — для верности;

to pass the time — проводить время;

to run the risk — рисковать, подвергаться риску;

on the right (left) — справа (слева);

to tell the time — сказать сколько времени;

in the morning — утром;

in the evening — вечером;

in the afternoon — днем, после полудня;

in the night — вечером, ночью.

Некоторые устойчивые словосочетания употребляются

без артикля:

in time — вовремя;

out of doors — на улице, вне дома;

to take to heart — принимать близко к сердцу;

to take offence — обижаться;

at present — в настоящее время;

at night — ночью;

from morning till night — с утра до вечера;

from beginning to end — с начала до конца;

at home — дома;

at work — за работой;

by name — по имени;

by chance — случайно;

at war — в состоянии войны;

by train (bus, tram, plane, etc) — поездом (автобусом, паровозом, самолетом и др);

by heart — наизусть;

by mistake — по ошибке;

on sale — в распродаже;

in debt — долгу;

in demand — иметь спрос, пользоваться спросом;

in conclusion — в заключении;

on credit — в кредит.

## Существительное (The Noun)

Имя существительное обозначает предмет, явление и отвечает на вопрос *Who is this?* Или *What is this?*

По своему составу имена существительные могут быть простыми, производными и сложными.

Простые существительные не имеют в своем составе префикса или суффикса (*price, demand*).

Производные — это имена существительные, в составе которых есть суффикс или префикс, или тот и другой одновременно (*employer, misuse, Inflexibility*).

Сложные — это такие имена существительные, которые состоят из двух или более основ, образующих одно слово с единым значением (*railway, custom-house*).

По значению имена существительные делятся на нарицательные (*common nouns*) и собственные (*proper nouns*). Имена нарицательные — это общие названия для всех однородных предметов. К нарицательным именам существительным относятся существительные конкретные (*concrete nouns*), обозначающие отдельные предметы или живые существа: *book, teacher, post-graduate*; и абстрактные (*abstract nouns*), обозначающие качества, состояния или общие понятия: *idea, freedom, speed*. Существительные делятся на одушевленные (*animate nouns*): *Peter, girl, man* и неодушевленные (*unanimate nouns*): *meeting, economics*.

### Число существительных (Number)

Большинство существительных имеют два числа: единственное (*singular*) и множественное (*plural*). Множественное число образуется с помощью окончания *-s* или *-es*: *book — books; class — classes*.

Следует запомнить особые случаи образования множественного числа:

man — men; woman — women; child — children, tooth — teeth, foot — feet; leaf — leaves. В текстах научного стиля часто встречаются существительные, сохранившие греческую или латинскую форму множественного числа:

basis — bases — базис, основа;

crisis — crises — кризис;

analysis — analyses — анализ;

thesis — theses — тезис, диссертация;

axis — axes — ось;

phenomenon — phenomena — явление;

radius — radii — радиус;

nucleus — nuclei — ядро;

criterion — criteria — критерий;

referendum — referenda — референдум;

datum — data — сведения, информация и др.

Исчисляемые существительные (countable nouns) имеют формы единственного и множественного числа. Неисчисляемые существительные (uncountable nouns) имеют только одну форму: water, kindness, heat.

В сложных существительных форму множественного числа принимает основное в смысловом значении слово: editor-in-chief — editors-in-chief; looker-on — lookers-on. Если сложные существительные пишутся слитно, множественное число образуется по правилу, которому подчиняется второе слово, входящее в их состав: postman — postmen, schoolgirl — schoolgirls.

### Падеж существительных (The Case of the noun)

В английском языке существительное имеет два падежа: общий падеж (common case) и притяжательный падеж

(possessive / genitive case). Притяжательный падеж имеют обычно одушевленные существительные, обозначающие живое существо, которому принадлежит предмет, качество или признак:

the girl's book; the boys' books. Слова, обозначающие время, пространство и вес, используются в притяжательном падеже: today's newspaper; a month's leave. Это правило распространяется и на слова, обозначающие города, страны, названия судов.

## Местоимение (The Pronoun)

### Личные местоимения — Personal Pronouns

Личные местоимения имеют два падежа: именительный падеж (the nominative case) и объектный падеж (objective case).

#### *The Nominative Case*

I (я)  
 You (ты)  
 He (он)  
 She (она)  
 It (для неодушевленных)  
 We (мы)  
 You (вы)  
 They (они)

#### *The Objective Case*

me (мне)  
 you (тебе)  
 him (ему)  
 her (ей)  
 it (ему, ей)  
 us (нам)  
 you (вам)  
 them (им)

После местоимения you глагол-сказуемое всегда стоит во множественном числе. You are at home.

Личные местоимения в именительном падеже являются подлежащими, в объектном падеже — дополнениями.

*I told her about the voyage.*

*He looked at us and went out.*

### Притяжательные местоимения — Possessive Pronouns

Притяжательные местоимения имеют две формы: основную и абсолютную.

<i>Основная форма</i>	<i>Абсолютная форма</i>
my	mine
your	yours
his	his

her	hers
its	its
our	ours
your	yours
their	theirs
Is it your book?	Yes, it is mine.

Притяжательный падеж согласуется с определяемым существительным в числе, а для существительных 3 лица единственного числа и в роде.

*The book is hers.*

*The book and the pen are hers.*

### Указательные местоимения (Demonstrative pronouns)

**this** — этот, эта, это;

**these** — эти;

**that** — тот, та, те;

**those** — те;

**such** — такой, такая, такое, такие.

*This book is very interesting.*

Вместо определяемого существительного после **this** или **that** можно употреблять слово **one**, а после **these** и **those** — **ones**.

*This book is the one I wanted.*

*These apples are not good, take those ones.*

### Вопросительные местоимения (Interrogative pronouns)

**Who** — кто; **what** — что, какой, какая, какое, какие;  
**whose** — чей; **which** — который.

Вопросительное местоимение может употребляться с предлогом перед местоимением или после него в конце предложения.



*About what are you speaking?*  
*What are you speaking about?*

### Относительные местоимения (Relative pronouns)

**Who, which, that** — который, которая, которое, которые.  
**Whose** — чей, чья, чье, чьи.

Употребляются для связи придаточного предложения с главным.

*I saw the man who was his enemy.*  
*Mike took the book which was here.*

Местоимение **who (whom)** употребляется по отношению к человеку, **which, that** — к предметам и животным, **that, whose** — в обоих случаях.

*This is the lady whom I saw yesterday.*  
*The boy who is playing is my son.*  
*This is the house that Jack built.*

### Возвратные местоимения (Reflexive pronouns)

Возвратные местоимения образуются прибавлением окончаний **-self** (единственное число) и **-selves** (множественное число) к личным и притяжательным местоимениям.

myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

*I did the task myself.*  
*He wrote the report himself.*  
*They liked to do everything themselves.*

## Неопределенные и отрицательные местоимения (Indefinite and Negative pronouns)

**some / any** — какой / ая / ое-нибудь, либо

**somebody / someone** — кто-то

**something** — что-то

**somebody / anybody** — кто-то, кто-либо, кто-нибудь

**anything** — что-то, что-нибудь, что-либо

**nobody / no one** — никто

**nothing** — ничто

**one** — любой

Притяжательный падеж местоимений образуется прибавлением окончания 's: somebody's, anybody's, one's.

К неопределенным местоимениям относятся также: all, each, either, neither, both, none, much, many, little, few. Местоимение a few, a little, much, many могут употребляться вместо some.

Местоимения some, something, someone употребляются в утвердительных предложениях; any, anybody, anything, anyone — в вопросительных; no, nobody, no one — в отрицательных.

*I see something on the table.*

*I see nothing on the table.*

*I don't see anything on the table.*

*Do you see anything on the table?*

Местоимение может употребляться:

— чтобы избежать повторения существительного;

— в значении "каждый", "всякий", "любой".

*The report is the one I wanted.*

*One must know that it's dangerous.*

## Имя прилагательное (The Adjective)

Прилагательное обозначает признак предмета (a cold day, black hair) и имеет три степени сравнения: положительную (positive degree), сравнительную (comparative degree) и превосходную (superlative degree).

У односложных прилагательных сравнительная степень образуется при помощи суффикса *-er*, превосходная степень *-est*, которые добавляются к основе формы превосходной степени.

*cold — colder — coldest*  
*near — nearer — nearest*

У многосложных прилагательных сравнительная степень образуется при помощи слова *more*, превосходная — *most*.

*beautiful — more beautiful — most beautiful*

Если прилагательное в положительной степени оканчивается на *-y*, то окончание в сравнительной степени будет *-ier*: *easy — easier*; в превосходной степени *-iest*: *easiest*.

Исключение:

*good — better — best*  
*bad — worse — worst*  
*little — less — least*  
*many, much — more — most*

Для сравнения различных предметов употребляются конструкции *as...as*, *not so...as*, слово *than*.

## Наречие (The Adverb)

Наречие — часть речи, которая обозначает признак действия или предмета.

Наречия делятся на простые, производные и сложные:

1) Простые наречия — **soon, fast, there, then, when, why, etc.**

2) Производные наречия образуются с помощью суффикса **-ly**:

*bad* (плохой) — *badly* (плохо);

*usual* (обычный) — *usually* (обычно);

*day* (день) — *daily* (ежедневно);

*part* (часть) — *partly* (частично);

при этом, если прилагательное оканчивается на **-y**, то **-y** меняется на **-i** (*easy* — *easily*), если прилагательное оканчивается на **-le**, то **e** опускается (*simple* — *simply*).

3) Сложные наречия образуются путем словосложения: *sometimes, meantime, anyway, midway* (на полпути), *overhead* (наверху), *at least* (по крайней мере), *at first* (сначала), *in vain* (напрасно).

Степени сравнения наречий образуются с помощью слов *more* (сравнительная степень) и *most* (превосходная степень) или окончаний — **-er, -est** (в односложных наречиях):

*early* — *earlier* — *earliest*;

*brightly* — *more brightly* — *most brightly*.

Исключения:

*well* — *better* — *best*;

*badly* — *worse* — *worst*;

*far* — *farther* — *farthest*.

## Числительные (The Numerals)

В английском языке, так же как и в русском, числительные делятся на количественные числительные (Cardinal Numerals) и порядковые числительные (Ordinal Numerals).

<i>Количественные</i>	<i>Порядковые</i>
1 one	first
2 two	second
3 three	third
4 four	fourth
5 five	fifth
6 six	sixth
7 seven	seventh
8 eight	eighth
9 nine	ninth
10 ten	tenth
11 eleven	eleventh
12 twelve	twelfth
13 thirteen	thirteenth
14 fourteen	fourteenth
15 fifteen	fifteenth
16 sixteen	sixteenth
17 seventeen	seventeenth
18 eighteen	eighteenth
19 nineteen	nineteenth
20 twenty	twentieth
21 twenty-one	twenty-first
30 thirty	thirtieth
40 forty	fortieth
50 fifty	fiftieth

60 sixty	sixtieth
70 seventy	seventieth
80 eighty	eightieth
90 ninety	ninetieth
100 a hundred	a hundredth
1000 a thousand	a thousandth

Числительные с 13 до 19 образуются путем прибавления окончания **-teen**.

Числительные 50, 60 и т. д. образуются путем прибавления окончания **-ty**: sixty, fifty.

Порядковые числительные образуются прибавлением окончания **-th** к количественному числительному: fifth, tenth (исключение — first, second, third).

В порядковых числительных после 20 изменяется только вторая часть: twenty-one, fifty-second.

Числительные 100 (one / a hundred) и 1000 (a thousand) не имеют множественного числа.

