



**Современный
Гуманитарный
Университет**

Дистанционное образование

Рабочий учебник

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**ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО
ИНОСТРАННОГО ЯЗЫКА**

**АНГЛИЙСКИЙ ЯЗЫК
ПРОФЕССИОНАЛЬНЫЙ КУРС
ДЕЛОВОЙ**

ЮНИТА 1

ВВЕДЕНИЕ В БИЗНЕС

МОСКВА 1999

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Рекомендовано Министерством общего и профессионального образования Российской Федерации в качестве учебного пособия для студентов высших учебных заведений

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 1

Введение в бизнес

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

ОГЛАВЛЕНИЕ

ТЕМАТИЧЕСКИЙ ПЛАН	4
ЛИТЕРАТУРА	5
ПЕРЕЧЕНЬ УМЕНИЙ/ МЕТОДИКИ КУРСА	6
LESSON 1 (УРОК 1).....	9
Day 1	9
Day 2	11
Day 3	13
Day 4	16
Day 5	26
LESSON 2 (УРОК 2)	28
Day 1	28
Day 2	31
Day 3	34
Day 4	36
Day 5	45
LESSON 3 (УРОК 3)	48
Day 1	48
Day 2	51
Day 3	54
Day 4	59
Day 5	66
LESSON 4 (УРОК 4)	68
Day 1	68
Day 2	71
Day 3	74
Day 4	79
Day 5	90
LESSON 5 (УРОК 5).....	93
Day 1	93
Day 2	97
Day 3	101
Day 4	106
ANSWERS FOR EXERCISES	109
ГЛОССАРИЙ *	

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

ТЕМАТИЧЕСКИЙ ПЛАН

Понятие бизнеса. Фирмы, товары, услуги. Роль прибыли. Характеристики частного предпринимательства. Малый бизнес. Правовые требования. Значение опыта. Капитал. Источники финансирования. Администрация малого бизнеса (США).

Тренинг-подготовка к сдаче TOEFL.

Диалоги и речевые ситуации.

.

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.
4. Русско-английский словарь под ред. проф. Смирницкого, М., 1987.
5. Англо-русский экономический словарь М., 1993, а также любыми другими словарями делового английского языка.
6. Качалова К.И., Израилевич Е.Е. Практическая грамматика английского языка. Любое издание.
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 1

Английский язык. Профессиональный курс. Деловой (юнита 1) 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 5.

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 задания. Ролевая игра.
Урок 5	Текст А	Текст В	Упражнения	Подготовка к тесту	Подготовка к ролевой игре	Проверка домашнего задания. 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.

LESSON 1

УРОК 1

DAY 1

ДЕНЬ 1

 Переведите текст по методике РАП

THE BUSINESS OF BUSINESS

ДЕЛО БИЗНЕСА

When you think of "business" what picture do you have in your mind - Xerox, American Airlines, American Telephone and Telegraph? If so, you are on the right track. But business in America is more than the large corporations with which we are all familiar. Businesses come in all shapes and sizes.

Когда вы размышляете над понятием бизнеса, какое представление возникает в вашем уме: Ксерокс, Американ Эйрлайнс, Америкэн Телефон и Телеграф? Если это так, то вы на правильном пути, но бизнес в Америке – это нечто большее, чем большие корпорации, с которыми мы все хорошо знакомы. Бизнес предстает во всех видах и размерах.

Goods- and Servises- Producing Firms

Businesses are either goods-producing or service-producing firms. Goods-producing firms, such as mining, construction, and manufacturing firms, produce tangible products or goods — commodities that have a physical presence. Service-producing firms provide services — activities that benefit consumers or other businesses. Transporation firms, insurance companies, beauty shops, and repair shops are all examples of service businesses.

Фирмы, производящие товары и услуги

Бизнес — это либо товаропроизводящие либо производящие услуги фирмы, Производящие товары компании, такие как: угольные, строительные и промышленные, выпускают материальные продукты или товары, вещи, обладающие физическим присутствием. Фирма, производящая услуги, предоставляет услуги, т.е. деятельность, которая приносит прибыль потребителю либо другим видам бизнеса. Транспортные фирмы, страховые компании, салоны красоты и ремонтные мастерские — все они являются примерами бизнеса в сфере услуг.

DAY 2

ДЕНЬ 2

📄 Переведите текст по методике РАП

THE ROLE OF PROFIT

РОЛЬ ПРИБЫЛИ

Regardless of whether a business produces a good or provides a service the common ingredient is profit. Profit is the difference between a business's total revenues or sales receipts and the total of its production costs, operating expenses, and taxes. In our bread bakery example the bakery has to pay for its raw materials (flour, butter or shortening, yeast, salt), equipment (mixers, ovens, wrapping machines), employees, and the energy it uses. When the bakery sells the bread to the supermarket, it charges more than the cost of making the bread. That extra part of the selling price is profit.

Why do businesses want profit? Profit is the ultimate goal of business. It is the measure of success for the business person and the reward for taking a chance. Each person who operates a business is risking money. The baker does not know that people will buy the bread when it is produced: but money is invested in the business on the possibility that people will buy. The baker is taking a chance, a risk. Were there no profits, it would not be worthwhile for the baker to risk the money.

Независимо от того, производит ли предприятие товар либо предоставляет услуги, общей составной частью является прибыль. Прибыль – это различие между общими доходами бизнеса либо выручкой от продажи и общими затратами на их производство (техническими расходами и налогами). В нашем примере с булочной видно, что она должна платить за свое сырье (муку, масло либо жир, дрожжи, соль), оборудование (миксеры, печи, упаковочные машины), служащим и за используемую энергию. Когда пекарня продает хлеб супермаркету, она запрашивает больше, чем размер себестоимости расходов на изготовление хлеба. Вот эта часть продажной цены и является прибылью.

Почему бизнес хочет получить прибыль? Прибыль является главной целью бизнеса. Она является мерилем успеха для бизнесменов и вознаграждением за риск. Каждый человек, который занимается бизнесом, рискует деньгами. Пекарь не знает того, будут ли люди покупать хлеб после того, как он произведен, но деньги вкладываются в бизнес, поскольку существует возможность того, что люди будут покупать. Пекарь берет на себя риск. Если бы не было прибыли, то совершенно не стоило бы пекарю рисковать деньгами.

SKILLS

- think of Я никогда не помнил, как ее зовут.
Это было очень вежливо, с его стороны, подумать о нем.
Ты никогда ни о ком не думаешь, кроме самого себя.
Что вы думаете о последней программе правительства?
- picture Нарисуйте то дерево.
Эта книга дает живую картину жизни Англии двухлетней давности.
Он нарисовал мрачную (grim) картину проблем компании.
Только представьте эту сцену — это должно быть ужасно.
Я не могу представить себя в роли отца.
- familiar Собор Св. Павла — достопримечательность, знакомая всем лондонцам.
Она казалась знакомой, но я не мог вспомнить ее имя.
Я действительно не знаком с местными законами.
- to produce Канада производит высококачественную пшеницу.
Они производят свыше 250 автомобилей в неделю.
Газ можно получить из угля.
Фокусник (the magician) вынул из шляпы кролика.
Выборы не принесли чистой победы ни одной партии.
- service Думаю, что транспорт работает лучше, чем раньше (it used to be).
Он хорошо обслужил нас.
Она сейчас на дипломатической службе.
Обслуживание здесь плохое, иногда вам приходится ждать его десять минут.
Этот тип самолета поставлен на службу с 1980 года.
- goods В магазинах представлен широкий выбор потребительских товаров.
- common Кролики и лисицы распространены в Британии.
Обычная соль дешева.
Как эти перемены повлияют на обычного человека?
Правительство заявляет, что действует ради общего блага.

Part B: Sentences have four words or phrases underlined. You must choose the one underlined part that is incorrect in formal written English.

Section III: Vocabulary and Reading Comprehension

Part A: Vocabulary. You must choose the one word or phrase among four choices which means most nearly the same as the underlined word or phrase in each sentence.

Part B: Reading comprehension. You must read selections in the test book and answer questions based on what is stated or implied in the readings.

GENERAL DESCRIPTION

Use of TOEFL by Colleges and Universities

TOEFL, Test of English as a Foreign Language, is probably the most often used examination in the admissions process of foreign students to colleges and universities in the United States. However, these schools often do not consider the TOEFL score as the only criterion for admission. They may also consider the student's grades in schools which he or she previously attended and the records from any intensive English program in which the student was enrolled. All this depends on the school's admission criteria.

The score which is acceptable to a given school also depends on the regulations for that particular school. Some schools require 450, some 500, some 550 or 600. If you find that a school requires no TOEFL score, or a very low score, it is probable that the school does not have extensive experience with foreign students, and you may find that it would be better to attend a different school. Remember that admission to a school is not the end of the battle, but the beginning. You must be able to understand enough English to make good grades in competition with native English-speaking students. This is what TOEFL tests, and this is why schools consider TOEFL a valuable examination.

3. Normal Sentence Pattern in English

<i>subject</i>	<i>verb</i>	<i>complement</i>	<i>modifier</i>
John and I	ate	a pizza	last night
We	studied	"present perfect"	last week

• **Subject:** The subject is the agent of the sentence in the active voice; it is the person or thing that does the action of the sentence, and it normally precedes the verb. NOTE: *Every sentence in English must have a subject.* (In

the case of commands, the subject is understood.) The subject may be a single noun.

Coffee is delicious.

Milk contains calcium.

The subject may be a noun phrase. A noun phrase is a group of words ending with a noun. (It CANNOT begin with a preposition.)

The book is on the table.

That new red car is John's.

Examples of subjects:

We girls are not going to that movie.

George likes boats.

Mary, John, George, and I went to a restaurant last night.

The weather was very bad yesterday.

The chemistry professor cancelled class today.

The bank closed at two o'clock.

In some sentences there is not a true subject. However, *it* and *there* can often act as pseudo-subjects and should be considered as subjects when rules call for moving the subject of a sentence.

It is a nice day today.

There was a fire in that building last month.

There were many students in the room.

It is raining right now.

• **Verb**: The verb follows the subject; it generally shows the action of the sentence. NOTE: *Every sentence must have a verb*. The verb may be a single word.

John **drives** too fast.

They **hate** spinach.

The verb may be a verb phrase. A verb phrase consists of one or more auxiliaries and one main verb. The auxiliaries always precede the main verb.

John **is going** to Miami tomorrow. (auxiliary – *is*; main verb – *going*)
Jane **has been reading** that book. (auxiliaries – *has been*; main verb – *reading*)

Examples of verbs and verb phrases:

She **will go** to Boston next week.

Jane **is** very tall.

She **must have gone** to the bank.

Joe **has gone** home.

Mary **is watching** television.

It **was raining** at six o'clock last night.

• **Complement:** A complement completes the verb. It is similar to the subject because it is usually a noun or noun phrase; however, it generally follows the verb when the sentence is in the active voice. NOTE: *Every sentence does not require a complement.* The complement CANNOT begin with a preposition. A complement answers the question what? or whom?

Examples of complements:

John bought **a cake** yesterday. (*What did John buy?*)

Jill was driving **a new car**. (*What was Jill driving?*)

He wants to drink **some water**. (*What does he want to drink?*)

She saw **John** at the movies last night. (*Whom did she see at the movies?*)

They called **Mary** yesterday. (*Whom did they call?*)

He was smoking **a cigarette**. (*What was he smoking?*)

• **Modifier:** A modifier tells the time, place, or manner of the action. Very often it is a prepositional phrase. A prepositional phrase is a group of words that begins with a preposition and ends with a noun. NOTE: *A modifier of time usually comes last if more than one modifier is present.*

Examples of prepositional phrases:

in the morning, at the university, on the table

A modifier can also be an adverb or an adverbial phrase.

last night, hurriedly, next year, outdoors, yesterday

NOTE: *Every sentence does not require a modifier.* A modifier answers the question when? where? or how?

