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**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

**Федеральное государственное бюджетное образовательное учреждение высшего
образования «Казанский национальный исследовательский технический**

университет им. А.Н. Туполева-КАИ»

(КНИТУ-КАИ)

Чистопольский филиал «Восток»

МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

по дисциплине

ИНОСТРАННЫЙ ЯЗЫК

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Рекомендовано УМК ЧФ КНИТУ-КАИ

Чистополь

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Модуль 1

Знакомство (страны, национальности, объекты повседневного обихода, числа с 1 до 100, номера телефонов). Взаимоотношения между людьми (семья, друзья). Посещение кафе, еда, напитки, цены. Грамматика: спряжение глагола *'to be'* (am, is, are) вопросительная и отрицательная формы, притяжательные местоимения *my, your, her, his*, артикль *a/an*, прилагательные, противоположные по значению, множественное число существительных, притяжательный падеж существительных.

При введении темы проводится эвристическая беседа со студентами для выяснения уровня остаточных знаний. Затем тема разбирается вместе с преподавателем и отрабатывается при выполнении упражнений. Теоретическая информация содержится в учебном пособии и учебниках, указанных в списке основной и дополнительной литературы. Данные темы разбираются в учебниках *Headway (Units 1-2) Student book* и *Workbook*. Параллельно рассматривается устная тема «*My family*» и «*About myself*»

Образец текста для работы над устной темой:

My family

I am Alex Petrov. Alex is my first name and Petrov is my surname. I'm seventeen years old. I want to tell you a few words about my family. My family is large. I have got a mother, a father, a sister, a brother and a grandmother. There are six of us in the family.

First of all some words about my parents. My mother is a teacher of biology. She works in a college. She likes her profession. She is a good-looking woman with brown hair. She is forty-four but she looks much younger. She is tall and slim.

My father is a computer programmer. He is very experienced. He is a broad-shouldered, tall man with fair hair and grey eyes. He is forty-six. My father often sings when he is at home and has some free time. I play the guitar and we sing together. My father knows all about new radio sets and likes to repair old ones. He is also handy with many things. He can fix almost everything: a vacuum cleaner, a washing machine, a fridge and what not. He's got a few shelves where he keeps everything he needs. On the table there is always a radio in pieces.

My parents have been married for twenty-six years. They have much in common, but they have different views on music, books, films, and sports. For example, my father likes horror films and my mother likes "soap operas". My father is fond of tennis. My mother doesn't go in for sports. But my parents have the same opinion about my education and upbringing.

My parents are hard working people. My mother keeps house and takes care of my father and me. She is very good at cooking and she is clever with her hands. She is very practical. My father and I try to help her with the housework. I wash the dishes, go shopping and tidy our flat.

My grandmother is a pensioner. She lives with us and helps to run the house. She is fond of knitting.

My sister Helen is twenty-five. She is married and has a family of her own. She works as an accountant for a joint venture company. Her husband is a scientist. They have got twins: a daughter and a son. They go to a nursery school.

My brother Boris is eleven. He is a schoolboy. He wants to become a doctor but he is not sure yet. Three months ago he dreamed of being a cosmonaut.

Vocabulary to be learnt:

Good-looking – красивый, милостивый

Slim – стройный

Experienced – опытный

Broad-shouldered – широкоплечий

To be handy with smth. – уметь делать что-либо

To fix – чинить, исправлять

To have much in common – иметь много общего

To be fond of something – увлекаться чем-либо

To go in for something – заниматься чем-либо

Upbringing – воспитание

To take care of smb. – заботиться о ком-либо

To run the house = to keep the house – вести домашнее хозяйство

Relatives – родственники

Twins – близнецы

Housewife – домохозяйка

Widow(er) – вдова (вдовец)

Brother-in-law – шури́н (деверь)

Knitting – вязание

Answer the following questions:

1. How old are you?
2. What do you do?
3. Is your family large?
4. What does your mother (father) do?
5. Is she (he) fond of her (his) work?
6. Have you got any brothers (sisters)?
7. What is your hobby?
8. Are you sociable?
9. Do you have many friends? What are they?

Speak on:

Imagine you are having a big party. Introduce all the members of your family to the guests. Say whether you are for large or small families. Give examples to support your opinion.

Неопределенный артикль a/an используется перед исчисляемыми именами существительными в единственном числе, когда мы говорим о предмете как представителе целого класса предметов, одном из многих.

My friend is **an** engineer.

I live in **a** flat.

Определенный артикль the используется как перед исчисляемыми, так и перед неисчисляемыми именами существительными, как в единственном, так и во множественном числе, когда мы имеем в виду определенный предмет, или сообщаем о нем дополнительную, конкретизирующую информацию.

Употребление определенного артикля с именами собственными

Употребление	Примеры
1. перед именем собственным, обозначающим семью	the Browns (семья Браунов)
2. перед названиями некоторых стран, преимущественно тех, в названия которых входят слова: state, republic, union	the Russian Federation , the USA (the United States of America), the United Kingdom, the Netherlands the Netherlands
3. перед названиями морей, океанов, рек, заливов, проливов, каналов, горных хребтов, групп островов	the Northern Sea , the Atlantic (Ocean), the Mississippi, the Urals, the Azores the Azores
4. перед названиями судов, поездов, самолетов, гостиниц, газет, журналов	the m/v <i>Star</i> the <i>National</i> Hotel, the <i>Times</i>
5. перед названиями сторон света	the North, the South, the East, the West

Личные и притяжательные местоимения

Личные в именительном падеже	Объектный падеж личных местоимений	Притяжательные местоимения	Абсолютная степень притяжательных местоимений

I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

Образование множественного числа

1. – s: boy – boys, chair – chairs, car – cars, sofa – sofas, cat – cats

2. – es: lady – ladies, city – cities

после -ch, -ss, -x, -sh: watch – watches, box – boxes

после -o: potatoes

Исключения: photos, metros, zeros, pianos

Исключения

man – men	goose – geese
woman – women	tooth – teeth
child – children	foot – feet
ox – oxen	person – people
mouse – mice	

Образование притяжательной формы

Единственное число	Притяжательная форма единственного числа	Множественное число	Притяжательная форма множественного числа
Student	Student's	Students	Students'
Boy	Boy's	Boys	Boys'
Friend	Friend's	Friends	Friends'
Child	Child's	Children	Children's

Grammar exercises:

Exercise 1.1. Insert the article where necessary:

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

Exercise 1.2. Use the articles a, an, the where it is necessary:

1. Yesterday I saw ... new film, but ... film wasn't very interesting. 2. London is situated on ... Thames. 3. Yuri Gagarin was ... first man to fly over ... Earth in space ship. 4. My daughter will go to school ... next year. 5. I decided to visit ... Ivanovs, but they were not at ... home. 6. In ... summer we live in ... country. 7. Lomonosov, ... great Russian scientist, was born in ... small village on ... shore of ... White Sea. 8. United States of America is one of ... most powerful countries of the world. 9. Is your dress made of ... silk or ... cotton? 10. ...Peter's brother is... student and we are ... pupils. 11 .What would you like ... apple or... orange? 12. What... strange man he is!

Exercise 1.3. Use the articles a, an, the where it is necessary:

1...Volga is ... longest river in ... Europe. 2. ...History and ... Literature were ... my favourite subjects at ... school. 3. What is ... nearest way to ... Drama Theatre? 4 ... butter and... cheese are made of... milk. 5. Usually I get up at... 7 o'clock in ... morning. 6 ...Rostov is situated on ... Don. 7. Will you have ... cup of ... tea? 8. What... good friend you are! 9. We shall go to ...cinema ... next week together with ... Petrovs. 10. This is ... book, ... book is very interesting. 11. Do you see ... sun in ... sky today? 12. He is ... engineer by ... profession.

Exercise 1.4. Decide which of the following nouns are countable (исчисляемые) or uncountable (неисчисляемые):

Time, water, machine, music, snow, word, coffee, money, idea, family, darkness, knowledge, sea, hour, tree, silver, meat, happiness, information, speed, book, news, house, friend, milk, student, pen, paper, clothes, picture, air, goods.

Exercise 1.5. Read and translate the sentences. Decide which of the underlined nouns) are countable or uncountable and explain why:

1. We have read all the official papers. There were some sheets of paper on the table. 2. Two coffees, please. I like strong coffee. 3. Give me two glasses. Are they made of glass or plastics? 4. Many thousands of bricks are produced at the factory. Our school is built of brick.

Exercise 1.6. Write down the following nouns in plural.

Box, sheep, place, library, photo, mouse, lady, glass, bush, dress, country, bus, party, wife, day, knife, knowledge, month, pen, hero, goose, company, life, deer, tomato, city, man, play, news, child, fruit, shelf, leaf, foot, fish, woman, money, information.

Exercise 1.7. Write down the following nouns in plural:

A star, a mountain, a tree, a waiter, the queen, a man, a woman, an eye, a shelf, a box, a city, a boy, a goose, a watch, a mouse, a dress, a toy, a sheep, a tooth, a child, an ox, a deer, a life, a tomato.

Exercise 1.8. Put the following sentences in plural and write them down. Pay attention to the changes of the verb:

1. A new house is in our street. 2. This story is very interesting. 3. There was a woman, a man, a boy and a girl in the room. 4. In the farmyard we could see an ox, a sheep, a cow and a goose. 5. Put this knife on that table. 6. Why don't you eat this potato? 7. This strawberry is still green. 8. A yellow leaf has fallen to the ground. 9. Can you see a bird in that tree? 10. Does your tooth still ache? 11. I held up my foot to the fire to warm it. 12. His child studies very well. 13. Is this worker an Englishman or a German? – He is a Frenchman. 14. What is that child's name? 15. The cat has caught a mouse. 16. I have hurt my foot. 17. The wolf has been shot. 18. He keeps his toy in a box. 19. This man works at our office.

Exercise 1.9. Use the Possessive Case of the Nouns:

Example: The poems of Lermontov. (Lermontov's poems).

1. The toy of their children. 2. The questions of my son. 3. The wife of my brother. 4. The table of our teacher. 5. The life of animals. 6. The voice of this girl. 7. The new tool of the workers. 8. The letter of Peter. 9. The car of my parents. 10. The room of my friend. 11. The handbags of these women. 12. The flat of my sister is large. 13. The children of my brother are at home. 14. The room of the boys is large.

Exercise 1.10. Translate into English.

1. Это семья моего друга. Отец моего друга – инженер. Мать моего друга – учитель. 2. Она взяла книги своего брата. 3. Дайте мне тетради ваших учеников. 4. Вы видели книгу нашего учителя? 5. Вчера дети моего брата ходили в кино. 6. Он показал мне письмо своей сестры. 7. Чья это сумка? – Это сумка Петра. 8. Чьи это словари? – Это словари студентов. 9. Принесите игрушки детей.

Глагол to be

Сам задает вопрос и образует отрицание в настоящем и прошедшем времени.

To be (быть) – am (1-е л. ед. ч.), is (3-е л. ед. ч.), are (мн. ч.)

I am a student. – Я студент.

He is an engineer. – Он инженер.

They are economists. – Они экономисты.

Этот глагол образует отрицательную форму при помощи **not**:

We are not pupils. – Мы не школьники.

You aren't teachers. – Вы не учителя.

Вопросительная форма образуется путем изменения порядка слов (глагол-сказуемое ставится перед подлежащим):

Is she a doctor? – Она врач?

Выражения с глаголом to be:

To be sorry – сожалеть

To be angry – сердиться

To be hungry – быть голодным

To be thirsty – испытывать жажду

To be busy – быть занятым

To be well – чувствовать себя хорошо

To be right – быть правым

To be wrong – быть не правым

To be afraid of – бояться

To be free – быть свободным

To be ill – быть больным

To be unwell(sick) – плохо себя чувствовать

To be hot – изнемогать от жары

To be at home – быть дома

To be in a hurry – спешить

To be good at – преуспевать в

To be exhausted – быть истощенным, измученным

To be absent – отсутствовать

To be present – присутствовать

To be interested in – интересоваться чем-либо

To be sure / to be certain – быть уверенным

To be engaged in – заниматься чем-либо

To be bored – скучать	To be tired – быть уставшим
To be anxious – быть обеспокоенным	To be happy – быть счастливым
To be late for something – опаздывать куда-то	To be glad – радоваться
To be cold – мерзнуть	

Упражнение 1. Заполните пропуски соответствующей формой глагола to be

1. Our children ... at school
2. I ... at the lesson now
3. Tommy and Billy ... babies
4. The spoons ... on the table
5. My friend Ziza ... a good student
6. The weather ... fine today
7. My sons ... married
8. I ... interested in this work
9. Our expert ... a busy person

Упражнение 2. Заполните пропуски глаголом “to be” в нужной форме.

1. You speak English fluently. ____ you from Britain?
2. I ____ sorry, I ____ late again. Tomorrow I __ll try to be in time.
3. He ____ at home only in the evening because he ____ very busy at work. He is preparing for the business trip.
4. How much ____ this lovely dress? I ____ sure it'll suit me.
5. Haven't seen you for ages! How ____ you? How ____ your family and a little daughter?
6. It's a pity ! I will not come to the party tonight. I ____ in my office working over the project.
7. Whose coat ____ this? I think it ____ mine.
8. I ____ thirsty. Would you be so kind to bring me a glass of water, please?
9. -We'll have a party tomorrow. Will you join us? -I'd love to. I ____ glad to meet all my friends!
10. Call me back tomorrow. I ____ at home in the evening.
11. Don't forget to congratulate Ann on her birthday or she ____ angry.

3. Заполните пробелы необходимыми по смыслу выражениями с глаголом “to be”.

1. Peter is shouting at Mary. He is _____ today.
2. You've got a high temperature. I think you are _____.
3. I can do nothing at all. I had a lot of work today. Oh, I _____
4. You know he is going to get married. _____?
5. Let's meet tomorrow at 10 a.m. Don't _____!
6. Why ____ your boss _____ again ?
7. What time _____ tomorrow. I need to send a fax.
8. Peter is a hard working pupil ,he _____ languages.
9. _____ crossing the street! The traffic is heavy. I _____. I want to have a bite.
10. I _____ to see you! How are you?

To be glad , to be ill , to be late , to be angry , to be hungry , to be in the office , to be tired , to be careful , to be good at , to be sure , to be on a business trip.

Present Simple

Формы глагола в Present Simple совпадают с инфинитивом без частицы to. Лишь в 3-м лице единственного числа добавляется суффикс –s или –es. Исключениями являются глаголы to be (см. выше) и to have:

To have (иметь) – has (имеет)

Это время употребляется для выражения действия, происходящего обычно, регулярно, или для обозначения вневременных фактов и явлений. Указателями времени являются наречия:

always (всегда), never (никогда), seldom (редко), often (часто), usually (обычно), sometimes (иногда), every day (каждый день).

I get up at seven every day except Sunday. – Я встаю в семь утра каждый день, кроме воскресенья.

The sun rises in the east and sets in the west. – Солнце всходит на востоке и заходит на западе.

Чтобы задать вопрос или образовать отрицательную форму, необходимы вспомогательные глаголы do, does (3-е л. ед. ч.).

I do not get up at seven on Sunday. – Я не встаю в семь утра в воскресенье.

Does the sun rise in the east? – Солнце всходит на востоке?

Структура специальных вопросов

В специальных вопросах, относящихся к любому члену предложения (кроме подлежащего и его определения) и начинающихся с вопросительного слова, вспомогательный глагол стоит перед подлежащим, а основной глагол в форме инфинитива без частицы to сохраняет свое место после подлежащего.

