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**III семестр**  
**I варіант**

**1. Read the text and give its written translation.**

**TERMS OF DELIVERY**

The contract of sale stipulates/apart from the object of the agreement (the goods)/ the price and the terms of delivery (price and transport clauses), which constitute the framework of the subsequent agreements on financing, insurance and transport.

In accordance with the responsibilities of the parties in respect of the expenses of delivery and the risks of accidental damage to or loss of the goods there may be various terms of delivery.

Details of mutual obligations of counterparts referring to terms of delivery are given in the official issue of the Incoterms, 1980, which determines the meaning and effects of certain transport clauses used in international trade. Over past years certain transport clauses have been adapted to the demands caused by container transportaion, the so-called Combiterms.

Most frequently used terms of delivery in international trade are CIF (cost, insurance, freight) and FOB (free on board).

A c.i.f. price includes apart from the value of the goods the sums paid for insurance and freight (and all other transportation expenses up to the place of destination), which an fob price does not, that means the latter must be lower than the former since it only includes the value of the goods, transportation and other expenses until the goods are on board vessel. On fob and cif terms the Sellers bear the risk of accidental loss of or damage to the goods until the goods pass the ship's rail.

Other terms of delivery that may be used in foreign trade are:

1) EXW - free on works (ex works, ex mill, ex factory), which means delivery of the goods from the factory gates of the Sellers, with all charges thereafter to be paid by the Buyers and the risk of accidental damage to or loss of the goods to be borne by them. Similar terms are ex mine - free on mine and free on plantation. Also ex warehouse - free on Sellers' warehouse. The above terms are applied in our foreign trade practice very seldom.

2) FOR - free on rail (FOC " free on car, FOT - free on truck), which means that the Sellers pay all charges up to and including the placing of the goods on a railway train (in cars or on trucks). The risk of accidental damage to or loss of the goods passes when the goods have been entrusted to the carrier.

3) FAS - free alongside ship, which means that the Sellers pay for all the charges up to and including the placing of the goods alongside ship (on the quay where the ship is docked), but does not pay for loading. The risk passes when the goods have been effectively placed alongside the vessel in the named port of shipment.

4) CAP - cost and freight (C& F). which means that the Sellers undertake to pay for the cost of transport of the goods to a specified destination having allowed for this in their sales price. The risk passes when the goods have crossed the ship's rail at the port of loading. If the goods are carried by liners, the Sellers have to unload them at the port of destination for their account. If not by liners, the counterparts may agree to this effect, then it is indicated "C& F landed"

5) Ex ship with port of destination indicated, which means that the Sellers pay for all charges up to and including the placing of the goods at the disposal of the Buyers on board the vessel at the port of destination. The risk passes accordingly.

6) Ex quay with port of destination indicated, which means that as compared with the previous terms, the Sellers pay for unloading the goods and the risk does not pass until the goods are placed on the quay in the port of destination.

7) In the revised Incoterms, 1980 some new clauses have been introduced: "Free carrier (named point)". The clause has been designed with regard being given to modern forms of carriage, such as multimodal transports with containers, or roll-on, roll-off traffic with trailers. The new clause is based on the same principles as the old FOB clause, but there is an important distinction in that the risk passes from the Sellers to the Buyers at the place where the goods have been delivered to the contracting carrier. Thus the vessel's rail will no longer play a decisive role in this respect when the new clause is used. Similarly "Freight or carriage (sometimes written "freightcarriage") and insurance paid to "or" Freight or carriage paid to" may be substituted for the old CIF and C&F clauses respectively in cases where container or trailer traffic is involved.

The choice of the terms of delivery and the terms of payment as a rule remains with the Buyers, so they can insist, while negotiating a contract, on choosing those which they find most suitable for them. When choosing the terms of delivery, for instance, the Buyers should be guided by the availability or absence of transportation facilities and by the interests of their country as in the case with the Soviet state since payment for both the Insurance Policy and the Charter Party made with our corresponding organizations ("Ingosstrakh" and "Sovfracht") remains within the boundaries of our country.