Examples of modifiers:

John bought a book at the bookstore. (*Where did John buy a book?*)

modifier of place

Jill was swimming in the pool yesterday. (*Where* was Jill swimming?)
modifier of place *modifier of time* (*When* was Jill swimming?)

He was driving very fast. (*How* was he driving?)
modifier of manner

The milk is in the refrigerator. (*Where* is the milk?)
modifier of place

She drove the car in Main Street. (*Where* did she drive?)
modifier of place

We ate dinner at seven o'clock. (*When* did we eat dinner?)
modifier of time

NOTE: The modifier normally follows the complement, but not always. However, the modifier, especially when it is a prepositional phrase, usually cannot separate the verb and the complement.

Incorrect: She drove in the street the car.
verb *complement*

Correct: She drove the car in the street.
verb *complement*

Exercise 1. Subject, Verb, Complement, and Modifier

Identify the subject, verb, complement, and modifier in each of the following sentences. Remember that not every sentence has a complement or modifier.

Examples:

Jill / is buying / a new bat / in the store.
subject verb phrase complement modifier of place

Betty / is shopping / downtown.
subject verb phrase modifier of place

1. George is cooking dinner tonight. _____
2. Henry and Marcia have visited the president. _____
3. We can eat lunch in this restaurant today. _____
4. Pat should have bought gasoline yesterday. _____
5. Trees grow. _____
6. It was raining at seven o'clock this morning. _____
7. She opened a checking account at the bank last week.

8. Harry is washing dishes right now. _____
9. She opened her book. _____

10. Paul, William, and Mary were watching television a few minutes ago. _____

4. The Noun Phrase

The noun phrase is a group of words that ends with a noun. It can contain determiners (*the, a, this, etc.*), adjectives, adverbs, and nouns. It CANNOT begin with a preposition. Remember that both subjects and complements are generally noun phrases.

- *Count and non-count nouns*: A count noun is one that can be counted.

Book – one book, two books, three books, ...

student – one student, two students, three students, ...

person – one person, two people, three people, ...

A non-count noun is one that *cannot* be counted.

milk – you cannot say: one milk, two milks, ...

It is possible, however, to count some non-count nouns if the substance is placed in a countable container.

glass of milk – one glass of milk, two glasses of milk, . . .

Some determiners can be used only with count or non-count nouns, while others can be used with either. Memorize the words in the following chart.

WITH COUNT NOUNS

WITH NON-COUNT NOUNS

a, the, some, any	the, some, any
this, that, these, those	this, that
none, one, two, three,...	none
many a lot of a { large } number of { great } (a) few fewer ... than more... than	much (usually in negatives or questions) a lot of a large amount of (a) little less ... than more ... than

It is very important to know if a noun is count or non-count. Students often make mistakes with the following nouns. Be sure that you know the plurals of irregular count nouns. The following list contains some irregular count nouns that you should know.

person-people	child-children	tooth-teeth
foot-feet	mouse-mice	

The following list contains some non-count nouns that you should know.

sand	food	information	air	mathematics	money
news	soap	economics	meat	politics	
measles	mumps	physics	advertising*	homework	

*NOTE: Although *advertising* is a non-count noun, *advertisement* is a count noun. If you wish to speak of one particular advertisement, you must use this word.

There are too many **advertisements** during television shows.

Some non-count nouns, such as *food*, *meat*, *money* and *sand*, may be used as count nouns in order to indicate different types.

This is one of the **foods** that my doctor has forbidden me to eat.
(indicates a particular type of food)

He studies **meats**.
(for example, beef, pork, lamb, etc.)

The word *time* can be either countable or non-countable depending on the context. When it means an occasion, it is countable. When it means a number of hours, days, years, etc., it is non-countable.

We have spent too much **time** on this homework. (non-count)
She has been late for class six **times** this semester. (count)

To decide if a noun that you are not sure of is countable or non-countable, decide if you can say: *one* _____ or *a* _____. For example, you can say "one book" so it is a count noun. You cannot say "one money" so it is not a count noun. Also, of course, by the very nature of non-

count nouns, a non-count noun can never be plural. Remember that, while some of the nouns in the list of non-count nouns appear to be plural because they end in -s, they are actually not plural.

Exercise 2. Count and Non-Count Nouns

Identify the following nouns as count nouns or non-count nouns according to their usual meaning.

television	atmosphere	food	cup
car	person	tooth	money
news	water	soap	hydrogen
geography	pencil	soap	minute

Exercise 3. Determiners

Choose the correct determiners in the following sentences.

1. He doesn't have (many/much) money.
2. I would like (a few/a little) salt on my vegetables.
3. She bought (that/those) cards last night.
4. There are (less/fewer) students in this room than in the next room.
5. There is (too much/too many) bad news on television tonight.
6. I do not want (these/this) water.
7. This is (too many/too much) information to learn.
8. A (few/little) people left early.
9. Would you like (less/fewer) coffee than this?
10. This jacket costs (too much/too many).

Exercise 4. Articles

In the following sentences supply the articles (**a**, **an** or **the**) if they are necessary. If no article is necessary, leave the space blank.

1. Jason's father bought him ___ bicycle that he had wanted for his birthday.
2. ___ Statue of Liberty was a gift of friendship from ___ France to ___ United States.
3. Rita is studying ___ English and ___ Math this semester.
4. ___ judge asked ___ witness to tell ___ truth.
5. Please give me ___ cup of ___ coffee with ___ cream and ___ sugar.
6. ___ big books on ___ table are for my History class.
7. No one in ___ Spanish class knew ___ correct answer to ___ Mrs. Perez's question.
8. My ___ car is four years old and it still runs well.
9. When you go to ___ store, please buy ___ bottle of ___ chocolate milk and ___ dozen oranges.

10. There are only ___ few seats left for ___ tonight's musical at ___ university.

11. John and Marcy went to ___ school yesterday and then studied in ___ library before returning home.

12. — Lake Erie is one of ___ five Great Lakes in ___ North America.

13. On our trip to ___ Spain, we crossed ___ Atlantic Ocean.

14. ___ Mount Rushmore is the site of ___ magnificent tribute to ___ four great American presidents.

15. What did you eat for ___ breakfast this morning?

16. Louie played ___ basketball and ___ baseball at ___ Boys' Club this year.

17. Rita plays ___ violin and her sister plays ___ guitar.

18. While we were in ___ Alaska, we saw ___ Eskimo village.

19. Phil can't go to ___ movies tonight because he has to write ___ essay.

20. David attended ___ Princeton University.

21. Harry has been admitted to ___ School of Medicine at ___ Midwestern university.

22. Mel's grandmother is in ___ hospital, so we went to visit her ___ last night.

23. ___ political science class is taking ___ trip to ___ Russia in ___ spring.

24. ___ Queen Elizabeth II is ___ monarch of ___ Great Britain.

25. ___ Declaration of Independence was drawn up in 1776.

26. Scientists hope to send ___ expedition to ___ Mars during ___ 1980s.

27. Last night there was ___ bird singing outside my house.

28. ___ chair that you are sitting in is broken.

29. ___ Civil War was fought in ___ United States between 1861 and 1865.

30. ___ Florida State University is smaller than ___ University of Florida.

• **Other:** The use of the word **other** is often a cause of confusion for foreign students. Study the following formulas.

WITH COUNT NOUNS

WITH NON-COUNT NOUNS

an + other + singular noun (one more) another pencil – one more pencil	xxxxx
the other + singular noun (last of the set) the other pencil – the last pencil present	xxxxx
other + plural noun (more of the set) other pencils – some more pencils	other + non-count nouns (more of the set) other water – some more water
the other + plural noun (the rest of the set) the other pencils – all remaining pencils.	the other + non-count noun (all the rest) the other water – the remaining water

NOTE. *Another* and *other* are nonspecific while *the other* is specific. If the subject is understood, one can omit the noun and keep the determiner and *other* so that *other* functions as a pronoun. If it is a plural count noun that is omitted, *other* becomes *others*. The word *other* can NEVER be plural if it is followed by a noun.

I don't want this book. Please give me **another**.

(*another* = any other book-not specific)

I don't want this book. Please give me **the other**.

(*the other* = the other book-specific)

This chemical is poisonous. **Others** are poisonous too.

(*others* = other chemicals-not specific)

I don't want these books. Please give me **the others**.

(*the others* = the other books-specific)

NOTE: Another way of substituting for the noun is to use *other* + *one* or *ones*.

I don't want this book. Please give me **another one**.

I don't want this book. Please give me **the other one**.

This chemical is poisonous. **Other ones** are poisonous too.

I don't want these books. Please give me the **other ones**.

Exercise 5. Other

Fill in the blanks with the appropriate form of **other**.

1. This pen isn't working. Please give me _____. (singular)

2. If you're still thirsty, I'll make _____ pot of coffee.

3. This dictionary has a page missing. Please give me _____. (the last one)

4. He does not need those books. He needs _____. (all the remaining)

5. There are thirty people in the room. Twenty are from Latin America and _____ are from _____ countries.

6. Six people were in the store. Two were buying meat. _____ was looking at magazines. _____ was eating a candy bar. _____ were walking around looking for more food. (notice the verbs)

7. This glass of milk is sour. _____ glass of milk is sour too.

8. The army was practicing its drills. One group is doing artillery practice. _____ was marching; _____ was at attention; and _____ was practicing combat tactics.

9. There are seven students from Japan. _____ are from Iran, and _____ are from _____ places.

10. We looked at four cars today. The first two were far too expensive, but _____ ones were reasonably priced.

DAY 5

ДЕНЬ 5

DIALOGUE

Introducing Yourself. Introducing Others.

Jim Bank and Robert Simpson are in the office. They have an appointment with Jack Brown, Managing Director of Trade Firm.

Jim Good afternoon. You must be Jack Brown, the Managing Director of Trade Firm?

Jack Yes, that's right.

Jim Oh, good. I'm Jim Bank. How do you do?

Jack Pleased to meet you, Mr. Bank.

Jim Mr. Brown, may I introduce you to my Managing Director Robert Simpson.

Jack Oh, pleased to meet you, Mr. Simpson.

Robert Me too, Mr. Brown. I see you are not alone.

Jack Yes. I've asked my colleagues to join us. Is that O.K.?

Jim Yes, of course.

Jack Mr. Bank and Mr. Simpson, may I introduce Julia Cornwall – she is Marketing Director of our corporation.

Переведите текст по методике РАП

The Right to Profit

In the private enterprise system, the person who takes the chance in starting the business by investing is guaranteed the right to all profits. This right is what attracts people to begin businesses, and it is the ultimate goal of business. Inherent in starting a business is the freedom to fail. Not all entrepreneurs are successful, but the opportunity is there to start a business and reap the rewards.

The Right to Compete

Under the private enterprise system people have the freedom to compete with others. Competition, along with profit, is the cornerstone of the private enterprise system. Competition pits one company against another in the struggle to attract and retain the consumer. Companies compete by developing better products, altering prices, developing unique advertising programs, and having the product or service where and when the consumer wants it. The benefit to the consumer: competition makes for better products and more responsiveness to consumer needs.

Право на прибыль

В системе частного предпринимательства человек, который рискует, начиная дело посредством инвестирования средств, обладает гарантией права на всю прибыль. Это право и есть то, что привлекает людей для открытия дела и является главной целью бизнеса. Возможность потерпеть неудачу заложена в начале нового предприятия. Не все предприниматели преуспевают, но существует возможность начать дело и получить отдачу.