Вопросительные слова	Вспомогательный глагол	Подлежащее и определение к нему	Смысловой глагол в первой форме (V ₁)	Другие члены предложения, к которым не задается вопрос
What	Do	You	Do	In the evening?
Where	Did	He	Go	Yesterday?
When	Will	Your sister	Return	Home?

В вопросах, относящихся к подлежащему или его определению, само вопросительное слово является подлежащим или определением подлежащего, поэтому полностью сохраняется порядок слов утвердительного предложения:

Who knows his address? – Кто знает его адрес?

Whose father worked as a doctor? – Чей папа работал врачом?

Grammar exercises:

1. Open the brackets using the verbs in Present Simple.

(USUALLY) 1. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living room. We (to watch) TV and (to talk).

2. My sister (to get) up at eight o'clock. 3. She (to be) a schoolgirl. She (to go) to school in the afternoon. 4. Jane (to be) fond of sports. She (to do) her morning exercises every day. 5. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 6. After breakfast she (to go) to school. 7. It (to take) him two hours to do his homework. 8. She (to speak) French well.

4. Complete the sentences. Use these verbs:

boil close cost x 2 like x 2 meet open speaks teach wash

Olga speaks four languages.

1. In Britain the banks usually at 9.30 in the morning.
2. The City Museum at 5 o'clock in the evening.
3. Nina is a teacher. She physics to young children.
4. My job is very interesting. I a lot of people.
5. Nick his hair twice a week.
6. Food is expensive. It a lot of money.
7. Shoes are expensive. They a lot of money.
8. Water at 100 degrees Celsius.
9. Diana and I are good friends. I her and she me.

5. Write sentences from these words. Put the verb in the right form. (arrive or arrives etc.).

(always / early / Sveta / arrive)

Sveta always arrives early.

1. (volleyball / I / play / often) `
2. (work / Mary / hard / usually)
3. (Lena / always / nice clothes / wear)
4. (dinner / we / have / always / at 7.30)
5. (television / Tony / watch / never)
6. (like / chocolate / children / usually)
7. (Julia / parties / enjoy / always)

6. Complete the sentences. All of them are negative. Use don't/doesn't + one of these verbs:

Cost go know read see use wear

I buy a newspaper every day but sometimes I don't read it.

1. Serge has a car but he it very often.
2. They like films but they to the cinema very often.
3. Anna is married but she a ring.
4. I much about politics. I'm not interested in it.
5. It's not an expensive hotel. It much to stay there.
6. Bob lives near us but we him very often.

7. Write questions. Use the words in brackets (...) + do/does. Put the words in the right order.

(where / live / your parents?)

Where do your parents live?

1. (you / early / always / get up?)
2. (how often / TV / you / watch?)
3. (you / want / what / for lunch?)
4. (like / you / tennis?)
5. (your sister / like / basketball?)
6. (what / you / do / in the evenings?)
7. (your brother / work / where?)
8. (to the theatre / often / you / go?)
9. (what / mean / this word?)
10. (often / snow / it / here?)
11. (go / usually / to bed / when / you?)
12. (how much / to phone New York / it / cost?)
13. (you / for dinner / have / usually / what?)

Модуль 2.

Что вы умеете делать? (навыки и умения, в аэропорту, года, написание делового письма). В прошлом и настоящем (памятные даты, описание праздника). Как все начиналось (изобретения, порядковые числительные, даты, описание друга). Еда и напитки (магазины, покупки, в

гостинице, как едят в Англии, написание писем в гостиницу и другу).

Грамматика: неопределенные местоимения *some, any*. Модальный глагол 'can' (can't) – 'could', глагол 'to be' – was, were. Грамматическое время Past Simple, правильные глаголы, вопросительная и отрицательная формы, неправильные глаголы, части речи. Неопределенные местоимения 'some' и 'any' с исчисляемыми и неисчисляемыми существительными.

При введении темы проводится эвристическая беседа со студентами для выяснения уровня остаточных знаний. Затем тема разбирается вместе с преподавателем и отрабатывается при выполнении упражнений. Теоретическая информация содержится в учебном пособии и учебниках, указанных в списке основной и дополнительной литературы. Данные темы разбираются в учебниках Headway Student book и Workbook. Лексика по теме отрабатывается на каждом занятии в интерактивной форме.

Местоимения *some, any, no*

Some, any используются только с неисчисляемыми существительными, или с исчисляемыми во множественном числе. Переводятся несколько, сколько-нибудь, какое-то количество. *No* – несколько, нет.

Some используется в утвердительных предложениях.

Any в вопросительных и отрицательных.

She has some friends.

Does she have any friends?

She doesn't have any friends. Or She has no friends.

Some может использоваться в вопросительных предложениях, если это просьба об услуге или ее предложение:

Would you like some coffee?

Can I have some apples?

Местоимения, производные от *some, any, no, every*

	-thing	-body	-where	-one
some	something что-то что-нибудь	somebody кто-то кто-нибудь	somewhere где-то где-нибудь	someone кто-то кто-нибудь
any	anything что-то что-нибудь	anybody кто-то кто-нибудь	anywhere где-то где-нибудь	anyone кто-то кто-нибудь

no	nothing ничто ничего	nobody никто никого	nowhere нигде никуда	no one никто никого
every	everything все	everybody все каждый	everywhere езде повсюду	everyone каждый все

1. Вставьте одно из следующих слов:

a) *some, any, no.*

1. There were ... of my friends there. 2. Well, anyway, there is ... need to hurry, now that we have missed the train. 3. Have you ever seen ... of these pictures before? 4. There is ... water in the kettle: they have drunk it all. 5. There were ... firtrees in that forest, but many pines. 6. We could not buy cherries, so we bought ... plums instead.

b) *somebody, anybody, nobody.*

1. I saw ... I knew at the lecture. 2. I dare say that there may be ... at the lecture that I know, but what does that matter? 3. Do you really think that ... visits this place? 4. I have never seen ... lace their boots like that.

c) *somewhere, anywhere, nowhere.*

1. I haven't seen him 2. I know the place is ... about here, but I don't know exactly where. 3. Did you go ... yesterday? — No, I went ... , I stayed at home the whole day.

2. Вставьте *some, any, no, every* или их производные.

1. To know ... is to know 2. ... is rotten in the state of Denmark (W. Shakespeare). 3. Wealth is ... without health. 4. ... is good in its season. 5. Can I have ... milk? — Yes, you can have6. Will you have ... tea? 7. Give me ... books, please. I have ... to read at home. 8. Put ... sugar in her tea: she does not like sweet tea. 9. Is ... the matter with you? Has ... offended you? I see by your face that ... has happened. 10. We did not see ... in the hall. 11. ... was present at the lesson yesterday. 12. He is busy. He has ... time to go to the cinema with us. 13. Do you need ... books to prepare for your report? 14. Have you ... questions? Ask me ... you like, I shall try to answer ... question. 15. ... liked that play: it was very dull. 16. If ... is ready, we shall begin our experiment. 17. Money isn't... in the world. 18. Today is a holiday. The streets are full of people. There are flags, banners and flowers19. Johnny lives ... near Chicago. 20. Did you go ... on Sunday?

Modal Verbs (Модальные глаголы)

Глаголы **can, may, must** являются модальными глаголами; они не обозначают действия, а выражают отношение к нему, т. е. возможность, вероятность или необходимость совершения действия. Само действие выражается инфинитивом смыслового глагола без частицы **to**, следующим за модальным глаголом.

Глагол **can** выражает возможность, способность и разрешение совершить действие и переводится на русский язык глаголами –могу|| (может, можешь и т. д.), –умею|| (умеет, умеешь

и т.д.), –можете|| (вам разрешено) и т. п.

Глагол **may** выражает разрешение или предположение и переводится –могу, можно, возможно||.

Глагол **must** выражает необходимость, обязательность или вероятность совершения действия и переводится словами –должен, нужно, надо, вероятно||.

We can determine the pressure of our atmosphere with the help of a barometer.

You may use this instrument in your experiments.

They must provide us with all necessary data.

Мы можем определить давление атмосферы с помощью барометра.

Вы можете (вам разрешено) пользоваться этим прибором во время опытов.

Они должны снабдить нас всеми необходимыми данными.

Для образования отрицательной формы после модального глагола ставится отрицательная частица **not**.

Примечание: Отрицание **not** с глаголом **can** пишется слитно: **cannot**.

Для образования вопросительной формы модальный глагол ставится перед подлежащим:

She cannot translate this text without a dictionary. – Она не может перевести этот текст без словаря.

Must you take part in this work? – Вы должны принимать участие в этой работе?

Yes, I must. – Да, должен.

No, I need not (needn't). – Нет, не должен (мне не нужно)

Примечания:

Для выражения необходимости (не нужно, не надо) в отрицательной форме употребляется глагол **needn't**.

You needn't come here.

He needn't have done it.

В ответе на вопрос, начинающийся с **may**, употребляется глагол **mustn't** в значении запрещается:

May I take this book? – Можно мне взять эту книгу?

No, you mustn't. I need it myself. – Нет. Она мне нужна самому.

Глагол **can** в прошедшем времени имеет форму **could**.

Глагол **may** имеет форму прошедшего времени **might**, которая употребляется в соответствии с правилом согласования времен, а также для образования сослагательного наклонения.

Глагол **must** не имеет формы прошедшего времени.

Эквиваленты модальных глаголов.

У модальных глаголов **can, may и must** есть эквиваленты, которые употребляются наряду с соответствующими модальными глаголами и, кроме того, используются взамен отсутствующих временных форм этих модальных глаголов.

Когда речь идет о необходимости совершения действия в силу предварительной договоренности или заранее намеченного плана или расписания, употребляется глагол **to be** с последующим инфинитивом основного глагола. Глагол **to be** в модальном значении употребляется в настоящем или прошедшем времени группы Indefinite; для выражения действия в будущем употребляется настоящее время глагола **to be**.

Модальные глаголы и их эквиваленты

Present Indefinite	Past Indefinite	Future Indefinite
can am is able to are	could was were able to	— shall / will be able to
may am is allowed to are	might was were allowed to	— shall / will be allowed to
must have to has to	had to	shall / will have to
am is to are	was were to	shall / will be to

Old machinery is to be replaced next month. – Старые машины должны быть заменены в следующем месяце.

They were to discuss the plan of their research work at the last meeting. – Они должны были обсуждать план научно-исследовательской работы на прошлом заседании.

Глагол **shall** используется для выражения запроса о необходимости совершения действия. В этом случае он либо никак не переводится, либо переводится словом –нужно ли||:

Shall I open the window? – (Нужно ли) мне открыть окно?

Shall I read or translate the text? – (Нужно ли) мне читать или переводить текст?

Глаголы **should** и **ought** употребляются для выражения морального долга или совета и переводятся –должен, следует||. Являясь модальным глаголом, should употребляется со всеми лицами единственного и множественного числа.

Глагол **ought** употребляется во всех лицах единственного и множественного числа. Инфинитив смыслового глагола после глагола **ought** употребляется с частицей **to**:

Atom should serve peaceful purposes. – Атом должен служить мирным целям.

You ought to be careful when experimenting with this substance. – Вы должны быть осторожны, проводя опыты (экспериментируя) с этим веществом. Глагол **should** в модальном значении часто употребляется в инструкциях:

These machines should be handled with great care. – С этими машинами следует обращаться с большой осторожностью.

1. Translate.

1. Who can translate this sentence?
2. You can go to Leningrad by train or by airplane.
3. Could you speak English a year ago?
4. I hope they will be able to reach the village before it is dark.
5. You may go away now, I shall finish the work myself.
6. Every engineer must know at least one foreign language.
7. Your son must stay in bed because he is still ill.
8. You should take a taxi if you don't want to be late for the concert.
9. Students are not allowed to smoke in the classrooms.
10. He was not allowed to enter the concert hall after the third bell.
11. As he received a bad mark, he had to go over the material again.
12. We were to meet at the station at six.
13. He was to stay at the office until the report was ready.
14. You will have to repeat the material of the lectures before the examination.
15. We were to send his letter of recommendation by air mail.
16. You should try to find out all the essential facts connected with his work in the Antarctic.
17. The team of experts is to study the present situation in the country.
18. Do you know the student who is to make a report at our next meeting?
19. You should influence your friend. He is not studying the way he should.
20. All the students of our group should be present at the meeting.

2. Translate the sentences paying attention to the different meanings of the verbs to be and to have.

1. Mathematics **is** of great importance for engineers. Every technical student **is to** study it for some years.
2. The accuracy of these automatic machines **is** very high. These machines **are to** replace the old equipment of our shop.
3. Atom **is** a great force. It **is to** serve mankind.
4. The students **are** not at the laboratory. They **are to be** at the laboratory at 6 o'clock.
5. Due to the Sun people **have** immense supplies of energy. We. **have to** build special solar stations to convert solar energy into electrical one.
6. He **had** much work. He **had to** work hard to improve his project.
7. As these machines **will have** a device which is necessary for automatic measurements and inspection, the workers will use these machines in their work.
8. Physicists **have** a great many of very important problems. They **have to** place the atom completely at the service of man.

3. Fill in the gaps using modal verbs.

1. Nina is ill. She ... stay in bed.
2. Drivers ... stop when they see the red light.
3. Betty asked: " ... I open the window?"
4. Betty asked her father: " ... I go to the concert tonight?" Her father said, "Yes, you ... go."
5. Mary is free tonight. She ... go to the dance.
6. Alec will have an English lesson tomorrow. He ... study tonight.
7. Mark is a good student. He ... speak English well.
8. There is no ink in my pen. ... I write with a pencil?
9. My friend gave me an interesting book to read. She said, "You ... keep it for seven days."
10. You ... do what the doctor says.
11. You ... study much if you want to pass the examination well.
12. You ... not smoke in the dining-room.
13. Little children ... go to bed early.
14. If you are ill, you ... consult a doctor.

4. Translate the sentences using modal verbs (can, can't, may, must, to have to, to be able to).

1. Я не могу найти свои часы. – Может быть, вы оставили их на работе. – Нет, я не могла оставить их на работе: я никогда не снимаю их с руки. 2. Вы сможете поговорить с ним завтра? 3. Я, должно быть, заблудилась. Вы не можете мне сказать, как пройти к Эрмитажу? 4. Мне пришлось прочесть массу книг, когда я готовилась к докладу. 5. Я не мог вспомнить последние строчки сонета, и мне пришлось специально звонить своему другу. 6. Я должна купить торт сегодня. 7. Мой брат не умеет говорить по-английски. 8. Моя сестра умеет говорить по-немецки. 9. Можно, я посмотрю вашу фотографию? 10. Вы можете показать мне свою фотографию? 11. Не может быть, что ему сорок лет: он выглядит гораздо моложе. 12. Не может быть, что он забыл прийти. Он, должно быть, был очень занят. 13. Мы, может быть, поедem за город, если будет хорошая погода. 14. Если сестра не купит мне кофе, мне придется идти в магазин самой.

1. Past Simple. Write sentences about the past (yesterday / last week etc.).

John always goes to work by car. Yesterday he went to work by car.

1. Rose often loses her keys. She last week.
2. Lena meets her friends every evening. She yesterday evening.
3. I usually buy two newspapers every day. Yesterday I

4. We usually go to the cinema on Sundays. Last Sunday we
5. I eat an orange every day. Yesterday I
6. Ted always has a shower in the morning. This morning he
7. Our friends come to see us every Sunday. They last Sunday.

2. Past Simple. Put the verb in the correct form – positive, negative or question.

We went to the cinema but the film wasn't very good. We didn't enjoy it. (enjoy)

1. To some new clothes yesterday – two shirts, a jacket and a pullover. (buy)
2. yesterday? – No, it was a nice day. (rain)
3. The party wasn't very good, so we long. (stay)
4. It was very warm in the room, so I a window. (open)
5. Did you go to the bank this morning? – No, I time. (have)
6. I cut my hand this morning. How that? (do)

3. Future Simple. Put in will ('II) or won't.

Don't drink coffee before you go to bed. You won't sleep.