## **2. Give the synonyms to the following words from the text:**

- |                    |                 |
|--------------------|-----------------|
| 1) with respect to | 6) to apply     |
| 2) to cause        | 7) to allow     |
| 3) a cause         | 8) to revise    |
| 4) vessel          | 9) to design    |
| 5) rail            | 10) destination |

## **3. Explain in your own words the meaning of the following words and phrases:**

- 1) agreement
- 2) delivery

3) *international trade*

4) *job price*

5) *payment*

4. **Make up as many questions as possible to the first three sentences from the text.**

**5. Choose the right tenses (the present perfect or past simple).**

1. I (read) the book.
2. She (go) home three days ago.
3. I (meet) Mr. and Mrs. Shelly.
4. She (start) school in 1990.
5. I (leave) the office early last night.
6. He (see) the film.
7. You (be) to Australia?
8. You (see) the film on TV last night?
9. When you (arrive) in London?
10. John (be) to Spain before.

**6. Use the verbs given in brackets in the past perfect cont., past simple, present perfect, past perfect, present perfect cont., past perfect cont.**

1. That man (stand) outside for hours.
2. The castle (stand) on that hill for 900 years.
  3. Ann (be) in the garden all afternoon. She (plant) a lot of rose bushes.
  4. When I (come) home, mother already (cook) dinner.
  5. When father (return) from work, we already (do) our homework.
  6. They (lock) the gates before I (get) there.
  7. By the time we (arrive), the party (finish).
  8. He (come) home late yesterday.
  9. She is very glad: she (finish) her composition at last.
  10. He (translate) the whole text by 11 o'clock.

**7. Translate the following sentences into English.**

1. Кого ви чекаєте? - Я чекаю своїх друзів. - Давно ви їх чекаєте? - Так, я чекаю їх уже півгодини.
2. Ми знаємо один одного вже десять років.
3. Як давно ви живете в Києві?
4. З якого часу ви мешкаєте в цій квартирі?
5. Не виходь на вулицю, йде дощ. Дощ іде з самісінького ранку.
6. Ти написав листа своєму брату?
7. Ми ще не бачили картин цього; художника.
8. Я вже бачила цей фільм двічі.

9. Ми вийшли з дому ще до того, як зійшло сонце.
10. Я вже спав, коли задзвонив телефон.

**8. Rewrite these sentences in passive keeping them in the right tense.**

1. We clean the garages every day.
2. Someone is interviewing Dr Johnson at the moment.
3. You must not use this machine after 5.30 p.m.
4. A marble pavilion protects the house.
5. They did not show this film last week.
6. They showed us the monuments of Lviv.
7. They posted all the letters yesterday.
8. My sister teaches me English.
9. I have translated the whole text.
10. They broke the window last week.

**9. Make the following sentences passive.**

1. Glinka composed the opera "Ivan Susanin".
2. This mine will produce large quantities of coal this year.
3. A railway line connects the village with the town.
4. A famous architect designed this theatre.
5. He gave me little time to think it over.
6. People speak Chinese in Singapore.
7. They should return application forms by 12 December.
8. You must take the box to the station.
9. They eat bread every day.
10. We received the letter yesterday.

**11. Translate the following sentences into English.**

1. На цьому заводі виробляють сільськогосподарські машини.
2. Читальний зал провітрюється чотири рази на день.
3. Цей роман перекладено на багато мов.
4. Цю картину можна повісити над каміном.
5. Цей собор будував відомий архітектор.
6. Цю книгу взяли з бібліотеки лише вчора.
7. Моїй сестрі часто допомагають в школі.
8. Ці листи принесли вранці.
9. Ці квіти щойно зрізали.
10. Тебе вчора просили прийти раніше.

### *III семестр*

#### *II вариант*

#### *1 Read the text and give its written translation*

### ***THE INFLUENCE OF THE NEW SCIENCE-INTENSIVE GOODS ON THE CHARACTER OF MODERN TRADE***

Trade in electronic and automation products, products of biotechnology and atomic power equipment brings about the development of the rendering the Buyers a wide range of services that didn't exist before and that are associated with the use of the above sophisticated equipment and are the subject of trade now.

Since any fault in the production process of high-tech equipment may result in irreparable damage and very heavy losses, much effort has been made to develop devices and technique to monitor the whole technological process including maintenance automatically, which is why we witness high rates of growth in the manufacture of advanced monitoring systems and fast scientific and technological progress in the sphere of maintenance, which in its turn is reflected in the current tendencies in trade. That explains why some companies set up special new departments under the name of "The Service Technology Group" or similar names whose task is to improve the after-sales servicing in the fields of monitoring systems and computerized maintenance.

Such high-tech equipment as computers is sold on a system basis combining electronic, mechanical and electrical units automatically operated under the programme put into it. The mechanical part of the equipment, numerical control and software packages are inseparable. A turnkey basis which was previously used for the sale of complete equipment for factories, is now widely applied in trade of computer and lab instruments complexes, communication and radio-measuring equipment, laser machining centres, etc.