Право на конкуренцию

В условиях системы частного предпринимательства, люди обладают правом конкурировать с другими. Конкуренция вместе с прибылью является угловым камнем системы частного предпринимательства. Конкуренция противопоставляет одну компанию другой в борьбе за привлечение и удержание потребителя. Компании конкурируют путем разработки более лучших продуктов, снижением цен, разработкой оригинальных рекламных компаний и предоставлением продукта либо услуги там и тогда, когда потребитель нуждается в них. Выгода для потребителя в следующем: конкуренция способствует производству

SKILLS

business	<p>Она хочет уйти в бизнес, когда окончит колледж. Это удовольствие — вести дело с Вами. Я здесь по делу. У него есть предприятие в городе.</p>
enterprise	<p>Эта компания является одним из самых больших предприятий в своей области.</p>
resource	<p>Нефть — это наиболее важный природный ресурс Ирака. Работа потребовала все мои ресурсы энергии и терпения. Эта страна потратила все свои ресурсы на строительство устаревших кораблей. Джон вложил все свои средства в ресторан.</p>
to own	<p>Кто владеет этим домом? У Вас есть автомобиль, сэр?</p>
to be based	<p>Где располагается Ваша компания? Она находится в Париже. Фильм поставлен по роману Ч. Диккенса. Их строения опирались на другие рынки.</p>
to include	<p>Эта услуга включена в счет? Моя работа не заключается в приготовлении кофе для босса. Пожалуйста, включите меня в список.</p>
to provide	<p>Правительство не может обеспечить всех молодых людей работой. Эти письма должны предоставить всю нужную нам информацию. Закон предусматривает охрану старых зданий правительством.</p>
to apply to	<p>Я сегодня найду работу. Приложите столько силы, сколько потребуется.</p>

past progressive (continuous) – He **was walking** to school when he saw Jane.

present perfect – He **has walked** to school several times.

past perfect – He **had walked** to school before he hurt his foot.

• *Simple present tense*: This tense is usually not used to indicate present time. However, it is used to indicate present time (now) with the following stative verbs.

know	believe	hear	see	smell	wish
understand	hate	love	like	want	sound
have	need	appear	seem	taste	own

NOTE: The verbs listed above are almost never used in the present or past progressive (continuous), although it is possible in some cases.

Simple present is used to indicate a regular or habitual action.

John **walks** to school **every day**.

Examples of simple present tense:

- | | |
|---|-------------------|
| They understand the problem now. | (stative verb) |
| Henry always swims in the evening. | (habitual action) |
| We want to leave now. | (stative verb) |
| The coffee tastes delicious. | (stative verb) |
| Mark usually walks to school. | (habitual action) |
| Your cough sounds bad. | (stative verb) |

• *Present progressive (continuous)*: Use the following rule to form the present progressive.

$$\text{subject} + \left\{ \begin{array}{l} am \\ is \\ are \end{array} \right\} + [\text{verb} + ing] \dots$$

The present progressive is used to indicate present time (now) with all but the stative verbs listed previously.

John **is eating** dinner **now**.

It is also used to indicate future time.

We are leaving for the theater at seven o'clock.

Examples of present progressive:

The committee members are examining the material now .	(present time)
George is leaving for France tomorrow .	(future time)
Henry is walking to school tomorrow .	(future time)
The president is trying to contact his advisors now .	(present time)
The secretary is typing the letter now .	(present time)
We are flying to Venezuela next month .	(future time)

Exercise 6. Simple Present and Present Progressive

Choose either the simple present or present progressive in the following sentences.

1. Something _____ (smell) very good.
2. We _____ (eat) dinner at seven o'clock tonight.
3. He _____ (practice) the piano every day.
4. They _____ (drive) to school tomorrow.
5. I _____ (believe) you.
6. Maria _____ (have) a cold.
7. Jorge _____ (swim) right now.
8. John _____ (hate) smoke.
9. Jill always _____ (get) up at 6:00 A. M.
10. Jerry _____ (mow) the lawn now.

• *Simple past tense*: The simple past is used for a *completed* action that happened at *one specific time* in the past. The italicized words are important because they show that simple past is not the same as past progressive or present perfect.

John **went** to Spain **last year**.
Bob **bought** a new bicycle **yesterday**.
Maria **did** her homework **last night**.
Mark **washed** the dishes **after dinner**.
We **drove** to the grocery store **this afternoon**.
George **cooked** dinner for his family **Saturday night**.

• *Past progressive (continuous)*: Use the following rule to form the past progressive.

subject + $\left\{ \begin{array}{l} \text{was} \\ \text{were} \end{array} \right\}$ + [verb + *ing*]...

The past progressive is used to indicate:

(1) An action which was occurring in the past and was interrupted by another action. In this case, the general rule is:

when + subject₁ + simple past tense + subject₂ + past progressive ...

OR

subject₁ + past progressive + *when* + subject₂ + simple past tense ...

When Mark **came** home, Martha **was watching** television.

OR

Martha **was watching** television **when** Mark **came** home.

(2) Two actions occurring at the same time in the past. In this case, the following rules usually apply.

Subject₁ + past progressive + *while* + subject₂ + past progressive ...

OR

while + subject₁ + past progressive + subject₂ + past progressive ...

Martha **was watching** television **while** John **was reading** a book.

OR

While John **was reading** a book, Martha **was watching** television.

NOTE. The following construction is also possible, but it is not as common as the preceding two.

while + subject₁ + past progressive + subject₂ + simple past ...

While Martha **was watching** television, John **read** a book.

- (3) An action which was occurring at some specific time in the past.
Martha **was watching** television **at seven o'clock last night**.
What **were** you **doing at one o'clock this afternoon**?

Examples of past progressive:

John **was walking** to class **when** he **lost** his pen.
The student **was reading while** the professor **was speaking**.
George **was watching** television **when** his brother **called**.
Henry **was eating** a snack **at midnight last night**.
When Mary **came** home, her husband **was cooking** dinner.
Mark **was driving** in Main Street **when** his car **broke** down.

Exercise 7. Simple Past Tense and Past Progressive

Use either the simple past tense or the past progressive in the following sentences as appropriate.

1. Gene _____ (eat) dinner when his friend called.
2. While Maria was cleaning the apartment, her husband _____ (sleep).
3. At three o'clock this morning, Eleanor _____ (study).
4. When Mark arrived, the Johnsons _____ (have) dinner, but they stopped in order to talk to him.
5. John _____ (go) to France last year.
6. When the teacher _____ (enter) the room, the students were talking.
7. While Joan was writing the report, Henry _____ (look) for more information.
8. We _____ (see) this movie last night.
9. At one time, Mr. Roberts _____ (own) this building.
10. Jose _____ (write) a letter to his family when his pencil _____ (break).

- *Present perfect*: Use the following rule to form the present perfect.

subject + $\left\{ \begin{array}{l} has \\ have \end{array} \right\}$ + [verb in past participle] ...

The present perfect is used to indicate:

- (1) An action that happened at an indefinite time in the past.
John **has traveled** around the world. (We don't know when.)

(2) An action that happened more than once in the past.

George **has seen** this movie **three times**.

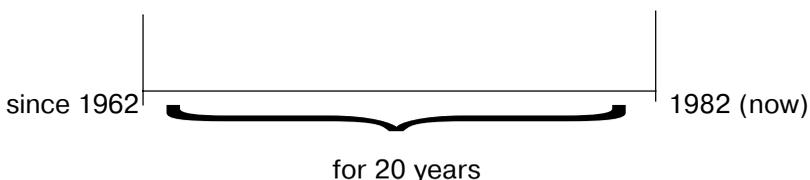
(3) An action that began in the past and is still occurring in the present.

John **has lived** in the same house **for twenty years**. (He still lives there.)

OR

John **has lived** in the same house **since 1962**. (He still lives there.)

If it is now 1982:



- *For/since*: Use *for* + duration of time: *for five hours, for thirty years, for ten minutes*. Use *since* + beginning time: *since 1972, since five o'clock, since January*.

- *Yet/already*: The adverbs *yet* and *already* are used to indicate that something has happened (or hasn't happened) at an unspecified time in the past. These adverbs are often used with the present perfect.

<p><i>Already</i> – affirmative sentences <i>yet</i> – negative sentences and questions</p>

NOTE: *Already* usually appears between the auxiliary and the main verb; however, it can appear at the beginning or end of the sentence. **Yet** appears at the end of the sentence.

<p>subject + { <i>has</i> } + <i>already</i> + {verb in past participle} ... { <i>have</i> }</p>
--

<p>subject + { <i>has</i> } + <i>not</i> + [verb in past participle] . . . + <i>yet</i> ... { <i>have</i> }</p>

Examples of *yet* and *already*:

We **have already written** our reports.

We **haven't written** our reports **yet**.

Gabriel **has already** read the entire book.

The president **hasn't decided** what to do **yet**.

Sam **has already recorded** the results of the experiment.
Maria **hasn't called** her parents **yet**.

NOTE: Another option with the use of *yet* is sometimes possible. In this case, the verb is positive and the adverb *yet* does not appear at the end of the sentence.

subject + $\left\{ \begin{array}{l} \text{has} \\ \text{have} \end{array} \right\} + \text{yet} + [\text{verb in infinitive}] \dots$

John **has yet to learn** the material. = John **hasn't learned** the material **yet**.

We **have yet to decide** what to do with the money. = We **haven't decided** what to do with the money **yet**.

• *Present perfect progressive (continuous)*: For category (3) of the present perfect rules only, it is also possible to use the present perfect progressive (continuous). Use the following rule to form this aspect.

subject + $\left\{ \begin{array}{l} \text{has} \\ \text{have} \end{array} \right\} + \text{been} + [\text{verb} + \text{ing}] \dots$

John **has been living** in the same house **for twenty years**. = John **has lived** in the same house **for twenty years**.

Examples of present perfect:

Jorge **has already walked** to school. (indefinite time)
He has been to California three times. (more than once)
John **has worked** in Washington **for three years**.

OR (not yet completed)

John **has been working** in Washington **for three years**.
Mary **has seen** this movie before. (indefinite time)
They **have been** at home all day. (not yet completed)
We **haven't gone** to the store **yet**. (indefinite time)

Exercise 8. Present Perfect and Simple Past

Use either the present perfect or the simple past in the following sentences.

1. John _____ (write) his report last night.
2. Bob _____ (see) this movie before.
3. George _____ (read) the newspaper already.
4. Mr. Johnson _____ (work) in the same place for thirty-five years, and he is not planning to retire yet.
5. We _____ (begin; negative) to study for the test yet.
6. George _____ (go) to the store at ten o'clock this morning.
7. Joan _____ (travel) around the world.
8. Betty _____ (write) a letter last night.
9. Guillermo _____ (call) his employer yesterday.
10. We _____ (see; negative) this movie yet.

· *Past perfect*: Use the following rule to form the past perfect.

subject + *had* + [verb in past participle] ...

The past perfect is used to indicate:

(1) An action that happened before another action in the past; there usually are two actions in the sentence.

John **had gone** to the store **before** he **went** home.

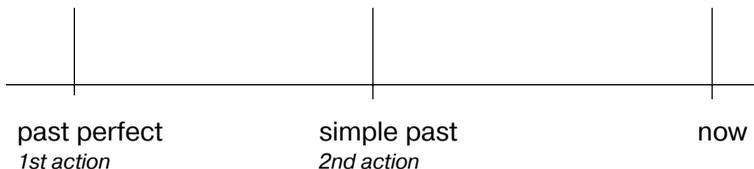
1st action

2nd action

Jack **told** us yesterday that he **had visited** England in 1970.

2nd action

1st action



The past perfect is usually used with the adverbs *before*, *after*, or *when*. Study the following formulas.

subject + past perfect + *before* + subject + simple past tense

John **had gone** to the store **before** he **went** home.

subject + simple past tense + *after* + subject + past perfect

John **went** home **after** he **had gone** to the store.

before + subject + simple past tense + subject + past perfect

Before John **went** home, he **had gone** to the store.

after+ subject + past perfect + subject + simple past tense

After John **had gone** to the store, he **went** home.

NOTE: The adverb *when* can be used in place of *before* or *after* in any of these four formulas without change in meaning. We still know which action happened first because of the use of past perfect.

(2) A state which continued for a time in the past, but stopped before now. This is similar to rule number (3) for present perfect, but in this case, there is no connection with the present.

