



**Современный
Гуманитарный
Университет**

Дистанционное образование

Рабочий учебник

Фамилия, имя, отчество _____

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**ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО
ИНОСТРАННОГО ЯЗЫКА**

**АНГЛИЙСКИЙ ЯЗЫК
ПРОФЕССИОНАЛЬНЫЙ КУРС
ДЕЛОВОЙ**

ЮНИТА 3

РЫНОК. МАРКЕТИНГ. МАРКЕТИНГОВЫЕ
ИССЛЕДОВАНИЯ. ФИРМА И МАРКЕТИНГ

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ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА

АНГЛИЙСКИЙ ЯЗЫК ПРОФЕССИОНАЛЬНЫЙ КУРС ДЕЛОВОЙ

Юниты 1–3. Основные понятия системы частного предпринимательства. Менеджмент. Менеджер и организация. Маркетинг.

Юнита 4–6. Мировая экономика. Финансовый английский. Деловая корреспонденция.

Юнита 7–9. Мировая экономика. Контракты. Переговоры.

ЮНИТА 3

Рынок. Маркетинг. Маркетинговые исследования. Фирма и маркетинг.

Содержит подборку текстов по специальности на английском языке, комплекс упражнений на перевод с русского на английский, грамматический тренинг, ролевые игры. В основу курса положены оригинальные методики.

Для студентов Современного Гуманитарного Университета

Соответствует профессиональной образовательной программе №3

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* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

ТЕМАТИЧЕСКИЙ ПЛАН

Рынок. Рыночные агенты.

Маркетинг. Сегментация рынка.

Потребитель. Конкуренция.

Розничная и оптовая торговля.

Грамматика. Речевые ситуации. Деловое письмо.

ЛИТЕРАТУРА

Базовый учебник

1. Norman S. We mean Business. Longman, 1994.

Дополнительная литература:

1. Англо-русский словарь В.К.Мюллера, любые издания.
2. Англо-русский словарь в 2-х томах под ред. И.А.Гальперина М., 1988.
3. Англо-русский словарь в 3-х томах под ред. Ю.А.Апресяна М., 1994.
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5. Англо-русский экономический словарь М., 1993, а также любыми другими словарями делового английского языка.
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7. Collins Student's Grammar. London, 1991.
8. Murphy R. English Grammar in Use, М., 1991.

Примечание. Знаком (*) отмечены работы, на основе которых составлен научный обзор.

ПЕРЕЧЕНЬ УМЕНИЙ / МЕТОДИКИ КУРСА

КАК НАДО ИЗУЧАТЬ ЮНИТУ 3

Английский язык для экономистов и менеджеров (юнита 3) состоит из 5 уроков. Каждый урок изучается одну неделю (6 дней), 5 дней самостоятельной работы и 1 день — аудиторное занятие (2 учебных часа). Все уроки изучаются последовательно с 1 по 6.

Первый день (день 1) каждой недели вы посвящаете работе с текстом по специальности. Вы изучаете лексику текста и переводите текст с русского на английский. Перед тем, как начать работу над ним, Вам нужно прослушать аудиозапись текстов А и В урока. Во время паузы Вы повторяете вслед за диктором фразы текста вслух.

Второй день (день 2): Вы выполняете аналогичное задание по тексту В.

Третий день (день 3): Вы работаете над упражнениями (Скилз).

Четвертый день (день 4): Вашему вниманию предлагается комплекс упражнений TOEFL. Вы изучаете грамматические правила, затем выполняете письменно тренировочные упражнения в своей тетради. Если Вы сделали ошибки, то вновь повторите грамматические правила, которые Вы недостаточно хорошо знаете.

День пятый (день 5): Он посвящен подготовке к аудиторному занятию. Вы изучаете материал к ролевой игре (Role Play). Вначале это будут диалоги, затем Вам будут предложены образцы документов для работы с ними. Диалоги Вы читаете, переводите все непонятные для Вас слова и учите диалог наизусть.

День шестой (день 6): Аудиторное занятие (2 учебных часа). На занятии сначала проводится проверка домашнего задания (выполнение Скилз), затем проводится ролевая игра, в ходе которой Вам будут предложены ситуации, в которых Вы примените все полученные знания (лексику урока, фразы и идиомы диалога).

Все вышесказанное можно кратко представить в виде таблицы:

	День 1	День 2	День 3	День 4	День 5	День 6
Урок 1	Текст А	Текст В	Упражнения	Подготовка к TOEFL	Подготовка к ролевой игре	Проверка к домашнего задания. Ролевая игра.
Урок 2	Текст А	Текст В	Упражнения	Подготовка к TOEFL	Подготовка к ролевой игре	Проверка домашнего задания. Ролевая игра.
Урок 3	Текст А	Текст В	Упражнения	Подготовка к TOEFL	Подготовка к ролевой игре	Проверка домашнего задания. Ролевая игра.
Урок 4	Текст А	Текст В	Упражнения	Подготовка к TOEFL	Подготовка к ролевой игре	Проверка домашнего Ролевая игра.
Урок 5	Текст А	Текст В	Упражнения	Подготовка к TOEFL	Подготовка к ролевой игре	Проверка домашнего задания. Тест.
Урок 6	Текст А	Текст В	Упражнения	Подготовка к TOEFL	Подготовка к тесту.	Тест.

КАК РАБОТАТЬ С ТЕКСТОМ: МЕТОДИКА РАП

(русско-английский перевод)

Прочитайте английский и русский тексты. Закройте английский текст. Просмотрите русский текст и выделите для себя его основные идеи. Просмотрите список новых слов. Русскую фразу разделите на составные части: подлежащее, сказуемое, дополнение, обстоятельства времени и места. Сложносочиненные и сложноподчиненные предложения разделите на основные предложения и придаточные. Начните переводить текст, пользуясь списком новых слов и специальным словарем. Вы проверяете перевод после того, как закончите перевод последней фразы. Просмотрите получившийся текст в целом, внесите необходимые, с Вашей точки зрения, поправки. Откройте английский текст и сопоставьте Ваш вариант с оригиналом. Проанализируйте Ваши ошибки и расхождения с английским текстом. Фразы и словосочетания, незнакомые для Вас, или те, которые Вы составили, правильно выпишите в специальную тетрадь идиом. Проанализируйте конструкцию фраз английского текста.

МЕТОДИКА SKILLS

Это апробированная методика, помогающая учащимся расширить свой лексический запас. В левой стороне таблицы помещены слова и словосочетания, содержащиеся в тексте урока. Вам надо найти в словаре, узнать все их значения и случаи употребления по словарю, а затем выполнить перевод с русского на английский фраз, содержащих это слово.

КАК УЧИТЬ НОВЫЕ СЛОВА И ИДИОМЫ

Все новые слова и идиомы выпишите в тетрадь (рукописный словарь), сопровождая их русским переводом. Повторяйте их каждый день, затрачивайте на это не менее 15 минут.

КАК ГОТОВИТЬСЯ К АУДИТОРНОМУ ЗАНЯТИЮ

Диалоги, предлагаемые Вам для изучения, необходимо заучить наизусть. В ходе ролевой игры Вам будет предложена ситуация, в которой Вы используете полученные знания, либо Вам будут даны задания по работе с деловыми письмами.

Переведите текст по методике РАП

What is a market?

A market is a group of potential customers with the authority and the ability to purchase a particular product or service that satisfies their collective demand. The important part of this definition is that people alone do not make a market. The people in the market, whether individual consumers or individuals buying for a business, must have the authority to make the purchase decision and have the money to be able to buy.

Marketers must be careful to qualify the market. Markets are subdivided into two major markets—consumer and industrial.

Markets are categorized by who buys the products and for what purpose the purchase is intended. The consumer market consists of individuals who buy products for their personal use. The products targeted for this market are known as consumer products. The industrial market consists of businesses, government agencies, and other institutions that buy products to use either in operations or in making other products. These purchases, which

Что такое рынок?

Рынок — это группа потенциальных потребителей, обладающих правом и способностью приобретать отдельный товар или услугу, которые удовлетворяют их коллективные запросы. Важной частью этого определения является то, что люди сами по себе не составляют рынка. Люди на рынке, будь то отдельные потребители либо люди, осуществляющие закупки для бизнеса, должны обладать правом принятия решения о покупке и иметь деньги, необходимыми для этого.

Рыночные агенты должны быть внимательны при определении рынка. Рынки подразделяются на два основных типа: потребительский и промышленный.

Рынки характеризуются теми, кто покупает товары, и тем, с какой целью делаются эти приобретения. Потребительский рынок состоит из отдельных лиц, покупающих товары для личного использования. Товары, предназначенные для этого рынка, известны как потребительские товары. Промышленный рынок состоит из фирм, правительственных агентств и других организаций, которые покупают товары для

amount to billions of dollars' worth of goods each year, directly or indirectly support the production of consumer goods and other industrial items. Examples of industrial goods are iron ore, office supplies, drill presses, packaging machinery, and most computers.

While such products as iron ore are clearly industrial (no consumers purchase it), the buyer's intent determines whether other products fall into the category of industrial goods or consumer goods. Typing paper, for example, is an industrial good when purchased by a business for its correspondence and a consumer good when bought by a college student to write a term paper. Fertilizer, pickup trucks, and vegetables also fall into both categories, depending on how the buyer plans to use them.

использования либо в производстве, либо для изготовления других продуктов. Эти закупки, стоимость которых каждый год равняется миллиардам долларов, напрямую или косвенно поддерживают производство потребительских товаров и других промышленных изделий. Примерами промышленных товаров служат: железная руда, канцелярские принадлежности, сверлильные станки, упаковочные аппараты и большинство компьютеров.

Хотя такие товары, как сталь, четко характеризуются как промышленные (потребители ее не покупают), существуют товары, относительно которых лишь намерения покупателя могут определить, в какую категорию — промышленных или потребительских — они попадают. Машинописная бумага, например, является промышленным товаром, если фирма приобретает ее для ведения корреспонденции, и потребительским товаром, когда студент колледжа покупает ее для того, чтобы написать курсовую работу. Удобрения, небольшие грузовики и овощи также попадают в обе категории в зависимости от того, как покупатель намеревается использовать их.

🚩 Переведите текст по методике РАП**Market Segmentation**

Companies that market cars have recognized a simple fact: the same car cannot be sold to everyone who drives. Some people want economy, others luxury. Some people will buy Cadillac Seville, others Chevrolet Chevettes. It is more logical and practical to develop products for the preferences, habits, special uses, or general life—styles of a particular group of users and market them to that group. An automobile maker that appeals to particular market segments — the high fuel- economy market, the larger family market — may capture most of the total market by satisfying the specific needs of the smaller, more homogeneous target markets. Table 1 illustrates how the automobile market is segmented into smaller markets.

The process of dividing a total market into subgroups with similar characteristics is market segmentation. By splitting one big market into consumer and industrial markets we have begun market segmentation; however, these two groups are so enormous that they

Сегментация рынка

Компании, торгующие автомобилями, признали простой факт: одну и ту же машину нельзя продать всем, кто умеет водить автомобиль. Некоторые люди хотят экономии, другие — роскоши. Некоторые люди купят Кадиллак Севиль, другие — Шевроле Шевет. Логичнее и практичнее изменять товары с учетом предпочтений, привычек, особого использования или всего образа жизни отдельных групп потребителей и продавать такие товары этой группе. Производитель автомобилей, который обращается к отдельным сегментам рынка (рынку автомобилей с очень низким расходом топлива, большому по объему рынку машин для семьи и рынку машин для молодежи), может захватить большую часть рынка в целом, удовлетворяя специфические запросы меньших, более однородных рынков. Таблица 1 иллюстрирует то, как автомобильный рынок сегментируется на маленькие рынки.

Процесс разделения целого рынка на подгруппы с одинаковыми характеристиками называется сегментацией рынка. Разделив один большой рынок на потребительский и промышленный, мы уже начали сегментацию рынка; однако эти две группы настолько

must be subdivided, or segmented, further to develop sharply defined markets for which companies can create a strategy. Two further subdivisions are necessary.

велики, что должны быть в свою очередь разделены, или сегментированы, чтобы в дальнейшем четко выделить определенные рынки, для которых компании могут выработать стратегию.

Table 1. Automobile Market Segments

Таблица 1. Сегменты автомобильного рынка

Lifestyle/Age	Income(In Dollars) 0—20,000	Образ жизни/возраст	Доход (в долларах) 0—20000
Single/22-30	Subcompact car	Одинокий/22–30	малолитражные машины
Single/31-40	Compact car	Одинокий/31–40	малогабаритные машины

Lifestyle/Age	Income(In Dollars) 21,000—35,000	Образ жизни/возраст	Доход (в долларах) 21000—35000
Single/22-30	Compact car	Одинокий/22–30	малогабаритные машины
Single/31-40	Midsized car	Одинокий/31–40	машины среднего размера

Lifestyle/Age	Income(In Dollars) 35,000—50,000	Образ жизни/возраст	Доход (в долларах) 35000—50000
Single/22-30	Sports car	Одинокий/22–30	спортивные машины
Single/31-40	Foreign sports car	Одинокий/31–40	иностранные спортивные машины

SKILLS

market	На этой неделе рынок не работает. Директор хочет выйти на новые рынки на Дальнем Востоке. Они продают в основном товары для дома.
customer	Новый магазин через дорогу увел у меня половину покупателей. Эта компания является нашим крупнейшим клиентом. Мисс Лоу не может подойти к телефону — она занимается клиентом.
particular	Нет никакой особой причины, по которой Вы не должны идти. В этом письме не было ничего, заслуживающего внимания.
product	Основные продукты, экспортируемые из этой страны — это какао и золото. Мы видели упадок экспорта наших производственных товаров.
to satisfy	Мы предлагали им 100 долларов, затем 150, потом 200, но они все еще были недовольны. Запросы некоторых людей очень трудно удовлетворить. Я сделал все, что вы просили, теперь вы довольны?
along (<i>prep</i>) along (<i>adv</i>)	Мы шли вдоль дороги. Я там скоро буду. Когда мы приехали в Париж, мы взяли нашу сестру с собой.
to be careful careful	Ты должен быть более внимателен с деньгами. Будь осторожен, переходя дорогу. После детального обсуждения, мы решили принять ее предложения.
to be subdivided	Дом разделен на квартиры. Наше учреждение разделено на департаменты.

to consist of	Объединенное Королевство состоит из Великобритании и Северной Ирландии. Комитет состоит из ученых и инженеров.
to target	Эта схема предназначена для высокооплачиваемых рабочих. Помощь должна предназначаться тем, кто в ней больше всего нуждается.
directly	Она отвечала мне прямо и открыто. Мы приобретаем товары напрямую от производителей.
to support	Как ты думаешь, эти полки смогут выдержать так много книг? Вы поддерживаете их требование независимости?
preference	Я не знаю ваших предпочтений, выберите то, что Вы предпочитаете. Беседуя с людьми о работе, мы даем предпочтение тем, у кого есть опыт.
habit	Я курю только по привычке (from). У нее была ужасная привычка.
to split	Его пальто разъехалось на спине. Я думаю, что статью легче будет прочитать, если вы разделите ее на части.
worth (n)	Я знаю истинную цену его дружбы. Это стоит намного больше, чем я заплатил.