1. Are you ready yet? – Not yet. I be ready in five minutes.
2. I'm going away for a few days. I'm leaving tonight, so I be at home tomorrow.
3. It rain, so you don't need to take an umbrella.
4. A: I don't feel very well this evening.
B: Well, go to bed early and you feel better in the morning.
5. It's Bill's birthday next Monday. He be 25.
6. I'm sorry I was late this morning. It happen again.

2. Open the brackets using the verbs in Future Simple.

1. I want to get a medical checkup. I (to go) to my doctor tomorrow. 2. He (to give) me a complete examination. 3. The nurse (to lead) me into one of the examination rooms. 4. I (to take) off my clothes and (to put) on a hospital gown. 5. Dr. Setton (to come) in, (to shake) my hand, and (to say) "hello". 6. I (to stand) on his scale so he can measure my height and my weight. 7. He (to take) my pulse. 8. Then he (to take) my blood pressure. 9. After he takes my blood pressure, he (to take) some blood for a blood analysis. 10. He (to examine) my eyes, ears, nose and throat. 11. He (to listen) to my heart with a stethoscope. 12. Then he (to take) a chest X-ray and (to do) a cardiogram (EKG). 13. After the checkup I (to go) home and (to wait) for Dr. Setton's call. 14. Dr. Setton (to call) me tomorrow afternoon and (to say) to me: "Stop worrying! Your blood analysis is excellent." He is a very good doctor.

3. Open the brackets using the verbs in Past Simple.

1. What your neighbours (to do) yesterday? 2. Mr. Smith (to fix) his car yesterday morning. 3. His wife (to water) plants in the garden. 4. Their children (to clean) the yard and then they (to play) basketball. 5. In the evening their boys (to listen) to loud music and (to watch) TV. 6. Their little girl (to cry) a little and then (to smile). 7. Her brothers (to shout) at her. 8. Mrs. Smith (to work) in the kitchen. 9. She (to bake) a delicious apple pie. 10. She (to cook) a good dinner. 11. She (to wash) the dishes and (to look) very tired. 12. The children (to brush) their teeth, (to yawn) a little and (to go) to bed. 13. Their mother (to change) her clothes and (to brush) her hair. Then she (to talk) on the phone. 14. Her husband (to smoke) a cigarette and (to talk) to his wife. 15. They (to wait) for the bus. The bus (to arrive) at 9 o'clock. 16. They (to visit) their friends. 17. They (to dance) a lot there. 18. Mr. and Mrs. Smith (to rest) very well last night. They really (to have) a wonderful time at their friends.

4. Open the brackets using proper tense.

1. I (to go) to bed at ten o'clock every day. 2. I (to go) to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for school every day? 11. When you (to leave) home for school yesterday? 12. When you (to leave) home for school tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock. 14. You (to have) a PT lesson yesterday? — No, I 15. What you (to buy) at the shop yesterday? — I (to buy) a book. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow. 17. He (to turn) on the television to watch cartoons every morning. 18. He (to turn) on the television to watch cartoons yesterday morning. 19. He (to turn) on the television to watch cartoons tomorrow morning. 20. I always (to go) to the Altai Mountains to visit my relatives there. 21. I (to be) very busy last summer and I (not to go) there. 22. I (not to go) there next year because it (to cost) a lot of money and I can't afford it. 23. They (to enjoy) themselves at the symphony yesterday evening? 24. Who (to take) care of the child in the future? 9. How often you (to go) to the dentist's? 25. We (not to have) very good weather, but we still (to have) a good time during our short stay in London.

Ex. 1 Переведите на английский язык следующие пары слов.

Много тетрадей, много молока, много воды, много дней, много газет, много мела, много снега, много лет, много картин, много музыки, много мальчиков, много девочек, много чая, много лимонов, много мяса, много комнат, много учителей, много работы, много воздуха, много птиц, много машин, мало домов, мало чая, мало чашек, мало яблок, мало окон, мало бумаги, мало кофе, мало статей, мало радости, мало супу, мало деревьев, мало травы, мало детей, мало игрушек, мало света, мало парт, мало колбасы, мало сока, мало книг, мало цветов, мало соли, мало друзей, мало дворцов; немного денег, мало денег, несколько стульев, мало стульев, несколько песен, мало песен, немного веселья, мало веселья, мало мальчиков, немного воды, несколько человек, мало воды, мало воздуха, мало столов, несколько минут, несколько кошек, мало травы, немного удачи, несколько дней, мало работы, немного соли, несколько ложек, мало света, мало окон, несколько машин, немного сахара, мало яиц, мало сыра.

Ex. 2 Вставьте much, many, little или few.

1. Robert wrote so ... letters that he's never going to write a letter again. 2. She ate so ... ice cream that she's going to have a sore throat. 3. His father earned ... money, but he enjoyed his job. He loved

teaching English very 4. There are ... cookies in the box. I should have bought them last Monday. 5. Does your sister read ... ? — Yes, she does. And your brother? — Oh, he doesn't. He has so ... books, but he reads very 6. Have you ... work to do today? — No, not very7. Walk quicker, please. We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott. 9. My brother is a young teacher. Every day he spends ... time preparing for his lessons. 10. I know very ... about this writer. It is the first book I am reading. 11. The pupils of our class ask ... questions at the lesson. They want to know everything. 12. You do not make ... mistakes in your spelling. Do you work hard at it? — Oh, yes, I do, I work very

Ex. 3 *Вставьте much, many, little, few, a little или a few.*

1. When we walked ... farther down the road, we met another group of students. 2. Have you got ... money on you? — I'm sorry. I have very ... money at the moment. 3. At the conference we met ... people whom we knew well. 4. There are very ... old houses left in our street. Most of them have already been pulled down. 5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 6. There are ... things here which I cannot understand. 7. Shall I bring ... more chalk? — No, thank you. There is ... chalk on the desk. I hope that will be enough for our lesson. 8. He had ... English books at home, so he had to go to the library for more books. 9. She gave him ... water to wash his hands and face. 10. I'd like to say ... words about my journey. 11. After the play everybody felt ... tired. 12. Let's stay here ... longer: it is such a nice place. 13. There were ... new words in the text, and Peter spent ... time learning them. 14. There was ... hay in the barn, and the children could not play there. 15. My friend isn't going to the concert this evening because he has got... work to do. 16. My mother knows German ... and she can help you with the translation of this letter. 17. He's got very ... time left. If he doesn't hurry up, he'll miss the plane.

Модуль 3

Описание мест (указание пути, столица нашей республики, мой родной город). Описание людей (одежда, цвета, в магазине одежды, части тела). Планы на будущее (погода, высказывание предположений, опасные виды спорта, написание открытки).

Грамматика: прилагательные в сравнительной и превосходной степени, *‘have got’* и *‘have’*, сочетания с *‘very’* и *‘so’*, сложные существительные, относительные местоимения *that, which, who*. Грамматическое время Present Continuous, притяжательные местоимения, глагол *‘will’* для выражения принятого решения, *‘going to’* для выражения будущего времени, инфинитив для выражения цели, вспомогательные глаголы.

При введении темы проводится эвристическая беседа со студентами для выяснения уровня остаточных знаний. Затем тема разбирается вместе с преподавателем и отрабатывается при выполнении упражнений. Теоретическая информация содержится в учебном пособии и учебниках, указанных в списке основной и дополнительной литературы. Данные темы разбираются в учебниках *Headway Student book* и *Workbook*. Параллельно рассматривается устная тема *–Kazan* и *–Chistopol*. Лексика по теме отрабатывается на каждом занятии в интерактивной форме.

Образование степеней сравнения

Прилагательное (The Adjective)

Помимо степеней сравнения в английском языке для выражения категории сравнения

Прилагательные	Положительная степень	Сравнительная степень	Превосходная степень
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Односложные и некоторые двухсложные прилагательные	small cold pretty	-er smaller colder prettier	-est (the) smallest (the) coldest (the) prettiest
Некоторые двухсложные и многосложные прилагательные	active important beautiful	more active more important more beautiful	(the) most active (the) most important (the) most beautiful
Исключения:	good bad many, much little far	better worse more less farther further	(the) best (the) worst (the) most (the) least (the) farthest (the) furthest

могут использоваться определенные структуры, такие как **as ... as** и **so ... as**. В этом случае мы используем прилагательные в исходной форме. Например:

He is not so tall as his friend. – Он не такой высокий как его друг.

She is as beautiful as her mother. – Она такая же красивая как ее мама.

Структура **The ... the ...** переводится на русский язык **Чем ... тем ...**

The more interesting the book is, the quicker we read it. – Чем интереснее книга, тем быстрее мы ее читаем.

Grammar exercises:

1. Translate the following sentences.

1. The new cinema in our district is much bigger than the old one. 2. He is one of the most dangerous criminals in the world. 3. Nevsky Prospect is much more beautiful than our street. 4. Our house isn't as big as yours. 5. That's the funniest story I've ever heard. 6. The tram system isn't as reliable as it used to be. 7. What is your height? You are taller than me. 8. She felt as strong as her brother. 9. We started earlier than you. 10. He was more careful than me. 11. This student is the most attentive in our group. 12. I need a warmer coat. 13. He is as tired as you. 14. He was one of the most experienced workers at the factory. 15. Better late than never. 16. She was not so attractive as her mother. 17. His work is not so difficult as mine. 18. He was the eldest in the family. 19. It is easier to swim in the sea than in the river. 20. This is the smallest room in our flat.

2. Open the brackets using adjectives in proper form.

1. We should eat (healthy) food. 2. Today the streets aren't as (clean) as they used to be. 3. It's (bad) mistake he has ever made. 4. This man is (tall) than that one. 5. Asia is (large) than Australia. 6. The Volga is (short) than the Mississippi. 7. Which building is the (high) in

Moscow? 8. Mary is a (good) student than Lucy. 9. The Alps are (high) than the Urals. 10. This garden is the (beautiful) in our town. 11. She speaks Italian (good) than English. 12. Is the word "newspaper" (long) than the word "book"? 13. The Thames is (short) than the Volga. 14. The Arctic Ocean is (cold) than the Indian Ocean. 15. Chinese is (difficult) than English. 16. Spanish is (easy) than German. 17. She is not so (busy) as I am. 18. It is as (cold) today as it was yesterday. 19. She is not so (fond) of sports as my brother is. 20. Today the weather is (cold) than it was yesterday. 21. This book is (interesting) of all I have read this year. 22. January is the (cold) month of the year. 23. My sister speaks English (bad) than I do. 24. Which is the (hot) month of the year? 25. Which is the (beautiful) place in this part of the country? 26. This good-looking girl is the (good) student in our group.

3. Open the brackets using adjectives in proper form.

1. Her eyes are (grey) than mine. 2. He was the (fat) man in the village. 3. As he went on, the box became (heavy) and (heavy). 4. My sister is the (tall) girl in her class. 5. Who is the (attentive) student in your group? 6. It is autumn. Every day the air becomes (cold), the leaves (yellow). 7. This is the (beautiful) view I have ever seen in my life. 8. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all. 9. Oil is (light) than water. 10. We shall wait for a (dry) day to go on the excursion. 11. A bus is (fast) than a tram. 12. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 13. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 14. He worked (hard) and (hard) as the end of the term came nearer. 15. The (tall) trees in the world grow in California. 16. Please be (careful) next time and don't spill the milk again. 17. Bobby was a (quiet) child. He was (quiet) than his sister.

4. Translate the following sentences.

1. Это самая ценная картина в Русском музее. 2. Мой компьютер не такой новый, как компьютер моего друга. 3. Наши экзамены гораздо труднее, чем ваши. 4. Здание Московского университета самое высокое в столице. 5. Наш город не такой большой, как Киев, но он такой же красивый. 6. Невский проспект – одна из самых красивых улиц Санкт-Петербурга. 7. Кто самый младший ученик в нашей группе? – Петров. Но он самый высокий. 8. Грамматика английского языка трудная, но английское произношение труднее. 9. Магазины на нашей улице больше, чем магазины на вашей улице. 10. Наш телевизор такой же хороший, как этот. 11. Эта комната светлее той. 12. Погода сегодня хуже, чем вчера. Сегодня холоднее, и идет дождь. 13. Моя комната не такая большая, как комната моей подруги, но она светлее и теплее. 14. Какая из этих книг самая интересная? 15. Ноябрь – не такой холодный месяц, как январь. 16. Мой отец – очень занятый человек. 17. Крым – одно из самых лучших мест для отдыха. 18. Сегодня он чувствует себя гораздо лучше.

Present Continuous

Употребляется для выражения длительного действия, совершаемого в момент речи. Эта форма образуется следующим образом:

To be в настоящем времени (am, is, are) + Participle I смыслового глагола

Глаголы в этой форме переводятся на русский язык глаголами несовершенного вида, иногда с добавлением слова «сейчас»:

They are translating the new article. – Они переводят эту новую статью сейчас.

Кроме того, мы используем Present Continuous для выражения запланированных

действий в будущем:

What are you doing tonight? – I'm meeting my friends.

Past Continuous

Употребляется для выражения действия, которое продолжало совершаться в определенный момент или отрезок времени в прошлом, обозначаемом либо точным указанием момента или отрезка времени, либо другим действием, выраженным глаголом в Past Indefinite. Эта форма образуется следующим образом:

To be в прошедшем времени (was, were) + Participle I смыслового глагола.

Мы работали в лаборатории с 5 до 7 часов. – We were working in the lab from 5 till 7 o'clock.

Он переводил статью когда я пришел. - He was translating the article when I came.

Future Continuous

Употребляется для выражения действия, которое будет совершаться в определенный момент или отрезок времени в будущем. Образуется:

To be в будущем времени (shall be, will be) + Participle I смыслового глагола.

I shall be reading the book all day long tomorrow. – Я буду читать эту книгу завтра целый день.

Существует целый ряд глаголов, которые не используются в Continuous. Вот некоторые из них: see, hear, want, have (иметь), like, love, hate, think (полагать), understand, taste (быть на вкус), smell (пахнуть).

Grammar exercises:

1. Open the brackets using the verbs in Present and Past Continuous.

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday. 3. My little sister (to sleep) now. 4 My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volleyball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volleyball. 8. She (to read) the whole evening yesterday. 7. She (not to read) now. 9. Now she (to go) to school. 10. What you (to do) now? – I (to drink) tea. 11. You (to drink) tea at this time yesterday? – No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 12. My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again. 13. Look! My cat (to play) with a ball. 14. When I went out into the garden, the sun (to shine) and birds (to sing) in the trees. 15. You (to eat) ice cream now? 16. You (to eat) ice cream when I rang you up yesterday? 17. What your father (to do) now? 18. What your father (to do) from eight till nine yesterday? 19. Why she (to cry) now? 20. Why she (to cry) when I saw her yesterday?

2. Write questions from these words. Use is or are and put the words in order.

(working / Henry / today?) Is Henry working today?

(what / doing / the students?) What are the students doing?

1. (you / listening / to me?)
2. (where / going / your friends?)

3. (your grandparents / television / watching?)
4. (what / cooking / Liza?)
5. (why / you / looking / at me?)
6. (coming / the bus?)