102 — one hundred (and) two;

1002 — one thousand two.

*Сложение:*

$6 + 2 = 8$                       Six and two is eight.

*Вычитание:*

$10 - 5 = 5$                       Five from ten is five.

*Умножение:*

$2 \cdot 2 = 4$                       Two times two are four.

*Деление:*

$8 : 2 = 4$                       Eight by two is four.

Для обозначения дат, номеров телефонов и времени употребляются количественные числительные.

*He was born on May 17, 1943 (on May, seventeen, nineteen forty three).*

*I opened the book on page 99 (on page ninety-nine).*

*His telephone number is 181—50—94 (one-eight-one-five-ou-nine-four).*

*What time is it?*

*It's 10 a. m. Сейчас 10. 00.*



## Глагол. Временные формы глагола (The Verb. Tense forms)

### INDEFINITE (SIMPLE) TENSES

#### THE PRESENT INDEFINITE (SIMPLE) TENSE

##### *Образование Present Indefinite*

Утвердительная форма глагола в Present Indefinite совпадает с формой инфинитива без частицы *to* во всех лицах, кроме третьего лица единственного числа. В третьем лице единственного числа глагол принимает окончание *-es*.

<i>I work.</i>	<i>We work</i>
<i>You work</i>	<i>You work</i>
<i>He works</i>	<i>They work</i>
<i>She works</i>	
<i>It works</i>	

Отрицательная и вопросительная формы глаголов в Present Indefinite образуются при помощи вспомогательного глагола **do** (**does** — для третьего лица единственного числа) и инфинитива смыслового глагола без частицы *to*.

<i>I do not work.</i>	<i>I don't work.</i>
<i>He does not work.</i>	<i>He doesn't work.</i>
<i>Do you work?</i>	<i>Does he work?</i>

## Употребление Present Indefinite

Present Indefinite употребляется:

1. Для выражения действия, имеющего постоянный характер, происходящего обычно, действия привычного или свойственного лицу, обозначенному существительным или местоимением в функции подлежащего.

*He studies at the University.*

*I usually look through the newspapers in the morning.*

2. Для выражения действий, не ограниченных временными рамками, то есть таких действий, которые отражают объективные процессы в природе и обществе.

*Water boils at 100 degrees Centigrade.*

*Magnet attracts iron.*

3. Для выражения действия, происходящего в данный момент с глаголами, которые, как правило, не употребляются в Present Continuous: to be, to see, to hear, to feel, to know, to understand, to recognize, etc.

*Now I understand the meaning of this word, but still I don't know how to use it.*

4. Для выражения будущего действия в придаточных обстоятельственных предложениях времени и условия после союзов: when, while, till, until, after, as soon as, as long as, if, unless, on condition that, provided.

*We shall make up the report together when you come to me.*

5. Для выражения действия, которое произойдет в будущем, в основном с глаголами движения: to go, to leave, to start, to come, to return, etc.

*Say good-bye to him, he leaves in 5 minutes.*

## THE PAST INDEFINITE (SIMPLE) TENSE

### Образование *Past Indefinite*

Утвердительная форма правильных глаголов в *Past Indefinite* образуется путем прибавления суффикса **-ed** к основе глагола. Утвердительная форма неправильных глаголов образуется другими способами: see -saw; hear — heard, etc. (См. специальные таблицы в словарях, учебных пособиях по грамматике).

Отрицательная и вопросительная формы правильных и неправильных глаголов в *Past Indefinite* образуется при помощи прошедшего времени (*Past Indefinite*) глагола **to do (did)** для всех лиц и инфинитива смыслового глагола без частицы **to**.

*I did not (didn't) read this article.*

*Did you begin to collect the material for your research?*

### Употребление *Past Indefinite*

*Past Indefinite* употребляется:

1. Для выражения действия, имевшего место в прошлом. Это время обычно употребляется с такими обозначениями времени, как *yesterday, the day before yesterday, last year / week / month, etc., ago, the other day*.

Для *Past Indefinite* свойственно, чтобы время действия указывалось конкретно (*at 5 o'clock, on the 5<sup>th</sup> of January, in 2003, on Monday, in July, etc.*).

*I became a post-graduate two years ago.*

*In 2000 he entered the University.*

2. Для выражения ряда последовательных действий, происходивших одно за другим в прошлом:

*I came, I saw, I conquered.*

**Таблица глаголов,  
изменяющихся не по общим правилам**

Неопределенная форма (The Infinitive)	Прошедшее время (Simple Past)	Причастие прошедшего времени (Participle II)	Основное значение
be [bi:]	was/were [wɒz]/[wə]	been [bi:n]	быть
bear [beə]	bore [bɔ:]	born [bɔ:n]	нести, родить
beat [bi:t]	beat [bi:t]	beaten [bi:tn]	бить
become [bi'kʌm]	became [bi'keim]	become [bi'kʌm]	стать, сделаться
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	начать
blow [bləʊ]	blew [blu:]	blown [bləʊn]	дуть
break [breik]	broke [brəʊk]	broken [brəʊkn]	(с)ломать
breed [bri:d]	bred [bred]	bred [bred]	выращивать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	принести
build [bild]	built [bilt]	built [bilt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	жечь, гореть
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	разразиться, взорваться
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	купить
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, поймать
choose [tʃu:z]	chose [tʃəʊz]	chosen [tʃəʊzn]	выбрать
come [kʌm]	came [keim]	come [kʌm]	прийти
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоить
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать
do [du:]	did [did]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	тащить, рисовать
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	грезить,
	dreamed [dri:md]	dreamed [dri:md]	мечтать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить, выпить
drive [draɪv]	drove [drəʊv]	driven [drɪvn]	гнать, ехать
eat [i:t]	ate [et]	eaten [i:tn]	кушать, есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:l(ə)n]	падать
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [fait]	fought [fɔ:t]	fought [fɔ:t]	сражаться
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить

Неопределенная форма (The Infinitive)	Прошедшее время (Simple Past)	Причастие прошедшего времени (Participle II)	Основное значение
fly [flai]	flew [flu:]	flown [floun]	летать
forbid [fə'bid]	forbade [fə'beid]	forbidden [fə'bidn]	запретить
forget [fə'gət]	forgot [fə'gət]	forgotten [fə'gɔtn]	забыть
forgive [fə'giv]	forgave [fə'geiv]	forgiven [fə'givn]	простить
freeze [fri:z]	froze [frouz]	frozen [frouzn]	замерзнуть
get [get]	got [gɔt]	got [gɔt]	получить
give [giv]	gave [geiv]	given [givn]	дать
go [gou]	went [went]	gone [gɔn]	идти, ходить
grow [grou]	grew [gru:]	grown [groun]	расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	висеть, повесить
	hanged [hæŋd]	hanged [hæŋd]	
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hide [haid]	hid [hid]	hidden [hidn]	прятать(ся)
hold [hould]	held [held]	held [held]	держать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	причинить боль
keep [ki:p]	kept [kept]	kept [kept]	хранить
know [nou]	knew [nju:]	known [noun]	знать
lay [lei]	laid [leid]	laid [leid]	класть, положить
lead [li:d]	led [led]	led [led]	вести
lean [li:n]	leant [lent]	leant [lent]	опереться,
	leaned [li:nd]	leaned [li:nd]	прислониться
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	учить
	learned [lɜ:nd]	learned [lɜ:nd]	
leave [li:v]	left [left]	left [left]	оставлять,
			уезжать
lend [lend]	lent [lent]	lent [lent]	одолжить
let [let]	let [let]	let [let]	позволять
lie [lai]	lay [lei]	lain [lein]	лежать
light [lait]	lit [lit]	lit [lit]	зажигать(ся), освещать
lose [lu:z]	lost [lɔst]	lost [lɔst]	терять
make [meik]	made [meid]	made [meid]	делать
mean [mi:n]	meant [ment]	meant [ment]	подразумевать
meet [mi:t]	met [met]	met [met]	встретить

Неопределенная форма (The Infinitive)	Прошедшее время (Simple Past)	Причастие прошедшего времени (Participle II)	Основное значение
pay [pei] put [put] read [ri:d] ride [raid] ring [riŋ] rise [raiz] run [rʌn] say [sei]	paid [peid] put [put] read [red] rode [roud] rang [ræŋ] rose [rouz] ran [ræn] said [sed]	paid [peid] put [put] read [red] ridden [ridn] rung [rʌŋ] risen [rizn] run [rʌn] said [sed]	платить класть читать ездить верхом звонить подняться бежать, течь говорить, сказать
see [si:] sell [sel] send [send] set [set] sew [sou]	saw [sɔ:] sold [sould] sent [sent] set [set] sewed [soud]	seen [si:n] sold [sould] sent [sent] set [set] sewed [soud] sewn [soun]	видеть продавать послать устанавливать шить
shake [ʃeik] shave [ʃeiv]	shook [ʃuk] shaved [ʃeivd]	shaken [ʃeik(ə)n] shaved [ʃeivd] shaven [ʃeivn]	трясти брить(ся)
shine [ʃain] shoot [ʃu:t] show [ʃou] shut [ʃʌt] sing [siŋ] sit [sit] sleep [sli:p] speak [spi:k] spend [spend] spil [spit]	shone [ʃɒn] shot [ʃɒt] showed [ʃoud] shut [ʃʌt] sang [sæŋ] sat [sæt] slept [slept] spoke [spouk] spent [spent] spilt [spilt] spilled [spild] spread [spred]	shone [ʃɒn] shot [ʃɒt] shown [ʃoun] shut [ʃʌt] sung [sʌŋ] sat [sæt] slept [slept] spoken [spouk(ə)n] spent [spent] spilt [spilt] spilled [spild] spread [spred]	светить, сиять стрелять показывать закрывать петь сидеть спать говорить тратить пролить
stand [stænd] steal [sti:l] strike [straik] sweep [swi:p]	stood [stud] stole [stoul] struck [strʌk] swept [swept]	stood [stud] stolen [stouln] struck [strʌk] swept [swept]	распростра- нить(ся) стоять украсть ударить, бить местн

Неопределенная форма (The Infinitive)	Прошедшее время (Simple Past)	Причастие прошедшего времени (Participle II)	Основное значение
swim [swim]	swam [swæm]	swum [swʌm]	плыть
take [teik]	took [tuk]	taken [teik(ə)n]	взять, брать
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить
tear [teə]	tore [tɔ:]	torn [tɔ:n]	рвать
tell [tel]	told [tould]	told [tould]	рассказать, сказать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
throw [θrou]	threw [θru:]	thrown [θroun]	бросить
understand [ʌndə'stænd]	understood [ʌndə'stʌd]	understood [ʌndə'stʌd]	понимать
upset [ʌp'set]	upset [ʌp'set]	upset [ʌp'set]	опрокинуть(ся), расстраивать
wake [weik]	woke [wouk]	woken [wouk(ə)n]	просыпаться
wear [weə]	wore [wɔ:]	worn [wɔ:n]	будить
win [win]	won [wʌn]	won [wʌn]	носить (одежду)
wind [waɪnd]	wound [waʊnd]	wound [waʊnd]	выиграть
write [raɪt]	wrote [rɔut]	written [rɪtn]	заводить (механизм)
			писать



## THE FUTURE INDEFINITE (SIMPLE) TENSE

### Образование *Future Indefinite*

Future Indefinite образуется с помощью вспомогательных глаголов **shall** (для первого лица) и **will** (для остальных лиц) и инфинитива смыслового глагола без частицы **to**. В настоящее время имеется тенденция использовать глагол **will** для всех лиц.