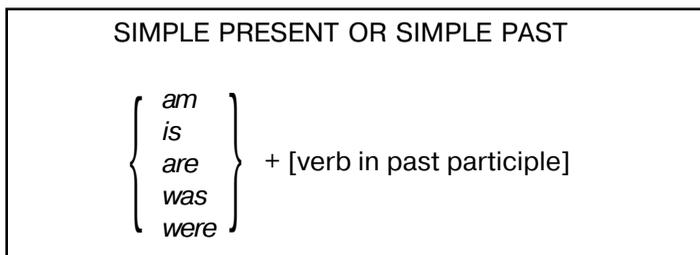
TOEFL TRAINING (contd.)

21. Passive Voice

A sentence can be either in the active or passive voice. In an “active” sentence, the subject performs the action. In a “passive” sentence, the subject receives the action. To make an active sentence into a passive sentence, follow these steps.

- (1) Place the complement of the active sentence at the beginning of the passive sentence.
- (2) If there are any auxiliaries in the active sentence, place them immediately after the new subject agreeing in number with the subject.
- (3) Insert the verb *be* after the auxiliary or auxiliaries in the same form as the main verb in the active sentence.
- (4) Place the main verb from the active sentence after the auxiliaries and *be* in the past participle.
- (5) Place the subject of the active sentence after the verb in the passive sentence preceded by the preposition *by*. (This can be eliminated completely if it is not important or is understood.)

Study the following possible word orders for passive voice.



Active: Hurricanes destroy a great deal of property each year.

subject present complement

Passive: A great deal of property is destroyed by hurricanes each year.

singular subject be past participle

Active: The tornado destroyed thirty houses.

subject past complement

Passive: Thirty houses were destroyed by the tornado.

plural subject be past participle

PRESENT PROGRESSIVE OR PAST PROGRESSIVE

$\left\{ \begin{array}{l} am \\ is \\ are \\ was \\ were \end{array} \right\} + \textit{being} + [\textit{verb in past participle}]$

Active: The committee is considering several new proposals.

subject present progressive complement

Passive: Several new proposals are being considered by the committee.

plural subject auxiliary be past participle

Active: The committee was considering several new proposals.

subject past progressive complement

Passive: Several new proposals were being considered by the committee.

plural subject auxiliary be past participle

PRESENT PERFECT OR PAST PERFECT

$\left\{ \begin{array}{l} has \\ have \\ had \end{array} \right\} + \textit{been} + [\textit{verb in past participle}]$

Active: The company has ordered some new equipment.

subject present perfect complement

Passive: Some new equipment has been ordered by the company.

singular subject auxiliary be past participle

Active: The company had ordered some new equipment before the strike began.

subject past perfect complement

Passive: Some new equipment had been ordered by the company before

subject auxiliary be past participle

the strike began.

MODALS

modal + *be* + [verb in past participle]

Active: The manager should sign these contracts today.

subject *modal + verb* *complement*

Passive: These contracts should be signed by the manager today.

subject *modal* *be* *past participle*

MODALS + PERFECT

modal + *have + been* + [verb in past participle]

Active: Somebody should have called the president this morning.

subject *modal + perfect* *complement*

Passive: The president should have been called this morning.

subject *modal* *have* *be* *past participle*

Exercise 35: Passive Voice

Change the following sentences from active to passive voice.

1. Somebody calls the president every day.
2. John is calling the other members.
3. Martha was delivering the documents to the department.
4. The other members have repealed the amendment.
5. The delegates had received the information before the recess.
6. The teacher should buy the supplies for this class.
7. Somebody will call Mr. Watson tonight.
8. The fire has caused considerable damage.
9. The company was developing a new procedure before the bankruptcy hearings began.
10. John will have received the papers by tomorrow.

Practice

a. Match the product and the country of origin. There may be more than one answer.

For example: Wine is produced in France and the USA.

Beer		Japan
Cocoa		China
Gold	brew	South Africa
Perfume	grow	The USA
Rice	manufacture	France
Ships	produce	Scotland
Tobacco	build	Ghana
Wheat		
Wine		
Whisky		

b. Rewrite the following sentences in order to make the word in *italics* the topic. Decide whether or not it is important to include **who** performed the action.

1. We are offering *an attractive price reduction*.
2. They completed *the survey* last month.
3. The company provides *free medical insurance* for all employees.
4. She sent *a copy of the report* yesterday.
5. Someone has translated *the contract* into Arabic.
6. A team of consultants is investigating *the problem*.
7. We will offer *an attractive salary* to the person appointed.
8. In normal circumstances, the exporter should clear *the goods for export*.
9. They have cancelled *the 14.45 flight to Rome*.
10. They were holding *talks* last night at the Union's headquarters.

The passive is very often used when we describe a **process** or a **procedure** because we are less concerned with **who** has done something than with **what** is done. For example, read this description of an export transaction involving a British firm and an Australian one:

First of all, the goods *are sent* to a port and *loaded* on board ship. They *are inspected* and if everything is fine, a 'clean' Bill of Lading *is signed* by the captain and a copy *sent* to the exporting firm. Then a Bill of Exchange requiring the Australian firm to pay on a future date *is drawn up* by the British firm and *presented*, together with the insurance certificate and the B/L, to a British bank. Next, the documentation *is sent* to the Australian bank. At this stage the B/E *is accepted* by the importer who is now *given* the B/L and is able to collect the goods when they arrive and pay his/her bank on the due date.

Note that *is/are* do not have to be repeated when the second verb (e.g. *loaded/presented*) follows 'and'.

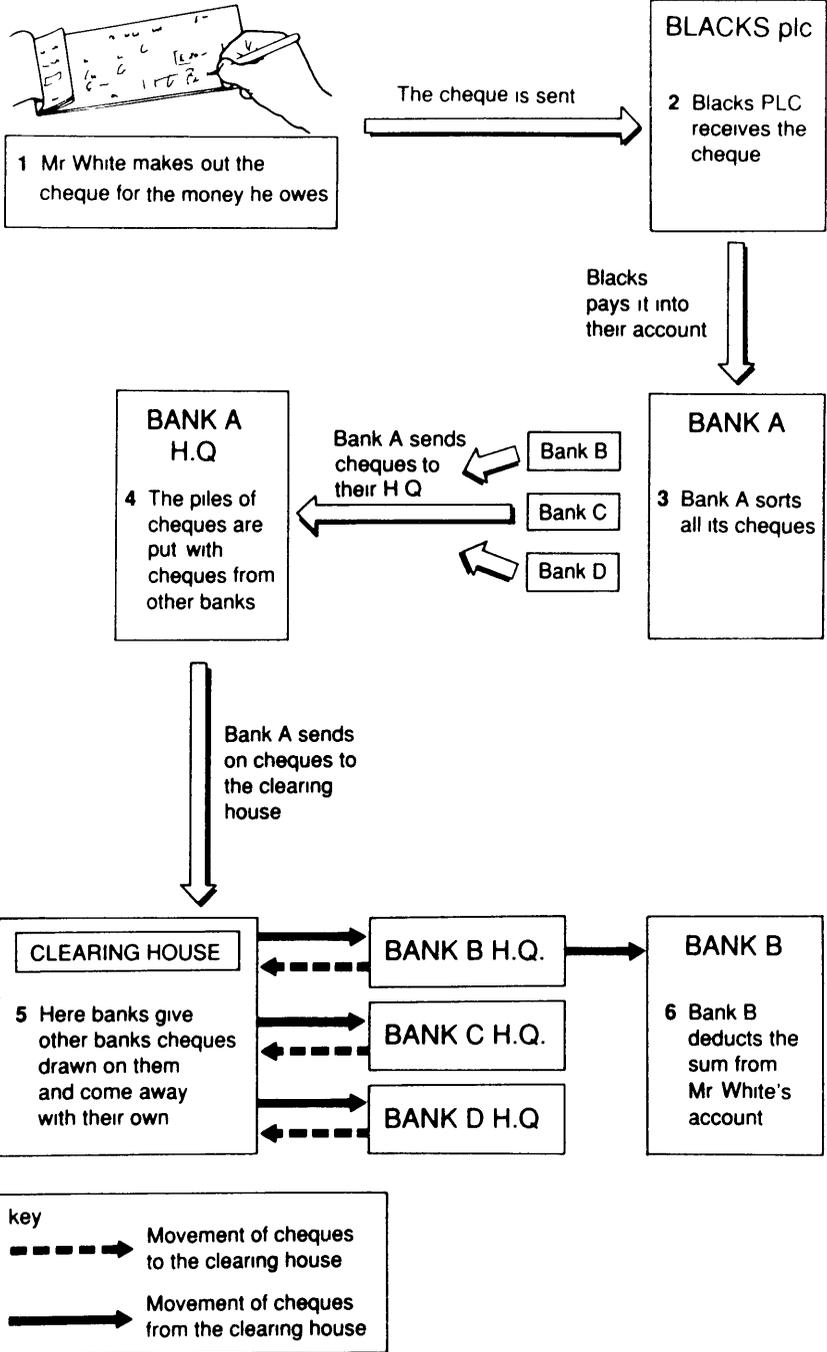
c. The life story of a cheque.

Imagine a man called Mr. White owes Blacks plc a sum of money. If he has an account at Bank B and the firm an account with Bank A what happens to the cheque he makes out? Complete the blanks with the following verbs:

credit *send* *draw* *exchange* *deduct pay*
sort *put* *send on*

First of all, when Blacks plc receives the cheque it ¹ _____ into Bank A and ² _____ to the firm's account. Then, at the end of each working day all the cheques which ³ _____ on other banks ⁴ _____ and ⁵ _____ to Bank A's headquarters. Here they ⁶ _____ into piles together with cheques from other Banks (B, C, D, etc.) and ⁷ _____ to the clearing house where all the cheques ⁸ _____. Bank B's headquarters now sends Mr White's cheque back to Bank B (where he has an account) and the sum ⁹ _____ from his account.

The life story of a cheque



Переведите текст по методике РАП

Step 1: Identify the Characteristics and Needs of the Market

By utilizing marketing research marketers can acquire the necessary information on consumer characteristics and needs to segment the markets, information such as:

- 1.Data on family income, geographic location, and race.
 - 2.Behavior patterns (e.g., amount of a specific product consumed, social status, and language spoken).
 - 3.Physical characteristics (e.g., sex, age, and health).
 - 4.Psychologic traits (e.g., personality characteristics and hobbies).
 - 5.Opinions of goods on the market.
 - 6.Degree of competition.
- From this markets can be analyzed and subdivided in four ways.

— Demographic segmentation classifies the market into like groups based on characteristics such as age, sex, education, income, and household size.

Этап 1: Определите характеристики и потребности рынка.

Используя маркетинговые исследования, рыночные агенты могут получить необходимую информацию, касающуюся характеристик и нужд потребителя, для того, чтобы сегментировать рынки, такую информацию как:

- 1.Данные о семейных доходах, географическом положении и расе.
- 2.Тип поведения (например, количество потребляемых отдельных товаров, социальный статус и разговорный язык).
- 3.Физические характеристики (например, пол, возраст и здоровье).
- 4.Психологические черты (например, личностные характеристики и увлечения).
- 5.Мнение о товарах, предлагаемых на рынке.
- 6.Степень конкуренции.

После этого рынки могут быть проанализированы и подразделены четырьмя способами:

— Демографическая сегментация классифицирует рынок по группам предпочтения, на основе таких характеристик, как возраст, пол, образование, доход и размер домовладения.

— Geographic segmentation identifies where the consumer actually lives; for example, Portland, Maine, or Dime Box, Texas.

— Psychographic segmentation identifies like — groups based on life—styles such as peoples’ activities, interests, and opinions.

— Benefit segmentation focuses on the benefits expected from a product or service. For example, diet soda may be expected to provide great taste for one group of individuals while another group may seek the soda’s low—calorie benefits.

Demographic segmentation (because of the ease of reaching specific groups of consumers) and psychographics (because of the ability to consider one’s psychological makeup) are the two bases for segmentation commonly used.

— Географическая сегментация. Определяет, где действительно проживает потребитель, например, в Портленде, Мэне, Дайм Боксе, Техасе.

— Психографическая сегментация. Определяет группы людей с одинаковыми предпочтениями, что связано с их образом жизни: деятельностью, интересами и мнениями.