3. Complete the questions. Use was/ were - ing. Use what /where / why if necessary.

- | | |
|---|-----------------------------|
| (you/live) .Where were you <u>living</u> in 1990? | In Moscow. |
| 1. (you/do) at 9 o'clock? | I was reading. |
| 2. (it/rain) when you got up? | No, it was sunny. |
| 3. (Julia/drive) so fast? | Because she was in a hurry. |
| 4. (Jack/wear) a suit yesterday? | No, a T – shirt and jeans. |

4. Put the verb into the past continuous or past simple.

- A: What were you doing (you/do) when the phone rang (ring)?
 B: I was watching (watch) television.
1. A: Was Linda busy when you went to see her?
 B: Yes, she (study).
 2. A: What time (the post / arrive) this morning?
 B: It(come) while I (have) breakfast.
 3. A: Was Mary at work today?
 B: No, she (not/go) to work. She was ill.
 4. A: How fast (you/drive) when the police (stop) you?
 B: I don't know exactly but I (not/drive) very fast.
 5. A: (your team / win) the football match yesterday?
 B: No, the weather was very bad, so we (not/play).
 6. A: How (you/break) the window?
 B: I (play) football. I (kick) the ball and it (hit) the window.
 7. A: (you/see) Sue last night?
 B: Yes, she (wear) a very nice jacket.
 8. A: What (you/do) at 8 o'clock this morning?
 B: I was washing dishes.
 9. A: I (lose) my key last night.
 B: How (you/get) into your room?
 A: I (climb) in through a window.

Revision exercises:

1. Open the brackets using the verbs in Present Simple, Past Simple, Present Continuous, Past Continuous.

1. We (to have) a postcard from them two days ago. They (to say) they (to have) a marvellous time.
2. While she (to shop) this morning, she (to lose) her money. She (not to know) how.
3. They (to announce) our flight. We (to have) a problem. One of our suitcases (to miss).
4. Who (to speak) there? – I (not to know).
5. He (not to smoke). He (not to smoke) now. When he (to be) at the office yesterday, he (not to smoke), he (to work) hard.
6. When my sister (to wash) her skirt, she (to find) a

pound note in the pocket. 7. When you (to learn) German? 8. We (to go) home now because it (to be) late. 9. Who you (to wait) for? 10. Her car (to break) down yesterday while she (to drive) to work. 11. When and where it (to happen)? 12. She always (to wear) nice clothes for work. Today she (to wear) a nice blouse and a dark skirt. 13. What she (to watch) at the moment? 14. I (to see) my friend in the street yesterday, but he (to run) for a bus and he (not to have) time to speak to me. 15. What your son (to do)? – He (to study) computer science. 16. What you (to do) at the weekend?

2. Open the brackets using the verbs in Present, Past, Future Simple; Present, Past Continuous.

1. Where your brother (to work)? – He (to work) at an institute. 2. Your grandmother (to sleep) when you (to come) home yesterday? 3. What your brother (to do) tomorrow? 4. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow. 5. Where Kate (to go) when you (to meet) her yesterday? 6. Look at these children: they (to skate) very well. 7. You (to skate) last Sunday? – Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday. 8. My brother can skate very well. He (to skate) every Sunday. 9. What you (to do) now? – I (to wash) the dishes. 10. What you (to do) at three o'clock yesterday? – I (to have) dinner. 11. You (to have) dinner now? 12. Every day the boss (to enter) the office at nine o'clock. 13. Yesterday the boss (to enter) the office at half past nine. 14. When the boss (to come) tomorrow? 15. At six o'clock yesterday we (to listen) to a very interesting lecture. 16. When I (to enter) the office, the secretary (to type) some letters. 17. My friend (to ring) me up at eight o'clock yesterday. 18. Look! My friends (to play) football. 19. Kate (not to write) letters every day. 20. You (to see) your friend yesterday? 21. Your father (to go) on a business trip last month? 22. What Nick (to do) yesterday? 23. When Nick (to get) up every morning? 24. Where your mother (to go) tomorrow? 25. I (to invite) my friends to come to my place tomorrow. 26. A disco, which (to take) place at the club last weekend, (to keep) people awake half the night.

Времена группы Perfect Active

Глаголы в формах Perfect указывают, что действие закончено или закончится к определенному моменту времени в настоящем, прошедшем или будущем. Глаголы в формах Perfect обычно (хотя и не всегда) переводятся на русский язык глаголами в форме прошедшего или будущего времени совершенного вида, чем подчеркивается завершенность действия. Нас интересует не время совершения действия, а результат или его отсутствие.

Present Perfect Active употребляется:

1) Для выражения завершенного действия, когда время действия не указано.

I have seen a new film. – Я видел новый фильм.

2) С обстоятельствами, выражающими период времени, не закончившийся до момента речи (today, this week, this month, this year).

They have completed the work this week. – Они закончили работу на этой неделе.

3) С наречиями неопределенного времени:

Ever	когда-либо	already	уже
just	только что	never	никогда
not yet	ещё нет	recently = lately	недавно

В этом случае глагол в форме Present Perfect обычно переводится на русский язык глаголом несовершенного вида.

I have never read that book. – Я никогда не читал той книги.

He has been to London many times. – Он много раз бывал в Лондоне.

4) Для обозначения действия, начавшегося в прошлом и продолжающегося в настоящем, со словами since (с; с тех пор как) и for (в течение); в этом случае глагол в форме Present Perfect обычно переводится на русский язык глаголом в настоящем времени.

I have known him since 1990. – Я знаю его с 1990 года.

He has lived here for many years. – Он живет здесь уже много лет.

Формы глагола в **Present Perfect Active** образуются следующим образом:

To have в настоящем времени (has, have) + Participle II смыслового глагола

Past Perfect Active употребляется для выражения действия, закончившегося до начала другого действия или до указанного момента в прошлом.

He had already sent the letter when I came to see him. – Он уже отправил письмо, когда я пришел к нему.

Формы глагола в **Past Perfect Active** образуются при помощи вспомогательного глагола to have в прошедшем времени (had) и Participle II смыслового глагола.

Future Perfect Active употребляется для выражения действия, которое закончится до начала другого действия или до указанного момента в будущем.

They will have returned before you come home. – Они возвратятся до того, как вы придете домой.

Формы глагола в **Future Perfect Active** образуются при помощи вспомогательного глагола to have в будущем времени – will have (shall have) + Participle II смыслового глагола.

Времена группы **Perfect Continuous**

Времена группы Perfect Continuous выражают длительное действие и переводятся на русский язык глаголом несовершенного вида в настоящем, прошедшем или будущем времени соответственно.

The Present Perfect Continuous Tense (have (has) been + Participle I)

Present Perfect Continuous выражает длительное действие, начавшееся до момента речи и все еще продолжающееся в момент речи. Present Perfect Continuous переводится на русский язык глаголом в настоящем времени часто с добавлением наречия уже:

He has been working at this problem for two years. – Он работает над этой проблемой уже два года.

The Past Perfect Continuous Tense (had been + Participle I)

Past Perfect Continuous выражает длительное действие, протекавшее до указанного момента в прошлом и часто продолжавшееся и после этого момента:

We had been conducting this experiment for two hours before you came. – Мы проводили этот опыт в течение двух часов, до того как вы пришли.

The Future Perfect Continuous Tense (will + have been + Participle I)

Future Perfect Continuous выражает длительное будущее действие, которое начнется

ранее другого будущего действия или момента и будет еще совершаться в момент его наступления:

When I return to the laboratory, my friends will have been working there for several hours. – Когда я вернусь в лабораторию, мои друзья уже будут работать там в течение нескольких часов.

Глаголы, которые не используются в Continuous, не используются и в Perfect Continuous. В этом случае мы используем Perfect.

Grammar exercises:

1. Complete the sentences with a verb from the list using present perfect.

Break buy decide forget go go invite see not/see take tell

Can I have this newspaper? – Yes, I've finished with it.

1. I some new shoes. Do you want to see them?
2. Where is Linda? – She out.
3. I'm looking for Nina. you her?
4. Look! Somebody that window.
5. Does Olga know that you're going away? – Yes, I her.
6. I can't find my umbrella. Somebody it.
7. I'm looking for Nick. Where he ?
8. I know that man but I his name.
9. Bob is having a party tonight. He a lot of people.
10. What are you going to do? you ?
11. Where are my glasses? – I don't know. I them.

2. Complete the sentences. Use already + present perfect.

What time is John arriving?

He's already arrived.

1. Do Liz and Peter want to see the film?
2. Don't forget to phone Bill.
3. When is Sarah going away?
4. Do you want to read the journal?
5. When does Liz start her new job?

No, they it.

I

She

I

She

3. Write questions with yet using present perfect.

Your friend has got a new job. Perhaps she has started it. You ask her: Have you started your new job yet?

1. Your friend has some new neighbours. Perhaps he has met them. You ask him:
..... you ?
2. Your friend must write a letter. Perhaps she has written it now. You ask her: ?
3. Tim was trying to sell his car. Perhaps he has sold it now. You ask a friend about Tom:
..... ?

4. Put in gone or been.

Bob is on holiday at the moment. He's gone to Italy.

1. Where's Jane ? – She's not here. I think she's to the office.
2. Hello, Sarah. Where have you ? Have you to the bank?
3. Have you ever to India ? – No, never.
4. My parents aren't at home this evening. They've out.
5. There's a new cinema in town. Have you to it ?
6. Olga knows London well. She's there many times.
7. Ann was here earlier but I think she' now.

5. Use the words in brackets (...) to answer the questions.

Have you seen Nina ?	(7 minutes ago)	Yes, I saw her 7 minutes ago.
Have you started your new job ?	(last month)	Yes, I last month.
Have your friends arrived?	(at 6 o'clock)	Yes, they
Has Sue gone away ?	(on Monday)	Yes,
Have you worn your new shoes?	(yesterday)	Yes,

6. Past Simple or Present perfect? Correct the verbs that are wrong. (The verbs are underlined.)

I've lost my key. I can't find it. Have you seen Lena yesterday?

1. I've finished my work at 4 o'clock.
2. I'm ready now. I've finished my work.
3. What time have you finished your work?
4. Liz isn't here. She's gone out.
5. Nick's grandfather has died in 1998.

7. Read the situations and write sentences ending with before. Use the verb given in brackets in Past Perfect.

The man sitting next to me on the plane was very nervous. It was his first flight.

(fly) He had never flown before. Or: He hadn't flown before.

1. A girl walked into the room. She was a complete stranger to me.
(see) I before.
2. Sally played tennis yesterday. She wasn't very good at it because it was her first game.
(play) He
3. Last year we went to Germany. It was our first time there.
(be) We

8. Read the situations and complete the sentences.

The rain started three hours ago. It's still raining now. It has been raining for three hours.

1. We started waiting for the tram 25 minutes ago. We're still waiting now.
We for 25 minutes.
2. I started French classes in November. I'm still learning French now.
I since November.

3. Linda began looking for a job five months ago. She's still looking now.
..... for five months.
4. Mike started working in Cardiff on 20 February. He's still working there now.
..... since 20 February.
5. Years ago I started writing to a pen friend. We still write to each other regularly now. We
..... for years.

9. Read the situations and make sentences from the words in brackets.

I was very tired when I arrived home.

(I / work / hard / all day) I had been working hard all day.

1. Two men came into the house. They had a football and they were both very tired. (they / play / football)
2. There was nobody in the room but there was a smell of cigarettes.
(somebody / smoke / in the room)
3. Alice woke up in the middle of the night. She was frightened and didn't know where she was.
(she / dream)
4. When I got home, Mary was sitting in front of the TV. She had just turned it off. (she / watch / TV)

10. Complete the sentences with for or since.

Jenny is in Scotland now. She arrived there five days ago. She has been there for five days.

1. John is here. He arrived here on Friday. He has
2. It's raining. It started an hour ago. It's been
3. I know Sally. I first met her three years ago. I've
4. I have a camera. I bought it in 2003. I've
5. They are married. They got married four months ago. They've
6. Jill is studying chemistry at university. She started two years ago. She has....
7. Dima plays the guitar. He started when he was nine years old. Dima has

Revision exercises:

1. Open the brackets using the verbs in Present Perfect или Past Simple.

1. I (not yet to eat) today. 2. He (not to eat) yesterday. 3. You (to play) the piano yesterday? 4. You (to play) the piano today? 5. What you (to prepare) for today? 6. Look at this birdhouse. Mike (to make) it himself. He (to make) it last Sunday. 7. Where you (to put) my pen? I cannot find it. 8. You (to see) Mary today? 9. When you (to see) Mary? – I (to see) her last week. 10. Your mother (to promise) to take you to the theatre? 11. Look at my new dress! I (to make) it myself. 12. He is not at school today, he (to fall) ill. – When he (to fall) ill? – He (to fall) ill yesterday. 13. I already (to do) my homework. Now I can go for a walk. 14. I (to do) my homework yesterday. 15. He just (to come) home. 16. He (to come) home a minute ago. 17. Nick (to play) football yesterday. 18. She already (to come) from school. Now she is doing her homework. 19. I (to read) this book last year. 20. I (to read) this book this year. 21. I never (to be) to Washington. 22. You ever (to be) to New York? 23. You ever (to see) the eruption of a volcano? 24. I (to invite) Linda to the party. When you (to see) her? – I (not to see) her for ages. I (to call) her an hour ago.

2. Open the brackets using the verbs in Present Perfect, Present Simple, Present Continuous, Past Simple или Past Continuous.

1. With whom you (to discuss) this question yesterday? 2. I (to see) this film this week. I like it very much. 3. When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner. 4. As soon as I (to hear) a cry, I (to run) out of the room and (to see) that a child (to lie) on the ground and (to cry). "What (to happen)? Why you (to cry)? You (to hurt) yourself?" I asked. 5. They (to go) to the Hermitage last week. 6. They (to be) to the Hermitage twice this week. 7. After school yesterday he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework. 8. When your friend (to return) from the south? – She (to return) yesterday. – You (to go) to the station to meet her? – No, I ..., I (to be) too busy. 9. Your brother (to return) from the north? – Yes, he (to come) a few days ago. 10. You (to be) to the Crimea? When you (to be) there? – I (to be) there in 1993. 11. Where (to be) your brother? – He just (to come) home. He (to take) a shower in the bathroom now. 12. As soon as I (to see) him, I (to understand) that he (to work) hard. He (to write) some thing and (not to notice) anything. 13. When I (to come) home yesterday, the children (to run) and (to sing) merrily. "We (to learn) a new song!" they cried. 14. When the young man (to enter) the room, she (to look) at him in surprise. "What you (to want) to tell me?" she (to say). "Why you (to come)?" 15. It (to rain) hard when I (to leave) home yesterday, so I (to return), (to put) on my raincoat and (to start) again. 16. You (to work) right now? – Yes, I (to prepare) for the English exams. 17. Have a look! That (to be) the Golden Gate Bridge on your left. – Oh, it (to be) beautiful. I just (to take) a picture of it. 18. Where you (to learn) the news? 19. They already (to think) of everything? They (to buy) a lot of food? – Yes, Mark just (to order) ten bottles of Coke and four kinds of mineral water. He (to mention) peanuts, but he (not to order) any. He (to think) of tea and fancy cakes. The shop (to charge) everything to Mark's credit card. 20. Why you (to shiver)? – I (to shiver) because I (to be) cold. 21. I (to sprain) my ankle again. 22. A world-famous violinist (to play) on tonight's concert. 23. The children (to play) with their train set the whole evening yesterday.