*I shall prepare the translation in time.*

*I'll do it.*

Отрицательная форма глагола в Future Indefinite образуется при помощи отрицательной частицы **not**, которая ставится после вспомогательного глагола.

*I shall not follow you. I shan't follow you. I won't follow you.*

Вопросительная форма Future Indefinite образуется вынесением вспомогательного глагола на место перед подлежащим.

*Shall I begin to answer?*

*Will he come to the lecture?*

## THE FUTURE INDEFINITE (SIMPLE) IN THE PAST

Future-in-the-Past образуется при помощи вспомогательного глагола **should** для первого лица единственного и множественного числа и **would** для остальных лиц и инфинитива смыслового глагола без частицы **to**.

*I should write. I'd write.*

*He would write. He'd write.*

*They would write. They'd write.*

Отрицательная сокращенная форма Future Indefinite образуется по общему правилу:

*I shouldn't write.*

*He wouldn't write.*

### *Употребление Future-in-the Past*

Future-in-the-Past употребляется для выражения будущего действия, рассматриваемого не с точки зрения настоящего момента, а с точки зрения прошедшего времени. Поэтому Future-in-the-Past употребляется в придаточных дополнительных предложениях, когда сказуемое главного предложения выражено глаголом в прошедшем времени:

*I said I should come back the next day.*

*Я сказал, что вернусь завтра.*

*He told her he would send him to the university.*

*Он сказал ей, что пошлет его в университет.*

## **CONTINUOUS (PROGRESSIVE) TENSES**

### **THE PRESENT CONTINUOUS (PROGRESSIVE) TENSE**

#### *Образование Present Continuous*

Формы глагола в Present Continuous образуются при помощи вспомогательного глагола to be в форме Present Indefinite (am / is / are) и причастия настоящего времени смыслового глагола (причастия I).

*I am reading a book now.*

*He is translating an article.*

*We are planning to go to London.*

Для образования отрицательной формы частица *not* ставится после вспомогательного глагола.

*I am not writing. I amn't writing.*

*He is not writing. He isn't writing.*

Для образования вопросительной формы вспомогательный глагол ставится перед подлежащим.

*Is he writing?*

*Are we discussing the text?*

### Употребление *Present Continuous*

*Present Continuous* употребляется:

1. Для выражения разворачивающегося действия, происходящего в данный момент в настоящем. Этот момент может подразумеваться из контекста или может быть выражен такими обозначениями времени, как: *now*, *at present*, *at the present moment*, *at this moment*, etc.

*Do you realize what you are saying?*

*What are you doing now?*

2. Для подчеркивания непрерывности действия, которое происходит не только в данный момент, но носит постоянный характер:

*He is writing a book now.*

*I am working on the thesis.*

3. Для выражения действия, которое обязательно произойдет в будущем с такими глаголами, как *to go*, *to leave*, *to start*, etc.

*She is leaving for Moscow tonight.*

4. *Present Continuous* может выражать процесс, происходящий постоянно. В этом случае часто употребляются наречия: *always*, *constantly*, *ever*, etc.

*The Earth is always moving.*

*The sun is ever shining.*

## THE PAST CONTINUOUS (PROGRESSIVE) TENSE

### Образование *Past Continuous*

Формы *Past Continuous* образуются с помощью вспомогательного глагола *to be* в форме *Past Indefinite (was, were)* и причастия I смыслового глагола.

*I was writing at that moment.*

*He was making tea when I came.*

Отрицательные и вопросительные формы образуются по аналогии с *Present Continuous*, только глагол *to be* употребляется в *Past Indefinite*.

### Употребление *Past Continuous*:

*Past Continuous* употребляется:

1. Для выражения разворачивающегося действия, происходившего в какой-то момент в прошлом. Этот момент в прошлом может быть обозначен:

а) точным указанием момента времени, например, *at that time, at 5 o'clock yesterday, etc.;*

б) другим однократным действием, выраженным глаголом в *Past Indefinite*:

*When I returned he was working on the article.*

*They were walking along the street when I saw them.*

*Past Continuous* может употребляться как в главном, так и в придаточном предложениях.

2. При одновременности двух действий, происходивших в прошлом, оба глагола, выражающие эти действия, могут быть употреблены в *Past Continuous* или *Past Indefinite*. При употреблении *Past Continuous* подчеркивается процесс протекания действия, при употреблении *Past Indefinite* констатируется факт совершения действия:

*You will not listening to what I was saying.*

*His family stayed in New York while he took his examinations.*

3. Для эмоционального подчеркивания длительности действия с такими обозначениями времени, как *all day long, the whole day, from 5 till 7, during 4 years, etc.*

*It was raining the whole day yesterday and we had to stay indoors.*

*They were working in the laboratory from 10 till 12.*

С этими же обозначениями времени употребляется глагол в Past Indefinite?

С этими же обозначениями времени употребляется глагол в Past Indefinite, если не подчеркивается длительность действия, а просто констатируется факт его совершения.

*They worked at the laboratory from 10 till 12.*

## THE FUTURE CONTINUOUS TENSE

Future Continuous образуется с помощью вспомогательного глагола *to be* в форме Future Indefinite (*shall be, will be*) и причастия II смыслового глагола.

*I shall be writing. I'll be writing.*

*I shall not be writing. Will you be writing?*

Future Continuous употребляется для обозначения продолженного действия, которое совершится в определенный момент в будущем.

*I shall already be working when you return.*

## PERFECT TENSES

### THE PRESENT PERFECT TENSE

#### Образование *Present Perfect*

Present Perfect образуется с помощью вспомогательного глагола *to have* в форме Present Indefinite и причастия II (причастия прошедшего времени) смыслового глагола.

*I have worked. I've worked.*

*He has worked. He's worked.*

В отрицательной форме после вспомогательного глагола употребляется частица *not*. В вопросительных предложениях вспомогательный глагол ставится перед подлежащим.

*I have not written.*

*Has he written?*

Present Perfect употребляется:

1. Для выражения действия, законченного к настоящему моменту, но связанному с настоящим. Связь с настоящим осуществляется следующими путями:

а) результатом действия, которое совершилось ранее:

*I have brought the book.*

*I have just written to him*

б) временем совершения действия: действие закончилось к данному моменту, но период времени, к которому относится действие, все еще продолжается. Поэтому Present Perfect употребляется с такими обозначениями времени, как: *today, this year / week / month, this morning, etc.*

*I haven't seen him this month.*

2. Present Perfect употребляется с наречиям неопределенного времени, основными из которых являются следующие: *already, never, ever, often, always, so far, just, no yet.*

*Have you been there?*

*Has you just left.*

*I have not seen him yet.*

3. Present Perfect употребляется, когда время совершения действия не упомянуто:

*Have you read anything about economics?*

4. Present Perfect употребляется также для обозначения действия, которое началось в прошлом и не закончилось к данному моменту в настоящем, а продолжается и в этот момент. В таких случаях обычно указывают период действия посредством предлога *for* “в течение” или начальный момент действия в прошлом посредством слова *since* “с тех пор как”.

*I have lived here for four years.*

*He has studied English since childhood.*

## THE PAST PERFECT TENSE

### *Образование Past Perfect*

**Past Perfect** образуется с помощью вспомогательного глагола **to have** в Past Indefinite (**had** для всех лиц) и причастия II смыслового глагола.

*I had worked. I'd worked.*

*He had worked. He'd worked.*

### *Употребление Past Perfect*

**Past Perfect** употребляется:



1. Для выражения действия, которое совершилось ранее другого действия в прошлом. Глагол, обозначающий более позднее действие, употребляется в Past Indefinite:

*My watch stopped as I had not wound it up.*

2. Для выражения действия, которое совершилось к данному моменту в прошлом. Этот данный момент в прошлом выражается такими обозначениями времени, как *by that time, by three o'clock, by the evening, by the end of the month, etc.*

*By that time I had finished the first chapter of my thesis.*

## THE FUTURE PERFECT TENSE

### *Образование Future Perfect Tense*

**Future Perfect** образуется с помощью вспомогательного глагола *to have* в форме Future Indefinite (**shall have, will have**) и причастия II смыслового глагола.

*I shall have written.*

*He will have written.*

*They will not have written.*

*Will she have written?*

Future Perfect употребляется:

1. Для выражения будущего действия, которое совершится ранее другого будущего действия. Future Perfect употребляется в главном предложении, а в придаточном предложении употребляется Present Indefinite для выражения последующего (более позднего) действия (согласно правилу употребления времен после союзов *when, before, etc.*):

*Before you come we shall have fulfilled the task.*

2. Для выражения будущего действия, которое совершится к данному моменту времени в будущем. Этот дан-

ный момент в будущем указывается такими обозначениями времени, как *by that time, by 4 o'clock, by the evening, by the end of the month, etc.*

## PERFECT CONTINUOUS TENSES

### THE PRESENT PERFECT CONTINUOUS TENSE

#### *Образование Present Perfect Continuous*

Present Perfect Continuous образуется с помощью вспомогательного глагола *to be* в форме Present Perfect (*have been, has been*) и причастия I смыслового глагола.

*I have been writing. We have been writing.*

*I have not (haven't) been writing.*

*Has he been writing?*

#### *Употребление Present Perfect Continuous*

Present Perfect Continuous употребляется:

1. Для выражения действия, которое началось в прошлом, продолжалось в течение некоторого времени и все еще продолжается в настоящее время. В этом значении Present Perfect Continuous переводится на русский язык глаголом в настоящем времени:

*She has been working here for five years.*

*Она работает здесь пять лет.*

*How long have they been living in London?*

*Сколько времени они живут в Лондоне?*

При употреблении Present Perfect Continuous всегда указывается или подразумевается период времени, в течение которого действие продолжалось с момента его нача-

ла до настоящего времени. Поэтому Present Perfect Continuous употребляется с такими обозначениями времени, как for ...minutes / hours / years, since ... o'clock / yesterday, since 1980, etc.

2. Present Perfect Continuous употребляется также для выражения действия, которое продолжалось в течение некоторого периода времени, выраженного или подразумеваемого, но закончилось в момент речи. Следовательно, в момент речи действие уже не продолжается. В этом случае Present Perfect Continuous переводится на русский язык глаголом в прошедшем времени несовершенного вида:

*Here you are at last. I have been looking for you.*

*Вот и вы наконец. Я вас искал.*

Present Perfect Continuous не употребляется с глаголами, выражающими чувства, физическое восприятие, а также с глаголами to be, to belong, to consist и некоторыми другими. Вместо Present Perfect Continuous в этих случаях употребляется Present Perfect, который переводится глаголом в настоящем времени:

*He has been here since 6 o'clock.*

*Он здесь с 6 часов.*

## THE PAST PERFECT CONTINUOUS TENSE

### *Образование Past Perfect Continuous*

Past Perfect Continuous образуется с помощью вспомогательного глагола to be в форме Past Perfect (had been) и причастия I смыслового глагола.

*I had been writing.*

*He had been writing. We had not (hadn't) been writing.*

*Had she been writing?*

## Употребление Past Perfect Continuous Tense

Past Perfect Continuous Tense употребляется:

1. Для выражения прошедшего действия, которое продолжалось в прошлом некоторый период времени, выраженный или подразумеваемый, и закончилось (или могло еще продолжаться) при наступлении второго, более позднего прошедшего действия. Это второе, более позднее прошедшее действие, выражается в Past Indefinite.