— Сегментация по ожидаемой выгоде обращает внимание на преимущества, которые ожидают получить от товара или услуги. Например, от диетической содовой ожидают то, что она будет очень вкусна для одной группы людей, в то время как другая группа будет искать преимущества низкокалорийной содовой.

Наиболее широко распространенными основаниями для сегментации являются демографическая (из-за легкости определения различных групп потребителей) и психографическая (поскольку каждый человек способен определить свой психологический облик).

📄 Переведите текст по методике РАП

Step 2: Analyze the Potential of the Market

A second activity undertaken in segmenting the market after its characteristics and needs are identified is to analyze its (1) sales potential, (2) demand potential, (3) buying power.

Sales Potential. Important market segments have sales potential, which means there is a sufficient number of prospective buyers to justify risking capital and human resources to make and market the product. This is why, to use exaggerated examples, snowmobiles are not sold in Hawaii or air conditioners in Alaska.

Forward-looking companies are especially concerned with anticipated changes in sales potential. Predictions that a segments population will decrease, or will grow at a slow rate. may discourage entrepreneurs from appealing to that segment.

Demand Potential. Another concern in evaluating a market segment is customer demand. Customers must either demonstrate an urgent, justified need for a particular product or indicate that they can be made to want it by a company's promotional activities. The difference

Этап 2: Проанализируйте потенциал рынка.

Второй этап деятельности в ходе сегментирования рынка, после того, как его характеристики и нужды идентифицированы, представляет собой анализ (1) потенциала продаж, (2) потенциального спроса, (3) покупательной способности.

Потенциал продаж. Важные сегменты рынка обладают потенциалом продаж, что означает имеющееся достаточно количество перспективных покупателей, оправдывающих риск капитала и человеческих ресурсов при изготовлении и выведении на рынок данного товара. Вот поэтому, если использовать примеры-преувеличения, снегоходы не продаются на Гавайях или воздушные кондиционеры на Аляске.

Компании, которые заботятся о будущем, придают особое значение возможным изменениям в потенциале продаж. Предсказания того, что размеры сегмента уменьшатся либо будут слабо расти, могут отвлечь предпринимателя от обращения к этому сегменту.

Потенциалы спроса. Другой момент оценки сегмента рынка — это потребительский спрос. Покупатели должны либо продемонстрировать устойчивый, оправданный спрос на отдельный товар, либо показывать, что они могут захотеть приобрести его

between the two is primarily necessity. The Frisbee, for example, is not a necessary product, but millions of customers were convinced that they wanted it. Products such as smoke alarms and antibiotic drugs, however, are sold in response to needs.

Buying Power. People are not potential customers for a product simply because they need or want it. They must also have effective demand, or buying power — cash or credit that enables them to buy the products. Many college students may want a Porsche 924, for example, but without sufficient cash or credit they will never get beyond the tire—kicking stage. Buying power separates casual lookers from serious prospects. An important market segment needs enough of the latter to warrant producing the item.

вследствие рекламной компании фирмы. Различие между этими двумя видами спроса заключается в степени необходимости товара. Фрисби, например, не является необходимым товаром, но миллионы покупателей были убеждены в том, что хотели бы его получить. Однако такие товары, как: пожарная сигнализация и антибиотики, продаются в соответствии с потребностями.

Покупательная способность. Люди не являются потенциальными потребителями товара, если они только нуждаются в нем или хотят его получить. Они должны обладать эффективным спросом либо покупательной способностью — наличными или кредитом — что позволило бы им приобретать товары. Например, многие студенты колледжей, возможно, хотят приобрести Порше 924, например, но без достаточной суммы наличных либо кредита они никогда не смогут прыгнуть выше головы. Покупательная способность отделяет обычных зевак от серьезных перспективных клиентов. Важный сегмент рынка нуждается в достаточном количестве последних, чтобы гарантировать производство товара.

SKILLS

to acquire	Я приобрел два билета на концерт. Недавно компания приобрела новый офис в центре Лондона.
pattern	В прошлом месяце характер их работы изменился. Ткань представляла собой ряд красных и белых квадратов.
amount (<i>n</i>)	На мост были потрачены большие суммы денег. Ее дело (case) привлекло большую долю общественной симпатии.
trait	Вежливость Энн — одна из ее наиболее приятных черт. Некоторые черты ее личности сделали ее непопулярной.
to be concerned	Меня никогда не заботило то, что люди думают о нем. Она заинтересована в решении этой проблемы.
to undertake	Она приняла на себя ответственность за изменения. Туннель под Ла-Маншем (The Channel Tunnel) – один из самых больших когда-либо предпринятых проектов.
to mean	Что означает это французское слово? Она говорила о вторнике, но подразумевала четверг. Я имею в виду то, что я сказал.
to exaggerate	Серьезность ситуации была преувеличена в прессе. У него было преувеличенное представление о своей важности.
prediction	Ее предсказание оказалось верным. Он предсказал, что правительство проиграет на всеобщих выборах.
to decrease	Наши продажи уменьшаются.
to increase	Население этого города увеличилось. Они увеличили цену на бензин (petrol) на 20 процентов.

TOEFL TRAINING (contd.)

22. Causative Verbs

The causative verbs are used to indicate that one person causes a second person to do something for the first person. One can cause somebody to do something for him or her by paying, asking, or forcing the person. The causative verbs are: *have*, *get*, *make*.

• **Have/get:** The clause following *have* or *get* may be active or passive. Study the following rules.

(1) ACTIVE

subject + *have* + complement + [verb in simple form] ...
(any tense) (usually person)

(2) ACTIVE

subject + *get* + complement + [verb in infinitive] ...
(any tense) (usually person)

(3) PASSIVE

subject + $\left\{ \begin{array}{l} \textit{have} \\ \textit{get} \end{array} \right\}$ + complement + [verb in past participle] ...
(usually thing)

- (1) Mary **had** John **wash** the car. (John washed the car.) *active*
- (2) Mary **got** John **to wash** the car. (John washed the car.) *active*
- (3) Mary **got** the car washed.
Mary **had** the car washed.

Examples of active clauses in causative sentences:

The president **had** his advisors **arrange** a press conference.

George **is getting** his teachers **to give** him a make-up exam.

Mary **has had** a friend **type** all of her papers.

John **is having** his father **contact** the officials.

The editor **had** the contributors **attend** a composition workshop.

Morris **got** his dog **to bring** him the newspaper.

Examples of passive clauses in causative sentences.

James has his shirts **cleaned** at the drycleaners.

Pat **is having** her car **repaired** this week.

Anna **got** her paper **typed** by a friend.

The president **is having** a press conference **arranged** by his advisors.

Mary **got** her husband **arrested**. (*Exception: a person is the complement, but (the second clause is passive.)*)

Rick **was having** his hair **cut** when John called.

- **Make:** *Make* can be followed only by a clause in the active voice. It is stronger than *have* or *get*. It means *force*.

subject + *make* + complement + [verb in simple form] ...
any tense

The robber **made** the teller **give** him the money.

(The robber *forced* the teller *to give* him the money.)

NOTE: *force* + [verb in infinitive]

Examples of *make*:

The manager **made** the salesmen **attend** the conference.

The teacher always **makes** the children **stay** in their seats.

George **made** his son **be** quiet in the theater.

The president **is making** his cabinet members **sign** this document.

The teacher **had made** the students' parents **sign** release forms before he let the students jump on the trampoline.

- **Let:** *Let* is usually added to the list of causatives in grammar textbooks. It is not actually causative. It means *allow* or *permit*. Notice the difference in grammar.

subject + **let** + complement + [verb in simple form] ...

subject + $\left. \begin{array}{l} \textit{permit} \\ \textit{allow} \end{array} \right\}$ + complement + [verb in infinitive] ...

NOTE: *Let* is NOT INTERCHANGEABLE WITH *leave*, which means to go away.

Examples:

John **let** his daughter **swim** with he lends.

(John **allowed** his daughter **to swim** with her friends.)

(John **permitted** his daughter **to swim** with her friends.)

The teacher **let** the students **leave** class early.

The policeman **let** the suspect **make** one phone call.

Dr. Jones **is letting** the students **hand** in the papers on Monday.

Mrs. Binion **let** her son **spend** the night with a friend.

We **are going** to let her **write** the letter.

Mr Brown always **lets** his children **watch** cartoons on Saturday mornings.

• **Help:** *Help* is not actually a causative verb either, but is generally considered with causative verbs in grammar textbooks. It is usually followed by the simple form. but can be followed by the infinitive in some cases. It means *assist*.

subject + <i>help</i> + complement + $\left\{ \begin{array}{l} \text{verb in simple form} \\ \text{verb in infinitive} \end{array} \right\}$
--

John **helped** Mary **wash** the dishes.

Jorge **helped** the old woman with the packages **(to) find** a taxi.

The teacher **helped** Carolina **find** the research materials.

Exercise 36: Causative Verbs

Use the correct form of the verb in parentheses in each of the following sentences.

1. The teacher made Juan _____ (leave) the room.
2. Toshiko had her car _____ (repair) by a mechanic.
3. Ellen got Marvin _____ (type) her paper.
4. I made Jane _____ (call) her friend on the telephone.
5. We got our house _____ (paint) last week.
6. Dr. Byrd is having the students _____ (write) a composition.
7. The policemen made the suspect _____ (lie) on the ground.
8. Mark got his transcripts _____ (send) to the university.
9. Maria is getting her hair _____ (cut) tomorrow.
10. We will have to get the Dean _____ (sign) this form.

11. The teacher let Al _____ (leave) the classroom.
12. Maria got Ed _____ (wash) the pipettes.
13. She always has her car _____ (fix) by the same mechanic.
14. Gene got his book _____ (publish) by a subsidy publisher.
15. We have to help Janet _____ (find) her keys.

DAY 5

ДЕНЬ 5

Letter Writing

Look at the layout of this letter.

	CHARLES P STEVENSON Chairman of the Board	WADE STEVENSON II President	ROBERT L STEVENSON Treasurer
letterhead {	<h3 style="margin: 0;">Westman Export Corporation</h3> <p style="margin: 0; font-size: small;">EXPORTERS OF</p> <h2 style="margin: 0;">Cloth Cutting Machines</h2>		
	General office & Factory 187 Washington Street Buffalo N.Y. 14203 U.S.A.		• Telex 91 9141 EMCO BUF Cable Address EMCO Telephone 716 856 2200
references {	Your ref : MV/rj 80 Our ref : DL/sk 80/190-09		
receiver's name and address {	Mr Michel Vega Diffumatex S.A. 18 Rue St. Denis 75011 Paris France		date { September 7 1991
opening salutation {	Dear Mr Vega,		
body of letter {	We are pleased to advise you of our air parcel post shipment of your order no. 80/190-09 for Westman spare parts. We are enclosing for your reference copies of our commercial invoices as well as a copy of the certificate of mailing. We trust this shipment will reach you promptly and in good order.		
closing salutation {	Very truly yours,		
signature {	Doreen Stevens		
name {	Doreen Stevens (Ms)		
position {	Sales Manager		
enclosure {	Enc: 3 Commercial invoices, 1 certificate of mailing		

① Addresses

If the letter is written on paper without a letterhead, the sender's address is on the right-hand side.

It is not usual to write the sender's name above the address.

The name and address of the person receiving the letter are on the left.

② Date

The date can be written in a number of ways

September 7th	7th September
September 7	7 September

We do not usually write *the 7th of September or *September the 7th (although this is what we say)

In Great Britain 7/9/91 = 7 September: in the USA it means 9 July. Be careful!

③ Opening

There are several ways of starting a letter:

Dear Sir (to a man if the name is unknown)

Dear Madam (to a woman whose name is unknown)

Dear Sir/Madam (to cover both sexes)

Dear Mr Welsh (for a man)

Dear Mrs Todd (for a married woman)

Dear Miss Jones (for a single woman)

Dear Ms Smith (Ms does not reveal the marital status of a woman)

Note that we never write *Mister.

When writing to a firm begin *Dear Sirs*. However, it is preferable to personalise your mail by writing to someone by name.

If you know the person well, you can of course use the first name (*Dear James*, *Dear Sarah*, etc.) but not both first name and surname. We would not write **Dear Sarah Jones*.

Note also that we do NOT write **Dear Friend*.

④ Closing a letter

There are a number of choices:

Yours faithfully (if the letter opens *Dear Sir*, *Dear Madam*, *Dear Sir/Madam*)

Yours sincerely (if you write *Dear* + surname)

Yours truly

Sincerely (yours)

Very truly yours

Practice

a. Rearrange these items so that the letter is correctly laid out.

Add anything that is obviously missing

- (i) LGM/hp
- (ii) Presser UK Limited
199 Knightsbudge
London SW7 1RJ
Tel 071 386 5733
Telex 22498
Fax: 071 386 9474
- (iii) Linda Morgan (Mrs)
- (iv) Miss Juliette Rocache
84 Ave du General de Gaulle
91160 Longjumeau
France
- (v) Yours sincerely
- (vi) Managing Director - Administration
- (vii) Thank you for your letter of 6 May which has been passed on to me by Mr Webb.

Mr Webb has asked me to inform you of your conditions of employment regarding Social Security arrangements. In cases like yours where we provide work experience facilities for overseas students, an individual is not covered by UK Social Security as he/she is not considered as an employee.

If you have any questions to ask on this or any other matter, please do not hesitate to get in touch.

⑤ Useful expressions

STARTING A LETTER

Thank you for

We acknowledge receipt of your letter } *of* 2 May
Further to } *dated*

With reference to

I am writing to } *inform*
 } *advise you that..*
 } *tell*

INFORMING

This is

I am pleased to } *inform* you that ...
I regret } *advise*

MAKING A REQUEST

Would you please

Would you be so good as to } let me know as soon as possible

Kindly

I would be grateful } if you could

It would be appreciated }

ENDING A LETTER

If you require any further information please do not hesitate to contact us.