Abdu **had lived** in New York **for ten years before** he **moved** to California.



• *Past perfect progressive (continuous)*: For category (2) of past perfect only, we can also use the past perfect progressive (continuous). Study the following rule.

subject + *had + been* + [verb + *ing*] ...

Abdu **had been living** in New York **for ten years before** he **moved** to California.

Examples of past perfect:

The professor **had reviewed** the material **before** he **gave** the quiz.

After Henry **had visited** Puerto Rico, he **went** to St. Thomas.

Before Ali **went** to sleep, he **had called** his family.

George **had worked** at the university **for forty-five years before** he **retired**.

OR

George **had been working** at the university **for forty-five years before** he **retired**.

After the committee members **had considered** the consequences, they **voted** on the proposal.

The doctor **had examined** the patient thoroughly **before** he **prescribed** the medication.

Exercise 9. Past Perfect and Simple Past

Supply the past perfect or simple past in the following sentences.

1. The policeman read the suspect his rights after he _____ (arrest) him.
2. After John _____ (wash) his clothes, he began to study.
3. George _____ (wait) for one hour before the bus came.
4. Maria _____ (enter) the university after she had graduated from the community college.
5. Jeanette _____ (wash) the pipettes after she had completed the experiment.
6. Jane sent a letter to her university after she _____ (receive) her scholarship check.
7. After the stewardesses had served lunch to the passengers, they _____ (sit) down.
8. The car _____ (flip) ten times before it landed on its roof.
9. We corrected our papers after we _____ (take) the quiz.
10. John _____ (live) in Miami for one year when his parents came to visit.

DAY 5

ДЕНЬ 5

DIALOGUE

Jim Bank and Robert Simpson are in a meeting with Jack Brown, Managing Director of Trade Firm.

Jim I've arranged an appointment with you because I intend to sign a contract with your firm. Before talking business, I would like to know more about you, your skills, and your experience.

Jack Well, as for me, I'm the Managing Director of Trade Firm. Our company specializes in the export of cars, but we also produce electrical motors. I inherited the company. My father always taught me never to sell commodities to the first bidder.

DAY 1

ДЕНЬ 1

 Переведите текст по методике РАП

STARTING A SMALL BUSINESS **Legal Requirements**

Small-business owners must follow several steps before offering a product or service to the public. They generally must obtain documents and approvals before starting operations.

First of all, the business must meet applicable zoning ordinances. These are city and county regulations defining the type of business activity that can be conducted at certain locations. The firm also must obtain city and county business permits, and perhaps a state occupational license, if setting up shop as a cosmetologist, realtor, barber, or electrician, or in some other stateregulated business. Local government officials also will inspect a company's building to verify that it conforms to local fire and safety codes. Retailers, who act as sales tax collection agents for the state, must contact the state revenue department for registration forms and instructions on how to collect and pay sales tax.

НАЧИНАЯ МАЛЫЙ БИЗНЕС **Правовые требования**

Владельцы малых предприятий должны предпринять следующие несколько шагов, прежде чем предложить свой товар либо услуги публике. Обычно они должны получить документацию и разрешение до начала своей деятельности.

Прежде всего бизнес должен принять местные учредительные правила — это установления городов и округов, определяющие тип деловой деятельности, которая может осуществляться в определенных местах. Фирма также должна получить разрешение на ведение бизнеса от города и графства, а возможно и профессиональную лицензию штата, в том случае, если организующаяся фирма является косметическим салоном, бюро по работе с недвижимостью, парикмахерской или электромастерской, либо специализируется в некоторых других, регулируемых штатом, сферах бизнеса. Официальные представители местной власти могут также проинспектировать здание компании для того, чтобы проверить, насколько оно соответствует местным правилам о пожарной и общей безопасности.

Розничные торговцы, которые действуют в качестве агентов по сбору налогов с продаж для штата, должны поддерживать контакты с налоговым департаментом штата для получения регистрационных форм инструкций относительно того, как собирать и платить налоги с продаж.

The Internal Revenue Service (IRS) has various tax forms and reporting requirements that affect every type of business. This agency provides a Business Tax Kit that describes the many taxes deductions, and payment schedules companies must be aware of.

У Налогового управления США (IRS) есть различные формы по налогообложению и сообщаемые требования, которые соответствуют каждому типу бизнеса. Это агентство представляет регистр налогообложения в сфере бизнеса, содержащий описание большинства налогов, скидок и расписание платежей, которое должны знать компании.

Most firms have to conform to a state's fictitious-name act. This means that if the name of the business is not simply the name or names of its owners, the owners' names must be registered at the county courthouse and published along with the company's name in the Legal Notices section of the newspaper.

Большинство фирм должны подчиняться закону штата о присваиваемых названиях. Это означает, что, если название бизнеса не представляет собой просто имени либо имен владельцев, то их имена должны быть зарегистрированы в здании окружного суда и опубликованы вместе с названием компании в отделе официальных сообщений газеты.

DAY 2

ДЕНЬ 2

Переведите текст по методике РАП

Start it Right the First Time

Infant companies have a fairly high mortality rate. Dun & Bradstreet reports that approximately half of all business failures occur within the first 5 years. The early years, then, are usually the most critical in a 'firm's life. There are many things to do, and the owner's success in doing them will determine the success he or she will enjoy in the business.

Experience. Get experience in the line of business. A business presents many challenges to management, so a would be owner needs as much experience as possible before striking out alone. Knowledge of finance, customer relations, marketing, inventory purchasing, personnel requirements, management, and technological developments is necessary. Ira

Правильно начать с первого раза

Начинающие компании обладают достаточно высоким показателем неудач. По сообщению Дана и Брэдстрита приблизительно половина всех неудач в сфере бизнеса происходят в течение первых 5 лет. То есть первые годы обычно являются наиболее критическими в жизни фирмы, необходимо сделать очень много вещей, и успех владельца в преодолении проблем определяет тот успех, который он или она хотят получить в бизнесе.

Опыт. Получите опыт в сфере бизнеса. Бизнес бросает очень много вызовов менеджменту. Поэтому владелец должен обладать как можно большим опытом (насколько это возможно) прежде чем встретить эти вызовы в одиночку: знание финансовой системы, отношения с потребителями, маркетинга, материально-технического

H.Latimer, executive vice-president of the American Federation of Small Business, suggests that you first become an employee in the kind of business that you plan to start. Avoid dead-end jobs that will isolate you from the rest of the organization and strive to become involved in every area of the company's business, however unfamiliar at first.

The Dun & Bradstreet Corporation reports that 23.1 percent of all business failures are caused by the owner's inexperience. More than 34 percent of all companies that fall due to the owner's inexperience fall because the owner (1) doesn't know enough about the kind of business he or she has entered or (2) hasn't obtained adequate management experience – intimate, first-hand knowledge of the planing, organizing, staffing, directing, and controlling functions.

снабжения, требований к персоналу, менеджмента, развития технологии обязательно. Айра Латимер – исполнительный вице-президент американской федерации малого бизнеса считает, что прежде всего вам лучше стать служащим в том виде бизнеса, в котором вы хотите начать свое дело. Избегайте тупиковых работ, которые могут изолировать вас от всего остального в организации, и постарайтесь быть вовлеченным во все сферы деятельности компании поначалу, однако, незнакомые для вас.

Корпорация Дана и Брэдстрита сообщает, что 23,1% всех деловых неудач были вызваны неопытностью владельцев. Более чем 34% всех компаний, которые проиграли вследствие неопытности владельца, оказались неудачными, потому что владелец, во-первых, не обладал достаточными знаниями о том виде бизнеса, в котором он или она начали свою деятельность, и, во-вторых, не получил адекватного опыта управления, непосредственного знания планирования, организации, работы с персоналом, управления и контроля.

Эти книги можно получить из Публичной библиотеки.

permit (*n*)
to permit (*v*)

Вы не можете работать здесь без разрешения.
Вам не разрешен доступ к файлам.
Эти факты не позволяют другого объяснения.
Правила клуба запрещают курение.

to set up

Он организовал специальный фонд для своей племянницы.
Съемочная группа (the production team) прибыла рано для того, чтобы установить камеры.
Для проведения эксперимента потребуется много времени.
Ему потребовались деньги, чтобы поставить себя в бизнесе.

to inspect

Никто не проверил моего билета до посадки в поезд.

to verify

Меня попросили подтвердить либо опровергнуть это предложение.
Эти детали невозможно проверить.

to conform

Ты должна либо подчиняться правилам, либо уйти из школы.
Оборудование не соответствует стандартам безопасности.

to contact

Для получения информации свяжитесь с нашим местным представителем.
Вы с ним связывались.

to collect

Соберите книги и положите их на мой стол.
Толпа людей собралась посмотреть процессию.
Джон собирает иностранные монеты.
Он забрал детей из школы.
Я пытался собраться с мыслями, но был слишком взволнован.

various

По различным причинам я предпочитаю не встречаться с ним.
Товары, которые мы продали, многочисленны и разнообразны.

subject + [prepositional phrase] + verb

The study of languages is very interesting.

singular subject

singular verb

Several theories on this subject have been proposed.

plural subject

plural verb

The view of these disciplines varies from time to time.

singular subject

singular verb

The danger of forest fires is not to be taken lightly.

singular subject

singular verb

The effects of that crime are likely to be devastating.

plural subject

plural verb

The fear of rape and robbery has caused many people to flee the cities.

singular subject

singular verb

The following expressions also have no effect on the verb.

together with

along with

accompanied by

as well as

The actress, along with her manager and some friends, is going to a

singular subject

singular verb

party tonight.

Mr. Robbins, accompanied by his wife and children, is arriving tonight.

singular subject

singular verb

NOTE: If the conjunction **and** is used instead of one of these phrases, the verb would then be plural.

The actress and her manager are going to a party tonight.

plural subject

plural verb

Exercise 10. Subject-Verb Agreement

Choose the correct form of the verb in parentheses in the following sentences.

1. John, along with twenty friends, (is/are) planning a party.
2. The picture of the soldiers (bring/brings) back many memories.
3. The quality of these recordings (is/are) not very good.
4. If the duties of these officers (isn't/aren't) reduced, there will not be enough time to finish the project.
5. The effects of cigarette smoking (have/has) been proved to be extremely harmful.

$$no + \left\{ \begin{array}{l} \text{singular noun} \\ \text{non-count noun} \end{array} \right\} + \text{singular verb}$$

No **example is** relevant to this case.

$$no + \text{plural noun} + \text{plural verb}$$

No **examples are** relevant to this case.

• *Either/neither*: When *either* and *neither* are followed by *or* and *nor* the verb may be singular or plural depending on whether the noun following *or* and *nor* is singular or plural. If *or* or *nor* appears alone, the same rule applies. Study the following formulas.

$$\left\{ \begin{array}{l} \text{neither} \\ \text{either} \end{array} \right\} + \text{noun} + \left\{ \begin{array}{l} \text{nor} \\ \text{or} \end{array} \right\} + \text{plural noun} + \text{plural verb}$$

Neither John **nor** his friends are going to the beach today.

plural noun *plural verb*

Either John **or** his friends are going to the beach today.

plural noun *plural verb*

$$\left\{ \begin{array}{l} \text{neither} \\ \text{either} \end{array} \right\} + \text{noun} + \left\{ \begin{array}{l} \text{nor} \\ \text{or} \end{array} \right\} + \text{singular noun} + \text{singular verb}$$

Neither John **nor** Bill is going to the beach today.

singular singular
noun verb

Either John **or** Bill is going to the beach today.

singular singular
subject verb

Examples:

Neither John **nor** Jane is going to class today.

singular singular

Neither Maria **nor** her friends are going to class today

plural plural

John **or** George is bringing the car.

singular singular

Neither Alecia **nor** Carmen has seen this movie before.

singular singular

Neither the director **nor** the secretary wants to leave yet.
singular singular

• *Gerunds as subjects*: If a sentence begins with [verb + *ing*] (gerund), the verb must also be singular.