Past Perfect Continuous переводится на русский язык глаголом в прошедшем времени, обычно несовершенного вида:

*I had been writing my Exercises for two hours when my friend came.*

*Я писал упражнения два часа, когда пришел мой друг.*

2. Past Perfect Continuous употребляется также для выражения действия, которое продолжалось некоторый период времени в прошлом и закончилось (или еще продолжается) к данному моменту в прошлом. При указании данного момента в прошлом употребляется предлог *by*:

*By three o'clock he had been working in the library for two hours.*

*К трем часам он уже (про) работал в библиотеке два часа.*

## THE FUTURE PERFECT CONTINUOUS TENSE

### Образование Future Perfect Continuous

Future Perfect Continuous образуется с помощью вспомогательного глагола *to be* в форме Future Perfect (*shall have been, will have been*) и причастия I смыслового глагола.

*I shall have been writing.*

*He will not have been writing.*

*Will they have been writing?*

### **Употребление Future Perfect Continuous**

Future Perfect Continuous употребляется для выражения будущего действия, которое, начавшись в будущем, будет продолжаться в течение некоторого периода времени до наступления другого, более позднего будущего действия или момента.

Before the new machine is stopped tomorrow morning, it will have been working for three hours.

До того, как новая машина будет остановлена завтра утром, она будет работать три часа.

## **СТРАДАТЕЛЬНЫЙ ЗАЛОГ (THE PASSIVE VOICE)**

	Present	Past	Future	Future-in-the-Past
Indefinite	The book is written	The book was written	The book will be written	The book would be written
Continuous	The book is being written	The book was being written	—	—
Perfect	The book has been written	The book had been written	The book will have been written	The book would have been written

Формы глагола в страдательном залоге образуются при помощи вспомогательного глагола *to be* в соответствующем времени, лице, числе и причастия II смыслового глагола.

В страдательном залоге нет времени Perfect Continuous, Future Continuous и Future-in-the-Past.

Отрицательная, вопросительная и вопросительно-отрицательная формы страдательного залога образуются по тем же правилам, что и соответствующие формы действительного залога.

Использование времен в действительном и страдательном залогах по значению одинаково. Различие в том, что в действительном залоге лицо или предмет сам совершает действие: He broke the cup. В страдательном залоге это лицо или предмет испытывает действие, совершаемое другим предметом: The cup was broken by him.

В форме страдательного залога могут находиться только переходные глаголы, то есть глаголы, которые могут иметь при себе прямое дополнение.

Английские предложения с глаголами в страдательном залоге переводятся на русский язык неопределенно-личными предложениями, глаголами на -ся, краткими причастиями в сочетании с глаголом быть.

Если нужно выразить, кем выполнено действие, то объект вводится при помощи предлога by (для одушевленных предметов) и with (инструмент действия).

## **СОГЛАСОВАНИЕ ВРЕМЕН (SEQUENCE OF TENSES)**

Согласование времен в английском языке состоит в следующем: если сказуемое главного предложения выражено глаголом в одном из прошедших времен, то глагол придаточного дополнительного предложения должен стоять также в одном из прошедших времен (Past Indefinite, Past Perfect, Past Continuous, Past Perfect Continuous, Future-in-the-Past). При этом соблюдаются следующие правила:

1. Если действие, выраженное глаголом-сказуемым придаточного дополнительного предложения, одновременно действию, выраженному глаголом главного предложения, в придаточном предложении употребляется Past Indefinite (Simple) или Past Continuous (Progressive).

*I thought you had more courage than this.*

*I saw that he was reading the letter at that moment.*

2. Если действие, выраженное глаголом-сказуемым придаточного предложения, **предшествует** действию, выраженному глаголом главного предложения, то глагол придаточного предложения употребляется в **Past Perfect** или **Past Perfect Continuous**:

*He realized that Christine had already read the paper.*

*They said that they had been working in the library for three hours.*

3. Если действие, выраженное глаголом-сказуемым придаточного дополнительного предложения, является будущим по отношению к действию, выраженному глаголом-сказуемым в прошедшем времени главного предложения, то глагол в придаточном предложении употребляется в одной из форм Future-in-the-Past:

*He believed that everything would be all right.*

## ПРЯМАЯ И КОСВЕННАЯ РЕЧЬ (DIRECT AND INDIRECT SPEECH)

Правило согласования времен особенно часто соблюдается в косвенной речи, например:

*He said, "I live in Rostov".*

*Он сказал: "Я живу в Ростове".*

*He said (that) he lived in Rostov.*

*Он сказал, что живет в Ростове.*



*He said, "I am living in Rostov".*

*Он сказал: "Я живу в Ростове".*

*He said he was living in Rostov.*

*Он сказал, что живет в Ростове.*

*He said, "I lived in Rostov".*

*Он сказал: "Я жил в Ростове".*

*He said he had lived in Rostov.*

*Он сказал, что жил в Ростове.*

*He said, "I have lived in Rostov".*

*Он сказал: "Я жил в Ростове".*

*He said he had lived in Rostov.*

*Он сказал, что жил в Ростове.*

*He said to me, "I shall live in Rostov".*

*Он сказал мне: "Я буду жить в Ростове".*

*He told me he would live in Rostov.*

*Он сказал мне, что будет жить в Ростове.*

Следует запомнить, что при превращении прямой речи в косвенную производятся следующие изменения:

1. Изменяются времена глаголов в соответствии с правилом согласования времен.
2. Союз "that" может употребляться (или его можно опустить).
3. Употребляются местоимения в зависимости от смысла.
4. Глагол "to say", за которым следует дополнение, заменяется глаголом "to tell" (без предлога to).
5. Заменяются наречия места и времени:  
 now — then;  
 today — that day;  
 tomorrow — the next day;  
 ago — before;  
 here — there;  
 this — that;  
 these — those, etc.

Если из прямой речи в косвенную нужно перевести вопросительное предложение, местоимения и наречия также изменяются по смыслу.

Общие вопросы вводятся союзами *if, whether* (в русском языке им соответствует частица “ли”), порядок слов вопросительного предложения заменяется порядком слов утвердительного предложения.

*He asked me, “Do you live in Rostov?”*

*He asked me if (whether) I lived in Rostov.*

Специальные вопросы вводятся теми же вопросительными словами, с которых начинается прямая речь, порядок слов заменяется порядком слов утвердительного предложения.

*He asked my friend, “When did you come to Rostov?”*

*He asked my friend when he had come to Rostov.*

При обращении повелительного наклонения из прямой речи в косвенную глагол в повелительном наклонении заменяется инфинитивом:

*He said to me, “Give me your book”.*

*He asked me to give him my book.*

*He said to his friend, “Don’t go there”.*

*He told his friend not to go there.*

## МОДАЛЬНЫЕ ГЛАГОЛЫ (MODAL VERBS)

Модальные глаголы — это такие глаголы, которые выражают не действие или состояние, а отношение лица, обозначенного местоимением или существительным, несущим в предложении функцию подлежащего, к действию или состоянию, выраженному инфинитивом. Модальный

глагол в сочетании с инфинитивом образует в предложении функцию — составное глагольное сказуемое. Модальные глаголы выражают значение возможности, необходимости, вероятности, желательности и т. п.

Модальные глаголы отличаются от других глаголов тем, что они не имеют ряда форм.

1. Глаголы *can* и *may* имеют формы настоящего и формы прошедшего времени, а глаголы *must*, *ought*, *need* имеют только одну форму — настоящего времени.

*Can — could; may — might.*

2. Модальные глаголы (кроме *ought*) употребляются с инфинитивом без частицы *to*.

3. Модальные глаголы не имеют форм инфинитива, герундия и причастия.

4. Модальные глаголы не имеют окончания *-s* в третьем лице единственного числа.

5. Вопросительная и отрицательная формы модальных глаголов в Present и Past Indefinite образуются без вспомогательного глагола *to do*. В вопросительной форме модальный глагол ставится перед подлежащим:

*Can you do it?*

*May I do it?*

*Must he do it?*

*Need he do it?*

*Ought she to do it?*

*Should we do it?*

В отрицательной форме частица *not* ставится сразу же после модального глагола. Глагол *can* и отрицательная частица пишутся слитно: *cannot*.

*He cannot do it.*

Модальные глаголы имеют следующие сокращенные отрицательные формы:

*cannot — can't;*  
*may not — mayn't;*  
*could not — couldn't*  
*might not — mightn't;*  
*need not — needn't;*  
*should not — shouldn't.*

*He can't do it. He shouldn't do it.*  
*They need not do it. They needn't do it.*

## CAN

Глагол can имеет следующие значения и может выражать:

1. Физическую или умственную способность выполнить действие, выраженное инфинитивом:

*He can ride perfectly.*  
*She can speak English.*

В этом значении используется только Indefinite Infinitive.

2. Возможность совершать действие:

*I could not go to the theatre because I was busy.*  
*You cannot cross the street here.*

3. Вежливую просьбу (здесь более предпочтительна форма could):

*Could you give us advice?*

4. Невероятность, сомнение, удивление в вопросительных и отрицательных предложениях:

*Может ли быть (неужели) она ждет нас сейчас?*  
*Can she be waiting for us now?*

*Не может быть, чтобы она нас ждала.*  
*She cannot be waiting for us.*

*Неужели она это сказала?*

*Can she have said that?*

В этом значении используются все формы инфинитива.

## MAY

Глагол may имеет следующие значения и может выражать.

1. Просьбу о разрешении выполнить действие.

*May I use your phone?*

(*Can I use your phone?* — тоже возможно использовать в этом значении).

Только Indefinite Infinitive используется с глаголом в этом значении.

2. Упрек.

Здесь предпочтительна форма *might*:

*You might have told me about his birthday.*

*Ты мог бы и рассказать мне о его дне рождения.*

3. Неопределенность и неуверенность по отношению к совершению действия, предположение, включающее сомнение.

На русский язык переводится словами “возможно, может быть”.

В этом значении используются все формы инфинитива.

*She may have done it.*

*Возможно, она сделала это.*

*She may be living here.*

*Может быть, она здесь живет.*

*He may have been learning English since childhood.*

*Возможно, он учит английский с детства.*

## MUST

Глагол must имеет следующие значения и может выражать:

1. Обязанность, необходимость.

В этом значении на русский язык этот глагол переводится словами “должен, нужно, надо”.

*You must be on duty now.*

*Ты должен быть на дежурстве сейчас.*

В этом значении используется только Indefinite Infinitive.

2. Команду, приказ, запрет.

*You must leave the room at once.*

*Вы должны немедленно покинуть комнату.*

В этом значении используется только Indefinite Infinitive.

3. Вероятность или возможность совершения действия, предположение, граничащее с уверенностью. На русский язык переводится словами “вероятно, наверное, должно быть”. Все формы инфинитива используются в этом значении.

*He must be studying at the library now.*

*Должно быть, он сейчас занимается в библиотеке.*

*She must have already prepared the report.*

*Вероятно, она уже подготовила доклад.*

## SHOULD and OUGHT

Глаголы близки по значению и часто взаимозаменяемы. В сочетании с инфинитивом употребляются для выражения модального обстоятельства совершать действие, относящееся к настоящему или будущему. В этом значении употребляется перфектный инфинитив.

*You ought to be serious about your future.*

*Тебе следует (ты должен) серьезно относиться к своему будущему.*

*You should have reviewed the rules, it would be easier for you now.*

*Тебе следовало повторить правила, сейчас было бы легче.*

Если употребляется перфектный инфинитив, то действие, как правило, не реализовано.

*You ought to have phoned earlier.*

*Тебе следовало бы позвонить раньше (подразумевается, что звонка не было).*

Глаголы **should** и **ought to** употребляются в следующих значениях:

1. Долг, моральные обязательства.