5. Open the brackets using the verbs in proper tenses.

1. What you (to read)? – I (to read) a magazine. – How long you (to read) it? – I (to read) it for half an hour. 2. She (to live) in Moscow for ten years when her sister (to come) to live with her. 3. Our teacher (to come). Now he (to speak) with our monitor. 4. They (to speak) when I (to look) at them. 5. What you (to do) here? – I (to prepare) for my report. – How long you (to prepare) for it? – Oh, I (to work) since morning. 6. He (to teach) at school for five years when the war (to break) out. 7. She (to study) English since last year. 8. You ever (to be) to London? – Yes, I (to be) there last summer. 9. What your friend (to do) now? – She (to have) dinner. She usually (to have) dinner at this time. 10. I (to buy) a new dress. I (to show) it to you tomorrow when you (to come) to my place. 11. So you begin working tomorrow! And who (to take) care of your children when you (to go) to work? 12. Hello, Peter! Where you (to go)? – I (to go) to the library. 13. I (to walk) about an hour when I (to see) a little house not far from the river. 14. When he (to read) the newspaper, he (to give) it to his brother. 15. He (to leave) for Rostov in 1990 and since then he (to live) there. 16. At this time tomorrow we (to discuss) your report. 17. Now she (to read) the book which I (to give) her yesterday.

6. Translate the sentences using the proper tense.

1. Он был счастлив: он написал отличное сочинение. 2. Я ищу тебя весь вечер. 3. Я вдруг вспомнил, что ничего не ел с утра. 4. К счастью, дождь уже перестал, когда мы вышли. 5. Сколько лет вы работаете в этой школе? 6. В одиннадцать часов мы еще работали. 7. В одиннадцать часов мы уже работали три часа. 8. Я уже три раза говорил тебе, что надо переписать упражнение. 9. Я уже целый час читал после обеда, когда пришел папа. 10. Я не приду. Я буду писать сочинение весь вечер. 11. Где ты был с прошлой пятницы? 12. Я уже две недели живу у друзей. 13. Я уже две недели жил у друзей, когда получил письмо. 14. Сколько дней вы уже читаете эту книгу? 15. Только когда она была в поезде, она вспомнила, что оставила книгу дома. 16. Они живут в этом доме уже пять лет. 17. Моя сестра была больна уже несколько дней, когда я узнала об этом. 18. Ты знал, что он не написал

сочинение? 19. Мы не получаем от нее писем уже несколько месяцев. 20. Сколько лет вы уже работаете на этом заводе? 21. Он уже ушел, когда Лейла включила радио. 22. Я работаю над этой проблемой уже три месяца. 23. Вы должны отдохнуть. Вы слишком много работали сегодня.

Модуль 4

Знакомство с деятельностью компаний. Установление контактов. Разработка новых видов продукции и услуг. Развитие деловых связей. Знакомство с культурой ведения бизнеса в других странах. Занятость. Овладение основными навыками письма, необходимыми при приеме на работу (заявление, резюме).

Грамматика: Present Simple, Present Continuous (повторение). оборот 'to be + of + существительное'. Существительные в функции определения. Числительные.

Past Simple (повторение). Значение слова 'one' (повторение). Значение слова 'it' (повторение). оборот 'for + существительное + инфинитив'.

Исчисляемые и неисчисляемые существительные (повторение). Причастие 1 и 2. Причастия простые и сложные. Слова 'some', 'the same'.

Present Perfect, Past Simple. Инфинитив в функции определения, подлежащего, обстоятельства. Вводящее слово 'there'.

Line of business / Сфера деятельности

Если вы хотите представить вашу фирму, то расскажите, что ваше предприятие производит (produces), импортирует или экспортирует (imports or exports), кого оно снабжает (supplies) или в какой сфере деятельности вы заняты (which line of business you are in). Английское слово «branch» (буквально: ветвь) означает филиал или отделение.

Ex.1 Learn new vocabulary

<p>I work for a company called Hirsch Ltd.</p> <p>We are medium-sized electronics company which initially produced household appliances, but since 1990 has specialized in telecommunications.</p> <p>The company is based in Stuttgart, and we have a few branches throughout Germany.</p> <p>We export our products mainly to Japan and recently also to the USA.</p>	<p>Я работаю в компании, которая называется «Хирш Лимитед».</p> <p>Мы – компания средних размеров по производству электроники, которая первоначально производила бытовые приборы, но с 1990 года специализируется в телекоммуникациях.</p> <p>Компания расположен в Штутгарте, и у нас есть несколько филиалов (отделений) по всей Германии.</p> <ul style="list-style-type: none"> • few – мало (неисчисляемые предметы) • a few – несколько (исчисляемые предметы) • throughout – повсюду, везде <p>Мы экспортируем нашу продукцию, в основном, в Японию, и с недавних пор также и в США.</p> <ul style="list-style-type: none"> • products – продукты, продукция • mainly – главным образом, в основном
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Our head / main office is in Frankfurt.	Наш головной / главный офис находится во Франкфурте.
Our main business is communications.	Наш основной бизнес – это средства связи.
We have offices / branches / subsidiaries.	У нас есть офисы / филиалы (отделения) / дочерние компании. <ul style="list-style-type: none"> • subsidiary – дочерняя компания
I'm in the oil / computer / construction business.	Мы работаем в нефтяной / компьютерной / строительной отрасли.
We employ 200 people. / We have a staff of 200.	У нас работает 200 человек. / В нашем штате 200 человек.
We're a service company / provider.	Мы являемся сервисной компанией / провайдером (поставщиком услуг).
We have some overseas subsidiaries.	У нас есть несколько дочерних компаний за границей. overseas – за границей, заграничный
We specialize in telecommunications.	Мы специализируемся в телекоммуникациях.
We do a lot of business with the USA.	У нас большой бизнес с США.
We supply spare parts.	Мы поставляем запчасти.
We produce / manufacture electrical devices.	Мы производим электроприборы.

Ex.2 Read and translate the text about the company activity

Microsoft Company

Paul Allen and Bill Gates founded the Company in 1975.

Microsoft is best-known American company involved in software production. Microsoft's wealth and power is growing up for years. It is a giant company. Microsoft's \$25 billion market value tops that of Ford, General Motors.

Some time ago, Microsoft dominated the PC market with its-MS-DOS operating system, the basic software that let the computer understand your commands and carry them out, appeared in the beginning of 80s. MS-DOS ran on 90 percent of the worlds IBM and IBM-clone computers. Then, Microsoft has extended that presence with releasing of Windows, which is probably the most important and popular operating system in the World. And now it dominates the market.

Firstly, Microsoft released Windows '95 in 1995. It was a graphics interface environment that ran on top of MS-DOS and replaced DOS in future versions. Then, Microsoft released Windows '98, Windows NT, Windows Millennium, Windows 2000 and Windows XP.

Microsoft also supplies about 50 percent of the world's software applications. Among them, there are three well-known Office Packs; they are also called Microsoft Office programs such as Excel (spreadsheets), Microsoft Word (word processing), Access (databases) and Outlook Express (e-mail)- There were releases in 1997, 2000, and 2002, when appeared Microsoft Office XP. Microsoft is also in the market of networking, multimedia and even books. And as an early supporter of the Macintosh computer, Microsoft virtually owns the Mac application market.

It has been calculated that Microsoft controls 80-85 % of the entire PC software industry. The company has hundreds of products and thousands of employees, making it one of the largest companies. Many of the company's shareholders are now millionaires and a few including Bill Gates and Paul Allen are billionaires. Microsoft is no doubt the fastest growing company in the PC software industry.

Answer the questions:

1. Who founded the Company?
2. When was Microsoft founded?
3. What does the company produce?
4. What was the first Microsoft operating system that dominated the PC market?
5. How many Windows operating systems did Microsoft release?
6. Is it a rich company?
7. Does the Company dominate the PC market?

Vocabulary:

to found — основать

to involve — касаться, затрагивать

software — программное обеспечение, программы

wealth — стоимость

PC market — рынок ПК персональных компьютерной

MS-DOS operating system — операционная система MS-ДОС

to carry out — выполнять

to extend — расширяться, увеличиваться

to release — выпускать

graphics interface — графический интерфейс

to supply — поставлять, снабжать

application — приложение

spreadsheets — программа табличных вычислений

word processing — текстовый редактор

networking — организация/создание сетей; объединение в сеть; подключение к сети

multimedia — мультимедиа (использующий различные средства информации)

virtually — виртуально

entire — целый, весь

employee — служащий

shareholder — акционер, пайщик, владелец/держатель акций

doubt — сомнение

Оборот «(to be) of + существительное»

Это сочетание широко распространено в английской научно-технической литературе, причем за to be of обычно стоит существительное типа importance, interest, value.

В этих сочетаниях глагол to be переводится значениями «иметь», «представлять».

It is of interest to consider the possibility of a reduced potential energy function of diatomic molecules. Представляет интерес рассмотреть возможность приведенной функции потенциальной энергии двухатомных молекул.

The reaction of hydrogen with carbon to produce methane is not of great significance at the moment. Реакция водорода с Углеродом с образованием метана в настоящее время не имеет большого значения.

It should be emphasized that the «double bonds» in the benzene ring are of inert character. Нужно подчеркнуть, что «двойные связи» в бензольном кольце имеют инертный характер Сочетание of+существительное может выступать как определение, и в таких случаях является сокращенным эквивалентом to be of + существительное. Например: of importance__

«важный»; of interest — «интересный»; of value — «ценный»-of note — «известный», «выдающийся»; of principle — «принципиальный»; of use — «полезный», «применяемый», «применяющийся»; of great moment «имеющий большое значение»-of concern — «представляющий интерес», «имеющий значение»; of necessity — «неизбежный», «необходимый», а также «неизбежно», «необходимо», «по необходимости», «в силу необходимости».

Существительные в функции определения

Существительное может служить определением к другому существительному и в том случае, когда стоит перед ним в общем падеже, т. е. без всякого изменения своей формы. Такое существительное переводится на русский язык прилагательным или существительным в одном из косвенных падежей: **cane** sugar - *тростниковый сахар*, **sugar** cane - *сахарный тростник*, **life** insurance - *страхование жизни*, **payment** agreement - *соглашение о платежах*, **cotton** market - *рынок хлопка*, **tin** trade - *торговля оловом*.

Если в предложении стоят несколько существительных подряд, основным является последнее, а предыдущие являются его определениями: state power **system** — *система государственной власти*.

Существительное с предшествующим числительным служащее определением, обычно стоит в форме единственного числа: the **five-year** plan - *пятилетний план*, a **ten-year** old girl - *десятилетняя девочка*, a **ten-pound** note - *банкнота в десять фунтов*.

Значения слова 'one'

Известно, что **one** – это числительное «один», но также оно используется в качестве местоимения, существительного и прилагательного, причем не только в письменной речи, но и в устной.

- When one wants to take decision, one should thoroughly think it over. – когда нужно (все, кто-то, каждый хочет) принять решение, нужно тщательно обдумать его.

В указанном примере «one» выступает в роли подлежащего безличного предложения и переводится как «все, любой, каждый». Запоминайте несколько конструкций, где можно часто встретить «one», и чаще всего в сопровождении модальных глаголов:

- One never knows what will happen tomorrow. — Никогда не знаешь, что случится завтра.

- One may find her pretty, but I think she is beautiful. – кому-то она может показаться симпатичной, но я думаю, она красивая.
- One should consider possible consequences when taking serious decisions. – нужно рассматривать возможные последствия, принимая серьезные решения.
- No one can offer you such favorable conditions. – никто не предложит вам такие выгодные условия.

Также «one» часто используется вместо исчисляемого существительного, обязательно в единственном числе, во избежание повторения в предложении, но если нужно заменить существительное множественного числа, используется другая форма – ones.

- I bought a nice summer hat for my daughter and a very nice one for you.
- You should decide now which flowers to buy – the blue ones or the purple ones.

One/ones сочетается с определенным и неопределенным артиклями и может следовать за прилагательными, местоимениями this, that, the other, another:

- Your dress is out of fashion, you need to buy a new beautiful one. – твое платье вышло из моды, тебе нужно купить новое красивое платье.
- This photo isn't very nice. The other one looks better. Эта фотография не очень хорошая. Другая выглядит лучше.

One/ones часто используется после which:

- You can borrow a book. Which one do you like? — Можешь взять книгу. Какая тебе нравится?
- There are lots of books here. Which ones are yours? – Здесь много книг. Которые твои?

The one/ the ones, означает «тот, та, то, те»,

- I need some new glasses. The ones I have are broken.
- Let's look at the photographs. The ones you took in Paris.

Наиболее часто нам встречается фраза «one of the» – «один из..» после которой, как правило, следует существительное во множественном числе:

- This is one of the rare coins – это одна из редких монет.
- John is one of the best students at school – Джон – один из лучших учеников в школе.

Причастие в английском языке

Причастие в английском языке представляет собой неличную форму глагола, которая соответствует в русском языке причастию и деепричастию. В английском языке нет отдельной формы, соответствующей русскому деепричастию.

Look at the girl **standing** at the window.— Посмотрите на девушку, стоящую у окна.
He sat in an arm-chair **watching** TV.— Он сидел в кресле, смотря телепередачу.

Английское причастие, как и причастие в русском языке, обладает свойствами прилагательного, наречия и глагола. Как и прилагательное, причастие выполняет в предложении функцию определения к существительному.

A **broken cup** lay on the floor.— Разбитая чашка лежала на полу.

Как и наречие, английское причастие, подобно русскому деепричастию, выполняет функцию обстоятельства, определяющего действие, выраженное сказуемым.

They passed me **talking loudly**.— Они прошли мимо, громко разговаривая.

Глагольные свойства причастия выражаются в том, что оно может иметь прямое дополнение и может определяться наречием.

Entering the room he found all the pupils present.— Войдя в комнату, он увидел, что все учащиеся присутствуют.

He liked to rest in the evening **walking slowly** in the park.— Он любил отдыхать вечером, медленно прогуливаясь в парке.

Причастие в английском языке может быть различных видов.

Причастие 1 в английском языке

Причастие настоящего времени (*The Present Participle*) чаще всего обозначает действие, происходящее одновременно с действием, выраженным глаголом в личной форме.

Looking out of the window I saw some of my classmates.— Выглянув в окно, я увидел своих одноклассников.

Причастие настоящего времени образуется от первой основной формы глагола при помощи **-ing**, и по форме оно совпадает с отглагольными существительными и герундием.

Причастие 2 в английском языке

Причастие прошедшего времени (*The Past Participle*) обозначает законченное действие.

Have you heard anything about the child **lost** in the forest? — Вы слышали что-либо о ребенке, потерявшемся в лесу?

Причастие прошедшего времени представляет собой третью основную форму глагола: watched, made, done, built, put.

У правильных глаголов оно образуется от первой основной формы глагола с помощью окончания **-ed** и по форме совпадает с Past Indefinite.

Функции причастия в английском языке

Причастие обладает свойствами прилагательного и наречия. При переводе на русский язык английские причастия передаются причастием или деепричастием или же придаточным предложением.

Причастие может служить в предложении:

1) *определением*:

Watches made in Japan are very popular in many countries. — Часы, сделанные в Японии, очень популярны во многих странах.

2) **именной частью составного сказуемого:**

Victor was **missing** from the last lesson.— Виктор отсутствовал на последнем уроке.

3) **обстоятельством:**

When **crossing** the street, first look to the left, then to the right.— Переходя улицу, вначале посмотрите налево, потом направо.

Not **knowing** what to do they wrote a letter to their professor **asking** for information.— Не зная, что делать, они написали письмо своему профессору, запрашивая информацию.

Модуль 5

Работа с клиентами. Правила делового этикета. Знакомство со схемой оказания услуг при заказе, отправлении и получении товара.

Грамматика: Степени сравнения прилагательных, наречий и сравнительных конструкций. Значение слова 'as' и сочетаний с ним. Will / going to для выражения будущего. Сравнительная конструкция 'the...the'. Независимый причастный оборот. Значение слова 'any'. Значение существительного 'means' и глагола 'to mean'.

Useful English customer service vocabulary

What do you do when your internet connection stops, or you have a problem with your online bank account? Calling customer service in a foreign language can be stressful, but using these helpful tips will make your call much more relaxing and effective.