Knowing her **has made** him what he is.

Dieting is very popular today.

Not studying has caused him many problems,

Washing with a special cream **is recommended** for scalp infections.

Being cordial **is** one of his greatest assets.

Writing many letters **makes** her happy.

• *Collective nouns*: Also many words indicating a number of people or animals are singular. The following nouns are *usually singular*. In some cases they are plural if the sentence indicates that the individual members are acting separately.

Congress	family	group	committee	class
organization	team	army	club	crowd
government	jury	majority*	minority	public

**Majority* can be singular or plural. If it is alone it is usually singular; if it is followed by a plural noun, it is usually plural.

The majority believes that we are in no danger.

The majority of the students believe him to be innocent.

Examples of collective nouns:

The committee has met, and it has rejected the proposal.

The family was elated by the news.

The crowd was wild with excitement.

Congress has initiated a new plan to combat inflation.

The organization has lost many members this year.

Our team is going to win the game.

The following nouns are used to indicate groups of certain animals. It is not necessary to learn the nouns; however, they mean the same as *group* and thus are considered singular.

flock of birds, sheep
herd of cattle
pack of dogs

school of fish
pride of lions

The flock of birds is circling overhead.

The herd of cattle is breaking away.

A school of fish is being attacked by sharks.

Collective nouns indicating time, money, and measurements used as a whole are singular.

Twenty-five dollars is too much to pay for that shirt.

Fifty minutes isn't enough time to finish this test.

Twenty dollars is all I can afford to pay for that recorder.

Two miles is too much to run in one day.

- *A number of/the number of:*

a number of + plural noun + plural verb...

the number of + plural noun + singular verb...

A number of students are going to the class picnic. (*a number of* = many)

The number of days in a week is seven.

A number of the applicants have already been interviewed.

The number of residents who have been questioned on this matter is quite small.

• *Nouns that are always plural:* The following nouns are always considered plural. They cannot be singular. In order to speak of them as singular, one must say: "a pair of _____"

scissors	shorts	pants	jeans	tongs
trousers	glasses	pliers	tweezers	

The pants are in the drawer.

A pair of pants is in the drawer.

The pliers were on the table.

The pair of pliers was on the table.

These scissors are dull.

This pair of scissors is dull.

- *There is/there are*: Remember that with sentences beginning with the existential *there*, the subject is actually after the verb.

{ there is there was there has been }	+ singular subject ... (or non-count)
--	--

{ there are there were there have been }	+ plural subject ...
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There is a storm approaching.

singular singular

There have been a number of telephone calls today.

plural plural

There was an accident last night.

singular singular

There were too many people at the party.

plural plural

There has been an increase in the importation of foreign cars.

singular singular

There was water on the floor where he fell.

singular non-count

Exercise 11. Subject-Verb Agreement

Choose the correct form of the verb in the following sentences.

1. Neither Bill nor Mary (is/are) going to the play tonight.
2. Anything (is/are) better than going to another movie tonight.
3. Skating (is/are) becoming more popular every day.
4. A number of reporters (was/were) at the conference yesterday.
5. Everybody who (has/have) a fever must go home immediately.
6. Your glasses (was/were) on the bureau last night.
7. There (was/were) some people at the meeting last night.
8. The committee (has/have) already reached a decision.
9. A pair of jeans (was/were) in the washing machine this morning.
10. Each student (has/have) answered the first three questions.
11. Either John or his wife (make/makes) breakfast each morning.
12. After she had perused the material, the secretary decided that everything (was/were) in order.

13. The crowd at the basketball game (was/were) wild with excitement.
14. A pack of wild dogs (has/have) frightened all the ducks away.
15. The jury (is/are) trying to reach a decision.
16. The army (has/have) eliminated this section of the training test.
17. The number of students who have withdrawn from class this quarter (is/are) appalling.
18. There (has/have) been too many interruptions in this class.
19. Every elementary school teacher (has/have) to take this examination.
20. Neither Jill nor her parents (has/have) seen this movie before.

Exercise 12. Pronouns

Circle the correct form of the pronoun or possessive adjective in the following sentences.

1. I go to school with (he/him) every day.
2. I see (she/her/herself) at the Union every Friday.
3. She speaks to (we/us/ourselves) every morning.
4. Isn't (she/her) a nice person?
5. (He/Him) is going to New York on vacation.
6. (She/Her) and John gave the money to the boy.
7. (Yours/Your) record is scratched and (my/mine) is too.
8. I hurt (my/mine/the) leg.
9. John bought (himself/herself/hissself) a new coat.
10. (We/Us) girls are going camping over the weekend.
11. Mr. Jones cut (hissself/himself) shaving.
12. We like (our/ours) new car very much.
13. The dog bit (she/her) on the leg.
14. John (he/himself) went to the meeting.
15. You'll stick (you/your/yourself) with the pins if you are not careful.
16. Mary and (I/me) would rather go to the movies.
17. Everyone has to do (their/his) own research.
18. Just between you and (I/me), I don't like this food.
19. Monday is a holiday for (we/us) teachers.
20. (Her/Hers) car does not go as fast as (our/ours).

 DIALOGUE

Jack McDonald works for a Scottish Company. He arrived in Paris and now is checking in at the Star Hotel.

- Mr McDonald: Good evening. **My name** is McDonald. I've got a reservation for three nights.
- Receptionist: Ah, yes. Mr McDonald, a double room for you and your wife.
- Mr McDonald: No, I'm travelling alone. **I reserved** a single room.
- Receptionist: Oh, just a minute, please. Ehm, **what's your** first name?
- Mr McDonald: Jack.
- Receptionist: I see. Oh, sorry. We've got another Mr McDonald in the hotel at present. Fine. Your room number is 907. Could you fill in this form, please? ... and sign here. Thank you. Now, how would you like to pay?
- Mr McDonald: **Can I pay by** credit card?
- Receptionist: **Certainly**. American Express?
- Mr McDonald: No, VISA.
- Receptionist: **I'm sorry**, but we don't take VISA here.
- Mr McDonald: Well then, **can I pay with** traveller's cheques?
- Receptionist: Yes, **that's fine**. So, here's your key Mr McDonald. The porter will bring your luggage to your room.
- Mr McDonald: Thanks. I'll need a meeting room later in the week. **Do you have** one in the hotel?
- Receptionist: Yes, we do. You can reserve it through the hotel manager in the morning.
- Mr McDonald: **Good**, and **what about** secretarial services?
- Receptionist: Well, we can arrange typing for you, and we have a special fax for hotel guests.
- Mr McDonald: That's **great**. One **more thing** – is the restaurant still open?
- Receptionist: I'm afraid not.
- Mr McDonald: **Never mind**. I'll call room service. Thanks for your help.

TASK.

Build a conversation between you and your partner according to this pattern. Choose any name and profession you like.

associations can help potential business owners decide if they have enough capital to make a sound beginning.

How much capital does a business need? There is no easy answer. It depends on such variables as location, credit terms given by suppliers, distance from markets, and the nature of the product or service. It may take a construction company several months to complete its first projects, for example, but the owner must meet weekly payrolls, buy materials, make payments on leased or purchased equipment, maintain office facilities, and pay insurance premiums, taxes, utilities, and other business expenses in the meantime. These payments demand a large fund of operating capital. The Small Business Administration offers the form to help business owners estimate their starting cash needs.

подождать, пока не скопится достаточно капитала, чтобы обеспечить успех, либо начать дело в меньшем масштабе, чем изначально планировалось. Бухгалтеры и торговые ассоциации могут помочь потенциальным предпринимателям решить, обладают ли они достаточным капиталом, чтобы сказать свое первое слово.

Сколько нужно капитала для бизнеса? На этот вопрос нет легкого ответа. Это зависит от таких различных факторов, как: месторасположение; условия кредитов, предоставляемых поставщиками; расстояние от рынков и природа товаров либо услуг. Возможно потребуется несколько месяцев для создания компании, чтобы выполнить ее первые проекты. Но в то же самое время владелец может столкнуться с такими вещами, как еженедельная выплата заработной платы, закупка материалов, производство платежей по арендованному либо закупленному оборудованию, обустройство офиса и выплата страховых, налогов, необходимых затрат и других расходов на ведение дела. Эти платежи требуют большого фонда действующего капитала. Администрация малого бизнеса предлагает форму, помогающую владельцам предприятий оценить свои стартовые потребности в наличности.

DAY 2

ДЕНЬ 2

Переведите текст по методике РАП

Location

Pick a sound site for operations, a spot that favors the type of customer you seek and the product or service that your firm will provide. A wag once declared that the three keys to business success were "location, location and location". Neighboring businesses should be complementary. Undesirable neighbors can repel traffic, while several businesses with supporting lines or comparable target markets attract more customers together than any one of them could alone. Many business people also realize today that there is strength in numbers.

Месторасположение

Определите подходящее место для работы, которое бы устраивало тот тип потребителя, которого вы ищете, и соответствовало тому продукту либо услуге, которые ваша фирма будет предоставлять. Один шутник заявил, что существуют 3 ключа к успеху в бизнесе: "месторасположение, месторасположение и месторасположение". Соседи должны быть добродетельными. Нежелательные соседи могут возмущаться транспортным движением, в то время как некоторые предприятия, имеющие взаимодополняющие виды работ либо аналогичные рынки, привлекают больше потребителей вместе, чем кто-либо из них смог бы это в одиночку. Многие деловые люди сегодня также сознают, что сила заключается в количестве.

Site selection decisions often require a traffic study, an analysis of the traffic pattern around a location to confirm what type of person drives by, when, and why. Ideally, many people in the target area will need what the business sells and will find easy access to the premises. Traffic lights, pedestrian safety islands, and other traffic modifications should make it possible for customers to stop with a minimum of inconvenience. It also helps to consider plans for future street and highway improvements or business and housing developments. Such changes can make the area the hub or rim of traffic.

Lease. If a business owner decides to rent a facility, a lawyer should review the lease and explain what the tenant and the landlord are responsible for. Some business owners like to negotiate a short-term lease with an option to renew for a longer period, so they can see how the location actually works out before making a long-term commitment.

Принятие решений по отбору очень часто требуют изучения транспортного движения, анализа модели транспортного движения вокруг место расположения для того, чтобы получить представление о том типе людей, которые ездят вокруг, когда и почему. В идеале многие люди в выбранном округе будут нуждаться в том, что продает предприятие и, возможно, найдут очень легкий доступ к зданиям магазинов. Транспортное освещение, островки безопасности для пешеходов и другие особенности транспортного движения могут сделать возможным для потребителей останавливаться с минимумом неудобств. Это также поможет продумать планирование будущих улиц и улучшение автомагистралей либо развитие бизнеса и домашнего хозяйства. Такие изменения обычно превращают округ в центр транспортного движения.

Аренда. Если владельцы бизнеса решили арендовать оборудование, юрист должен просмотреть договор об аренде и объяснить степень ответственности арендатора и владельца арендуемой земли. Некоторые владельцы предприятий предпочитают договариваться о краткосрочной аренде с возможностью продления на более долгий период. Поэтому они могут убедиться, как месторасположение действительно оказывает влияние еще до принятия соглашения о долгосрочной аренде.

to reach	После долгого путешествия мы, наконец, достигли Лондона утром во вторник. Вы уже дошли до конца книги? Эта новость дошла до меня только вчера. Вы могли бы достать ту книгу с верхней полки?
to dream, dream(n)	Мне приснился странный сон вчера ночью. Джон живет в грезах. Их новый дом — настоящая сказка.
to ensure	Если Вы хотите убедиться, что успеете на самолет, езжайте на такси. Это лекарство несомненно позволит всем хорошо поспать.
it depends on	Вы можете купить любого размера, это зависит от того, сколько вы готовы потратить. Что я сделаю? Не знаю. Зависит от обстоятельств.
it takes (an amount of time)	Мне потребовался год, чтобы накопить на новое пальто. Путешествие заняло два часа.
to maintain	Он вышел в лидеры и продолжал удерживать лидерство до конца гонки. Надеюсь, что Вы сохраните ваши достижения. Частью ее работы являлось поддержание хороших отношений с заказчиками.
meantime	Новый секретарь не выйдет на работу до следующей недели, в это время мы найдем другого. Я позову доктора, а в это время вы должны спать.
to demand	Я потребовал объяснений. Она требовала разговора с менеджером. Эта работа требует Вашего непосредственного внимания.
to estimate	Стоимость полотна оценивалась в несколько тысяч фунтов.
to pick	Он перелез через стол и достал книгу. Студенты должны выбрать три курса из этого списка.