*You ought to study well.*

2. Совет, рекомендация.

*You should help about the house.*

### TO BE + INFINITIVE

Это не модальный глагол, но выражение, близкое к нему, его часто называют “эквивалентом модального глагола”. Обозначает действие, которое следует совершить согласно предыдущей договоренности или заранее намеченному плану. Перфектный инфинитив показывает, что хотя действие и было запланировано, оно не состоялось.

*They are to come at five o'clock.*

*Они должны прийти в пять часов.*

*The delegation was to have arrived yesterday.*

*Делегация должна была приехать вчера (но не приехала).*

### TO HAVE + INFINITIVE

Это тоже эквивалент модального глагола. Обозначает необходимость совершить действие в силу определенных обстоятельств. Переводится на русский язык “придется, приходится, пришлось что-то делать”. С этим модальным выражением употребляется неперфектный инфинитив.

*I shall have to get up earlier not to miss the train.*

*Мне придется встать раньше, чтобы не опоздать на поезд.*



*I had to learn the rules because it was necessary for the exam.*

*Мне пришлось выучить правила, так как это необходимо для экзамена.*

*I have to do my morning Exercises every day.*

*Мне приходится делать утреннюю зарядку каждый день.*

## SHALL

Это не только модальный глагол, он всегда несет значение будущности. На русский язык, как правило, не переводится, значение передается интонацией. Обозначает:

1. Принуждение, приказ.  
*She shall do what I tell her.*
2. Обещание.  
*You shall be punished.*
3. Угроза, предупреждение.  
*You shall never see me again.*

## WILL

Это не только модальный глагол, он также обозначает будущность. Большая роль в его передаче на русский язык принадлежит интонации. Имеет значения:

1. Желание, намерение.  
*Turn this man out, I will speak.*  
*Выгони этого человека, я буду говорить.*
2. Упорство, настойчивость.  
— *Don't tell me.* — *Не говори мне.*  
— *But I will tell you.* — *Нет, я буду говорить.*

## WOULD

Обозначает:

1. Желание.  
*She was going away and would not say where she was going.*  
*Она уезжала и не хотела говорить, куда уезжает.*

## 2. Упорство.

*I asked him not to bang the door, but he would.*

*Я просил его не хлопнуть дверью, но он все равно хлопает (продолжает это делать).*

## Dare

Означает "to have the courage to do smth" (осмелиться, посметь что-то сделать).

*How dare you ask me about it?*

*Как ты осмеливаешься спрашивать меня об этом?*

Иногда используется как немодальный глагол.

## Need

Означает необходимость. Чаще употребляется в отрицательных и вопросительных предложениях.

*You needn't be in a hurry.*

*Тебе не нужно торопиться.*

Может использоваться как немодальный глагол, тогда имеет вспомогательный глагол, окончание -s в третьем лице и др. Как модальный имеет только форму настоящего времени, может употребляться с перфектным инфинитивом.

*One needs to be careful.*

*He didn't need to be told twice.*

*Why need we to bother him?*

## НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА (NON-FINITE FORMS OF THE VERB)

К неличным формам глагола в английском языке относятся инфинитив, герундий и причастие.

Неличные формы глагола характеризуются следующими общими для них чертами:

1. Неличные формы глагола не выражают лица, числа и наклонения.

2. Неличные формы глагола не могут выражать времени действия, они лишь указывают на соотношенность во времени, то есть является ли действие или состояние, выражаемое ими, одновременным с действием или состоянием, выраженным личной формой глагола, или предшествуют ему.

3. Неличные формы глагола выражают залог.

## ИНФИНИТИВ (THE INFINITIVE)

<b>Infinitive Indefinite</b>	to write (active)	to be written (passive)
<b>Infinitive Continuous</b>	to be writing	—
<b>Infinitive Perfect</b>	To have written (active)	To have been written (passive)
<b>Indefinite Perfect Continuous</b>	to have been writing	—

Отрицательная форма инфинитива образуется с помощью отрицательной частицы **not**, которая ставится перед инфинитивом.

### *Употребление инфинитива:*

**Indefinite Infinitive** active and passive употребляется для выражения действия, одновременного с действием, обозначенным глаголом-сказуемым в предложении, в настоящем, прошедшем и будущем времени:

*I am glad to meet you.*

*I was glad to meet you.*

*He will be glad to see you.*

*It is glorious to love and to be loved.*

**Continuous Infinitive** употребляется для выражения действия в процессе его развертывания, происходящего одновременно с действием, обозначенным глаголом-сказуемым в предложении:

*They happened at that moment to be standing near a small garden.*

*Оказалось, что в тот момент они стояли у маленького садика.*

**Perfect Infinitive** употребляется для выражения действия, которое предшествует действию, обозначенному глаголом-сказуемым:

*I am glad to have seen you.*

*Я рад, что видел вас.*

*He is known to have been a good swimmer.*

*Он известен как хороший пловец.*

**Perfect Continuous Infinitive** употребляется для выражения действия, продолжавшегося в течение определенного отрезка времени и предшествовавшего действию, выраженному глаголом-сказуемым в предложении:

*The wind seemed to have been blowing the whole night.*

*Казалось, что ветер дул всю ночь.*

The Use of the Infinitive without particle to:

Инфинитив без частицы **to** употребляется в следующих случаях:

1. После вспомогательных глаголов (after auxiliary verbs).

*I don't understand the meaning of this passage.*

2. После модальных глаголов, кроме ought.

*You can do it.*

3. После глаголов чувственного восприятия (to hear, to feel, to see, etc)

*I felt my heart jump.*

4. После глагола "to let".

*Let us be the best friends.*

5. После глагола "to make" в значении "заставлять" и глагола "to have" в значении "вынуждать, заставляя, велеть".

*What makes you think so?*

*Что заставляет вас так думать?*

*I had them take my luggage.*

*Я велел им взять мой багаж.*

6. После выражений "would better, had better, would rather, would sooner, cannot but, nothing but, cannot choose but", etc.

*I would rather not speak about it.*

*Я лучше не буду говорить об этом.*

7. В предложениях специального типа, начинающихся с "why"

*Why not come and talk to her yourself?*

### The Functions of the Infinitive in the Sentence

Инфинитив в предложении может быть:

- 1) подлежащим.

To read is very useful. It is very useful to read.

- 2) **именной частью составного именного сказуемого (predicative).**

My intention is to get into parliament.

- 3) **частью составного глагольного сказуемого.**

We must not leave him.

He began to tell stories.

- 4) **определением.**

He was the first to enter the room.

- 5) **частью обстоятельства:**

a) **результата (with adverbs "enough" and "too"):**

His eyes were sharp enough to look after his own interest.

**б) сравнения** (manner with "as though" and "as if"):

She nervously moved her hand towards his lips as if to stop him.

**б) вводным словом / оборотом:**

To cut a long story short, everybody was happy.

To speak the truth, I was happy.

To sum it up, the results of the conference are positive.

## Constructions with the Infinitive

### *The Objective-with-the Infinitive Construction*

Это конструкция, где инфинитив находится в предикативных отношениях с существительным в общем падеже или местоимением в объектном падеже. В предложении эта конструкция выполняет функцию сложного дополнения (Complex Object).

I consider *him to be* the best person for this job.

Эта конструкция употребляется:

1. После глаголов чувственного восприятия: to see, to hear, to watch, to feel, to observe, etc.

I saw *Brown enter* the room. Я видел, что Браун вошел в комнату.

I felt *the blood rush* into my cheeks.

2. После глаголов, обозначающих умственные действия (mental activity): to know; to think; to consider; to mention; to believe; to suppose; to expect; to imagine; to find; to trust, etc.

Everybody expected *her to marry* Pete. Все ожидали, что она выйдет замуж за Пита.

3. После информативных глаголов (of declaring): to pronounce, to report, to declare, etc.

They declared *him to be* the best candidate for this post.

Его объявили лучшей кандидатурой на эту должность.

4. После глаголов, выражающих чувства и эмоции (feelings and emotions): to like, to dislike, to love, to hate, etc.  
I dislike *you to talk* like this.

Мне не нравится, что ты так говоришь.

4. После глаголов, выражающих разрешение и приказания (permission and order): to order, to allow, to suffer, etc.  
He allowed *me to be* with him.

Он разрешил мне быть с ним.

### *The Subjective Infinitive Construction*

Это конструкция, где инфинитив находится в предикативном отношении с существительным в общем падеже или местоимением в номинативном падеже.

Mary *is said to resemble* me.

Говорят, что Мери похожа на меня.

Mr. Brawn *was heard to laugh* heartily.

Слышали, что Мистер Браун смеялся от души.

He *was thought to be* honest and kindly.

He *was made to put* on his clothes.

### *The for-to-Infinitive Construction*

Это конструкция, где инфинитив находится в предикативном отношении с существительным или местоимением, перед которыми есть предлог *for*.

That *was for him to find* out.

Выяснить это должен был он.

The best thing *for you to do* was to ask his advice.

Самое лучшее, что вы могли сделать, - это спросить у него совета.



## Gerund (герундий)

Герундий — это неличная форма глагола, соединяющая в себе свойства существительного и глагола.

Герундий имеет следующие формы:

Indefinite Active	— writing
Indefinite Passive	— being written
Perfect Active	— having written
Perfect Passive	— having been written

Indefinite Gerund употребляется для выражения действия, одновременного с действиями, выраженными глаголом-сказуемым.

*He is interested in collecting books.*

*Он интересуется коллекционированием книг.*

*He was interested in collecting books.*

*Он интересовался коллекционированием книг.*

*He will be interested in collecting books.*

*Он будет интересоваться коллекционированием книг.*

Perfect Gerund употребляется для обозначения действия, которое предшествует действию, выраженному глаголом-сказуемым.

*I relied on his having been informed in this sphere.*

*Я полагался на то, что он информирован в этой сфере.*

### The Functions of Gerund in the Sentence

Герундий может употребляться в различных синтаксических функциях. В изолированном виде герундий употребляется редко, чаще всего можно встретить герундиальную фразу или конструкцию.

В предложении герундий может выполнять роль:

1) подлежащего:

*Waiting for him was boring.*

*Ожидать его было скучно.*

*It's no use talking like this to me.*

*Бесполезно со мной так разговаривать.*

2) части составного именного сказуемого:

*The only thing to do was reading this article immediately.*

*Единственное, что можно было сделать, — это прочитать статью немедленно.*

3) части составного глагольного сказуемого:

*He couldn't help admiring our work.*

*Он не мог не восхищаться нашей работой.*

4) дополнения:

Герундий может использоваться как прямое и как косвенное дополнение.

*I simply love reading.*

*Я просто люблю читать.*

*The times were good for building.*

*Времена были хороши для строительства.*

5) определения:

В этой функции перед герундием, как правило, употребляется предлог.

*He was born with a gift of winning hearts.*

*Он родился с даром завоевывать сердца.*

6) обстоятельства времени с предлогами “after, before, on (upon), in at”:

*After leaving the umbrella in the hall, he entered the room.*

*Оставив зонтик в прихожей, он вошел в комнату.*

7) обстоятельства образа действия (герундий используется с предлогами “by” и “in”).

*She startled her farther by bursting into tears.*

*Она испугала своего отца, разрыдавшись.*

8) как обстоятельство условия с предлогом "without":  
*She had no right to come without being invited.*

*Она не смела права приходить без приглашения.*

9) обстоятельства цели с предлогом "for":  
*One side of the gallery was used for dancing.*

*Одна часть галереи использовалась для танцев.*

10) обстоятельства уступки с предлогом "in spite of":  
*In spite of being busy, she came.*

*Она пришла, несмотря на то, что была занята.*

### The Use of Gerund

В следующих случаях используется только герундий.