I look forward to hearing from you { *soon.*
in the near future.

We look forward to visiting you again shortly.

An early reply would be greatly appreciated.

Practice

b. Complete this fax using some of the 'useful expressions' above.

FACSIMILE NUMBER : 64 8 356 1874

TO : MR STRAZZULLA

TOTAL NUMBER OF PAGES INCLUDING THIS : 1

¹..... a recent order of ours arrived in a damaged condition and has been pillaged.

We duly made a claim on the insurance purchased by you but ²..... that the claim has not been settled.

Settlement has been delayed for several reasons but principally because GLOBAL Transport has gone into liquidation.

We have recently learnt that IPP, our present insurer, had accepted our claim and paid compensation to GLOBAL even though they were in liquidation. However, none of this money has ever been passed on to us.

³..... contact GLOBAL or their liquidators to attempt to recover the money owing to us.

⁴.....

Yours truly,

LESSON 3

УРОК 3

DAY 1

ДЕНЬ 1

Переведите текст по методике РАП

Текст А

The Marketing Mix

The tools or variables a marketer works with to reach the target market segment are product strategy, promotion strategy, price strategy, and distribution strategy. The effective meshing of product, price, promotion, and distribution strategies to achieve success is known as the marketing mix. Figure 2 shows the relationship of the marketing mix ingredients as they blend together to focus on a target market segment.

Product strategy extends beyond the physical item itself to include decisions about brands, labels, trademarks, packaging, warranties, guarantees, new product development, and the product life cycle.

Pricing strategy is concerned with establishing prices for products that will return a profit. Pricing decisions are influenced by how responsive a target market is to a high or low price, the psychological images created by prices (cheap versus quality), and the actions of competitors. William Wrigley implemented price strategy

Набор средств маркетинга

Инструментами или возможностями, с которыми работает рыночный агент, чтобы найти искомый сегмент рынка, являются товарная стратегия, стратегия продвижения, ценовая стратегия и дистрибутивная стратегия. Эффективное сочетание товарной, ценовой, рекламной, дистрибутивной стратегии для достижения успеха известно как набор средств маркетинга. Таблица 2 показывает взаимоотношения между составными частями набора средств маркетинга в том виде, как они собраны вместе, нацелены на сегменты рынка.

Товарная стратегия выходит за пределы самого физического предмета, включая в себя решения относительно видов, ярлыков, торговых марок, упаковок, сертификатов, гарантий, разработки нового товара и цикла жизни товара.

Ценовая стратегия занимается установлением цен на товары, которые могут принести прибыль. Решения по ценам зависят от того, как реагирует искомый рынок на низкую или высокую цену, от психологических образов, создаваемых ценами (дешевизна против качества) и действие

successfully by marketing a product with a low price-high volume potential: chewing gum for a nickel a pack.

конкурентов. Уильям Ригли осуществил ценовую стратегию, продвигая на рынок товар с низкой ценой и потенциалом большого оборота: (жевательная резинка по цене 5 центов за пачку).

Table 2.

Таблица 2.

Product	Market Segment
Hero dog food	Owners of large dogs
Cycle dog food	Owners of dogs at different stages of life
Games Burgers	Dog Owners seeking convenience
CD dog food	Owners of dogs needing special diets
Good Housekeeping	Homemakers
Savvy	Female entrepreneurs and executives
Vogue	Fashion-conscious women
Flinstones vitamins	Children
Fern-iron tablets	Adult women
Geritol	Elderly people

Товар	Сегмент рынка
Корм для собак Хироу	Владельцы больших собак
Корм для собак Сайкл	Владельцы разновозрастных собак
Гейнс Берджес	Владельцы собак, предпочитающие изысканность
Корм для собак СД	Владельцы собак, нуждающихся в специальной диете
Журнал Good Housekeeping	Домашние хозяйки
Журнал Savvy	Женщины-предприниматели и высокопоставленные служащие
Журнал Vogue	Женщины, интересующиеся модой
Витамины Флинстоунз	Дети
Таблетки для женщин с содержанием железа	Взрослые женщины
Жеритол	Пожилые люди

🚩 Переведите текст по методике РАП**Текст А**

Marketing management can occur in an organization in connection with any of its markets. Consider an automobile manufacturer. The vice-president of personnel deals in the labor market, the vice-president of purchasing, the raw-materials market; and the vice-president of finance, the money market.

They must set objectives and develop strategies for achieving satisfactory results in these markets. Traditionally, however, these executives have not been called marketers, nor have they been trained in marketing. Instead marketing management is historically identified with tasks and personnel dealing with the customer market. We will follow this convention, although what we say about marketing applies to all markets.

Marketing work in the customer market is formally carried out by sales managers, sales people, advertising and promotion managers, marketing researchers, customer-service managers, product managers, market manager, and the marketing vice-president. Each job carries well-defined tasks and responsibilities. Many of these jobs involve managing particular marketing resources such as advertising, sales people, or marketing research. On the other

Менеджмент маркетинга может осуществляться в организации в тесной связи с любым из ее рынков. Рассмотрим пример с производителем автомобилей. Вице-президент по персоналу работает на рынке труда, вице-президент по закупкам — на рынке сырья, а вице-президент по финансам — на финансовом рынке.

Они должны устанавливать цели и разрабатывать стратегии для достижения удовлетворительных результатов на этих рынках. Однако по сложившейся традиции этих служащих не называли рыночными агентами и не готовили как специалистов по маркетингу. Вместо этого менеджмент маркетинга исторически отождествляется с задачами, связанными с потребительским рынком, и с персональной работой на них. Мы будем следовать этому, хотя то, что мы утверждаем относительно маркетинга, относится ко всем рынкам.

Работа маркетинга на потребительском рынке формально выполняется менеджерами по продажам, торговым персоналом, менеджерами по рекламе и продвижению, исследователями маркетинга, менеджерами по потребительским услугам, менеджерами по товарам, менеджерами по рынку и вице-президентом по маркетингу. У каждой работы есть четко определенные задачи и обязанности. Большинство из них

hand, product managers, market managers, and the marketing vice-president manage programs. Their job is to analyze, plan, and implement programs that will produce a desired level and mix of transactions with target markets.

The popular image of the marketing manager is someone whose task is primarily to simulate demand for the company's products. However, this is too limited a view of the diversity of marketing tasks performed by marketing managers. Marketing management has the task of influencing the level, timing; and composition of demand in a way that will help the organization achieve its objectives. Marketing management is essentially demand management.

включает в себя управление отдельными ресурсами маркетинга, такими как реклама, торговый персонал и исследования маркетинга. С другой стороны, менеджеры по товару, менеджеры по рынку и вице-президент по маркетингу управляют программами. Их работа заключается в анализе, планировании и выполнении программ, которые позволят достичь желаемого уровня и структуры взаимодействия с искомыми рынками.

Обычный имидж менеджера по маркетингу таков: это кто-то, задача которого, в первую очередь, заключается в стимулировании спроса на товары компании. Однако это слишком ограниченный взгляд на разнообразие задач в области маркетинга, стоящие перед менеджерами по маркетингу. Задачей менеджмента маркетинга является воздействие на уровень, длительность и структуру спроса, чтобы помочь организации достичь своих целей. Менеджмент маркетинга по своей сути – это менеджмент спроса.

SKILLS

tool	Эта компьютерная программа дает менеджерам ценный инструмент планирования. Король был лишь орудием в руках военного правительства.
variable	Температура внутри автомобиля регулируется. Есть много факторов позволяющих предсказать результат.
strategy	Я считаю, что мы разработали новую стратегию. Он одобрил стратегию продвижения товара.
ingredient	Составными элементами успеха являются воображение и успешная работа.
to extend	Теплая погода продлится до октября. Они продлили железную дорогу до города. Компания планирует расширить свое производство в области видео.
item	Полиция проверила несколько вещей из ткани.
image	У нее было четкое представление, что она должна сделать. Компания должна укрепить свой имидж.
cheap	Летом свежие овощи дешевы. Это наиболее дешевый ресторан в округе.
to implement	Предложения комитета должны быть выполнены немедленно.
publicity	Свадьба кинозвезды получила широкую огласку. Кто ответственен за привлечение общественного внимания к нашему шоу?
promotion	Поздравляю с продвижением! Есть хорошо шансы на продвижение в этой фирме.

The relative pronoun completely replaces a duplicate noun phrase. *There can be no regular pronoun along with the relative pronoun.*

Incorrect: This is the book **that** I bought **it** at the bookstore

Correct: This is the book **that** I bought **at** the bookstore

Remember that a sentence with a relative clause can always be reduced to two separate sentences, so each clause *must contain a verb*.

We bought the stereo. The stereo had been advertised at a reduced price.
duplicate noun phrase

We bought the stereo that had been advertised at a reduced price.

John bought a boat. The boat cost thirty thousand dollars.

John bought a boat that cost thirty thousand dollars.

George is going to buy the house. We have been thinking of buying the house.

George is going to buy the house that we have been thinking of buying.

John is the man. We are going to recommend John for the job.

John is the man whom we are going to recommend for the job.

• **Who/whom:** *Who* is used when the noun phrase being replaced is in the subject position of the sentence. *Whom* is used when it is from the complement position.

NOTE: In speech, *whom* is rarely used, but it should be used when appropriate in formal written English. If you have difficulty deciding whether *who* or *whom* should be used, remember the following rule.

... <i>who</i> + verb <i>whom</i> + noun ...

Consider the following sentences.

The men are angry. The men are in this room.

These sentences can also be considered as:

The men [the men are in this room] are angry.
subject

The men who are in this room are angry.

The men are angry. I don't like the men.

The men [I don't like the men] are angry.
complement

The men whom I don't like are angry.

We also use the form *whom* after a preposition. In this case, the preposition should also be moved to the position before *whom* in formal written English.

The men are angry. The woman is talking to the men.

The men [the woman is talking to the men] are angry.
complement of
preposition

The men to whom the woman is talking are angry.

However if the preposition is part of a combination such as a two-word verb, meaning that the preposition cannot reasonably be moved away from the verb, it will remain with the verb.

- **Restrictive and nonrestrictive clauses:** A relative clause can be either restrictive or nonrestrictive. A restrictive clause is one that cannot be omitted from a sentence if the sentence is to keep its original meaning. A nonrestrictive clause contains additional information which is not required to give the meaning of the sentence. A nonrestrictive clause is set off from the other clause by commas and a restrictive clause is not. *Who*, *whom*, and *which* can be used in restrictive or nonrestrictive clauses. *That* can be used *only in restrictive clauses*. Normally, *that* is the preferred word to use in a restrictive clause, although *which* is acceptable. TOEFL does not test the use of *which* and *that* in restrictive clauses.

Examples of restrictive and nonrestrictive clauses:

Restrictive: Weeds that float to the surface should be removed before they decay.

(We are not speaking of all weeds, only those that float to the surface. Thus, the sentence is restrictive; if “that float to the surface” were omitted, the sentence would have a different meaning.)

Nonrestrictive: My car, which is very large, uses too much gasoline.

(The fact that my car is very large is additional information and not important to the rest of the sentence. Notice that it is not possible to use the pronoun *that* in place of *which* in this sentence.)

Examples of relative clauses:

Dr. Jones is the only doctor whom I have seen about this problem.

Hurricanes that are born off the coast of Africa often prove to be the most deadly.

Teachers who do not spend enough time on class preparation often have difficulty explaining new lessons.

This rum, which I bought in the Virgin Islands, is very smooth.

Film that has been exposed to X rays often produces poor photographs.

The woman to whom we gave the check has left.

- **Whose:** This relative pronoun indicates possession.

The board was composed of citizens. The citizens' dedication was evident.

The board was composed of citizens whose dedication was evident.

James [James's father is the president of the company] has received a promotion.

James, whose father is the president of the company, has received a promotion.

John found a cat. The cat's leg was broken.

John found a cat whose leg was broken.

Harold [Harold's car was stolen last night] is at the police station.

Harold, whose car was stolen last night, is at the police station.

The company [the company's employees are on strike] is closing down for two weeks.

The company, whose employees are on strike, is closing down for two weeks.

The dentist is with a child. The child's teeth are causing some problems.

The dentist is with a child whose teeth are causing some problems.

The president [the president's advisors have quit] is giving a press conference.

The president, whose advisors have quit, is giving a press conference.

Exercise 37: Relative Clauses

Combine the following individual sentences into single, sentences with relative clauses.

1. The last record [the record was produced by this company] became a gold record.

2. Checking accounts [the checking accounts require a minimum balance] are very common now.

3. The professor [you spoke to the professor yesterday] is not here today.

4. John [John's grades are the highest in the school] has received a scholarship.

5. Felipe bought a camera. The camera has three lenses.
6. Frank is the man. We are going to nominate Frank for the office of treasurer.
7. The doctor is with a patient. The patient's leg was broken in an accident.
8. Jane is the woman. Jane is going to China next year.
9. Janet wants a typewriter. The typewriter self-corrects.
10. This book [I found the book last week] contains some useful information.
11. Mr. Bryant [Mr. Bryant's team has lost the game] looks very sad.
12. James wrote an article. The article indicated, that he disliked the president.
13. The director of the program [the director graduated from Harvard University] is planning to retire next year.
14. This is the book. I have been looking for this book all year.
15. William [William's brother is a lawyer] wants to become a judge.

• **Optional relative clause reduction:** In restrictive relative clauses, it is possible to omit the relative pronoun and the verb *be* (along with any other auxiliaries) in the following cases.

(1) Before relative clauses in the passive voice:

This is the Z value which was obtained from the table areas under the normal curve.

OR

This is the Z value obtained from the table areas under the normal curve.

(2) Before prepositional phrases:

The beaker that is on the counter contains a solution.