Let's begin with some simple vocabulary. When you have a problem, you can call a customer service representative. This person is a "service rep" or simply a "rep." Your service rep will help you fix your problems. It is OK to complain about a problem, but it is always a good idea to be polite and respectful to your service rep.

The following useful phrases will help you communicate politely and effectively when calling a customer service hotline.

Your rep will begin the conversation by asking how they can help you. Here are some examples:

How can I help you?

What can I help you with today?

What seems to be the problem?

Now is the time to talk about your problem. You can state your complaint in different ways:

Yes, I'd like to complain about...

I am having a problem with...

My bank account/internet/electricity is not working (not functioning).

Usually, the service rep will apologize for the problem. Then, they will ask questions about your problem. Here are some examples.

What happened exactly?

When did you lose your internet connection?

Have you tried reading the instructions?

After answering your questions, the service rep will try to fix the problem. If you decide that their solution is not acceptable, you can ask to speak to another person with more power. You can say:

Is there someone else I can speak to?

May I speak to your supervisor?

I would like to speak to the person in charge, please.

Read the text and decide about the phrases which you consider the most important in customer service

Customer Service Phrases That Make a Difference

Whether you talk to your customers face-to-face, over the phone or in live support chat online, what you say and how you say it matters a lot to your business. Believe it or not, the right language is truly important in Customer Service. Certain words and phrases can either make or break the whole impression and the way a customer is left to feel after the conversation.

Here's a list of the most powerful phrases in Customer Service that can make a difference to a company's relationships with its customers:

I am sorry / I apologize

It's probably the golden words of customer service that can turn even an unhappy customer into a loyal brand advocate. I had to experience lots of situations when companies that failed to deliver on the promise went into excuses straight away instead of just admitting their fault and simply apologizing. Whenever something goes wrong, even if it's due to circumstances that are beyond company's control, 'I am sorry' is the very first thing a customer wants to hear. Always. Explanations, solutions and promises to make things better next time come second.

Thank you / I appreciate your business

"I appreciate your business" is even more powerful and a step above 'Thank you'. Words of gratitude will make your customers feel appreciated for their loyalty to your brand. It might sound so obvious, but how often do you get thanked for being a customer, especially a loyal one? There's never too much gratitude in customer service. That's why we should take every opportunity to thank our customers for choosing us over the competition and for their trust. After all, there is no business without customers – and no successful business without loyal customers.

I will do/ I will take responsibility

Whenever people turn to customer service reps for help, they don't know if they are actually dealing with a company CEO or with a customer service agent trainee. Every single person a customer contacts with is the face of the company in the customer's eyes. Your customers don't care if you don't know how to fix their problem or if you are not authorized to do it. It's your job. They expect you to do whatever it takes to be done. If you really don't know / can't do it immediately, promise to find out how and just be that person who takes responsibility and someone a customer can rely on.

Yes

Although being honest is absolutely necessary for building trust with customers, it would be better to admit that you don't know / can't do something in a positive language. I'm fully confident that a plain 'No' should be excluded from the customer service vocabulary once and for all. Being a 'yes-person' is a much smarter strategy in customer service. Even if you really have to say 'No' there are so many ways to say it without leaving your customer disappointed.

My pleasure

When customers say ‘Thank you’ in most cases they hear ‘You’re welcome’ in response. While there’s definitely nothing wrong with these words, still it’s just a standard way to respond that doesn’t actually express any meaning and emotional significance. Instead, using ‘My pleasure’ would make that slight difference and let your customers feel more valuable. For a customer it would sound like ‘I was really glad to help you’ which is much more pleasant than just a meaningless cliché.

Is there anything else I can help you with?

This simple, yet powerful phrase conveys genuine care and your willingness to go the extra mile to make sure that your customer gets completely satisfied. Showing your immediate readiness to help before you even know if any other problem exists is a great way to end every customer interaction. Remind yourself regularly: a customer who leaves happy, satisfied and well-cared for is more likely to come back and spread the good word about your business far and wide.

There’s nothing new for customer service people in the listed phrases. Still, we sometimes let our emotions, ego or just old habits get in the way of choosing the right language when talking to our customers.

Независимый причастный оборот в английском языке

Самостоятельный или **независимый причастный оборот в английском языке** является ничем иным, как сочетанием существительного (noun) в общем падеже и причастия. Причастием может выступать как Participle II, так и Participle I во всех своих формах. Иногда вместо существительного используется личное местоимение.

1. **Функция обстоятельства времени (adverbial modifier of time) – при переводе часто используются «когда», «после того, как».**

The snow having stopped, he ran to the bakery to buy some bread for his children. – После того, как снег перестал идти, он побежал в булочную купить хлеб своим детям.

The lamp having been lit, Mr. Jackson took his daughter’s book. – Когда лампа была зажжена, мистер Джексон взял книгу дочери.

Иногда в самостоятельных причастных оборотах пропускается Participle I (being) от глагола be.

The double period (being) over, our lecturer left the university. – Когда пара закончилась, преподаватель ушел из университета.

2. **Функция обстоятельства причины**

Здесь могут использоваться как noun и pronoun (существительное и местоимение), так и оборот there (is).

It being now late, I took my torch and went out of the building. – Так как было поздно, я взял свой фонарик и вышел из здания.

There being no one in the classroom, I played football. – Так как в классе никого не было, я поиграл в футбол.

3. **Как правило, независимый причастный оборот в английском языке ставится в конец предложения.**

She turned and ran, I, as before, following her. – Она повернулась и побежала, я, как и прежде, последовал за ней.

4. **Функция обстоятельства условия**

Здесь, как правило, применяются обороты с причастиями *failing* и *permitting*.

Circumstances permitting, I'll attend his lecture next Friday. – Если обстоятельства позволят, я посетю его лекцию в следующую пятницу.

Conciliation failing, nobody will help me. – Если примирение не будет достигнуто, то никто мне не поможет.

Модуль 6.

Структура компании. Еда и напитки. Посещение деловых обедов. Этикет. Реклама и продажа. Роль рекламы в успешной деятельности компании. Знакомство с разными видами деловых встреч. Проекты, связанные с разработкой и реализацией продукции. Полезные советы, связанные с поиском надежного делового партнера.

Грамматика: Грамматика: Различные виды вопросительных предложений. Союз 'until'. Значение слова 'balance'. Условные предложения (1 тип). Предложения типа 'It's necessary that...'. Модальные глаголы. Глаголы, выражающие долженствование. Значение слова 'result' и сочетаний с ним. Значения слов 'that', 'those'. Пассивный залог. Бессоюзное присоединение определительных придаточных предложений. Значение слова 'which'. Значение слова 'due' и сочетаний с ним.

Read the text and study information about business etiquette

Business Meeting Etiquette Tips

Informal Meetings

Informal meetings are generally more relaxed affairs and may not necessarily take place in the office or meeting room. Even so a sense of professionalism and good business etiquette are still required.

There are 7 points to consider with informal meetings:

1. Business etiquette demands that the person calling the meeting (henceforth 'the chair') should be the most senior or the one with the most direct or urgent interest in the topic at hand.
2. The chair should decide the time, place and agenda. These details should be confirmed with everyone to make sure all are in agreement and no inconvenience is caused.
3. The chair must make the purpose of the meeting clear to the attendees, how long it will last and what is expected of them, i.e. particular information or preparation of documents. Failing to relay the proper information is bad business etiquette as it could cause embarrassment.
4. Punctuality is a must. Keeping people waiting is considered the height of poor etiquette as it abuses their time.
5. The chair should strive to ensure the meeting stays within a set framework or agenda so that it is kept as short and effective as possible. He/she must keep circular disagreements and the like to a minimum.
6. The chair should (pre-)appoint someone to record the proceedings; documenting major decisions or action points. This can later be distributed to the attendees for reference.
7. If the results of the meeting have an effect on others who were not present it is considered proper business etiquette to inform them.

Formal Meetings

The business etiquette of formal meetings such as departmental meetings, management meetings, board meetings, negotiations and the like can be puzzling. Such meetings usually have a set format. For example, the chair may always be the same person, minutes, agendas or reports may be pre-distributed or voting may take place.

Here are 10 business etiquette guidelines that are applicable to any formal meeting:

1. Prepare well for the meeting as your contribution may be integral to the proceedings. If you are using statistics, reports or any other information make sure it has been handed out at least three days prior to the meeting.
2. Dress well and arrive in good time. Your professionalism is linked to both.
3. Always remember to switch off a mobile phone.
4. If there is an established seating pattern, accept it. If you are unsure, ask.
5. Acknowledge any introductions or opening remarks with a brief recognition of the chair and other participants.
6. When discussions are under way it is good business etiquette to allow more senior figures to contribute first.
7. Never interrupt anyone - even if you disagree strongly. Note what has been said and return to it later with the chair's permission.
8. When speaking, be brief and ensure what you say is relevant.
9. Always address the chair unless it is clear that others are not doing so.
10. It is a serious breach of business etiquette to divulge information to others about a meeting. What has been discussed should be considered as confidential.

Страдательный залог (to be + Participle II)

Страдательный залог показывает, что подлежащее пассивно, т. е. оно подвергается воздействию со стороны другого лица или предмета. Широко употребляется для научных описаний, для описаний технических процессов, в отчетах, объявлениях и т. д.

Страдательный залог времен группы Simple образуется при помощи вспомогательного глагола to be в соответствующем времени Simple и Participle II (III форма) смыслового глагола. Показателем времени, лица и числа является вспомогательный глагол to be. Смысловый глагол в форме причастия прошедшего времени (Participle II) не изменяется.

The tools are made of steel. – Эти инструменты делаются (изготавливаются) из стали.

The tools were made of steel. – Эти инструменты были изготовлены из стали.

The tools will be made of steel. – Эти инструменты будут изготовлены из стали.

Сказуемое в страдательном залоге может переводиться тремя способами:

1) сочетанием глагола быть (в прошедшем и будущем времени) и краткой формой причастия страдательного залога:

The article was written. – Статья была написана.

The article will be written. – Статья будет написана.

Глагол-связка быть в настоящем времени в русском языке опускается:

The article is written. – Статья написана.

9. (my bicycle / steal / a few days ago)
10. (when / this bridge / build?)
11. (you / invite / to the party last week?)
12. (how / these windows / break?)
13. (I / not / wake up / by the noise)

Ex.3 Open the brackets using the verbs in Passive Voice.

1. The rule explained by the teacher at the last lesson (to understand) by all of us. 2. The poem was so beautiful that it (to learn) by everybody. 3. I hope the invitation (to accept) by everybody. 4. The letter (to post) in half an hour. 5. It seems to me that music (to hear) from the next room. 6. At the last competition the first prize (to win) by our team. 7. The question (to settle) as soon as they arrived. 8. Your report must (to divide) into two chapters. 9. Soon he (to send) to a sanatorium. 10. The book (to discuss) at the next conference. 11. The composition must (to hand) in on Wednesday. 12. Yesterday he (to tell) to prepare a speech. 13. The article (to publish) last week, if I am not mistaken. 14. The lectures (to attend) by all of us. 15. A taxi (to call) fifteen minutes ago, so we are expecting it any moment. 16. The young man (to introduce) to me only a couple of hours ago, but it seems to me that I've known him for years.

Ex.4 Open the brackets using the verbs in Active or Passive Voice.

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) by the Danube into two parts: Buda and Pest. 8. Yuri Dolgoruki (to found) Moscow in 1147. 9. Moscow University (to found) by Lomonosov. 10. We (to call) Zhukovski the father of Russian aviation.

Ex.5 Rewrite sentences in Passive Voice.

1. The doctor prescribed her new medicine. 2. They often speak about him. 3. Everybody laughed at this funny animal. 4. We have been looking for you the whole morning. 5. We shall insist on strict discipline. 6. They teach three foreign languages at this school. 7. We received this letter after his departure. 8. Have dogs ever attacked you? 9. Bees gather honey from flowers. 10. The storm drove the ship against a rock. 11. Who discovered the circulation of blood? 12. They are selling delicious fruit ice cream there now. 13. The old man showed us the way out of the wood. 14. They offered her some interesting work.

Ex.6 Rewrite sentences in Passive Voice.

1. You must take the box to the station. 2. You can cross the river on a raft. 3. The workers can finish the building of the house very soon. 4. You must return the books the day after tomorrow. 5. You must do three of these exercises tomorrow. 6. You can find the book you need in any library. 7. We must send these letters at once. 8. I can easily forgive this mistake. 9. You can find such berries everywhere. 10. You must do this work very carefully. 11. The doctor says they must take her to hospital. 12. You can do the work in three days. 13. The students must return all the library books before each summer vacation. 14. Monkeys can climb even the tallest trees.

Ex.7 Translate into English using Passive Indefinite after modal verbs.

1. Руки надо мыть перед каждой едой. 2. Комнаты нужно регулярно проветривать. 3. Кошку надо кормить рыбой. 4. Собаку можно кормить мясом и овощами. 5. Ребенку надо давать фрукты. 6. Книги надо положить в шкаф. 7. Эту картину можно повесить над камином. 8. Как можно перевести это слово? 9. Куда можно поставить чемоданы? 10. Можно кошку оставить во дворе?

11. На что нужно обратить внимание? 12. Нужно записать твой номер телефона. 13. Нужно измерить Ваше кровяное давление. 14. Его надо пригласить на мой день рождения. 15. Ей можно предложить новую работу.

Ex.8 Translate into English using the verbs in Passive Voice.

1. Эту книгу взяли из библиотеки только вчера. 2. Этим трех студентов спросили два дня тому назад. 3. Вас экзаменовали утром? 4. Эта мышь была поймана ночью. 5. На этой фабрике делают очень красивые сумки. 6. Письма туда можно посылать только летом, а телеграммы круглый год. 7. Мою подругу каждый год посылают за границу. 8. Ее отправили в больницу два дня назад. 9. Вчера нас послали в лабораторию. 10. Это сочинение было написано на прошлой неделе. 11. Телеграмму послали поздно вечером, и он получит ее только утром. 12. Эту статью должна прочитать вся группа. 13. Это упражнение можно написать карандашом. 14. Все ваши сочинения будут возвращены на будущей неделе. 15. Это письмо можно написать на одном листе.

Conditional Sentences (Условные придаточные предложения)

Придаточное предложение	Главное предложение
I тип — реальное условие (относится к любому времени)	
If the motor is out of order, Если мотор не в порядке,	we will repair it. мы отремонтируем его.
II тип — маловероятное условие (относится к настоящему или будущему времени)	
If the motor were out of order, Если бы мотор был не в порядке	we would repair it. мы бы отремонтировали его (сегодня, завтра).
III тип — нереальное условие (относится к прошедшему времени)	
If the motor had been out of order, Если бы мотор был не в порядке,	we would have repaired it. мы бы отремонтировали его. (вчера)

Ex.1 Open the brackets using the proper form of the verb.

1. If I (to have) this rare book, I should gladly lend it to you. 2. The dish would have been much more tasty if she (to be) a better cook. 3. He never (to phone) you if I hadn't reminded him to do that. 4. Your brother (to become) much stronger if he took cold baths regularly. 5. If he (to be) more courageous, he would not be afraid. 6. If the fisherman had been less patient, he (not to catch) so much fish. 7. If you (to put) the ice cream into the refrigerator, it would not have melted. 8. If I (to know) the result now, I would phone her immediately. 9. If you had let me know yesterday, I (to bring) you my book. 10. If it (to snow), the children will play snowballs. 11. If I (not to know) English, I should not be able to enjoy Byron's poetry. 12. I (not to do) it if you did not ask me. 13. If men (to have) no weapons, would wars be possible? 14. You will never finish your work if you (to waste) your time like that. 15. If I (to have) his telephone number, I should easily settle this matter with him.