1. With the verbs and verbal phrases:

to avoid; to burst out; to deny; to enjoy; to fancy (an exclamation of surprise); to finish; to forgive; to give up; to go on; to keep on; to leave off; to mind (in negative and interrogative sentences); to postpone; to put off; cannot help.

2. With the following verbs and phrases used with a preposition:

to accuse of; to agree to; to approve of; to complain of; to depend on; to feel like; to insist on; to persist in; to prevent from; to rely on; to speak of; to succeed in; to suspect; to thank for; to think of; to give up the idea of; to miss the opportunity of.

3. With the following expressions:

to be aware of; to be busy in; to be capable of; to be fond of; to be guilty of; to be indignant at; to be pleased at; to be proud of; to be sure of; to be surprised (astonished) at; to be worth (while).

## Причастие (Participle)

Причастие — это неличная форма глагола, которая обладает свойствами глагола, прилагательного и наречия.

### Participle I

Participle I (причастие настоящего времени) имеет временные различия; Participle I переходных глаголов имеет еще и залоговые различия.

Indefinite active	— writing
Indefinite passive	— being written
Perfect active	— having written
Perfect passive	— having been written

Participle I Indefinite употребляется для выражения действия, одновременного с действием, выраженным глаголом-сказуемым в предложении, в настоящем, прошедшем и будущем времени:

When **reading** the book, one can't help laughing.

When **reading** the book, one couldn't help laughing.

When **reading** a book, one will laugh all the time.

Participle I Perfect употребляется для выражения действия, предшествующего действию, выраженному глаголом-сказуемым в предложении, в настоящем, прошедшем и будущем времени:

*They were old friends, **having been** to school together.*

*Они были старыми друзьями, так как вместе учились в школе.*

Следует отметить, что предшествующее действие не всегда выражается Participle I Perfect: с глаголами чувствен-

ного восприятия и движения, такими как "to see, to hear, to come, to arrive, to seize, to look, to turn, etc" с этой целью используется Participle I Indefinite.

*Hearing a footstep below, he rose and went to the top of the stairs.*

*Услышав шаги внизу, он встал и вышел на лестницу.*

Participle I может иметь различные синтаксические функции.

1. Чаще всего Participle I active может выполнять функцию определения, в этой функции оно соответствует русскому действительному причастию.

*We admired the stars twinkling in the sky.*

*Мы любовались звездами, мерцающими на небе.*

Participle I Perfect active and passive не используется в функции определения. Часто когда в русском языке используется действительное причастие прошедшего времени, в английском языке это выражается придаточным предложением.

*Tatyana, who had thought that all would pass, lost every hope.*

*Татьяна, думающая раньше, что все пройдет, потеряла всякую надежду.*

2. Participle I может употребляться в функции обстоятельства времени, причины, образа действия и сопутствующих обстоятельств.

*Approaching Malta street, he thought about his friend.*

*Приближаясь к Мальта стрит, он думал о своем друге.*

*Having been a little in that line myself, I understood it.*

*Так как я сам раньше некоторое время работал в этой области, я понимал это.*

*She was silent again looking at her hands.*

*Она молчала, разглядывая свои руки.*

3. Participle I используется как именная часть составного именного сказуемого.

*The effect of her words was terrifying.*

*Впечатление, произведенное его словами, было страшно.*

## Participle II

1. Participle II используется в предложении как **определение**. При использовании в роли определения Participle II переходных глаголов соответствует страдательному причастию или действительному причастию в русском языке, имеющему окончание “-ся”. Например: a **broken** cup (разбитая чашка), a **broken** chair (сломанный стул), the problem **discussed** at the meeting (проблема, обсуждавшаяся на собрании), a newspaper **published** in Moscow (газета, издаваемая в Москве).

2. Participle II может выступать в роли **обстоятельства времени, условия, сравнения, уступки**.

*When questioned, I didn't know what to answer.*

*Когда меня стали расспрашивать, я не знал, что отвечать.*

*It was a dreadful thing that he now proposed, a breach of the law which, if discovered, would bring then into the police court.*

*То, что он полагал, было ужасно: это было нарушение закона, и, если бы оно открылось, их отдали бы под суд.*

*As if torn by inner conflict and indecision, he cried.*

*Он плакал, словно его мучили внутренняя борьба и сомнения.*

*He spirit, though crushed, was not broken.*

*Хотя она и была подавлена, она не была сломлена.*

3. Participle II может выступать в роли **именной части составного именного сказуемого**.

In spite of himself, he was **impressed**.

*На него это произвело впечатление помимо его воли.*

4. Participle II как часть сложного дополнения (complex object).

She has found me **unaltered**, but I have found her **changed**.

*Она нашла, что я не изменился, а я нашел, что она изменилась.*

## Constructions with the Participle

### *The Objective Participial Construction*

Это конструкция, где причастие находится в предикативных отношениях с существительным в общем падеже или местоимением в объектном падеже.

*I could hear him reading aloud.*

*Я мог слышать, как он читает вслух.*

### *The Subjective Participial Construction*

Это конструкция, где причастие находится в предикативных отношениях с существительным в общем падеже или местоимением в объектном падеже.

*They were heard talking together.*

*Слышали, как они вместе разговаривали.*

### *The Nominative Absolute Participial Construction*

Это конструкция, где причастие находится в предикативных отношениях с существительным в общем падеже или местоимением в объектном падеже; при этом существительное или местоимение не являются подлежащими предложения.

*The door of the vacant room being open, we came in.*

*Так как дверь пустой комнаты была открыта, мы вошли.*



*Her luggage registered we went to the platform.*

*После того, как ее багаж зарегистрировали, мы прошли на платформу.*

### ***The Prepositional Absolute Participial Construction***

Эта конструкция может вводиться предлогом "with", этим и объясняется ее название.

*She sat silent, with her eyes fixed on the ground.*

*Она сидела, уставившись глазами в землю.*

### ***Absolute Constructions without a Participle***

Существует два типа абсолютных конструкций, где употребляется причастие. Второй элемент конструкции может быть выражен прилагательным, существительным с предлогом, наречием.

#### **1. The Nominative Absolute Construction**

Эта конструкция используется в функции обстоятельства времени или образа действия.

*Breakfast over, he went to his house.*

*Закончив завтрак, он пошел в свой дом.*

#### **2. The Prepositional Absolute Construction**

Эта конструкция в основном используется в роли обстоятельства образа действия.

*I found him ready, and waiting for me, with his stick in his hand.*

*Он был готов и ждал меня; в руках у него была палка.*

### ***Subjunctive Mood (Сослагательное наклонение)***

Сослагательное наклонение показывает, что говорящий рассматривает действие не как реальный факт, а как желательное, предполагаемое, условное или возможное.

В русском языке для выражения сослагательного наклонения употребляется форма глагола в прошедшем времени в сочетании с частицей “бы”.

В английском языке для выражения сослагательного наклонения употребляются синтетические (простые) и аналитические (сложные) формы.

К синтетическим формам сослагательного наклонения относятся Present Subjunctive и Past Subjunctive.

**Were** — единственная форма сослагательного наклонения, сохранившаяся от древнеанглийского Past Subjunctive.

Аналитические формы сослагательного наклонения образуются путем сочетания вспомогательных глаголов **should, would, might** с формой инфинитива без частицы “to”.

### *Употребление форм сослагательного наклонения в придаточных предложениях*

В придаточных предложениях при подлежащих, вводимых союзом **that** после безличных оборотов типа “**It is necessary, it is important, it is strange, etc**”, обычно употребляется аналитическая форма сослагательного наклонения с вспомогательным глаголом **should** для всех лиц.

*It was necessary that he should come.*

*Было необходимо, чтобы он пришел.*

В придаточных дополнительных предложениях после глаголов, обозначающих приказ, предложение, совет, желание и т. д., употребляется аналитическая форма с вспомогательным глаголом **should** для всех лиц.

В придаточных дополнительных предложениях, зависящих от главного, с глаголом-сказуемым **wish**, употребляется Past Subjunctive глагола **to be** или используется форма Past Indefinite всех других глаголов в значении сослагательного наклонения.

*I wish he were here.*

Жаль, что его здесь нет (Я хотел бы, чтобы он был здесь).

*I wish he had a rest.*

Жаль, что он не отдохнул (Я хотел бы, чтобы он отдохнул).

В обстоятельственных предложениях образа действия, вводимых союзами **as if, as though**, употребляется форма Past Subjunctive.

*It was as if he were starting life over and over.*

Ему казалось, что он начинал жизнь снова и снова.

В обстоятельственных предложениях цели, вводимых союзами **that, so that, in order that, in order that**, употребляется сочетание глагола **may (might)** с инфинитивом в значении сослагательного наклонения.

*She opens the window that she may (might) get a breath of fresh air.*

Она открыла окно, чтобы глотнуть свежего воздуха.

В обстоятельственных уступительных предложениях, вводимых союзами и союзными словами **though, although, however, whatever, whichever**, обычно употребляется аналитическая форма сослагательного наклонения с вспомогательным глаголом **may (might)**.

*Though he may be tired he will come to the conference.*

Хотя он может быть усталым, он придет на конференцию.

В определительных придаточных предложениях, которые определяют слово **"time"** в главном предложении.

*It's time we went home.*

Нам пора идти домой.

*It is time we were off.*

Нам пора идти.

Особенно часто встречаются **условные предложения**, в которых используется **сослагательное наклонение**.

В предложениях **нереального условия**, относящихся к настоящему или будущему времени, в придаточном предложении употребляют **the Past Subjunctive глагола "to be" (were)**; другие глаголы ставятся в **Past Indefinite**. В главном предложении в этом случае используется глаголы **should** или **would** и **Indefinite Infinitive**.

*If I were free tomorrow, I should come to the meeting.*

*Если я буду свободен завтра, то приду на собрание.*

*If he came to the exam on Friday, he would pass it successfully.*

*Если бы он пришел на экзамен в пятницу, он сдал бы его успешно.*

В предложениях **нереального условия**, относящихся к прошедшему времени, в придаточном предложении используется **Past Perfect**, а в главном предложении — **вспомогательные глаголы should или would** и **Perfect Infinitive**.

*If I had consulted my own interests, I should never have come her.*

*Если бы я думал только о себе, я бы никогда не пришел.*

## Предложение (Sentence)

### Порядок слов в повествовательных утвердительных предложениях

Отличительной чертой английских повествовательных утвердительных предложений является твердый порядок слов в предложении. Твердый порядок слов имеет большое значение в современном английском языке, поскольку, в связи со слабо представленной морфологической системой в языке, члены предложения часто выделяются только по занимаемому ими месту в предложении.

Обычно порядок слов в утвердительном повествовательном предложении следующий: подлежащее занимает первое место, за ним следует сказуемое, затем дополнение и, наконец, обстоятельства.

*He read an article slowly.*

Обстоятельства места и времени могут стоять также и перед подлежащим.

*In the evening I usually watch TV.*

Твердый, или устойчивый, порядок слов в английском предложении не всегда соблюдается. Основным случаем отступления от обычного порядка членов предложения является перестановка местами подлежащего и сказуемого. Такой порядок расположения главных членов предложения называется обратным порядком слов или инверсией.

### Вопросительные предложения (Interrogative Sentences)

В английском языке различаются следующие типы вопросительных предложений или вопросов:

**1. Общий вопрос (general question).**

*Are you busy now?*

*Do you speak English?*

Общий вопрос требует ответов “да” или “нет”.