OR

The beaker on the counter contains a solution.

(3) Before progressive (continuous) verb structures:

The girl who is running down the street might be in trouble.

OR

The girl running down the street might be in trouble.

It is also possible to omit the relative pronoun and the verb *be* in nonrestrictive clauses before noun phrases.

Mr. Jackson, who is a professor, is traveling in the Mideast this year.
Mr. Jackson, a professor, is traveling in the Mideast this year.

Exercise 38: Relative Clause Reduction

Reduce the relative clauses in the following sentences.

1. George is the man who was chosen to represent the committee at the convention.
2. All of the money that was accepted has already been released.
3. The papers that are on the table belong to Patricia.
4. The man who was brought to the police station confessed to the crime.
5. The girl who is drinking coffee is Mary Alien.
6. John's wife, who is a professor, has written several papers on this subject.
7. The man who is talking to the policeman is my uncle.
8. The book that is on the top shelf is the one that I need.
9. The number of students who have been counted is quite high.
10. Leo Evans, who is a doctor, eats in this restaurant every day.

DAY 5

ДЕНЬ 5

Prepositions

Prepositions are used to relate things or people in various ways to time, place, direction and distance.

It is difficult to use prepositions correctly as most of them have a variety of uses and meanings.

Ⓛ Time

About (approximately)

The Job will take *about* a week

Around (approximately)

She'll be there *around* 5 o'clock

At (point in time)

We've got the results *at* last (after a long period of waiting)

I suggest we meet *at* 4.30.

Please send us your comments for the end of May *at* the latest.

We close down *at* Christmas.

Beyond (limit in duration)

It's impossible to extend credit *beyond* the 60 days agreed.

By (limit in time)

The plane leaves at 10 so we must be at the airport *by* 9 am.

From (starting point in time)

The exhibition will be open *from* 1 June.

In/During (between two points in time)

They went bankrupt *in* 1989. (some time between January and December)

I didn't send my application *in* time to be considered. (it arrived too late to be considered)

They employ students *in* the summer vacation.

There was full employment *in* the 1960s.

The office is shut *during* the holidays.

On (point of time)

The video conference is *on* 3rd April.

Please be *on time*. (at the right time not late)

Through (direction inside time)

I'll be staying in Chicago *May through* June. (AmE)

I worked all *through* my lunch-break.

To (future direction)

It's seven minutes *to* three.

There are only two weeks *to* the symposium.

The office is open from 9 *to* 5 30. (= until)

Practice

a. Look at Mr Grant's diary.

Use suitable times and prepositions to complete these statements:

1. The sales report must be ready _____.
2. His sales conference is _____.
3. His train to Birmingham leaves _____.
4. He's seeing Mr. da Silva _____.
5. Mr Arestrup will be staying _____.
6. _____ Monday 12th he'll be working _____ his lunch break.
7. He's meeting Mrs. Winter _____.
8. The office will be closed _____ Easter.

MON 5 Sales report Must be ready no later than 3 p m for typing	MON 12 Working lunch Mr Lederc 12 00-15 00
TUES 6 Sales conference	TUES 13 Mr Arestrup leaves
WED 7 Train - Birmingham 14 57 Euston Station	WED 14 Mrs Winter 11 00 approx
THURS 8 Mr da Silva 10 00 sharp	THURS 15 Office shut
FRI 9 Mr Arestrup arrives	FRI 16 Office shut
SAT 10	SAT 17 "
SUN 11	SUN 18 Easter Sunday

② Place

About (approximate position)

I've left the folder lying *about* somewhere.

Around

The Accounts Department is *around* the corner.

At (place)

He spent Saturday afternoon *at* work.

He's staying *at* the Dorchester.

I'll meet you *at* Gatwick airport.

At (direction)

We've aimed our campaign *at* the young urban professional.

Beyond (limit in direction)

We cannot transport the goods *beyond* the Pakistani frontier.

By (close to)

The warehouse is *by* the canal.

From (source)

The video recorders are imported *from* Taiwan.

In (three dimensional space)

San Francisco is *in* California.

The money is kept *in* the safe.

On (two dimensional line or surface)

California is *on* the Pacific coast.

The file is *on* the desk.

The calendar is hanging *on* the wall.

Through (direction between two points in space)

It can take ages to clear goods *through* customs.

Once we're *through* Rome we'll be able to drive faster.

To (movement, destination)

I have to go *to* Rabat next week.

The taxi will take you *to* the airport.

Practice

b. Complete the letter on the next page with suitable prepositions.

Dear Olie,

This is to confirm that I will be staying ¹_____ Sydney ²_____ October 15 ³_____ October 21 ⁴_____ the *Pacific* hotel. Could you please arrange for somebody to pick me up ⁵_____ the airport?

I have ⁶_____ last received the report ⁷_____ the marketing division ⁸_____ New York. These are the most important points you should know:

a. The *Dolce Vita* promotion should be completed ⁹_____ 20 September ¹⁰_____ the latest. Sales figures will be sent ¹¹_____ you when they are available.

b. The launch of the *Pacific* sun lotion has been a success. Over 11,000 will have been sold ¹²_____ the end of September.

c. 15,000 merchandising units are being shipped ¹³_____ Australia ¹⁴_____ November as requested.

d. We are having problems with our operations in Latin America. It is proving difficult to get goods cleared ¹⁵_____ customs rapidly. Many clients are insisting on credit terms ¹⁶_____ the usual 30 days.

e. Current marketing plans are to be finalised following receipt of all relevant data ¹⁷_____. John Price. As I understand it, the idea is to aim more of our products ¹⁸_____ the lower middle-class income group.

f. The next Joint Marketing meeting will be held ¹⁹_____ 4 November. We will start ²⁰_____ 9.00 a.m. and hope to finish sometime ²¹_____ midday.

See you soon,



Переведите текст по методике РАП Текст А

Customer Orientation

A company can define its market carefully and still fail at customer-oriented thinking. Customer-oriented thinking requires the company to carefully define customer needs from the customer point of view, not from its own point of view. Every product involves trade-offs, and management cannot know what these are without talking to and researching customers. Thus a car buyer would like a high-performance car that never breaks down, one that is safe, attractively styled, and cheap. Since all of these virtues cannot be combined in one car, the car designers must make hard choices not on what pleases them but rather on what customers prefer or expect. The aim, after all, is to make a sale through meeting the customer's needs.

Why is it supremely important to satisfy the customer? Basically because a company's sales each period come from two groups: new

Ориентация на потребителя

Компания может все же определить свой рынок довольно точно, но может потерпеть неудачу с мышлением, ориентированным на потребителя. Ориентирование мышления на потребителя требует от компании внимательного определения нужд потребителя с точки зрения его самого потребителя, но не с ее собственной. Каждый продукт содержит альтернативы, и менеджмент не может знать, каковы они, не беседуя и не исследуя покупателей. Поэтому покупатель автомашины предпочтет хорошо сделанный автомобиль, который никогда не сломается, который безопасен, обладает привлекательным исполнением и стоит недорого. Так как все эти преимущества невозможно соединить в одной машине, автомобильные дизайнеры вынуждены делать трудный выбор не между тем, что им нравится, но, скорее, между тем, что ожидают или предпочитают потребители. Целью, после всего этого, является осуществление продажи, идущей навстречу нуждам клиента.

Почему в высшей степени важно удовлетворить запросы потребителя? В основном потому, что каждый период продаж компании

customers and repeat customers. It is always more costly to attract new customers than to retain current customers. Therefore customer retention is more critical than customer attraction. The key to customer retention is customer satisfaction. A satisfied customer

1. Buys again
2. Talks favorably to others about the company
3. Pays less attention to competing brands and advertising
4. Buys other products that the company later adds to its line.

One Japanese businessman recently told the author: "Our aim goes beyond satisfying the customer. Our aim is to delight the customer." In fact, this is a higher standard and a deeper quest and may be the secret of the great marketers. They go beyond meeting the mere expectations of the customer. When they delight a customer are more effective advertisers than advertisements placed in the media.

Now let us consider what happens when company creates a dissatisfied customer. Whereas a satisfied customer tells three people about a good products experience, a dissatisfied customer gripes to eleven people. In fact, in one study, 13 percent of the people who had a problem with an organization

исходит от двух групп: новых клиентов и тех, кто пришел снова. Всегда дороже привлечь новых клиентов, чем сохранять постоянных. Таким образом, сохранить клиента более важно, чем привлечь его. Ключом к сохранению клиента является удовлетворение его запросов. Довольный потребитель:

1. Покупает снова.
2. Ведет разговоры с другими в пользу компании.
3. Уделяет меньше внимание конкурирующим маркам и рекламе.
4. Покупает другие продукты, которые компания позднее запустила в производство.

Один японский бизнесмен недавно сказал автору: "Наша цель идет гораздо дальше удовлетворения запросов клиента, наша цель — очаровать клиента". В действительности это является высочайшим стандартом и большой проблемой и, возможно, секретом великих рыночных агентов. Они идут гораздо дальше, чем встреча с ожиданиями клиента. Восхищенные клиенты являются более эффективными рекламными агентами нежели рекламные объявления, публикуемые в средствах массовой информации.

Позвольте теперь нам рассмотреть то, что происходит, когда компания создает неудовлетворенного потребителя. Если удовлетворенный потребитель сообщает трем людям о своем впечатлении от хороших товаров, то недовольный будоражит одиннадцать. В действительности,

DAY 2

ДЕНЬ 2

 **Переведите текст по методике РАП**
Текст Б

Thus a company would be wise to check on customer satisfaction. But it cannot just rely on customers voluntarily complaining when they are dissatisfied. In fact, 96 percent of unhappy customers never tell the company. This further emphasizes that companies must set up suggestion and other systems to maximize the customers' opportunity to complain. This is the only way a Company can know how well it is doing. It is also a major way in which the company can learn how to do better. The 3M company claims that over two-thirds of its innovation ideas come from listening to customer complaints.

Listening is not enough. The company must respond constructively

Таким образом, компания должна быть внимательна к запросам потребителя. Но это не просто зависит от произвольного объяснения потребителей, когда они недовольны. Фактически 96% недовольных клиентов ничего не говорят компании. Это еще сильнее подчеркивает то, что компания должна организовать систему приема предложений и иные системы для того, чтобы предоставить потребителям возможность предъявлять претензии. Это единственный способ для компании узнать о том, насколько хорошо идут у нее дела. Это также основной способ, с помощью которого компания может научиться работать лучше. Компания 3М утверждает, что свыше 2/3 ее инноваций вышло из заслушивания жалоб потребителей.

Просто заслушивать жалобы недостаточно, компания должна

to the complaints.

Of the customers who register a complaint, between 54 and 70 percent will do business again with the organization if their complaint is resolved. The figure goes up to a staggering 95 percent if the customer feels that the complaint was resolved quickly. Customers who have complained to an organization and had their complaints satisfactorily resolved tell an average of five people about the treatment they received.

When a company realized that a loyal customer may account for a substantial sum of revenue over the years, it seems foolish to risk losing the customer by ignoring a grievance or quarreling over a small matter. For example, IBM makes every salesperson write a full report on each lost customer and all the steps taken to restore satisfaction.

A customer-oriented company would track its customer satisfaction level each period and set improvement goals. For example, the Chevrolet division of General Motors achieved a dealer/service satisfaction index of 79 (maximum 100) in 1984 and hopes to hit 90 by 1990. Its owner repurchase loyalty stood at 38 in 1984, and it wants to move this to 55 by 2000. If Chevrolet manages to increase customer satisfaction and loyalty, it does not have to worry even if its profits are down in a particular year: it is on the

дать на них конструктивный ответ.

Из числа потребителей, которые подали жалобу, от 54% до 70% вновь вступают в деловые отношения с организацией, если их жалоба возымела действие. Эта цифра вырастает до 95%, если потребитель чувствует, что его жалоба быстро возымела действие. Потребители, которые высказывали претензии к организации и удовлетворительно разрешили свои претензии, рассказали о достигнутом ими соглашении приблизительно 5 лицам.

Когда компания понимает, что благорасположенный потребитель может приносить существенную сумму доходов в течение нескольких лет, кажется безумием рисковать потерей потребителя, игнорируя недовольство либо спор по небольшому поводу. Например, IBM заставляет каждого торгового представителя писать полный отчет по каждому потерянному потребителю и о всех шагах, предпринятых для восстановления удовлетворения.

Ориентированная на потребителя компания может просчитывать уровень удовлетворения потребителя и устанавливать задачи по его достижению. Например, подразделение Шевроле компании Дженерал Моторс достигло показателя удовлетворения дилера/сервиса 79 из 100 в 1984 и надеется достичь 90 к 2000 году. У Шевроле показатель приверженности клиента при повторной покупке в 1984 году находился на уровне 38

	ком не думает.
supremely	Это чрезвычайно важный момент.
to repeat	Пожалуйста, повторите это снова. Не повторяйте то, что я вам сказал.
attraction	Идея путешествия мало привлекала меня. Замок является большой туристической достопримечательностью.
satisfaction	К моему удовольствию, было доказано, что я говорил правду. Для удовлетворения всех потребителей была проработана каждая деталь.
to pay attention	Этим людям было уделено слишком много внимания.
recently	Я только недавно начал изучать французский. Я до недавнего времени жил в Лондоне.
aim	Его цель была очень хороша. Что является целью вашей жизни? Целью встречи было достижение соглашения по ценам.
quest	Они путешествовали в поисках золота.
to rely	Ты не можешь полагаться на погоду. Думаю, что могу прийти, но не рассчитывай на это. Положись на меня.
to delight	Она развеселила аудиторию своими шутками. Мы были обрадованы откликом на нашу рекламу.
opinion	Ее поведение подтверждает мое мнение, что она здесь несчастлива. Общественное мнение настроено против него.