Ex.2 Open the brackets using the proper form of the verb.

1. If he reads fifty pages every day, his vocabulary (to increase) greatly. 2. If they (to know) it before, they would have taken measures. 3. If I (to get) this book, I shall be happy. 4. If you really loved music, you (to go) to the Philharmonic much more often. 5. If you had not wasted so much time, you (not to miss) the train. 6. If you (not to miss) the train, you would have arrived in time. 7. You (not to miss) the teacher's explanation if you had arrived in time. 8. You would have understood the rule if you (not to miss) the teacher's explanation. 9. If you (to understand) the rule, you would have written the test paper successfully. 10. If you had written the test paper successfully, you (not to get) a "two" mark. 11. Your mother (not to scold) you if you had not got a "two" mark. 12. If your mother (not to scold) you, you would have felt happier. 13. If she (to ask) me yesterday, I should certainly have told her all about it. 14. If you (to do) your morning exercises every day, your health would be much better. 15. If he is not very busy, he (to agree) to go to the museum with us. 10. If I (not to be) present at the lesson, I should not have understood this difficult rule.

Ex.3 Open the brackets using the proper form of the verb.

1. If it (to rain) tomorrow, our game will be cancelled. 2. If a dog (to bite) in her leg, she would go straight to hospital. 3. If he had known it was going to rain, he (to take) his umbrella to work today. 4. If only I (to have) more pocket money, I could buy some new English books. 5. If she hadn't missed the bus, she (not to be) late for work. 6. If I (to live) two hundred years ago, I couldn't have spoken on the telephone. 7. If my daughter did her homework carefully, she (to get) much better marks. She's really a smart little girl. 8. If his friend (to be) in the mood to see a film, they would have gone to the cinema last night. 9. If my cactus plant (not to have) a rare disease, it wouldn't have died. 10. If they had remembered your address, they (to send) you a postcard. 11. If Tom saw a car crash, he (to telephone) the police and (to help) the people in the cars. 12. If you are not sure, what to say, you (to have) to guess. 13. If she (not to be) very ill, she wouldn't have been absent from English class all last week. 14. If my parents had had good seats, they (to enjoy) the play last night. 15. If a robber (to attack) him in a dark street, he would defend himself. 16. If he hadn't been so careless, he (not to fall) into this trap. 17. If you (not to smoke), you would feel more energetic. 18. If her alarm clock (to ring), she would have been on time for work this morning.

Модуль 7

Рыночная и нерыночная экономика. Спрос и предложение. Теория спроса. Теория предложения.

Грамматика: глагол to be в сочетании с инфинитивом. оборот "to be + of + существительное". Существительное в функции определения. Исчисляемые и неисчисляемые существительные (повторение). Причастие 1 и 2. Причастия простые и сложные. Слова 'some', 'the same'. Глаголы, выражающие долженствование. Временные формы глаголов и причастий. Временные формы глаголов и причастий (повторение). Бессоюзное присоединение определительных придаточных предложений.

Read and translate the text

Market and Command Economies

Economics is a science that analyzes what, how, and for whom **society** produces. The central **economic** problem is to reconcile the conflict between people's unlimited **demands** with society's ability to **produce goods and services**.

In industrial Western countries **markets** are to **allocate resources**. The market is the process by which **production** and **consumption** are coordinated **through prices**.

In a **command economy**, a central planning office makes decisions on what, how, and for whom to produce. Economy cannot **rely entirely** on command, but there was extensive **planning** in many Soviet bloc countries.

A **free market economy** has no **government intervention**. Resources are allocated entirely through markets.

Modern economies in the West are **mixed** and rely mainly on the market but with a large dose of government intervention. The optimal **level** of government intervention remains a problem which is of interest to economists.

The degree of government **restrictions** differs greatly between countries that have command economies and countries that have free market economies. **In the former**, resources are allocated by central government planning. **In the latter**, there is not any government **regulation** of the consumption, production, and exchange of goods. Between the two main types lies the mixed economy where market and government are **both of importance**.

Ex. 1 Study Vocabulary

economics- *n* 1. экономическая наука; 2. экономика

economic – *a* 1. экономический; 2. экономически выгодный; рентабельный

economical – *a* 1. экономный, бережливый; 2. экономичный

economist- *n* экономист

economize – *v* экономить; экономно расходовать или использовать

economy – *n* хозяйство, экономика

command economy– централизованно управляемая экономика; нерыночная экономика

free market economy – свободная рыночная экономика

mixed economy – смешанная экономика

society- *n* 1. общество, общественный строй; 2. общество, организация, ассоциация

produce – *v* производить, выработать

production – *n* производство

demand – *n* спрос; требование; запрос; потребность

demand for smth – спрос на что-нибудь

to be in high / low demand – пользоваться большим / небольшим спросом

good – *n* товар, изделие

service – *n* услуга

market – *n* рынок

allocate *v* (**smth to / in smth, smb**) 1. размещать, распределять (что-л, куда-л, кому-л); 2.

ассигновать (что-л, на что-л, кому-л)

resource(s) – *n* ресурс(ы), средства

consumption – *n* потребление

through – *prep* через; посредством; благодаря

price- *n* цена

at high/low prices– по высоким / низким ценам; при высоких / низких ценах

price for/of a good – цена товара, цена на товар

plan- *v* планировать

planning– *n* планирование

decision – *n* решение

to make a decision – принимать решение

rely *v* (**on smb, smth**)- полагаться (на кого-л, на что-л)

entirely– *adv* полностью, всецело

government– *n* правительство

intervention– *n* вмешательство

government intervention– государственное вмешательство
level– *n* уровень
at a certain level – на определенном уровне
restriction – *n* ограничение
(the) former – *a* первый (из двух названных)
(the) latter– *a* последний (из двух названных); второй
regulation – *n* регулирование
government regulation- государственное регулирование
both– *a pron* оба, обе; и тот и другой
importance - *n* важность, значение
to be of importance– быть важным, иметь (большое) значение

Ex. 1 Choose the proper word from the given in brackets

1. (A command economy / a free market economy) is a society where the government makes all decisions about production and consumption. 2. (Economics/ Economy) studies how markets and prices allow society to solve the problems of what, how, and for whom to produce. 3. Every economist sees (the restriction / the importance) of the question of what, how, and for whom to produce. 4. Nations have different (consumption / levels) of farm production. 5. When (the price / the importance) of some goods grows, people will try to use less of them but producers will want to produce more of them. 6. In (mixed/both) countries, Canada and the USA, structural changes in the agricultural sector of economy have become of interest to economists and general public in the 80s and 90s of the 20th century. 7. After years of competition between command and market economies, (the former/ the latter) gave way in many countries of the world to (the former/ the latter).

Ex. 2 Translate the sentences into Russian using the Vocabulary to the Text

1. Economics is the study of how society decides what, how, and for whom to produce.
2. The central economic problem for society is how to reconcile the conflict between people's limitless demand for goods and services and the resources which can be allocated for the production of these goods and services.
3. The market is the process by which individuals' decisions about consumption of goods, firms' decisions about what and how to produce, the workers' decisions about how much and for whom to work are reconciled by prices.
4. When resources are limited, they are allocated through the political process. In a country like Sweden with a strong government the level of production of social services may be higher than the level of production of goods for individual consumption.
5. The world economy produces mostly for the people living in the industrial countries.
6. In many countries there was a large dose of central regulation and planning.
7. Even the countries with free market economy still have high levels of government activity in the production of public goods and services and the regulation of markets.
8. All-round planning is not an easy task, and there is not any command economy that relies entirely on planning for all resources allocation decisions.

Ex. 3 Say what part of speech these words belong to judging by their suffixes:

economist, production, productivity, highly, mechanism, worker, limitless, manager, consumption, entirely, restriction, government, technical, decision, priceless, extensive, mainly, population

Ex. 4 Translate the sentences into Russian, paying attention to the construction “to be + of + noun”

1. This book on economics is of great interest.
2. Independent work at the library is of great value to every university student.
3. These new machines may be of use on farms.

4. Knowledge of foreign languages may be of great importance to everybody.

Ex. 5 Find the predicate in the following sentences and translate them into Russian:

1. For 40 years after 1945 countries in Eastern Europe had planned economies in which market mechanisms played only a small role.
2. The government plays an important role in allocating resources in the economy.
3. Goods are produced on farms or in factories. Goods of the both groups are consumed by the people who buy them.
4. A government planning office decides what will be produced, how it will be produced, and for whom it will be produced.
5. Resource allocation decisions are being made every day in every city, mostly through the mechanisms of markets and prices.
6. When there was a bumper coffee crop (очень высокий урожай кофе) in Brazil, much coffee was bought by the Brazilian government from farmers and then burnt.
7. Grain (зерно) markets have greatly changed over the last 25 years in the United States and Europe. Both have high levels of government intervention in their agriculture.
8. The ideas of Adam Smith, the famous Scottish philosopher and economist, have been studied by economists for over two hundred years.

Ex. 6 Translate the sentences into Russian:

1. Prices are to regulate production and consumption in a market economy.
2. The problem with government regulation of markets is to control how government restrictions work in real life.
3. The aim of that book is to form a theory of the role of government in economic life.
4. The market is to decide how much to produce.
5. A building society is a financial organization whose purpose is to help people buy houses or flats.
6. When the authors of the textbook discussed examples, their intention (намерение) was to prepare students for future economic analyses.
7. Governments are to regulate or plan production and consumption. The former is typical of mixed economies, the latter is typical of command economies.

Модуль 8

Факторы производства: капитал и труд. Факторы производства: природные ресурсы и земля.

Грамматика: Инфинитив в функции подлежащего, обстоятельств цели и следствия.оборот “for + существительное + инфинитив”. Значения слова “one” (повторение). Значения слова “it” (повторение). Конструкция «сложное дополнение». Значение слова “due” и сочетаний с ним. Значения слова “which”.

Функции инфинитива в английском языке

Инфинитив может выполнять в предложении функции различных членов предложения. Основные **функции инфинитива в английском языке** — это подлежащее, часть простого сказуемого, часть составного глагольного сказуемого, именная часть составного сказуемого, дополнение, определение и обстоятельство.

1. Подлежащее.

To smoke is harmful. Курить вредно.

To obey the laws is everyone’s duty.

Соблюдать законы — обязанность каждого.

To save money now is practically impossible.

Экономить (отложить) деньги сейчас практически невозможно.

2. Часть простого сказуемого в сочетании со вспомогательными глаголами.

I shall go to the Crimea. Я поеду в Крым.

I didn't see the new production of our drama theatre.

Я не видел новую постановку нашего драматического театра.

3. Часть составного глагольного сказуемого.

а) в сочетании с [модальными глаголами](#):

He **can dance** twist.

Он умеет танцевать твист.

б) в сочетании с глаголами, которые без [инфинитива](#) не дают полного смыслового значения: to begin — *начинать*, to continue — *продолжать*, to decide — *решать*, to want — *хотеть*, to hope — *надеяться*, to try — *пытаться*, *стараться*, to end — *закончить*, to stop — *остановиться* и др.:

He **decided to** rest in Sochi. Он решил отдыхать в Сочи.

She **hoped to** get tickets for the concert. Она надеялась достать билеты на концерт.

4. Именная часть составного сказуемого.

Our plan **is to work** during our summer vacation and then **buy** a tape player and some cassettes.

Наш план — работать во время летних каникул, а затем купить магнитофон и несколько кассет.

5. [Дополнение](#) (после переходных глаголов).

She asked me **to buy** five carnations for our mother for the 8th of March.

Она попросила меня купить пять гвоздик нашей маме к 8 Марта.

I told him **to go** to the dentist.

Я велел ему пойти к зубному врачу.

6. [Определение](#).

I have no desire **to order** these books.

У меня нет желания заказывать эти книги.

The captain was the last **to leave** the ship.

Капитан был последним, кто покинул корабль. (Капитан последним покинул судно.)

7. [Обстоятельство](#).

1. Для выражения цели (при переводе перед инфинитивом употребляется союз *чтобы*, *для того чтобы*):

He came to Moscow **to study** at the University.

Он приехал в Москву (, чтобы) учиться в университете.

He worked hard **not to lag** behind the other people.

Он усердно работал, чтобы не отставать от других.

НО: После глаголов to go и to come в повелительном наклонении инфинитив не употребляется. Инфинитив приобретает повелительную форму (форму повелительного наклонения), и оба глагола объединяются союзом and.

Go **and** ask him. (Нельзя говорить: Go to ask him.) Иди и попроси его.

Come **and** ring him up. (Нельзя сказать: Come to ring him up.) Приходи и позвони ему.

Перед инфинитивом, выражающим цель, могут стоять союзы in order to — *чтобы*, so as to — *для того чтобы*.

He works so hard **in order not to lag behind** the other people.

Он работает так усердно (для того), чтобы не отставать от других.

Take a taxi **so as not to miss** the train.

Возьми такси, чтобы не опоздать на поезд.

2. Для выражения следствия в обороте

«too, enough + прилагательное или наречие + инфинитив»

It was **too late to come** back.

Было слишком поздно возвращаться назад.

I don't know him **well enough to ask** him for money.

Я не знаю его достаточно хорошо, чтобы просить у него деньги.

3. Для выражения эмоционального состояния после прилагательных glad — *радостный*, sad — *печальный*, happy — *счастливый*, surprised — *удивлённый*, disappointed — *разочарованный*.

He will be **angry to find** that nothing has been cooked for dinner.

Он рассердится, когда узнает (обнаружит), что ничего не приготовлено на обед.

Ex. 1 Read the text and find the terms to match the following definitions.

A) the price a person pays for the use of a factor of production for a limited period of time.

B) the inputs into the production of goods and services that are provided by nature, such as land, rivers and mineral deposits

C) spending on capital equipment, inventories and structures in order to produce goods or services and make a profit

D) a group of buyers and sellers of a particular good or service

E) the accumulation of investment in people, such as education and on-the-job training

F) the inputs used to produce goods and services

G) the equipment and structures used to produce goods and services

H) money paid as income on investment

I) the price paid for the use of land

J) a person who directs a company and takes commercial risk

Factors of production: land, capital. Entrepreneurship

People earn income in various ways. Workers earn it in the form of wages and fringe benefits and as income from self-employment. The land owners and the owners of capital get rent, profit and interest. How is the income of a large industrialized economy distributed among these groups? What determines how much goes to workers? To landowners? To the owners of capital? Why do some workers earn higher wages than others, some land owners higher rental income than others, some capital owners greater profit or interest than others? The answer to these questions, like most in economics, hinge on supply and demand. The basic theory of factor markets takes a large step towards explaining how the income is distributed. Labor, land and capital are the three important factors of production. When a computer firm produces a new software program, it uses programmer's time (labor), the physical space on which its offices sit (land), and an office building and computer equipment (capital). The analysis of the labor market shows how firms decide how much labor to hire and how these decisions determine workers' wages. At the same time the firms are also deciding about other inputs of production: land and capital.

Land or natural resources are what nature provides to create goods and services. They include soil and minerals, wildlife and timber, as well as the air we breathe. The payment for land is rent. Natural resources are mostly classified into renewable which can restock (renew) and non-renewable which will sooner or later be used up.

Economists use the term "capital" referring to human-made goods (or means of production) which are used in the production of other goods. These include machinery, tools and buildings. Capital has many meanings including the financial capital raised to operate a business. Speaking about businesses it is common practice to group capital into fixed capital which includes machinery, equipment, land and buildings and working capital which includes the stocks of the finished and semi-finished goods, raw material and liquid assets needed for immediate expenses linked to the production process. In the general sense, the payment for capital may take the form of interest or dividends.