**2. Альтернативный вопрос (alternative question).**

*Did they go to the theatre or to the cinema?*

*Do you like coffee or tea?*

**3. Разделительный вопрос (disjunctive question).**

*He is a good student, isn't he.*

*They went to the library, didn't they?*

**4. Специальные вопросы (special questions).**

Специальные вопросы ставятся к какому-либо члену предложения и начинаются с вопросительного слова.

*What does he do?*

*Where did he go?*

*Where does he go on Sundays?*

*When do you get up?*

*How long were you there?*

## Glossary

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### A

- accept** — принимать, соглашаться, акцептовать;  
**to accept goods** — принимать товар;  
**acceptance** — принятие, приемка, акцепт, акцептование;  
**acceptance bank** — акцептный банк;  
**acceptance of bill of exchange** — вексельный акцепт;  
**account** — счет, отчет, запись на счет; основание;  
**account book** — счетная книга, бухгалтерская книга;  
**account current** — текущий счет;  
**accountant** — бухгалтер, счетовод, ревизор отчетности;  
**accounting** — учет, калькуляция;  
**accumulate** — накапливать, аккумулировать, скопляться;  
**accumulative** — накапливающийся;  
**additional charges** — дополнительные расходы;  
**adjournment** — отсрочка (исполнения платежных обязательств),  
перерыв;  
**adjustment** — исправление, улаживание, урегулирование;  
**adjustment assistance** — помощь в адаптации;  
**advance** — успех, прогресс, улучшение, повышение;  
**advertise** — информировать, объявлять, рекламировать;  
**advertising campaign** — рекламная кампания;  
**advertising services** — рекламные услуги;  
**advertisement** — реклама, объявление;  
**advice** — извещение, уведомление, авизо;  
**aggregate** — совокупность, соединение, общий;  
**aggregate demand** — совокупный спрос;



- aggregate risk** — совокупный риск;  
**aggregate supply** — совокупное предложение;  
**allocation** — ассигнование, распределение, размещение, отчисление;  
**allocations to execute the contract** — отчисления во исполнение договора;  
**asset** — имущество, статья актива (в балансе);  
**assets** — активы, средства, фонды;

## В

- balance** — равновесие, остаток, сальдо, баланс;  
**balance certificate** — сальдовый сертификат;  
**bank** — банк, класть в банк, держать деньги в банке;  
**bank auditing** — проверка банка;  
**bank exchanges** — безналичные расчеты между банками;  
**bankruptcy** — банкротство, несостоятельность;  
**bargain** — сделка, соглашение, договор о покупке, выгодная покупка;  
**bargain and sale** — договор купли-продажи;  
**barter** — бартер, мена, товарообменная сделка;  
**barter transaction** — бартерная сделка;  
**beneficiary** — бенефициар (лицо, получающее имущество, права или иную выгоду на основании какого-либо документа);  
**bid** — предложение цены, надбавка к цене (на аукционе), торги, предлагать цену;  
**bid and asked** — цена покупателя и продавца;  
**bill** — счет, выписка счета, расчеты, затраты, вексель, тратта;  
**bill of lading** — коносамент, транспортная накладная;  
**bond** — облигация, долговое обязательство;  
**bond yield** — уровень дохода;  
**bonus** — премия, вознаграждение, дополнительная скидка;

С

- calculation** — вычисление, калькуляция, предположение;  
**call** — вызов, спрос (на товар), требование (об уплате денег);  
**capacity** — способность, емкость, производительность, мощность, эффект;  
**capital** — капитал, основной капитал, акционерный капитал;  
**capitalization** — превращение в капитал, капитализация;  
**cargo** — груз, карго, однородный груз;  
**cargo capacity** — грузовместимость;  
**cash** — наличные деньги, наличный расчет;  
**cash advance** — денежный аванс;  
**cash bonus** — премия кассовая  
**cash flow** — поток денежной наличности;  
**certificate** — удостоверение, свидетельство, сертификат;  
**certificate of deposit** — сертификатный депозит;  
**certificate of insurance** — страховое свидетельство;  
**certificate of survey** — свидетельство об осмотре (выгруженного товара);  
**certify** — удостоверить, заверять;  
**cessation** — прекращение, приостановка;  
**chamber of commerce and industry** — торгово-промышленная палата;  
**charter** — патент, устав, чартер;  
**clearing** — очистка от пошлин, клиринг, безналичные расчеты между банками;  
**collateral** — залог, обеспечение кредита;  
**collateral bill (note)** — обеспеченный вексель (обычно простой);  
**collateralize** — обеспечивать, гарантировать кредит;  
**commitment** — обязательство;  
**commodity** — товар;  
**commodity exchange** — товарная сделка;  
**commodity life-cycle** — жизненный цикл товара;  
**confirm** — подтверждать, утверждать;

- confirmation** — подтверждение, утверждение, санкционирование;  
**currency** — валюта, деньги в обращении;  
**current** — циркулирующий, находящийся в обороте;

## D

- damage** — ущерб, вред, повреждение, убыток;  
**damage certificate** — свидетельство о повреждении;  
**demand** — требование, спрос;  
**deficit** — дефицит, недочет;  
**deflate** — сокращать выпуск бумажных денег, снижать цены;  
**defray** — оплачивать;  
**defray expenses** — взять на себя расходы;  
**deliver** — доставлять, поставлять;  
**delivery** — доставка, поставка, передача;  
**demand** — требование, депозит до востребования, бессрочный вклад;  
**demurrage** — плата за просто (судна, вагона), простой судна;  
**denomination** — название, наименование, нарицательная стоимость, деноминация;  
**deposit** — задаток, залог, депозит, взнос;  
**deposit account** — депозитный счет, авансовый счет;  
**depository** — лицо, которому вверены депозиты, депозитарий;  
**depreciation** — обесценивание, амортизация, изнашивание;  
**discount** — скидка, дисконт, учет векселей;  
**distribution** — распределение (товара);  
**diversification** — многообразие, множественность, разносторонность;  
**deviation** — отклонение, девиация;  
**difference in exchange** — курсовая разница (разница между курсом продавцов и покупателей);  
**dues** — пошлины, взносы, налоги;  
**duty** — долг, обязательство, пошлина;

## **Е**

- efficiency** — производительность, продуктивность, отдача;  
**endorsement (indorsement)** — надпись на обороте (документа), индоссамент;  
**entrepreneur** — предприниматель, владелец предприятия;  
**entrepreneurship** — предпринимательство;  
**equalization** — уравнивание, уравнивание;  
**equity** — капитал компании: разница между активами и текущими обязательствами;  
**exchange** — обмен, биржа, размен денег, операции с иностранной валютой;  
**exchequer** — казначейство, казна;  
**exchange rate** — курс обмена валюты;  
**excise** — акциз, акцизный сбор;

## **Ф**

- facilities** — удобства, льготы, услуги;  
**fee** — вознаграждение, гонорар, взнос, сбор;  
**figure** — цифра, цена;  
**to figure out** — вычислять;  
**fluctuation** — колебание, изменение (цен, спроса);  
**fund** — запас, резерв, фонд, капитал;

## **Г**

- gamble** — спекуляция, рискованное дело;  
**GATT (Agreement on Tariff and Trade)** — Генеральное соглашение по тарифам и торговле;  
**gold-edged securities** — золотообрезные ценные бумаги;  
**government bond** — правительственная облигация;

- government debt** — правительственный долг;  
**government securities** — правительственные ценные бумаги;  
**gross** — брутто, сумма без вычетов;  
**gross domestic product (GDP)** — валовый внутренний продукт (ВВП);  
**gross national product (GNP)** — валовый национальный продукт (ВНП);

## H

- hard currency** — твердая валюта;  
**hard and fast rule** — жесткое правило;  
**hedge** — хедж (форма страхования цены или прибыли при совершении фьючерсных сделок);  
**hidden reserves** — скрытые резервы;  
**hire** — наем, плата за наем;  
**holding** — владение, вклад, запас; участок земли;  
**holding trust** — холдинговый трест, холдинг-трест;  
**hot money** — горячие деньги, спекулятивный иностранный капитал;  
**hold the market** — “держат рынок”: выйти на рынок с достаточным числом приказов на покупку ценных бумаг;  
**housing bond** — жилищная облигация;  
**hybrid securities** — гибридные ценные бумаги: ценные бумаги с характеристиками различных финансовых инструментов;

## I

- imbalance** — нарушение, отсутствие равновесия;  
**impose a tax** — обложить налогом;  
**incentive** — стимул, побуждение, побудительный фактор;  
**income** — доход, доходы;  
**income tax** — подоходный налог;

- insurance** — страхование, страховая премия;  
**interest** — интерес, важность; доля, выгода; процентный доход;  
**intermediate** — промежуточный, посреднический;  
**investment** — вложение капитала, помещение капитала;  
**invisible** — невидимый;  
**invisible earnings** — невидимые поступления;

## Ж

- jobber** — оптовый торговец или оптовая фирма (занимающаяся перепродажей купленных у импортеров или фабрикантов товаров);  
**joint venture** — совместное предприятие;  
**joint account** — совместный счет;  
**joint-stock company** — акционерная компания;

## К

- kerb** — неофициальная биржа;  
**key currency** — ключевая, резервная валюта;

## Л

- lease** — аренда, сдача внаем;  
**lend** — давать займы;  
**letter of credit** — аккредитив;  
**leverage** — “рычаг” (соотношение вложений капитала в ценные бумаги с фиксированным и нефиксированным доходом);  
**levy** — сбор, взимание, обложение, налог;  
**liability** — ответственность, обязательство;  
**licence** — разрешение, лицензия;  
**loan** — заем, ссуда;  
**loss** — потеря, утрата, убыток;

## М

- manufacture** — производство;  
**margin** — разница, разность, остаток, маржа;  
**market index** — рыночный индекс;  
**market share** — удельный вес в обороте рынка данной компании или товара;  
**market size** — размер рынка;  
**marketing mix** — маркетинговый комплекс;  
**marketing research** — маркетинговые исследования;  
**mature** — срок (платежа);  
**mediator** — посредник;  
**merger** — поглощение, слияние;  
**mortgage** — ипотека, заклад, закладная;  
**mortgage bank** — ипотечный банк;  
**mutual fund** — взаимный фонд;

## N

- national debt** — государственный долг;  
**national income** — национальный доход;  
**natural resources** — природные ресурсы;  
**negotiability** — обращаемость: способность финансовых переходить из рук в руки;  
**net** — чистый доход;  
**nominal** — номинальный, нарицательный;  
**non-profit organization** — некоммерческая организация;  
**note** — заметка, расписка, накладная;  
**notes receivable** — векселя к получению;



## О

- obligation** обязательство, обязанность, долговое обязательство;  
**obligee** — лицо, которому дается обязательство, вверитель;  
**obligator** — должник, лицо, принявшее на себя обязательство;  
**oligopoly** — олигополия: ситуация на рынке, характеризующаяся наличием незначительного числа продавцов, которые контролируют предложение данного товара или услуг;  
**operate** — производить операции (торговые, финансовые), работать, действовать, управлять;  
**option** — выбор, право выбора, усмотрение, опцион;  
**ordinary capital** — обыкновенный капитал;  
**ordinary stock** — обыкновенная акция;  
**outbid** — предложить более выгодные условия;  
**overdraft** — превышение кредита в банке;  
**overtrading** — чрезмерное развитие торгово-промышленной деятельности;