TOEFL TRAINING (contd.)

24. *That* – other uses

• **Optional:** The word *that* has several uses besides its use in relative clauses. One such use is as a conjunction. Sometimes when *that* is used as a conjunction it is optional, and sometimes it is obligatory. *That* is usually *optional* after the following verbs.

say	tell	think	believe
-----	------	-------	---------

John said that he was leaving next week.

OR

John said he was leaving next week.

Henry told me that he had a lot of work to do.

OR

Henry told me he had a lot of work to do.

• **Obligatory:** *That* is usually *obligatory* after the following verbs when introducing another clause.

mention	declare	report	state
---------	---------	--------	-------

The mayor declared that on June the first he would announce the results of the search.

George mentioned that he was going to France next year.

The article stated that this solution was flammable.

• **That clauses:** Some clauses, generally introduced by noun phrases, also contain *that*. These clauses are reversible.

It is well known that many residents of third world countries are dying.

OR

That many residents of third world countries are dying is well known.

NOTE: If a sentence begins with a *that* clause, be sure that both clauses contain a verb.

It surprises me that John would do such a thing.

OR

That John would do such a thing surprises me.

It wasn't believed until the fifteenth century that the earth revolves around the sun.

OR

That the earth revolves around the sun wasn't believed until the fifteenth century.

It is obvious that the Williams boy is abusing drugs.

OR

That the Williams boy is abusing drugs is obvious.

25. **Subjunctive**

The subjunctive in English is the simple form of the verb when used after certain verbs indicating that one person wants another person to do something. The word *that* must always appear in subjunctive sentences. If it is omitted, most of the verbs are followed by the infinitive.

We urge that you leave now.

We urge you to leave now.

Study the following list of verbs.

advise	decree	move	prefer	request	suggest
ask	demand	order	propose	require	urge
command	insist	recommend	stipulate		

NOTE: The verb *want* itself is not one of these verbs.

In the following rule, *verb* indicates one of the above verbs.

subject + verb + *that* + subject + [verb in simple form] ...
(*any tense*)

The judge insisted that the jury return a verdict immediately.

The university requires that all its students take this course.

The doctor suggested that his patient stop smoking.

Congress has decreed that the gasoline tax be abolished.

We proposed that he take a vacation.

I move that we adjourn until this afternoon.

The simple form of the verb is also used after impersonal expressions with the same meaning as the above verbs. The adjectives that fit into this formula include the following.

advised	necessary	recommended	urgent
important	obligatory	required	imperative
mandatory	proposed	suggested	

In the following rule, *adjective* indicates one of the above adjectives.

<i>it + be + adjective + that + subject + [verb in simple form] ...</i> <i>(any tense)</i>

It is necessary that he find the books.

It was urgent that she leave at once.

It has been proposed that we change the topic.

It is important that you remember this question.

It has been suggested that he forget the election.

It was recommended that we wait for the authorities.

Exercise 39: Subjunctive

Correct the errors in the following sentences; if there are no errors, write *correct*.

1. The teacher demanded that the student left the room.
2. It was urgent that he called her immediately.
3. It was very important that we delay discussion.
4. She intends to move that the committee suspends discussion on this issue.
5. The king decreed that the new laws took effect the following month.
6. I propose that you should stop this rally.
7. I advise you take the prerequisites before registering for this course.
8. His father prefers that he attends a different university.
9. The faculty stipulated that the rule be abolished.
10. She urged that we found another alternative.

British English vs American English

The differences between British English and American English are small in terms of grammar. However, there are quite a number of vocabulary and spelling differences (see below).

Grammar

Some of the main differences are as follows:

❶ The Americans tend to use a past tense where the British would use a present perfect:

I have finished the report (BrE)

Have you seen it yet? (BrE)

I finished the report. (AmE)

Did you see it yet? (AmE)

❷ In AmE the past participle of *get* is *gotten*:

He's never really *got* over the death of his wife. (BrE)

He's never really *gotten* over the death of his wife. (AmE)

Some Americans say *boughten* instead of *bought*.

❸ The verb *dive* is regular in British English (*dive- dived- dived*) but irregular in American (*dive- dove- dived*).

❹ The use of prepositions and adverbs changes slightly:

BrE

check something

do something again

meet somebody

stay at home

visit someone

at the weekend

Monday to Wednesday

AmE

check something out

do something over

meet with somebody

stay home

visit with someone

on the weekend

Monday thru Wednesday

❺ The adverb *presently* has a different meaning:

The ACC Institute is presently undergoing a reorganisation
(AmE = right now)

Mr Bennett will be with you presently.

(BrE = soon)

⑥ On the phone:

Hello, is *that* Mr Waters? (BrE)

Hello, is *this* Mr Waters? (AmE)

⑦ If a British person received a letter from an American which began: 'I would be *quite* interested to meet you' he/she would be surprised, because the British person would interpret *quite* to mean 'fairly, but not much'. The American meant 'very'.

Vocabulary

① In business correspondence:

1.1 In Britain the day of the month is written first. In AmE the month comes first: 12.5.94 = the twelfth of May (BrE); the fifth of December (AmE).

1.2 When writing to a firm, Americans may begin with Gentlemen, although this is becoming less commonly used.

1.3 In the United States it is more common to end the letter with *Sincerely* rather than *Yours sincerely/Yours faithfully*.

② Most of these words would be understood by both American and British speakers but some e.g. *gas, corn* could lead to confusion.

BrE	AmE
anywhere	anyplace
flat	apartment
barrister, solicitor	attorney
car	automobile
(advertising) hoarding	billboard
wallet	billfold
taxi	cab
reverse the charges	call collect
maize	corn
tailor	customize
tailor-made	custom-made
lift	elevator
autumn	fall
ground floor	first floor
puncture	flat
motorway	freeway
petrol	gas
railway	railroad

rise (in salary/prices)	raise
estate agent	realtor
public toilet	rest room
return	round-trip
timetable	schedule
pavement	sidewalk
sleeping partner	silent partner
tube	subway
lorry	truck
toll motorway	turnpike
holiday	vacation
corn	wheat
post code	zip code

③ When acknowledging thanks in AmE say *You're welcome*, in BrE say *Don't mention it* or *That's all right*.

④ When talking about educational background and institutions the vocabulary will be different. For an American *I went to college* could mean *I went to university*. An American *majors* in a subject, an English person *does/reads for a degree*. In Great Britain a *graduate* is a person who has completed a three or four year degree; in AmE the term *graduate* is also used for someone who has completed high school studies. A *graduate student* (AmE) is the equivalent of a *postgraduate*.

⑤ Note that 10.45 is *a quarter to eleven* in both British and American usage, but Americans also say *a quarter of eleven*. 11.15 is *a quarter past eleven* for both communities but the Americans also say *a quarter after eleven*. 3.30 is *half past three* but the British also say *half three*.

⑥ If someone says 'John called', an American would interpret this as 'John phoned'. In Great Britain this could be taken as either 'John phoned', or 'John visited'.

⑦ If you say 'The presentation bombed' in AmE, it means 'the presentation was a disaster'. In Great Britain 'it went like a bomb' means that everyone thought it was fantastic.

Spelling

BrE	AmE
theatre	theater
centre	center
favour	favor
labour	labor
catalogue	catalog
dialogue	dialog
realise or realize	realize
travelling, woollen	traveling, woolen
analyse	analyze
axe	ax
cheque	check
licence	license (noun)
manoeuvre	maneuver
offence	offense
programme (BUT computer program)	program
speciality	specialty
through	thru
tye	tire

Past participle endings:

spelt, burnt, spoilt

spelled, burned, spoiled

Practice

Arnaud Waechter is President of a European consultancy and will be staying in Chicago with a view to interesting American firms in his services.

He has drafted an introductory letter but it is in British English. Make the necessary changes in order to make it fully American.

11/9/91

Dear Sirs,

I plan to visit Chicago next autumn from Monday, October 12th to Wednesday, October 21 in order to meet executives of American companies who have a strong interest in new technology and are seeking to expand or diversify their operations. Based on the information we have got on your company we feel that *Euro Consult* could provide you with a valuable service.

Euro Consult is a service organisation whose speciality is to initiate programmes which assist businesses in taking advantage of investment opportunities overseas through licence, joint venture or acquisition.

Every programme *Euro Consult* offers is highly tailored to meet individual needs and utilises specific proven techniques. We can help you analyse your potential position in Europe, inform you of labour legislation and assist you in gaining a foothold in this market.

I am looking forward to the prospect of meeting you during my visit. A meeting can be set up through your early reply, preferably by telex to 4330986, or FAX 312-491-6274.

Yours sincerely,

Arnaud Waechter

Arnaud Waechter

LESSON 5

УРОК 5

DAY 1

ДЕНЬ 1

🇷🇺 **Переведите текст по методике РАП**

Pepsi-Cola Attacks Coca-Cola

Before World War II, Coca-Cola dominated the American soft-drink industry. There was no second-place firm worth mentioning. "Pepsi raised hardly a flicker of recognition in Coke's consciousness." Pepsi-Cola was a newer drink, costing less to manufacture and with a less satisfactory taste than Coke's. Its major selling point was more drink for the same price. Pepsi emphasized this in its advertising, "Twice as much for a nickel, too." Its plain bottle carried a paper label that often got dirty in transit, adding to the impression that it was a second-class soft drink.

During World War II, Pepsi and Coke both enjoyed increased sales as they followed the flag around the world. After the war, Pepsi's sales started to fall relative to Coke's. A number of factors contributed to Pepsi's problems, including poor image, poor taste, poor packaging,

Пепси-кола атакует компанию Кока-кола.

До второй мировой войны Кока-кола доминировала в американской индустрии безалкогольных напитков. Не было ни одной фирмы, на втором месте достойной упоминания. "Пепси с трудом вызывала искру узнавания в сознании, оккупированном Кокой". Пепси-кола была более новым напитком, который требовал меньших затрат на производство и обладал менее привлекательным вкусом, чем продукция Коки. Главным преимуществом при его продаже было то, что предлагалось больше напитка по той же самой цене. Пепси сделала ударение на этом в своей рекламе, "В два раза больше за те же 5 центов". Весьма посредственная по дизайну бутылка пепси была обклеена бумажным ярлыком, который часто загрязнялся при перевозке, что усиливало впечатление второсортности безалкогольного напитка.

Во время второй мировой войны Пепси и Кока увеличивали свои продажи по мере того, как вслед за американским флагом они шествовали по всему миру. После войны продажи Пепси стали падать по отношению к объему продаж Коки. В число факторов,

and poor quality control. Furthermore Pepsi had to raise its prices to cover rising costs, and it became less of a bargain than before. Morale was quite low at Pepsi toward the end of the 1940s.

At this point, Alfred N. Steele came to the presidency of Pepsi-Cola with a great reputation for merchandising. He and his staff recognized that the main hope lay in transforming Pepsi from a cheap imitation of Coke to a first-class soft-drink. They recognized that this turnaround would take several years. They conceived of a great offensive against Coke that would take place in two phases. In the first phase, which lasted from 1950 to 1955, the following steps were taken: First, Pepsi's taste was improved. Second, the bottle and other corporate symbols were redesigned and unified. Third, the advertising campaign was redesigned to upgrade Pepsi's image. Fourth, Steele signed out twenty-five cities for a special push for market share.

By 1955, all of Pepsi's major weaknesses had been overcome, sales had climbed substantially, and Steele was ready for the next phase. The second phase consisted of mounting a direct attack on Coke's "on—

увеличивавших трудности Пепси, входили: плохой имидж, плохой вкус напитка, плохая упаковка и плохой контроль за качеством. Кроме того, Пепси была вынуждена повысить цены, чтобы покрыть растущие расходы, что привело к уменьшению объема торговых сделок. В конце 1940 годов в Пепси господствовало весьма подавленное настроение.

В этот момент к руководству Пепси-колой пришел Альфред Н. Стил, обладавший высокой репутацией коммерсанта. Он и его штаб поняли, что главная надежда состоит в том, чтобы превратить Пепси из дешевого подражания Коке в первоклассный напиток. Они поняли, что этот переход может потребовать несколько лет, и задумали великое наступление против Коки, которое должно было осуществиться в два этапа. На первом этапе, который продолжался с 1950 по 1955 гг., были предприняты следующие шаги. Во-первых, был улучшен вкус пепси. Во-вторых, бутылка и другие символы компании были изменены и унифицированы. В-третьих, рекламная компания была скорректирована под обновленный имидж Пепси. В-четвертых, Стил выбрал 25 городов для особо интенсивной борьбы за место на рынке.

К 1955 году все основные недостатки Пепси были устранены, продажи существенно выросли, и Стил был готов перейти к следующему этапу. Второй этап состоял в прямой атаке на

motivate these dealers. It improved its motorcycle to the point that it could claim and demonstrate the motorcycle's mechanical superiority. It spent liberally on advertising and sales promotion programs to build buyer awareness and dealer enthusiasm. When motorcycle safety became a big issue, Yamaha designed superior safety features and advertised them extensively. These strategies propelled Yamaha into a clear second position in an industry swarming with over fifty manufacturers.

But then Yamaha's president, Hisao Koike, launched an all-out effort to take first place away from Honda. Yamaha adopted the slogan "Take the Lead" and launched several new models in an encirclement attack. The plan was ill conceived and Yamaha burdened by inventories and had to lay off two thousand workers became burdened by inventories and had to lay off two thousand workers. Koike was removed as president and the "kamikaze attack" was withdrawn.

скидки лучшим из отвергнувшим Хонду дилеров и использовала работавших с энтузиазмом торговых представителей для того, чтобы обучить и заинтересовать этих дилеров. Она улучшила свои мотоциклы до такой степени, что смогла заявить об их техническом превосходстве и продемонстрировать его. Она широко тратилась на рекламу и программы по продвижению продаж для того, чтобы придать уверенности покупателям и энтузиазма дилерам. Когда безопасность мотоциклов стала играть важную роль, Ямаха разработала более высокие стандарты безопасности и широко их разрекламировала. Эти стратегии вывели Ямаху на прочное второе место в отрасли, которая насчитывала свыше 50 производителей.