The president will attempt to reduce inflation in the next four years.
 The soldiers are preparing to attack the village.
 Cynthia has agreed to act as a liaison between the two countries.

• *Verbs that are always followed by the gerund:* Other verbs must always be followed by the gerund. These verbs include:

admit	appreciate	avoid	can't help	consider
delay	deny	enjoy	finish	mind
miss	postpone	practice	quit	recall
regret	report	resent	resist	resume
risk	suggest			

John admitted stealing the jewels.
 We enjoyed seeing them again after so many years.
 You shouldn't risk entering that building in its present condition.
 Michael was considering buying a new car until the prices went up.
 The Coast Guard has reported seeing another ship in the Florida Straits.
Would you mind not smoking in this office?

NOTE: These sentences are made negative by adding the negative particle *not* before the infinitive or gerund.

John decided not to buy the car.
 We regretted not going to the party last night.

The following verbs can be followed by either the infinitive or the gerund with no change in meaning.

begin	can't stand	continue	dread	hate
like	love	prefer	start	

He started to study after dinner. **OR** He started studying after dinner.
 Joan hates to ride her bicycle to school. **OR** Joan hates riding her bicycle to school.

• *Verbs + prepositions followed by the gerund:* If a verb + preposition, adjective + preposition, noun + preposition, or preposition alone is followed directly by a verb, the verb will always be in the gerund form. The following list consists of verbs + prepositions.

approve of	be better off	count on	depend on
give up	insist on	keep on	put off
rely on	succeed in	think about	think of
worry about			

The following expressions contain the preposition *to*. The word *to* in these expressions must not be confused with the *to* in the infinitive. These verb + preposition expressions must also be followed by the gerund.

object to	look forward to	confess to
-----------	-----------------	------------

John gave up smoking because of his doctor's advice.

Mary insisted on taking the bus instead of the plane.

Fred confessed to stealing the jewels.

We are not looking forward to going back to school.

Henry is thinking of going to France in August.

You would be better off leaving now instead of tomorrow.

• *Adjectives + prepositions followed by the gerund*: The following adjectives + prepositions are also followed by the gerund.

accustomed to	afraid of	capable of	fond of
intent on	interested in	successful in	tired of

Mitch is afraid of getting married now.

We are accustomed to sleeping late on weekends.

Jean is not capable of understanding the predicament.

Alvaro is intent on finishing school next year.

Craig is fond of dancing.

We are interested in seeing this film.

• *Nouns + prepositions followed by the gerund*: The following nouns + prepositions are also followed by the gerund.

choice of	excuse for	intention of	method for
possibility of		reason for	(method of)

George has no excuse for dropping out of school.

There is a possibility of acquiring this property at a good price.

There is no reason for leaving this early.

Connie has developed a method for evaluating this problem.

Any time a preposition is followed directly by a verb, the verb will be in the gerund form.

After leaving the party, Ali drove home.

He should have stayed in New York instead of moving to Maine.

• *Adjectives followed by the infinitive:* The following adjectives are always followed by the infinitive form of the verb and never by the gerund.

anxious	boring	dangerous	hard
eager	easy	good	strange
pleased	prepared	ready	able*
usual	common	difficult	

**Able* means the same as *capable* in many instances, but the grammar is very different. While *able* is followed by the infinitive, *capable* is followed by *of + [verb + ing]*.

These students are not yet able to handle such difficult problems.

These students are not yet capable of handling such difficult problems.

Examples of adjectives followed by infinitives:

Mohammad is anxious to see his family.

It is dangerous to drive in this weather.

We are ready to leave now.

It is difficult to pass this test.

It is uncommon to find such good crops in this section of the country.

Ritsuko was pleased to be admitted to the college.

Some verbs can be followed by either the infinitive or the gerund, but the meaning changes.

stop	remember	forget
------	----------	--------

John stopped studying. (John is not going to study anymore.)

John stopped to study. (John stopped doing something in order to study.)

Exercise 13: Verbs as Complements

Choose the correct form of the verb in parentheses in the following sentences.

1. The teacher decided (accepting/to accept) the paper.
2. They appreciate (to have/having) this information.
3. His father doesn't approve of his (going/to go) to Europe.
4. We found it very difficult (reaching/to reach) a decision.
5. Donna is interested in (to open/opening) a bar.
6. George has no intention of (to leave/leaving) the city now.
7. We are eager (to return/returning) to school in the fall.
8. You would be better off (to buy/buying) this car.
9. She refused (to accept/accepting) the gift.
10. Mary regrets (to be/being) the one to have to tell him.
11. George pretended (to be/being) sick yesterday.
12. Carlos hopes (to finish/finishing) his thesis this year.
13. They agreed (to leave/leaving) early.
14. Helen was anxious (to tell/telling) her family about her promotion.
15. We are not ready (to stop/stopping) this research at this time.
16. Henry shouldn't risk (to drive/driving) so fast.
17. He demands (to know/knowing) what is going on.
18. She is looking forward to (return/returning) to her country.
19. There is no excuse for (to leave/leaving) the room in this condition.
20. Gerald returned to his home after (to leave/leaving) the game.

• *Pronouns before the gerund or infinitive*: In cases where the infinitive is used as a complement, any noun or pronoun directly preceding it will be in the *complement form*. Some common verbs which are followed by the infinitive and which often require an indirect object are listed here.

allow	ask	beg	convince	expect	instruct
invite	order	permit	persuade	prepare	promise
remind	urge	want			

subject + verb + complement form $\left\{ \begin{array}{l} \text{pronoun} \\ \text{noun} \end{array} \right\} + [to + \text{verb}] \dots$

Joe asked Mary to call him when she woke up.
We ordered him to appear in court.
I urge you to reconsider your decision.

They were trying to persuade him to change his mind.
The teacher permitted them to turn their assignments in late.
You should prepare your son to take this examination.

However, before the gerund, a noun or pronoun must appear in the *possessive form*.

subject + verb + possessive form $\left\{ \begin{array}{l} \text{pronoun} \\ \text{noun} \end{array} \right\} + [\text{verb} + \textit{ing}] \dots$

We understand your not being able to stay longer.
He regrets her leaving.
We are looking forward to their coming next year.
We don't approve of John's buying this house.
We resent the teacher's not announcing the test sooner.
We object to their calling at this hour.

Exercise 14: Pronouns with Verbs as Complements

Choose the correct form of the pronoun in each of the following sentences.

1. Richard is expecting (us/our) to go to class tomorrow.
2. You shouldn't rely on (him/his) calling you in the morning.
3. They don't approve of (us/our) leaving early.
4. George asked (me/my) to call him last night.
5. We understand (him/his) having to leave early.
6. John resented (George/George's) losing the paper.
7. We object to (the defense attorney/the defense attorney's) calling the extra witness.
8. We are expecting (Henry/Henry's) to call us.
9. They are looking forward to (us/our) visiting them.
10. Susan regrets (John/John's) being in trouble.

9. The Verb *Need*

The verb *need* is followed by the infinitive only if a living thing is the subject. If a thing (an inanimate object) is the subject of this verb, the verb is followed by a gerund or the verb *be* plus the past participle.

living thing as subject + [verb in infinitive] ...
--

John and his brother need to paint the house.

My friend needs to learn Spanish.

He will need to drive alone tonight.

thing as subject + { [verb + <i>ing</i>] { <i>to be</i> + [verb in past participle] } ...

The grass needs cutting.

OR The grass needs to be cut.

The television needs repairing.

OR The television needs to be repaired.

The composition needs rewriting.

OR The composition needs to be rewritten.

• *In need of*: It is also possible to use the expression *in need of* in some cases instead of using *need* as a verb. Because *need* is not a verb in this case, it must be preceded by the verb *be*. Study the following rule.

subject + <i>be</i> + <i>in need of</i> + noun ...
--

Jill is in need of money. (Jill needs money.)

The roof is in need of repair. (The roof needs to be repaired.)

The organization is in need of volunteers. (The organization needs volunteers.)

Exercise 15. Need

Supply the correct form of the verb after *need* in each of the following sentences.

1. It's too hot and my hair needs ____ (cut).
2. The flowers need to be ____ (water).
3. James needs ____ (see) a doctor soon.
4. Mary will need ____ (make) a new dress for the party.
5. His car needs ____ (tune).
6. You will need ____ (be) here at eight.
7. The squeaky door needs to be ____ (oil).
8. I need ____ (go) shopping this afternoon.
9. They need ____ (study) harder for that test.
10. The house needs to be ____ (paint) soon.

10. Questions

Remember that, when forming a question, one must place the auxiliary or the verb *be* before the subject. If there is no auxiliary or *be*, one must use

the correct form of *do*, *does*, or *did*. After *do*, *does*, or *did*, the simple form of the verb must be used. The tense and person are only shown by this auxiliary, not by the main verb.

- *Yes/no questions*: These are questions for which the answer is *yes* or *no*.

$\left\{ \begin{array}{l} \text{auxiliary} \\ \text{be} \\ \text{do, does, did} \end{array} \right\} + \text{subject} + \text{verb} \dots$
--

Is Mary going to school today?

Was Mark sick yesterday?

Have you seen this movie before?

Will the committee decide on the proposal today?

Do you want to use the telephone?

Does George like peanut butter?

Did you go to class yesterday?

- *Information questions*: These are questions for which the answer is more than *yes* or *no*; there must be some information in the answer. There are three different rules in this part:

(1) Who or what in subject questions: A subject question is one in which the *subject is unknown*.

$\left\{ \begin{array}{l} \text{who} \\ \text{what} \end{array} \right\} + \text{verb} + (\text{complement}) + (\text{modifier})$

Someone opened the door.

(*Who* opened the door?)

Something happened last night.

(*What* happened last night?)

Note: It is NOT CORRECT to say:

Who did open the door?

What did happen last night?

(2) Whom and what in complement questions: A complement question is one in which the *complement is unknown*.

$\left\{ \begin{array}{l} \text{whom} \\ \text{what} \end{array} \right\} + \left\{ \begin{array}{l} \text{auxiliary} \\ \text{do, does, did} \end{array} \right\} + \text{subject} + \text{verb} + (\text{modifier})$
--

NOTE: Although in speech, most people use *who* rather than *whom* in these questions, in correct written English, you should use *whom* to indicate

that the question word comes from the complement position.

Ahmad knows someone from Venezuela. Whom does Ahmad know from Venezuela?

George bought something at the store. What did George buy at the store?

(3) *When, where, how, and why* questions: These questions are formed the same as complement questions.

$\left\{ \begin{array}{l} \textit{when} \\ \textit{where} \\ \textit{how} \\ \textit{why} \end{array} \right\} + \text{auxiliary} + \text{subject} + \text{verb} + (\text{complement}) + (\text{modifier})$

When did John move to Jacksonville?

Where does Mohammad live?

Why did George leave so early?

How did Maria get to school today?

Where has Henry gone?

When will Bertha go back to Mexico?

• *Embedded questions*: An embedded question is one which is included in a sentence or another question. The word order is *not* that of typical questions except for subject questions. Study the following rule.

subject + verb (phrase) + question word + subject + verb
--

NOTE: There *must not* be an auxiliary between the question word and the subject in an embedded question.