## Р

- partnership** — товарищество, партнерство;  
**pay roll** — платежная ведомость;  
**payee** — лицо, получающее платеж;  
**payment** — платеж, уплата;  
**personnel** — персонал, личный состав;  
**pool** — объединение, общий фонд, объединенные запасы, пул;  
**profit** — прибыль, доход, польза;  
**profitability** — рентабельность;  
**promotion** — поощрение, содействие развитию;  
**property** — собственность, имущество, право собственности;  
**propriety** — права собственности, класс собственности;  
**public stock** — государственные ценные бумаги;

**public utilities** — коммунальные предприятия;  
**purchase** — покупка, закупка, приобретение;

## Q

**qualification** — квалификация, пригодность;  
**quantitative** — количественный;  
**qualitative** — качественный;  
**quota** — квота, контингент, контрольная цифра;  
**quotation** — котировка, курс, расценка;

## R

**rate** — размер, норма, ставка, тариф, курс, процент;  
**rate of exchange** — валютный курс;  
**rate of profit** — норма прибыли;  
**ratio** — коэффициент, процент;  
**receipt** — получение, расписка, квитанция;  
**recession** — понижение, уменьшение, спад;  
**refund** — возврат, возмещение;  
**reimbursement** — возвращение (суммы), оплата, возмещение;  
**remittance** — пересылка, перевод (денег);

## S

**sample** — образец, проба, выбранная единица или проба;  
**securities** — ценные бумаги;  
**segmentation of the market** — сегментация рынка (разделение рынка на какие-либо сегменты по определенному признаку);  
**share** — доля, акция;  
**shareholder** — акционер, держатель акции;  
**slump** — резкое падение цен или спроса, кризис;  
**stock** — акционерный капитал, основной капитал, акция;

- stock exchange** — фондовая биржа;  
**storage** — хранение;  
**surplus** — излишек, избыток, остаток;  
**surplus fund** — резервный фонд;  
**surplus of goods** — товарные излишки;  
**survey** — обзор, обозрение;  
**survey of the market** — обзор рынка;  
**suspension** — приостановка, прекращение, временное отстранение (от должности);  
**sustain** — терпеть, нести, подтверждать;  
**swap** — своп;  
**syndicate** — консорциум, синдикат;

## Т

- table** — таблица, табель, реестр;  
**table of rates** — тариф;  
**summary table** — сводная таблица;  
**tabular** — табличный, в виде таблиц;  
**tag** — ярлык, этикетка, бирка;  
**take-in** — обман;  
**take-off** — скидка, комиссия;  
**take-over** — приемка, приобретение контрольного пакета акций;  
**tally** — бирка, ярлык;  
**tamper** — фальсифицировать, подделывать (счета, документы);  
**tariff** — тариф, расценка, шкала ставок, шкала сборов;  
**tariff agreement** — соглашение о тарифах;  
**tariff rates** — тарифные ставки;  
**tariff value** — ценность товара для таможенного обложения;  
**tax** — налог;  
**tax anticipation certificates** — налоговые сертификаты;  
**tax declaration** — налоговая декларация;  
**tax exempt** — свободный от налога;

- tax in kind** — натуральный налог;  
**tax incentives** — налоговые льготы;  
**taxation** — налогообложение;  
**tenancy** — аренда, владение на правах аренды;  
**tenant** — арендатор, наниматель, съемщик, владелец недвижимости;  
**tender** — предложение, сумма, вносимая в уплату долга, тендер, торги;  
**terminable** — ограниченный сроком, срочный, могущий быть отмененным;  
**testimony** — устное показание, свидетельство (письменное) доказательство;  
**time of maturity** — срок оплаты векселя;  
**token** — знак, символ;  
**token coin** — разменная монета;  
**trade** — торговля, сделка;  
**trader** — торговец, биржевой маклер;  
**transaction** — дело, сделка, операция;  
**treasury** — казначейство;  
**treasury bill** — казначейский вексель;  
**turnover** — оборот, текучесть;

## U

- uncovered** — непокрытый, необеспеченный;  
**underwriting** — морское страхование;  
**utility** — полезность;  
**unit** — единица, целое, агрегат;

## V

- valid** — действительный;  
**variable** — изменчивый, непостоянный;

- vault** — сейф, хранилище (для денег);  
**verification** — проверка, сверка, исследование;  
**voucher** — оправдательный документ, расписка, ваучер;

## W

- wage** — заработная плата;  
**wages and salaries** — заработная плата рабочих и служащих;  
**want** — нужда, необходимость, потребность;  
**warehouse** — склад, хранилище;  
**warrant** — полномочие, правомочие, свидетельство;  
**warrant in the name of** — доверенность на имя...;  
**warranty** — гарантия, поручительство;  
**waste** — (непроизводительная) трата, лишний, ненужный, негодный;  
**weight** — взвешивать, весить;  
**weighing charges** — сбор за взвешивание;  
**welfare** — благосостояние, состояние экономики;  
**wharf** — товарная пристань, набережная;  
**wholesale** — оптовая торговля;  
**wholesale cost** — стоимость оптовая;

## Y

- yield** — доход, доходность, процентный доход;  
**yield of bonds** — процентный доход по облигациям;  
**yield to maturity** — доходность к погашению (ценной бумаги);

## Z

- zone** — зона, пояс, район, устанавливать зоны;  
**free trading zone** — свободная внешнеторговая зона;  
**free industrial zone** — свободная промышленная зона.

## **Некоторые ключевые слова, характерные для статей исследовательского типа**

Эти слова можно использовать в резюме текстов.

1. The observation that ... has never been made; it is generally assumed that...; to explain smth in terms of ...; I will disregard these cases; as appears from the examples; to render the function of; the expression ... can be used in a number of different sentences, etc.

2. This paper concentrates on the aspect of ...; this paper will provide a tentative answer ...; I will show directly; now let us turn to ..., etc.

3. Our present evidence has come from unexpected sources; many writers seem to have assume that ...; if I understand them correctly; all accept that ...; B. and A. are more explicit on the point; the examples given by L. suggest that ..., etc.

4. The present paper attempts to remedy this lack; I shall be concerned for the most part with...; this problem does not seem to arise in an acute form in dealing with ..., etc.

5. These examples illustrate further ...; consider again examples; on this evidence we can establish that; however, an explanation suggests itself; for maintaining this...; it is scarcely possible, for instance, that ...; one type of case remains to be accounted for; this paper focused in part on examples like ..., etc.

6. The point I would like to make is this; this hypothesis receives additional support from ...; here the event described in ... is normally interpreted ..., etc.

7. In this paper I have limited myself to a study of ...; I have not tackled the much wider problems of ...; to recapitulate, etc.

## **Некоторые ключевые слова, характерные для статей дискуссионного типа**

Эти слова можно использовать в резюме текстов.

1. The terms "...” can be handled in the two different ways; one can treat smth as ...; one can also go into the question of how ...; the discrepancy between smth and smth; unlike B. and C. I shall assume; the two approaches should not conflict with each other; the view that ... has never been seriously challenged; there has been some discussion to what appears to be a serious gap in literature on...; His argument is based on; in the recent article A. calls into question; the argument is based on ...; the last point leads A. to conclude that..., etc.

2. I should like to emphathize two points with respect to this purpose; in a discussion which follows; S. treats ... in terms of...; linguistic approaches to . . concur with...; to clarify the difference in meaning; to highlight a distinction between smth and smth; to point out that ... is misleading; H. equates smth with smth, etc.

3. Let us consider the following; on the contrary, that discovery would entitle us to accept ...; I will begin by concentrating on...; there is plenty of evidence of ...; a sample of the possible arguments; beyond any doubt that; a number of points call for discussion concerning...; their differences, however, far outweigh their similarity; what I do not accept is...; H. makes a point with which I agree that...; as argued before; apart from the fact that; the point of the argument in this selection is...; it



stands to resin that...; I would like to make three observations on A.'s argument, etc.

4. Our first set of examples will illustrate that...; I don't think I should end this paper without discussing the question of ...; we can look for an answer in two possible directions; this presents a serious problem for the second theory, less so for the first; notice two important points that ...; this illustration and others that we have cited in this selection show clearly that...; the difference between... may be illustrated by the following contrast; may be exemplified by examining, etc.

5. The purpose of this article has been to argue two points; the conclusion is that both theories appear to have their merits and their deficiencies; the following observations may well shed light on the problem; the conclusion will be unwellcomed by advocates of ..., etc.

## **Некоторые ключевые слова, характерные для статей обзорного типа**

Эти слова можно использовать в резюме текстов.

1. We shall consider / establish / assume / show...; in the rest of article I will be concentrated on; the same observation can be made for; it is difficult to draw a line of demarcation between...; a certain amount of self-criticism and awareness of the status of theoretical concepts...; I have given these preliminary remarks by way of introduction to the topic at hand, etc.

2. As a criterion of; to accept the judgement as it is presented; my reasons for maintaining this are two; I would not accept B.'s view which seems to me to be based on an outdated

... notion...; within; I realize that a lot of scientists would not agree with ... assertion I am making now, etc.

3. We shall leave it for the reader to decide in favour of a particular theory; once we abandon the assumption that...; the main advantage of ... is; it is now generally accepted by those...; the data from which these estimations are made are of the type commonly used in ...; I would maintain the view..., etc.

4. None the less, scientists must come to terms with...; the macro-problem which I see here...; a ... approach has proved valuable to ..., etc.

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### **ФИЛОСОФИЯ ДЛЯ АСПИРАНТОВ: Учебное пособие**

Учебное пособие написано в соответствии с новыми требованиями, содержащимися в государственных образовательных стандартах.

Основное внимание уделено философскому анализу науки как специфической системы знания, формы духовного производства и социального института. Рассмотрены общие закономерности развития науки, ее генезис и история, структура, уровни и методология научного исследования, актуальные проблемы философии науки, роль науки в жизни человека и общества, перспективы ее развития и ряд других проблем.

Рассчитано прежде всего на аспирантов и соискателей, готовящихся к экзаменам кандидатского минимума, а также всех желающих составить собственное представление о философской рефлексии над развитием науки.

*Вышли в свет*

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А. Я. Зеликман

**АНГЛИЙСКИЙ ДЛЯ ЮРИСТОВ**  
Учебное пособие

Пособие является основной частью учебно-методического комплекса, предназначенного для обучения английскому языку студентов юридических институтов и факультетов. Рассчитано на 90—120 часов аудиторных занятий. Ряд материалов пособия дает возможность частично использовать его и на других гуманитарных факультетах.

Пособие построено на принципе взаимосвязанного обучения видам речевой деятельности на профессионально ориентированном материале.

## *Вышли в свет*

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В. А. Радовель

### ТЕСТЫ ПО АНГЛИЙСКОМУ ЯЗЫКУ

Пособие содержит разнообразные тесты для контроля и диагностирования знаний по английскому языку. Материал распределен по уровню сложности и доступности для учащихся с различной степенью владения языком. Тесты первого уровня сложности представляют собой обучающе-тренировочные задания на отдельные грамматические явления. Второй уровень сложности — это комбинированные тесты, требующие знания и практического владения лексико-грамматическим материалом языка. Наконец, третий уровень — это комплексные тесты, рассчитанные на хорошо подготовленных учащихся с высокой степенью языковой мотивации.

В дополнение к тестам пособие содержит грамматический справочник, который будет полезен для самостоятельной проверки и совершенствования языковых знаний и навыков.

Пособие рассчитано на учащихся старших классов средних учебных заведений, абитуриентов, студентов начальных курсов неязыковых вузов, а также всех желающих проверить и укрепить свои знания по английскому языку.

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