Contemporary analysis distinguishes capital goods (often physical capital) from other forms of capital such as human capital. Human capital is the accumulation of investments in people. The most important type of it is education. Not surprisingly, workers with more human capital on average earn more than those with less human capital. It is easy to see why education raises wages from the perspective of supply and demand. Firms — the demanders of labor — are willing to pay more for the highly educated workers because they have higher marginal products. Workers — the suppliers of labor — are willing to pay the cost of becoming educated only if there is a reward for doing so. In essence, the difference in wages between the first and the second groups may be considered as a compensating differential for the cost of becoming educated. Sometimes the concept of human capital is viewed as the characteristic of labor.

Although in many ways factor markets resemble goods markets they are different in one important way: the demand for a factor of production is a derived demand. That is a firm's demand for a factor of production is derived from its decision to supply a good in another market.

The theory of factor demand that is used for the labor market can be applied to the markets for land and capital. Much of what is known about wage determination applies also to the rental prices of land and capital. Both the rental price of land and the rental price of capital are determined by supply and demand. Moreover, the demand for land and capital is determined just like the demand for labor. For both land and capital, a firm increases the quantity hired until the value of the factor's marginal product equals the

factor's price. Thus, the demand curve for each factor reflects the marginal productivity of that factor. Now we can explain how much income goes to labor, how much goes to owners of land and how much goes to the owners of capital. As long as the firms using the factors of production are competitive and profit-maximizing, each factor's rental price must equal the value of the marginal product for that factor: labor, land and capital each earn the value of their marginal contribution to the production process.

The marginal product of any factor, in turn, depends on the quantity of that factor that is available. Because of diminishing marginal product, a factor in abundant supply has a low marginal product and that a low price, and a factor in scarce supply has a high marginal product and a high price. As a result, when the supply of a factor falls, its equilibrium factor price rises.

When the supply of any factor changes, however, the effects are not limited to the market for that factor. In most situations, factors of production are used together in a way that makes the productivity of each factor dependent on the quantities of the other factors available to be used in the production process. As a result, a change in the supply of any one factor alters the earning of all the factors.

In a market economy, considered as a separate factor, entrepreneurs combine the other factors of production (land, labor and capital) in an innovative way to make a profit. Entrepreneurship is a talent to develop products and processes and to organize production to make goods and services available. Entrepreneurs are innovators and risk-takers. In business they seek to earn profits by satisfying the desires of consumers and developing better and less costly ways of satisfying those desires. They undertake tasks necessary to get the process of production started and make many of the decisions relating to the use of outputs.

Many people have studied the successful entrepreneurs to find out just what type of personality they have. The truth is that they come in all shapes, sizes, and personalities. This is what makes them interesting. Still, they have much in common. They enter business knowing that success is not granted and if plans fail, they could lose money. Very often entrepreneurs are regarded as lucky people with bright ideas. While they certainly have good ideas, their success is seldom based on luck. Unlike other people, they see opportunities where others don't: in the need for new products and processes or in the need for their improvements, in the changing markets, in the usefulness of substitute products, in the changes in the age and location of population and so on. All these require creative and energetic business people. But the key for success as an entrepreneur is the careful study of the marketplace to identify opportunities for products or services that meet consumers' needs and make more efficient use of available resources.

Ex. 2 Answer the following comprehensions questions.

1. What theory underlies the distribution of income?
2. How are natural resources classified?
3. What is capital?
4. Are people always willing to pay for their education?
5. How is the demand for land and capital determined?
6. Up to what point do competitive profit-maximizing firms hire each factor of production?
7. Why does a change in the supply of any factor alter the equilibrium earnings of all the factors?
8. Why is entrepreneurship considered a difficult undertaking?
9. What do entrepreneurs have in common?
10. What is the key to entrepreneurial success?

Ex. 3 Say whether the following statements are TRUE or FALSE according to the text.

1. The economy's income is distributed in the markets for the factors of production.

2. The three most important factors of production are labor, natural resources and human capital.
3. The demand for factors comes from firms that use factors to produce goods and services.
4. The factor demand reflects the value of the marginal product of that factor.
5. If the supply of a factor rises its equilibrium rental price also rises.
6. In equilibrium each factor of production earns value of its marginal contribution to the production of goods and services.
7. The marginal product of any one factor is unrelated to the quantities of all other factors that are available.
8. Unlike physical capital, human capital is a produced factor of production.
9. Forests, oil, wheat, soil and water are the examples of renewable natural resources.
10. Entrepreneurship is the practice of starting new businesses in response to identified opportunities.

Модуль 9

Активы и пассивы. Бухгалтерская информация.

Грамматика: Отглагольное существительное. Герундий. Условные предложения. Союзы unless, provided. Модальные глаголы (повторение). Сложное подлежащее.

Функции герундия:

a) Подлежащее

Reading books in English is very important. His **having revised** the grammar rules helped him to do the test.

b) Часть составного сказуемого

После глагола **to be** - His hobby **is playing** football.

После глагольных выражений **can't stand, can't help** - She **could not help laughing**.

I can't stand her singing.

После глаголов, выражающих начало, продолжение, окончание действия: **to begin, to start, to go on, to continue, to keep on, to stop, to finish, to give up**

He **gave up smoking**. He **continued asking** questions. He **began speaking** to his teacher.

c) прямого и предложного дополнения

He likes **reading**. He started **jogging**. She has difficulties **in speaking** English. He thinks **of reading** his report at the next conference.

После таких глаголов как: **to depend on, to succeed in, to insist on, to agree to, to think of, to prevent from, etc.**

d) обстоятельство (всегда с предлогом)

On (after) reading the book he closed it. We spent our day **in packing**. **In spite of being** ill she finished her work. The floor is used **for dancing**.

e) определение

I like his way **of speaking**. I am glad to have the opportunity **of driving** a car.

Характерные признаки герундия – наличие перед ним:

Предлога - I like his way **of speaking**.

Притяжательного местоимения – We heard **of his going** to London. My wife does not approve **of my fast driving**.

Существительного в притяжательном или общем падеже – I object **to Bob's buying** a new car. We heard **of the experiment having been started** last week.

Отличие причастия и герундия:

1. в функции **подлежащего и дополнения** употребляется только **герундий**

Testing the students was necessary to check their knowledge. (герундий в функции подлежащего)

Testing the students, they saw good results. (причастие в функции обстоятельства)

He has no experience **in translating** technical texts from Russian into English. (герундий в функции дополнения)

2. когда причастие и герундий используются в **функции обстоятельства**, перед герундием **всегда стоит предлог**, а перед причастием может стоять союз **when или while**

(When) reading the newspaper, he made some notes. (причастие)

(After) on reading a newspaper he made some notes. (герундий)

3. когда причастие и герундий используются в **функции определения**, перед герундием, как правило, **стоит предлог**

There are several ways **of studying** foreign languages. (герундий)

The students **studying** foreign languages will be in high demand in the future. (причастие)

4. в качестве сказуемого есть различия в употреблении:

We **are reading** the book written by Jack London. (причастие)

His hobby is **reading** books written by Jack London. (герундий)

5. в словосочетаниях

Причастие (какой, какая?)

A dancing girl

A writing person

A sleeping student

Герундий (для чего?)

Dancing shoes – shoes for dancing

Writing paper – paper for writing

Sleeping tablets

Read the text

4 Factors That Shape Market Trends

By Cory Mitchell Source: Investopedia

Trends are what allow traders and investors to capture profits. Whether on a short- or long-term time frame, in an overall trending market or a ranging environment, the flow from one price to another is what creates profits and losses. There are four major factors that cause both long-term trends and short-term

fluctuations. These factors are governments, international transactions, speculation and expectation, and supply and demand.

Major Market Forces

Learning how these major factors shape trends over the long term can provide insight into why certain trends are developing, why a trend is in place and how future trends may occur. Here are the four major factors:

1. Governments

Governments hold much sway over the free markets. Fiscal and monetary policy have a profound effect on the financial marketplace. By increasing and decreasing interest rates the government and Federal Reserve can effectively slow or attempt to speed up growth within the country. This is called monetary policy.

If government spending increases or contracts, this is known as fiscal policy, and can be used to help ease unemployment and/or stabilize prices. By altering interest rates and the amount of dollars available on the open market, governments can change how much investment flows into and out of the country.

2. International Transactions

The flow of funds between countries impacts the strength of a country's economy and its currency. The more money that is leaving a country, the weaker the country's economy and currency. Countries that predominantly export, whether physical goods or services, are continually bringing money into their countries. This money can then be reinvested and can stimulate the financial markets within those countries.

3. Speculation and Expectation

Speculation and expectation are integral parts of the financial system. Where consumers, investors and politicians believe the economy will go in the future impacts how we act today. Expectation of future action is dependent on current acts and shapes both current and future trends. Sentiment indicators are commonly used to gauge how certain groups are feeling about the current economy. Analysis of these indicators as well as other forms of fundamental and technical analysis can create a bias or expectation of future price rates and trend direction.

4. Supply and Demand

Supply and demand for products, currencies and other investments creates a push-pull dynamic in prices. Prices and rates change as supply or demand changes. If something is in demand and supply begins to shrink, prices will rise. If supply increases beyond current demand, prices will fall. If supply is relatively stable, prices can fluctuate higher and lower as demand increases or decreases.

Effect on Short- and Long-Term Trends

With these factors causing both short- and long-term fluctuations in the market, it is important to understand how all these elements come together to create trends. While these major factors are categorically different, they are closely linked to one another. Government mandates impact international transactions, which play a role in speculation, and supply and demand plays a role in each of these other factors.

Government news releases, such as proposed changes in spending or tax policy, as well as Federal Reserve decisions to change or maintain interest rates can have a dramatic effect on long term trends. Lower interest rates and taxes encourage spending and economic growth. This has a *tendency* to push market prices higher, but the market does not always respond in this way because other factors are also at play. Higher interest rates and taxes, for example, deter spending and result in contraction or a long-term fall in market prices.

In the short term, these news releases can cause large price swings as traders and investors buy and sell in response to the information. Increased action around these announcements can create short-term trends, while longer term trends develop as investors fully grasp and absorb what the impact of the information means for the markets.

The International Effect

International transactions, balance of payments between countries and economic strength are harder to gauge on a daily basis, but they play a major role in longer-term trends in many markets. The currency markets are a gauge of how well one country's currency and economy is doing relative to others. A high demand for a currency means that currency will rise relative to other currencies.

The value of a country's currency also plays a role in how other markets will do within that country. If a country's currency is weak, this will deter investment into that country, as potential profits will be eroded by the weak currency.

The Participant Effect

The analysis and resultant positions taken by traders and investors based on the information they receive about government policy and international transactions create speculation as to where prices will move. When enough people agree on direction, the market enters into a trend that could sustain itself for many years.

Trends are also perpetuated by market participants who were wrong in their analysis; being forced to exit their losing trades pushes prices further in the current direction. As more investors climb aboard to profit from a trend, the market becomes saturated and the trend reverses, at least temporarily.

The S & D Effect

This is where supply and demand enters the picture. Supply and demand affects individuals, companies and the financial markets as a whole. In some markets, such as the commodity markets, supply is determined by a physical product. Supply and demand for oil is constantly changing, adjusting the price a market participant is willing to pay for oil today and in the future.

As supply dwindles or demand increases, a long-term rise in oil prices can occur as market participants outbid one another to attain a seemingly finite supply of the commodity. Suppliers want a higher price for what they have, and a higher demand pushes the price that buyers are willing to pay higher.

All markets have a similar dynamic. Stocks fluctuate on a short and long-term scale, creating trends. The threat of supply drying up at current prices forces buyers to buy at higher and higher prices, creating large price increases. If a large group of sellers were to enter the market, this would increase the supply of stock available and would likely push prices lower. This occurs on all time frames

The Bottom Line

Trends are generally created by four major factors: governments, international transactions, speculation/expectation, and supply and demand. These areas are all linked as expected future conditions shape current decisions and those current decisions shape current trends. Government affects trends mainly through monetary and fiscal policy. These policies affect international transactions which in turn affect economic strength. Speculation and expectation drive prices based on what future prices might be. Finally, changes in supply and demand create trends as market participants fight for the best price.

Грамматический справочник **Некоторые обозначения**

V₁ – первая форма глагола (инфинитив без частицы -to||).

V₂ – вторая форма глагола (V-ed правильных глаголов или вторая колонка в таблице неправильных глаголов).

V₃ – третья форма глагола (V-ed правильных глаголов или третья колонка в таблице неправильных глаголов).

V₄ – четвертая форма глагола или причастие I или V-ing.

The Imperative Mood (Повелительное наклонение)

Повелительное наклонение в английском языке образуется при помощи первой формы глагола (V₁). Отрицательная форма – при помощи добавления перед первой формой глагола don't.

Open the door. – Откройте дверь.

Don't open the door. – Не открывайте дверь.

Active Voice (Действительный залог)

Выражает действия, совершаемые самим предметом.

Tense	Present	Past	Future
Simple (Indefinite) факты, повторяющиеся действия	Every day, usually V ₁ swim, go He, she, it V ₁ + s ? do, does -- don't, doesn't He goes to work. Does he go to work? He doesn't go to work.	Yesterday, ago, last week V ₂ (V _{ed}) ? Did -- didn't He went to work. Did he go to work? He didn't go to work.	Tomorrow, next day, in 2 days Will + V ₁ Shall (I, we)+ V ₁ -- won't, shan't He will go to work. Will he go to work? He won't go to work.
Continuous (действия, происходящие в точно указанный момент)	Now, at the moment, Look! Am Is + V _{ing} Are He is going to work. Is he going to work? He isn't go to work.	Yesterday at this time Was (ед. ч.) Were + V _{ing} He was going to work. Was he going to work? He wasn't going to work.	Tomorrow from 5 till 6 Will Shall be + V _{ing} He will be going to work. Will he be going to work? He won't be going to work.
Perfect (действия, предшествующие указанному моменту или действию) have + Participle II	Already, just, ever Have + V ₃ (V _{ed}) Has (He, she, it) He has gone to work. Has he gone to work? He hasn't gone to work.	By last week Had + V ₃ (V _{ed}) He had gone to work. Had he gone to work? He hadn't gone to work.	By next week Will Shall have + V ₃ (V _{ed}) He will have gone to work. Will he have gone to work? He won't have gone to work.

Суффиксы	Словообразование
<p>1. существительных</p> <p>-ance (-ence)</p> <p>-er (-or)</p> <p>-ing</p> <p>-t(ion)</p> <p>-ism</p> <p>-ist</p> <p>-(i) ty</p> <p>-ness</p> <p>-ment</p>	<p>to perform – performance</p> <p>to work – worker</p> <p>to act – acting</p> <p>to construct – construction</p> <p>social – socialism</p> <p>social – socialist</p> <p>active – activity</p> <p>happy – happiness</p> <p>to establish – establishment</p>
<p>2. прилагательных</p> <p>-able (-ible)</p> <p>-an (-ian)</p> <p>-ant (-ent)</p> <p>-al</p> <p>-ful</p> <p>-ic</p> <p>-ish</p> <p>-ive</p> <p>-less</p> <p>-ous</p> <p>-y</p>	<p>to enjoy – enjoyable</p> <p>Russia – Russian</p> <p>to differ – different</p> <p>continent – continental</p> <p>help – helpful</p> <p>hero – heroic</p> <p>grey – greyish</p> <p>to act – active</p> <p>help – helpless</p> <p>danger – dangerous</p> <p>storm – stormy</p>
<p>3. глаголов</p> <p>-ize (-ise)</p> <p>-en</p> <p>-fy</p>	<p>to organize (organise)</p> <p>wide – widen</p> <p>purify</p>
<p>4. наречий</p> <p>-ly</p>	<p>late – lately</p>