Question: Where will the meeting take place?

Embedded question: We haven't ascertained where the meeting will take place.
Q word subject verb phrase

Question: Why did the plane land at the wrong airport?

Embedded question: The authorities cannot figure out why the plane landed at the wrong airport.
Q word subject verb

The following rule applies if the embedded question is embedded in another question.

auxiliary + subject + verb + question word + subject + verb

Do you know where he went?
Could you tell me what time it is?

NOTE: Question words can be single words or phrases. Phrases include: *whose* + noun, *how many*, *how much*, *how long*, *how often*, *what time*, and *what kind*.

The professor didn't know how many students would be in her afternoon class.

I have no idea how long the interview will take.

Do they know how often the bus runs at night?

Can you tell me how far the museum is from the college?

I'll tell you what kind of ice cream tastes best.

The teacher asked us whose book was on his desk.

NOTE: There is no change in the order of subject position questions because the question word is functioning as the subject.

Who will paint that picture?

They can't decide who will paint that picture?

Whose car is parked in the lot?

The police can't determine whose car is parked in the lot.

Exercise 16. Embedded Questions

Complete the following sentences making embedded questions from the questions given before each one. Example: Where did he go? I know **where he went**.

1. Who will be elected president? I'm not sure _____.

2. Whose book is it? They haven't discovered _____.

3. How much will it cost to repair the car? The mechanic told me _____.

4. How was the murder committed? The police are still trying to decide _____.

5. How tall is John? Do you know _____?

6. How well does she play the guitar? You can't imagine _____.

7. When will the next exam take place? Do you know _____?

8. Where did they spend their vacation? Angela told me _____.

9. Why are they buying a new house? I don't know _____.

10. How long does the class last? The catalog doesn't say _____.

• *Tag questions*: In a tag question, the speaker makes a statement, but is not completely certain of the truth, so he or she uses a tag question to verify the previous statement. Sentences using tag questions should have the main clause separated from the tag by a comma. The sentence will always end with a question mark. Observe the following rules.

1. Use the same auxiliary verb as in the main clause. If there is no auxiliary, use *do*, *does*, or *did*.
2. If the main clause is negative, the tag is affirmative; if the main clause is affirmative, the tag is negative.
3. Don't change the tense.
4. Use the same subject in the main clause and the tag. The tag must always contain the subject form of the pronoun.
5. Negative forms are usually contracted (*n't*). (If they are not, they follow the order auxiliary + subject + *not*: He saw this yesterday, **did he not?**)
6. *There is*, *there are*, and *it is* forms contain a pseudo-subject so the tag will also contain *there* or *it* as if it were a subject pronoun.
7. The verb *have* may be used as a main verb (*I have a new car*) or it may be used as an auxiliary (*John has gone to class already*). When it functions as a main verb in American English, the auxiliary forms *do*, *does*, or *did* must be used in the tag.

There are only twenty-eight days in February, aren't there?

It's raining now, isn't it? It isn't raining now, is it?

The boys don't have class tomorrow, do they?

You and I talked with the professor yesterday, didn't we?

You won't be leaving for another hour, will you?

Jill and Joe have been to Mexico, haven't they?

You have two children, don't you?

In *British English*, you would be correct to say:

You have two children, haven't you?

On TOEFL, which tests standard *American English*, you must use a form of *do* if *have* is the main verb in the sentence.

She has an exam tomorrow, doesn't she?

Exercise 17: Tag Questions

Finish these sentences by adding a tag question with the correct form of the verb and the subject pronoun.

1. You're going to school tomorrow, _____?
2. Gary signed the petition, _____?
3. There's an exam tomorrow, _____?
4. Beverly will be attending the university in September, _____?
5. She's been studying English for two years, _____?
6. It sure is sunny today, _____?
7. He should stay in bed, _____?
8. You can't play tennis today, _____?
9. There aren't any peaches left, _____?
10. We've seen that movie, _____?

DAY 5

ДЕНЬ 5

DIALOGUE

Hal Newman works as European Sales Manager for a big American company BFD.

He is on a visit to the German subsidiary for a meeting.

Before going to the restaurant together, Gunter Krauss and his wife meet Hal Newman in the bar of his hotel.

Gunter Krauss: Hal, **may I introduce** my wife, Helga. Helga, **this is** Hal Newman.

Helga Krauss: I'm **pleased to meet** you, Mr. Newman.

Hal Newman: Pleased **to meet you**, too. By the way, please **call me** Hal.

Helga Krauss: Then you must call me Helga.

Hal Newman: **May I offer you** both a drink before we go to the restaurant?

Gunter Krauss: That's **very kind** of you, Hal.

Hal Newman: Helga, **what would** you like?

Helga Krauss: I think I'll **have** a dry Martini.

Hal Newman: And **what about** you, Gunter? What **will** you **have**?

Gunter Krauss: **Could I have** a whisky with ice?

Hal Newman: Fine. A dry Martini for you, Helga, and a whisky with ice.

Gunter Krauss: Aren't you having anything, Hal?

Hal Newman: Yes. I'll have a whisky too.

Waiter: *Bitte?*

Hal Newman: **Could we have** two whiskies and a dry Martini, **please**?

Waiter: Certainly.

 **Переведите текст по методике РАП**

SOURCES OF FINANCING

ИСТОЧНИКИ ФИНАНСИРОВАНИЯ

Personal savings

Personal savings is the source of financing used most often. Many observers advise small-business owners to avoid excessive borrowing. Firms that start off under the heavy weight of creditors' claims may take years to struggle out of debt, while their owners have to put up with the nervous questions and suggestions of the creditors. Still, under the right circumstances, a firm can profit impressively using the leverage of borrowed money. Thus, the question of how much debt a firm should carry in relation to the owner's investment has no simple answer.

Личные сбережения

Личные сбережения очень часто используется в качестве источника финансирования. Многие обозреватели советуют владельцам малого бизнеса избегать чрезмерных займов. Фирмам, которые начинают с тяжелым бременем претензий кредиторов, может потребоваться год для того, чтобы выбраться из долгов, пока их владельцы сумеют урегулировать все щекотливые вопросы и предложения кредиторов. К тому же, при подходящих условиях фирма может получить прибыль непосредственно от использования заемных средств. Поэтому вопрос о том, какой объем долга фирма должна иметь по отношению к инвестициям владельца, не получает простого ответа.

Manufacturer Financing of Equipment

Manufacturers (and sometimes distributors) of equipment and fixtures may be willing to finance purchases made by financially sound

Финансирование производителями оборудования.

Производители (а иногда и дистрибьюторы) оборудования и принадлежностей могут проявить склонность к финансированию

customers or help them to arrange financing through a commercial bank. Even if they do not get involved directly, the supportive phone call from a well established manufacturer to a bank lending officer might make it considerably easier for a customer firm to get a loan. An equipment manufacturer could also cosign for a loan along with the buyer or be a reference for that buyer at a bank where the manufacturer obtains financing.

Commercial Banks

A commercial bank may make a term loan that the small business can pay off within several years. In addition, commercial banks give qualified small businesses a line of credit or a revolving credit agreement. Naturally the business owner will have to provide financial statements listing personal and company assets and debts. Unfortunately banks are often reluctant to lend money to companies that have only been operating for a few years unless the loan also is secured by the Small Business Administration.

закупок, сделанных благополучными в финансовом отношении клиентами, либо помочь им с финансированием через коммерческий банк. Даже если они не вовлечены в этот процесс напрямую, полезный звонок от хорошо известного производителя официальному представителю банка-заимодавца может облегчить для фирм-потребителей получение займа. Производитель оборудования может также подписаться на заем вместе с покупателем или дать рекомендацию для покупателя в банк, где производитель получит финансовую помощь.

Коммерческие банки

Коммерческий банк может предоставить срочный заем, который малый бизнес сможет выплатить в течение нескольких лет. Помимо этого коммерческий банк может предоставить уже вставшему на ноги малому бизнесу вид кредита либо оборотное кредитное соглашение. Естественно, что владелец бизнеса должен предоставить финансовые отчеты, перечисляющие активы и долги как личные, так и компании. К сожалению, банки очень часто неохотно одалживают деньги компаниям, которые работают лишь несколько лет, до тех пор, пока заем не будет застрахован Администрацией Малого Бизнеса.

🇺🇸 Переведите текст по методике РАП**The Small Business
Administration**

The federal government defines a small business as a profit-making concern with less than \$9 million in assets, a net worth under \$4.5 million, and profits below \$450,000 for the last 2 years of operation.

Entrepreneurs who start a new firm instead of buying a functioning business are expected to contribute approximately half of the required funds before qualifying for SBA assistance. They must also present pro forma financial statements, which are financial statements that forecast expected sales, expenses, profits, and other financial data for a future accounting period. These statements are evidence that the owner can make payments on SBA loans and any other long-term debts incurred to finance the business. The SBA is prohibited from lending to a company that can borrow money from another source, so applicants must first attempt to borrow from such private lenders as commercial banks.

**Администрация малого
бизнеса**

Федеральное правительство определяет малый бизнес как предприятие прибыльного характера с капиталом менее чем 9 млн., чистым либо акционерным капиталом менее 4,5 млн. долларов и доходами ниже 450 тыс. долларов за последние 2 года деятельности.

Предприниматели, которые открывают новую фирму, а не приобретают уже действующий бизнес, должны готовиться к внесению приблизительно половины требуемых фондов до установления помощи со стороны АМБ. Они также должны представить официальные финансовые отчеты, которые представляют собой финансовые показатели следующего рода: размер ожидаемых продаж, расходов, доходов и других финансовых данных на будущий отчетный период. Эти отчеты являются доказательством того, что владелец может осуществлять платежи по займам АМБ и другим долгосрочным займам, необходимым для финансирования бизнеса. АМБ запрещено финансировать компанию, которая

The steps in the SBA lending process are:

1. Describe the kind of business to be started.

2. List the owner's experience and management capabilities.

3. Estimate the amount the owner is prepared to invest and the amount he or she will need to borrow.

4. Prepare a personal financial statement listing the owner's assets and debts.

5. Develop pro forma statements of the business's sales, expenses, and profits for the first 2 years.

6. List the owner's collateral (security) for the loan, at current market value.

7. Ask a commercial bank for a letter stating the amount of the loan the owner requested, the interested rate, the payment terms, and the reason for rejecting the application.

8. If the bank agrees to be involved in the SBA's guarantee or participation plans (in which the bank joins with the SBA to make the loan), the banker will contact the SBA to negotiate the terms.

9. If the bank declines to be involved, contact the SBA for a direct loan.

может занять деньги из другого источника, поэтому претенденты должны, прежде всего, попытаться получить деньги от таких частных кредиторов, как коммерческие банки.

Существуют следующие этапы в процессе кредитования по линии АМБ:

1. Опишите вид бизнеса, который вы начинаете;

2. Опишите опыт владельца и способность управления;

3. Оцените размер инвестиций, которые готов внести владелец, и размеры денежной помощи, в которой он или она нуждаются;

4. Подготовьте персональный финансовый отчет, перечисляя активы и обязательства владельца;

5. Заполните отчеты про форма по продажам, расходам и доходам бизнеса в первые два года;

6. Перечислите гарантии владельца по займу (по текущей рыночной стоимости), то есть оценки;

7. Запросите коммерческий банк о письме, сообщающем размер займа, который требуется владельцу, процентах, сроках платежей и причину отказа в просьбе;

8. Если банк согласен войти в гарантию АМБ или плана помощи, по предоставлению займа, в котором банк участвует вместе с АМБ, то банкир может войти в контакт с АМБ для того, чтобы договориться об условиях;

9. Если банк отказывается от участия в этой помощи, обратитесь в АМБ за прямым займом.