Но затем президент Ямахи Хисао Койке предпринял решительную попытку отобрать первое место у Хонды. Ямаха приняла лозунг "Стань первым!" и выпустила несколько новых моделей в атакующем стиле. План был плохо продуман, склады Ямахи были затоварены готовой продукцией, и она была вынуждена временно отказаться от услуг 2000 рабочих. Койке был смещен с поста президента, и "атака камикадзе" провалилась.

DAY 3

ДЕНЬ 3

SKILLS

to dominate	Члены комитета вместе работали хорошо, хотя председатель иногда стремился проявить свою власть. Эти проблемы доминировали на выборах.
to manufacture	Фирма производит автомобили. Вам надо изобрести причину, по которой вы не смогли прийти!
point	Автобус останавливается по дороге в четырех местах. Я не вижу ни одного слабого места в вашем плане. Позвольте мне рассказать небольшую историю, чтобы уточнить мою точку зрения.
label	На бутылке была надпись "яд". Ему не хотелось получить ярлык анархиста (anarchist).
furthermore	Дом слишком мал для семьи из четырех человек и к тому же расположен неудачно. Уже стемнело и даже собирался пойти дождь.
morale	Настроение людей упало. Говоря ему, что его работа ценна, Вы поднимаете его настроение.
reputation	У ресторана была хорошая репутация. У нее была репутация хорошего писателя.
to lay	Он положил свое пальто на стул. Страна лежала в руинах. Проект был представлен перед комитетом.
to conceive	В давние времена мир представляли в виде плоскости (a flat).

DAY 4

ДЕНЬ 4

TOEFL TRAINING (contd.)

26. Inclusives

The expressions *not only ... but also*, *both ... and*, and *as well as* mean in *addition to*. Like entities must be used together (noun with noun, adjective with adjective, etc.).

• **Not only . . . but also:** The correlative conjunctions *not only ... but also* must be used as a pair in joining like entities.

subject + verb + <i>not only</i> + $\left\{ \begin{array}{l} \textit{noun} \\ \textit{adjective} \\ \textit{adverb} \\ \textit{propositional phrase} \end{array} \right\}$ + <i>but (also)</i> + $\left\{ \begin{array}{l} \textit{noun} \\ \textit{adjective} \\ \textit{adverb} \\ \textit{propositional phrase} \end{array} \right\}$
--

OR

subject + <i>not only</i> + verb + <i>but (also)</i> + verb

Robert is not only talented but also handsome.
adjective *adjective*

Beth plays not only the guitar but also the violin.
noun *noun*

He writes not only correctly but also neatly.

adverb

adverb

Marta excels not only in mathematics but also in science.

*prepositional
phrase*

*prepositional
phrase*

Paul Anka not only plays the piano but also composes music.

verb

verb

Make sure that the *not only* clause immediately precedes the phrase to which it refers. Notice the following examples.

Incorrect: He is not only famous in Italy but also in Switzerland.

Correct: He is famous not only in Italy but also in Switzerland.

NOTE: If there is only one adjective, it usually precedes the *not only* clause. In the above sentence, the adjective *famous* refers both to Italy and to Switzerland.

- **As well as:** The following rules apply to this conjunction.

subject + verb + $\left. \begin{array}{l} \textit{noun} \\ \textit{adjective} \\ \textit{adverb} \\ \textit{prepositional phrase} \end{array} \right\}$ + <i>as well as</i> + $\left. \begin{array}{l} \textit{noun} \\ \textit{adjective} \\ \textit{adverb} \\ \textit{prepositional phrase} \end{array} \right\}$
--

OR

subject + verb + <i>as well as</i> + verb...
--

Robert is talented as well as handsome.

adjective

adjective

Beth plays the guitar as well as the violin.

noun

noun

He writes correctly as well as neatly.

adverb

adverb

Marta excels in mathematics as well as in science.

*prepositional
phrase*

*prepositional
phrase*

Paul Anka plays the piano as well as composes music.

verb

verb

NOTE: When using *as well as* to indicate a compound subject, the phrase should be set off by commas. The verb will agree with the principal subject, NOT with the noun closest to it.

The teacher, as well as her students, is going to the concert.
My cousins, as well as Tim, have a test tomorrow.

• **Both ... and:** These correlative conjunctions appear as a pair in a sentence. They follow the same rule as the one given for *not only ... but also*.

Robert is both talented and handsome.
adjective adjective

Beth plays both the guitar and the violin.
noun noun

He writes both correctly and neatly.
adverb adverb

Marta excels both in mathematics and in science.
prepositional phrase prepositional phrase

Paul Anka both plays the piano and composes music.
verb verb

NOTE: It is NOT CORRECT to use *both* and *as well as* in the same sentence.

Exercise 40: Inclusives

Supply the missing connectors (*not only ... but also*, *both ... and*, or *as well as*) in the following sentences.

1. Julia speaks _____ Spanish but also French.
2. She bought the yellow sweater _____ the beige skirt.
3. They have houses _____ in the country and in the city.
4. He is not only industrious _____ ingenious.
5. Her children have American cousins _____ Spanish ones.
6. Their European tour includes _____ Germany and Austria but also Switzerland.
7. He bandaged the arm both tightly _____ quickly.
8. Clark not only practices law _____ teaches it.
9. Tom Tryon is a playwright _____ an actor.
10. The bride's bouquet included roses _____ orchids.

27. Know/Know How

Study the following rules concerning the use of the verb *know*. *Know how* is usually used to indicate that one has the skill or ability to do something. Thus, it is *usually* followed by a verb, and when it is, the verb must be in the infinitive.

subject + *know how* + [verb in infinitive] ...

Know by itself, on the other hand, is usually followed by a noun. A prepositional phrase, or a sentence.

subject + know + {
noun
prepositional phrase
sentence }

Bill knows how to play tennis well.

Maggie and her sister know how to prepare Chinese food.

Do you know how to get to Jerry's house from here?

Jason knew the answer to the teacher's question.

No one knows about Roy's accepting the new position.

I didn't know that you were going to France.

Exercise 41; Know/Know How

Choose the correct form of *know* or *know how* in these sentences.

1. The fourth graders _____ to multiply.
2. How many people here _____ to ski?
3. We _____ about Mary's engagement to James.
4. The chemistry students _____ the formula for salt.
5. Although he has been driving for fifteen years, he doesn't _____ to change a tire properly.
6. Leon _____ that his friends would react to his proposition.
7. Nobody _____ to get to the turnpike yesterday.
8. The owner of the store was away, but she _____ about the robbery.
9. We _____ to type before we entered the university.
10. He doesn't _____ to dance, but he tries.

Wish

❶ The verb *wish* in a formal style can substitute *to want*, *to desire* or *would like*. It is commonly found in commercial letters: We *wish* to order an initial quantity of 50,000 items with a view to carrying out a market test.

We *wish* to invite you to participate in a joint venture.

1.1 However, *wish* cannot be directly followed by a noun; if there is a noun use *would like*:

I *would like* a catalogue and price list.

(NOT * I wish a catalogue and price list)

❷ An object can be inserted between *wish* and the infinitive construction: I *wish* the person-in-charge to be informed.

❸ *Wish* can also be used to express a regret, either for a present or a past state of affairs. The tense of the following verb is *past* for a present meaning, and *past perfect* for a past meaning:

I *wish* I **knew** the answer. (but I don't)

I *wish* I **could** tell you. (but I can't)

He *wishes* he **had received** more information. (but he didn't)

She *wishes* she **had learnt** Spanish at college. (but she didn't)

3.1 Note that in a formal style *I wish I were* is possible:

I *wish* I were a millionaire.

❹ *Wish* can be followed by *would* when we want to express irritation with other people's behaviour:

I *wish* you *would* listen.

I *wish* they *would* keep their promises.

He *wishes* she *would* be more cooperative.

Note that it is impossible to say or write:

* I wish I would... * He wishes he would... etc.

❺ Learners of English very often mistakenly use 'would' in the examples given in ❸ above. (e.g. * I wish I would know the answer.)

It is helpful to remember that the verbs used after *wish* are those used in hypothetical statements beginning with *if only*:

I *wish/if only* I understood.

I *wish/if only* she had made a small concession.

I *wish/if only* they would abolish all the red tape.

Practice

e. Complete this fax using the following:

in line with
further to
regardless of
as for

instead of
up to
with reference to
in touch with

in favour
on account of

1 _____ your recent request I have
been 2 _____ Robert Macdonald
3 _____ the making of a promotional
videocassette.

He is 4 _____ shooting the film in
London 5 _____ Los Angeles as you
originally suggested 6 _____ the
expense.

7 _____ me, I think L.A. would be a
much better location 8 _____ the cost
and 9 _____ what our C.E.O. wants. In
any case, we have a budget of
10 _____ \$100,000 so I don't see the
point of making false economies.

Regards,

DAY 1

ДЕНЬ 1

 Переведите текст по методике РАП

Nature and Importance of Retailing

Retailing includes all the activities involved in selling goods or services directly to final consumers for their personal, non-business use. Any organization that does this selling — whether a manufacturer, wholesaler, or retailer — is doing retailing. It does not matter how the goods or services are sold (by person, mail, telephone, or vending machine) or where they are sold (in a store, on the street, or in the consumers home). On the other hand, a retailer or retail store is any business enterprise whose sales volume primarily comes from retailing.

Retailing is one of the major industries in the United States. Retail stores constitute approximately 20 percent of all US businesses, outnumbering manufacturing and wholesaling establishments and representing the third-largest source of employment in the nation, with over 14 million employees. The industry comprises over 1,5 million single-unit establishments, and over 415,000 multiunit establishments, and it

Сущность и значение розничной торговли

Розничная торговля включает все виды деятельности, сопряженные с продажей товаров или услуг непосредственно прямым потребителям для их персонального непроизводственного пользования. Любая организация, которая занимается подобной торговлей, будь то производитель, оптовик, или розничный торговец, занимается розничной торговлей. Не важно, как продаются товары или услуги (лично, по почте, по телефону либо через автомат) или где они продаются (в универсаме, на улице, или у потребителя дома). С другой стороны, предприятие розничной торговли или розничный магазин — это любое деловое предприятие, объем продаж которого определяется в первую очередь торговлей в розницу.

Розничная торговля является одной крупнейших отраслей Соединенных Штатов. Розничные магазины составляют приблизительно 20% от всех компаний Соединенных Штатов, что превышает число компаний, занятых производством и оптовой торговлей; это третий по значимости источник занятости в стране, предоставляющий рабочие места свыше 14 млн. человек.

generated a total of approximately \$1,300 billion in sales in 1984. The largest retailers and their sales in billions in 1985 were Sears Roebuck (\$40,7), K-Mart (\$22,4), Safeway Stores (\$19,7), Kroger (\$17,1), American Stores (\$13,9), J. C. Penney (\$13,7), Southland (\$12,5), Federated Department Stores (\$10,0), and Lucky Stores (\$9,3).

Types of Retailers

Retail organizations exhibit great variety, and new forms keep emerging. Several classifications have been proposed.

Store Retailers. Consumers in a modern shopping center can shop in a wide variety of stores, including department stores, clothing boutiques, discount stores. Fast-food outlets, service retailers such as travel agencies and brokerage firms, and so on. Upon driving out of the shopping mall, they will pass further types of stores, including supermarkets, convenience food stores, home improvement centers, warehouse stores, catalog showrooms, and factory outlets.

Отрасль насчитывает свыше 1,5 млн. односоставных организаций и свыше 415000 многоструктурных организаций; в 1984 году общий объем продаж в ней составлял приблизительно 1300 млрд. Самыми крупными розничными торговцами с миллиардным уровнем продаж в 1985 году были: Сирс Ребок (40,7 млрд. долларов), К-Март (22,4 млрд. долларов), Сэйфвэй Сторз (19,7 млрд. долларов), Крогер (17,1 млрд. долларов), Америкэн Сторз (13,9 млрд. долларов), Дж.С Пэнни (13,7 млрд. долларов), Саутлэнд (12,7 млрд. долларов), федеральный Департамент магазинов (10 млрд. долларов) и Лаки Сторз (9,3 млрд. долларов).

Виды предприятий розничной торговли

Розничные организации представляют большое разнообразие, и их новые формы продолжают появляться. Было предложено несколько определений.

Магазины розничной торговли. Потребители в современном торговом центре могут сделать покупки в большом множестве магазинов, в том числе в универмагах, бутиках, магазинах, торгующих со скидкой, отделах фаст-фуд, в сервисных розничных организациях, таких, как бюро путешествий и брокерские фирмы и т.п. На пути от торгового центра потребитель проедет мимо магазинов других типов, в том числе супермаркетов, мелких магазинчиков, торгующих всякой

 **Переведите текст по методике РАП**

Nature and Importance of Wholesaling

Wholesaling includes all activities involved in selling goods or services to those who buy for resale or business use. A retail bakery selling pastry to a local hotel is engaged in wholesaling at that point. We will use the term wholesalers, however, to describe firms that are engaged primarily in wholesaling activity. It excludes manufacturers and farmers because they are engaged primarily in production, and it excludes retailers. About five million people are employed in some form of wholesaling, and wholesaling costs represent about 10 percent of every consumer dollar.

Wholesalers differ from retailers in a number of ways. First, wholesalers pay less attention to promotion, atmosphere, and location because they are dealing with business customers rather than final consumers. Second, wholesale transactions are usually larger than retail transactions, and wholesalers usually cover a larger trade area than retailers. Third, the government deals with wholesalers and retailers differently in regard to legal regulations and taxes.