DAY 3**ДЕНЬ 3****SKILLS**

observer	ООН послала группу наблюдателей на прямые переговоры.
savings	Она потратила все свои сбережения.
to borrow	Я могут воспользоваться вашей машиной? Мне нужно занять пять тысяч фунтов.
debt	Если мы потратим больше нашего дохода, мы попадем в долги.
loan	Мы взяли заем. Она предложила мне денежный заем.
circumstance	Мы не могли ничего определить, что он сделал, пока не узнали всех обстоятельств.
to profit	Это не принесет вам никакой выгоды. Вы можете получить преимущество благодаря моим ошибкам.
to be willing to	Вы не хотите помочь?
to finance	Концерт финансировался Советом по искусству. Частная компания будет финансировать строительство этого здания.
in addition	Дополнительно к общему инструктажу, курс предусматривает практику.
to secure	Они закрыли окна, прежде чем начался шторм.

	Пластиковая коробка была прикреплена к стене скрепками.
agreement	Мы пришли к согласию относительно их решения. Обе стороны оказались неспособными достичь соглашения. Две компании вошли в соглашение друг с другом.
approximately	Самолет приземлился приблизительно через 15 минут.
to list	Она перечислила все дела, которые должна была сделать.
to qualify (to qualify as)	Она получила степень доктора в этом году. Я предпочел бы определить последнее предложение как слишком странное. Велосипед и мотоцикл основаны на одном принципе.
to decide	Я не знаю, которую взять. — Я предоставлю решение вам. Гол на последней минуте решил матч. Она решила сказать нет.
to be free	Вы вольны идти куда хотите. . Эти напитки бесплатные? Нет, вам нужно заплатить за них. Наши товары вообще не содержат искусственных ароматизаторов (flavourings).
to guarantee	Я гарантирую, что Вы получите удовольствие. Наши товары имеют гарантию на три года. Они гарантировали поставку (delivery) в течении трех дней.
goal	Компания достигнет всех своих целей в этом году. Прежде чем начать проект подобный этому, Вам надо будет поставить перед собой несколько четко определенных целей.
to compete	Она и ее сестра всегда боролись за внимание. Несколько компаний соревнуются за право получения контракта.

TOEFL TRAINING (contd.)

11. Affirmative Agreement

When indicating that one person or thing does something and then adding that another does the same, use the word *so* or *too*. To avoid needless repetition of words from the affirmative statement, use the conjunction *and*, followed by a simple statement using *so* or *too*. The order of this statement will depend on whether *so* or *too* is used.

(1) When a form of the verb *be* is used in the main clause, the same tense of the verb *be* is used in the simple statement that follows.

affirmative statement (<i>be</i>) + <i>and</i> + $\left\{ \begin{array}{l} \text{subject + verb (be) + too } \\ \text{so + verb (be) + subject } \end{array} \right\}$
--

I am happy, and you are too.

I am happy, and so are you.

(2) When a compound verb (auxiliary + verb), for example, *will go*, *should do*, *has done*, *have written*, *must examine*, etc., occurs in the main clause, the auxiliary of the main verb is used in the simple statement, and the subject and verb must agree.

affirmative statement + <i>and</i> + $\left\{ \begin{array}{l} \text{subject + auxiliary only + too } \\ \text{so + auxiliary only + subject } \end{array} \right\}$ (compound verb)

They will work in the lab tomorrow, and you will too.

They will work in the lab tomorrow, and so will you.

(3) When any verb except *be* appears without any auxiliaries in the main clause, the auxiliary *do*, *does*, or *did* is used in the simple statement. The subject and verb must agree and the tense must be the same.

affirmative statement + <i>and</i> + $\left\{ \begin{array}{l} \text{subject + do, does, or did + too } \\ \text{so + do, does, or did + subject } \end{array} \right\}$ (single verb except <i>be</i>)

Jane goes to that school, and my sister does too.

Jane goes to that school, and so does my sister.

Additional examples:

John went to the mountains on his vacation, and we did too.
John went to the mountains on his vacation, and so did we.

I will be in New Mexico in August, and they will too.
I will be in New Mexico in August, and so will they.

He has seen her plays, and the girls have too.
He has seen her plays, and so have the girls.

We are going to the movies tonight, and Suzy is too.
We are going to the movies tonight, and so is Suzy.

She will wear a costume to the party, and we will too.
She will wear a costume to the party, and so will we.

Velazquez was a famous painter, and Rubens was too.
Velazquez was a famous painter, and so was Rubens.

Exercise 18: Affirmative Agreement

Supply the correct form of the verb for the simple statement in each of the following sentences.

1. Rose likes to fly, and her brother _____ too.
2. They will leave at noon, and I _____ too.
3. He has an early appointment, and so _____ I.
4. She has already written her composition, and so _____ her friends.
5. Their plane is arriving at nine o'clock, and so _____ mine.
6. I should go grocery shopping this afternoon, and so _____ my neighbor.
7. We like to swim in the pool, and they _____ too.
8. Our Spanish teacher loves to travel, and so _____ we.
9. He has lived in Mexico for five years, and you _____ too.
10. I must write them a letter, and she _____ too.

12. Negative Agreement

Either and *neither* function in simple statements much like *so* and *too* in affirmative sentences. However, *either* and *neither* are used to indicate negative agreement. The same rules for auxiliaries, *be* and *do*, *does*, or *did* apply.

negative statement + <i>and</i> + { <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding: 0 5px;">subject + negative auxiliary or <i>be</i> + <i>either</i></td> <td rowspan="2" style="font-size: 2em; vertical-align: middle;">}</td> </tr> <tr> <td style="padding: 0 5px;"><i>neither</i> + positive auxiliary or <i>be</i> + subject</td> </tr> </table>	subject + negative auxiliary or <i>be</i> + <i>either</i>	}	<i>neither</i> + positive auxiliary or <i>be</i> + subject
subject + negative auxiliary or <i>be</i> + <i>either</i>	}		
<i>neither</i> + positive auxiliary or <i>be</i> + subject			

I didn't see Mary this morning. John didn't see Mary this morning.
 I didn't see Mary this morning, and John didn't either.
 I didn't see Mary this morning, and neither did John.

She won't be going to the conference. Her colleagues won't be going to the conference.
 She won't be going to the conference, and her colleagues won't either.
 She won't be going to the conference, and neither will her colleagues.

John hasn't seen the new movie yet. I haven't seen the new movie yet.
 John hasn't seen the new movie yet, and I haven't either.
 John hasn't seen the new movie yet, and neither have I.

Exercise 19: Negative Agreement

Fill in the blanks with the correct form of *either* or *neither*.

1. The children shouldn't take that medicine, and _____ should she.
2. We don't plan to attend the concert, and _____ do they.
3. I don't like tennis, and he doesn't _____.
4. She didn't see anyone she knew, and _____ did Tim.
5. The Yankees couldn't play due to the bad weather, and _____ could the Angels.
6. Mary can't type well, and her sister can't _____.
7. I'm not interested in reading that book, and _____ is she.
8. They won't have to work on weekends, and we won't _____.
9. I can't stand listening to that music, and she can't _____.
10. Michael doesn't speak English, and his family doesn't _____.

Exercise 20: Negative Agreement

In the following sentences, supply the correct form of the missing verb.

1. That scientist isn't too happy with the project, and neither _____ her supervisors.
2. We can't study in the library, and they _____ either.
3. I haven't worked there long, and neither _____ you.
4. You didn't pay the rent, and she _____ either.

10. Paul, William, and Mary / were watching / television / a few minutes ago.

subject *verb phrase* *complement* *modifier of time*

Exercise 2: Count and Non-Count Nouns

television (count)	water (non-count)	cup (count)
car (count)	pencil (count)	money (non-count)
news (non-count)	food (non-count)	hydrogen (non-count)
geography (non-count)	tooth (count)	minute (count)
atmosphere (non-count)	soap (non-count)	
person (count)	soup (non-count)	

Exercise 3: Determiners

1. much	2. a little	3. those	4. fewer	5. too much
6. this	7. too much	8. few	9. less	10. too much

Exercise 4: Articles

0 – nothing

1. the	11. 0, the	21. the, a
2. the, 0, the	12. 0, the, 0	22. the, 0
3. 0, 0	13. 0, the	23. the or a, a, the, the
4. the, the, the	14. I, a or the, 0	24. 0, the, 0
5. a, 0, 0, 0	15. 0	25. the
6. the, the	16. 0, 0, the	26. an, 0, the
7. the or 0, the, 0	17. the or 0, the or 0	27. a
8. 0	18. 0, an	28. the
9. the, a, 0, a	19. the, an	29. the, the
10. a, 0, the	20. 0	30. 0, the

Exercise 5: Other

1. another or the other or another one or the other one	6. another, another, the others
2. another	7. the other
3. the other	8. another, another, another or the other
4. the others	9. others, the others, other
5. the others, other	10. the other

Exercise 6: Simple Present and Present Progressive

- | | | | |
|---------------|----------------|----------------|---------------|
| 1. smells | 4. are driving | 7. is swimming | 10. is mowing |
| 2. are eating | 5. believe | 8. hates | |
| 3. practices | 6. has | 9. gets | |

Exercise 7: Simple Past Tense and Past Progressive

- | | | |
|--|--|------------------------|
| 1. was eating | 5. went | 9. owned |
| 2. was sleeping
(preferred)
or slept | 6. entered | 10. was writing, broke |
| 3. was studying | 7. was looking
(preferred)
or looked | |
| 4. were having | 8. saw | |

Exercise 8: Present Perfect and Simple Past

- | | | |
|---------------|--------------------------------------|-------------------------------------|
| 1. wrote | 5. have not begun
(haven't begun) | 8. wrote |
| 2. has seen | 6. went | 9. called |
| 3. has read | 7. has traveled | 10. have not seen
(haven't seen) |
| 4. has worked | | |

Exercise 9: Past Perfect and Simple Past

- | | | |
|-----------------|-----------------|---------------|
| 1. had arrested | 5. washed | 9. had taken |
| 2. had washed | 6. had received | 10. had lived |
| 3. had waited | 7. sat | |
| 4. entered | 8. had flipped | |

Exercise 10: Subject-Verb Agreement

- | | | | |
|-----------|-----------|--------|----------|
| 1. is | 4. aren't | 7. are | 10. vary |
| 2. brings | 5. have | 8. are | |
| 3. is | 6. has | 9. has | |

Exercise 11: Subject-Verb Agreement

- | | | | |
|---------|---------|-----------|----------|
| 1. is | 6. were | 11. makes | 16. has |
| 2. is | 7. were | 12. was | 17. is |
| 3. is | 8. has | 13. was | 18. have |
| 4. were | 9. was | 14. has | 19. has |
| 5. has | 10. has | 15. is | 20. have |

Exercise 12: Pronouns

- | | | | |
|--------|---------------|--------------|---------------|
| 1. him | 6. she | 11. himself | 16. I |
| 2. her | 7. your, mine | 12. our | 17. his |
| 3. us | 8. my | 13. her | 18. me |
| 4. she | 9. himself | 14. himself | 19. us |
| 5. he | 10. we | 15. yourself | 20. her, ours |

Exercise 13: Verbs as Complements

- | | | | |
|--------------|--------------|---------------|---------------|
| 1. to accept | 6. leaving | 11. to be | 16. driving |
| 2. having | 7. to return | 12. to finish | 17. to know |
| 3. going | 8. buying | 13. to leave | 18. returning |
| 4. to reach | 9. to accept | 14. to tell | 19. leaving |
| 5. opening | 10. being | 15. to stop | 20. leaving |

ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА АНГЛИЙСКИЙ ЯЗЫК ПРОФЕССИОНАЛЬНЫЙ КУРС. ДЕЛОВОЙ ЮНИТА 1

Редакторы: М. Раренко

Оператор компьютерной верстки: Т.С. Лепина-Лавринович

Изд. лиц. ЛР №071765 от 07.12.98

Сдано в печать

НОУ «Современный Гуманитарный Институт»

Тираж

Заказ