Сущность и значение оптовой торговли

Оптовая торговля включает в себя все виды деятельности по продаже товаров или услуг тем, кто их покупает для перепродажи либо использования в бизнесе. Таким образом, когда розничная пекарня продает тесто местному отелю, она вовлекается в оптовую торговлю. Однако мы будем использовать термин “предприятия оптовой торговли” для описания фирм, занятых в первую очередь оптовыми продажами. Это исключает производителей и фермеров, потому что они в основном заняты в производстве, а также розничных торговцев. Около 5 млн. человек заняты в какой-либо форме оптовой торговли и расходы на оптовую торговлю составляют около 10% каждого потребительского доллара.

Оптовики отличаются от розничных торговцев по множеству признаков. Во-первых, оптовики уделяют меньше внимания проталкиванию, атмосфере и месторасположению, поскольку они имеют больше отношений с деловыми потребителями, чем с конечным потребителем. Во-вторых, оптовые сделки обычно больше по объему, чем розничные, и оптовики обычно охватывают большую сферу торговли, чем розничные торговцы. В-третьих, правительство взаимодействует с оптовиками и розничными торговцами по-разному, в

соответствии с правовыми установками и налогами.

Why are wholesalers used at all? Manufactures could bypass them and sell directly to retailers or final consumes . The answer lies in several efficiencys that wholesalers bring about. First, small manufacturers with limited financial resources cannot afford to develop direct-selling organizations. Second, even manufacturers with sufficient capital may prefer to use their funds to expand production rather than carry out wholesaling activities Third, wholesalers are likely to be more efficient at wholesaling because of their scale of operation, their wider number of customer contacts, and their specialized skills. Fourth, retailers who carry many lines often prefer to buy assortments from a wholesaler rather than buy directly from each manufacturer.

Почему используются оптовые магазины? Производители могут обходиться и без них и продавать напрямую розничным магазинам и конечным потребителям. Ответ лежит в некоторых преимуществах предоставляемых оптовыми магазинами. Во-первых, маленькие производители с ограниченными финансовыми возможностями не могут позволить себе развитие организации прямой торговли. Во-вторых, даже производители с достаточным капиталом предпочитают пользоваться своими фондами, чем заниматься оптовой торговлей. В-третьих, оптовики более сведущи в оптовой торговле в силу своей специализации , широкого множества контактов с потребителями и своих профессиональных навыков. В-четвертых различные магазины, имеющие много разных структур, предпочитают получать ассортимент товаров у оптовика, чем напрямую у отдельного производителя.

DAY 3

ДЕНЬ 3

SKILLS

retail	Я купил это у розничного торговца. В этом розничном магазине они продают табак.
to constitute	Ваш поход делает прямой вызов моему авторитету. Правительство должно образовываться согласно воле большинства людей.
to comprise	В Соединенное Королевство входят Англия, Уэльс, Шотландия и Северная Ирландия.
industry	Туризм стал настоящей индустрией. В японской промышленности увеличивается использование роботов.
outnumber	Противник полностью превосходил нас в количестве.
establishment	Правительство стремится к установлению новой основы промышленности.
to generate	Эта книга еще долго будет вызывать внимание. Отдел кажется порождает множество бумажной работы.
growth	Произошел неожиданный рост активности на рынке домашних компьютеров. Показатель их экономического роста на втором месте после Японии.
to bypass	Я обошел обычную процедуру объяснений, написав прямо владельцу компании.

TOEFL TRAINING (contd.)

28. Clauses of Concession

Clauses of concession (yielding) show a contrast between two ideas. They are introduced by *although*, *even though*, *though*, *despite*, or *in spite of*.

- **Despite/in spite of:** These are prepositions which can be used interchangeably. They mean the same as *although*, etc.: however, the grammar is different. They can go at the beginning or in the middle of a sentence.

$\left\{ \begin{array}{l} \textit{despite} \\ \textit{in spite of} \end{array} \right\} + \text{noun phrase}$

Despite his physical handicap, he has become a successful businessman.
In spite of his physical handicap, he has become a successful businessman.

Jane will be admitted to the university despite her bad grades.
 Jane will be admitted to the university in spite of her bad grades.

- **Although/even though/though:** These are subordinate conjunctions used to connect two clauses. Notice how the grammar is different from that of *despite* and *in spite of*.

$\left\{ \begin{array}{l} \textit{although} \\ \textit{even though} \\ \textit{though} \end{array} \right\} + \text{subject} + \text{verb} + (\text{complement}) \dots$

Although he has a physical handicap, he has become a successful businessman.

Jane will be admitted to the university even though she has bad grades.

Additional examples of clauses of concession:

In spite of the bad weather, we are going to have a picnic.

noun phrase

The child ate the cookie even though his mother had told him not to.

subject+verb

Although the weather was very bad, we had a picnic.

subject+verb

The committee voted, to ratify the amendment despite the objections.

noun phrase

Though he had not finished the paper, he went to sleep.

subject+verb

She attended the class although she did not feel alert.

subject+verb

Exercise 42: Clauses of Concession

Change these sentences to incorporate the expressions in parentheses.

1. Despite her dislike for coffee, she drank it to keep herself warm.
(although)
2. Mary will take a plane, even though she dislikes flying. (in spite of)
3. In spite of Marcy's sadness at losing the contest, she managed to smile. (although)
4. We took many pictures though the sky was cloudy. (despite)
5. Despite her poor memory, the old woman told interesting stories to the children. (even though)
6. Though he has been absent frequently, he has managed to pass the test. (in spite of)
7. Nancy told me the secret, despite having promised not to do so. (though)
8. We plan to buy a ticket for the drawing although we know we will not win a prize. (even though)
9. In spite of the high prices, my daughters insist on going to the movies every Saturday. (even though)
10. He ate the chocolate cake even though he is on a diet. (in spite of)

29. Problem Verbs

The verbs *lie/lay*, *rise/raise*, and *sit/set* cause problems even for native English speakers. The solution to the problem is to remember which verbs are transitive (verbs that take a complement) and which are intransitive (verbs that do not take a complement).

INTRANSITIVE			
rise	rose	risen	rising
lie	lay	lain	lying
sit	sat	sat	sitting

TRANSITIVE			
raise	raised	raised	raising
lay	laid	laid	laying
set	set	set	setting

- **Rise:** This verb means to *get up, move up under one's own power* (without the help of someone else), *increase*. Notice that there is *no* complement.

The sun rises early in the summer.

When the bell rings, the students rise from their seats.

When oil and water mix, oil rises to the top.

Jim rose early so that he could play golf before the others.

It must be late: the moon has risen.

Prices have risen more than ten percent in a very short time.

- **Raise:** This verb means to *lift or elevate an object*; or to *increase something*.

The students raise their hands in class.

complement

The weightlifter raises the barbells over his head.

complement

The crane raised the car out of the lake.

complement

After studying very hard, John raised his grades substantially.

complement

Mr. Daniels has raised his tenants' rent another fifteen dollars.

complement

The OPEC countries have raised the price of oil.

complement

- **Lie:** This verb means to *rest, repose, or to be situated in a place*. It is often used with the preposition *down*. NOTE: This verb should not be confused with the verb *lie, lied, lied*, which means to *say something that is not true*.

The university lies in the western section of town.

If the children are tired, they should lie down for a nap.

Maria Elena lay on the beach for three hours yesterday sunbathing.

The old dog just lay on the grass watching the children at play.

Don't disturb Mary; she has lain down for a rest.

That old rug had lain in the corner for many years before it was put in

the garage.

- **Lay:** This verb means *to put somebody or something on a surface*. Don't lay your clothes on the bed.

complement

The boy lays his books on the table every day.

complement

The enemy soldiers laid down their weapons and surrendered.

complement

The children laid their toys on the floor when they had finished using them.

complement

The students had laid their compositions on the teacher's desk before the bell rang.

complement

The nurse laid the baby in the crib.

complement

- **Sit:** This verb means *to take a seat*. It is also often used with the preposition *down*.

We are going to sit in the fifth row at the opera.

Bullfight fans sit in the shade because it is cool.

Because the weather was nice, we sat on the patio.

After swimming, Bob sat on the beach to dry off.

Nobody has sat through as many boring lectures as Pete has.

They have sat in the same position for two hours.

- **Set:** This verb means *to put somebody or something on a surface or in a place*. It is often interchangeable with *lay* or *put* except in certain idiomatic expressions like *set the table*.

The little girl helps her father set the table every night.

complement

The carpenters set their tools in the box at noon and go to lunch.

complement

The botanist set her plants in the sun so that they would grow.

complement

After carrying her son from the car, the mother set him in his crib.

complement

Don't set the chocolate near the oven or it will melt.

complement

No sooner had they set the roast in the oven, than the electricity went out.

complement

• **Idiomatic expressions with set, lay, and raise:**

The company had to lay off twenty-five employees because of a production slowdown.

Dr. Jacobs has set many broken bones in plaster casts.

John set his alarm for six o'clock.

The chef is hoping that the Jell-O will set quickly.

While playing with matches, the children set fire to the sofa.

That farmer raises chickens for a living.

Exercise 43: Problem Verbs

Circle the correct form of the verb in parentheses and underline the complement if there is one. Remember that complements do *not* begin with prepositions.

1. You will see on the map that the Public Auditorium (lies/lays) north of the lake.
2. My dog loves to (sit/set) in the sun.
3. The delivery boy (lay/laid) the groceries on the table.
4. After the heavy rain, the water in the lake (raised/rose) another two feet.
5. The paper hangers decided to (raise/rise) the picture a few more inches.
6. He was exhausted so he decided to (lie/lay) down for a little while.
7. The workers were (lying/laying) cement for the patio when it began to rain.
8. The soldier (rose/raised) the flag when he heard the bugle blow.
9. In chemistry class, we learned that hot air (rises/raises).
10. They tried to (set/sit) the explosives carefully on the floor.

ANSWERS FOR EXERCISES

Exercise 35: Passive Voice

1. The president is called (by somebody) every day.
2. The other members are being called by John.
3. The documents were being delivered to the department by Martha.
4. The amendment has been repealed by the other members.
5. The information had been received by the delegates before the recess.
6. The supplies for this class should be bought by the teacher.
7. Mr. Watson will (by somebody) tonight.
8. Considerable damage has been caused by the fire.
9. A new procedure was being developed by the company before the bankruptcy hearings began.
10. The papers will have been received by John by tomorrow.

Exercise 36: Causative Verbs

- | | | | | |
|-------------|------------|---------|-------------|---------------|
| 1. leave | 4. call | 7. lie | 10. to sign | 13. fixed |
| 2. repaired | 5. painted | 8. sent | 11. leave | 14. published |
| 3. to type | 6. write | 9. cut | 12. to wash | 15. find |

Exercise 38: Relative Clause Reduction

1. George is the man chosen to represent the committee at the convention.
2. All the money accepted has already been released.
3. The papers on the table belong to Patricia.
4. The man brought to the police station confessed to the crime.
5. The girl drinking coffee is Mary Alien.
6. John's wife, a professor, has written several papers on this subject.
7. The man talking to the policeman is my uncle.
8. The book on the top shelf is the one I need.
9. The number of students counted is quite high.
10. Leo Evans, a doctor, eats in this restaurant every day.

Exercise 39: Subjunctive

1. The teacher demanded that the student leave the room.
2. It was urgent that he call her immediately.
3. Correct.
4. She intends to move that the committee suspend discussion on this issue.

5. The king decreed that the new laws take effect the following month.
6. I propose that you stop this rally.
7. I advise that you take the prerequisites before registering for this course, or I advise you to take the prerequisites before registering for this course.
8. His father prefers that he attend different university.
9. Correct.
10. She urged that we find another alternative.

Exercise 40: Inclusives

1. not only 2. as well as 3. both 4. but also 5. as well as
6. not only 7. and 8. but also 9. as well as 10. as well as

Exercise 41: Know/Know How

1. know how 2. know how 3. know 4. know 5. know how
6. knew 7. knew how 8. knew 9. knew how 10. know how

Exercise 42: Clauses of Concession

1. Although she disliked coffee, she drank it to keep herself warm.
2. Mary will take a plane in spite of her dislike of flying.
3. Although Marcy was sad after losing the contest, she managed to smile.
4. We took many pictures despite the cloudy sky.
5. Even though she had a poor memory, the old woman told interesting stories to the children.
6. In spite of his frequent absences, he has managed to pass the test.
7. Nancy told me the secret though she had promised not to do so.
8. We plan to buy a ticket for the drawing even though we know we will not win a prize.
9. Even though the prices are high, my daughters insist on going to the movies every Saturday.
10. He ate the chocolate cake in spite of his diet.

Exercise 43: Problem Verbs

1. lies
2. sit
3. laid
(complement – *the groceries*)
4. rose
5. raise
(complement – *the picture*)
6. lie

7. laying
(complement – *cement*)
8. raised
(complement – *the flag*)
9. rises
10. set
(complement – *the explosives*)

LESSON 5. DAY 5.

Wish

- a. would like; wish
- b. 1. He probably wishes he hadn't sold his shares.
2. Peter wishes Christopher didn't/wouldn't smoke.
3. She no doubt wishes she had known earlier that such loans were available.
4. He probably says 'I wish I had my own photocopier' and 'If only there was a lift'.

Within vs By vs Until

Individual answers.

Would rather vs Had better

- a. Individual answers.
- b. 1. I think you'd better take the train.
2. I think we'd better move on to item 4 or we won't have time.
3. I'd better not drink any more, thank you.
4. You'd better buy a copy of *Longman Business English Usage!*

ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА АНГЛИЙСКИЙ ЯЗЫК ПРОФЕССИОНАЛЬНЫЙ КУРС. ДЕЛОВОЙ ЮНИТА 3

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