Consequently there appeared new forms of exports such as design automation systems\* equipment for computer-aided engineering stations to develop electronic circuits and to render assistance on fitting minicomputers with software packages meeting the Buyers' individual requirements. So actually it is not purely equipment, but services.

Also, R & D and design centres are opened in the countries of future potential Buyers to meet the requirements of the customers to a high level and in the shortest possible time. It takes up to two years to develop individual integrated circuits, and one to six months to design and adjust the custom or semicustom semiconductor integrated circuits. So again it is rather service than equipment, or in the first place service, then equipment, in other words it is services for manufacturing circuits for individual use.

As a rule the centre has a number of automated design points in the country and is connected via a satellite communications system with the owner's R & D centre.

The fact is that developing integrated systems without providing individual programmes for modelling their operation is meaningless.

This form of trade greatly reduces the time of delivery of electronic products from one country to another (for example from the USA or Japan to Europe) and makes it possible to increase their sale.

Moreover it turns out to be much cheaper for the customers.

Formally a contract is signed for the delivery of equipment, but in fact it is for the sale of services as it includes software packages on technical solutions of problems that may arise. And it is well-known that software packages account for nearly 80 per cent of the contract price because their development requires a great effort of a considerable number of programmers.

So in this case "after-sales service" consists in improving and modifying the software packages sold and is rendered for additional charges. The contract may contain a clause providing a check of the performance and efficiency of the software package and the personnel's knowledge how to use it and sometimes the Sellers undertake to solve problems arising from its application. Payment is stipulated on an annual basis.

Similarly there is a market for such services as technological consultations on the choice of equipment, technical maintenance of the equipment sold, improving the performance of the equipment used, developing and improving software, processing industrial waste including radioactive and chemical.

Apart from the above, foreign firms started practising sending their specialists and scientists to firms in other countries for a certain period of time, say three to five years, for example, to work as heads of research labs.

There are also new forms in advertising high-tech equipment. Specialized advertising centres are set up to show it in operation. Manufacturers in advertising their science-intensive equipment stress its superior quality by assuming commitments to take back within 45 days of the delivery date any consignment if at least one item in it is rejected by the Buyers' quality control body.

In addition manufacturing firms set up centres to train foreign specialists to operate the equipment they produce in the hope that later on these specialists working with various firms will recommend, their management to buy this equipment.

It is clear that manufacturers do their utmost, take every opportunity to make their high-tech equipment competitive to ensure steady sales, and collect greater profits

## ***2. Explain the meaning of the following words and word combinations***

- 1) after-sales service*
- 2) high-tech equipment*
- 3) manufacturer*

- 4) *export*
- 5) *current tendency*

**3. Give the antonyms to the following words from the text:**

- |                     |                          |
|---------------------|--------------------------|
| 1) <i>modern</i>    | 6) <i>current events</i> |
| 2) <i>to bring</i>  | 7) <i>software</i>       |
| 3) <i>to render</i> | 8) <i>aid</i>            |
| 4) <i>faulty</i>    | 9) <i>increase</i>       |
| 5) <i>progress</i>  | 10) <i>superior</i>      |

**4. Make up as many questions as possible to the first three sentences from the text.**

**5. Choose the right tenses (present perfect or past simple).**

1. You (read) this book before?
2. I (not see) him yesterday.
3. I never (go) anywhere alone.
4. You (hear) their new record? It's the best they've ever made.
5. I (not know) about the disco last night.
6. Up to now I (visit) twenty countries.
7. She (type) six letters so far.
8. You (ever eat) bananas?
9. They (never quarrel) like this before.
10. I (not write) to Marco since 1990.

**6. Use the verbs given in brackets in the past perfect cont., past simple, present perfect, past perfect, present perfect cont., past perfect cont.**

1. James (go) out every night this week.
2. Now long you (wait)?
3. I (wait) long enough, I'm going.
4. When the teacher (enter) the classroom, the pupils already (open) their books.
5. Kate (give) me the book which she (buy) the day before.
6. I (ring) the shop as I (check) the contents of the box.
7. After we (discuss), I (write) him a letter about it.
8. I never (be) to Rome.
9. Last year we (work) very much.
10. When I (have) breakfast, I went to school.

**7. Translate the following sentences into English.**

1. Щось трапилось з цим хлопчиком.
2. Що ви приготували на сьогодні?

3. На які питання ви вже відповіли?
4. Ви давно знаєте їхню сім'ю?
5. Ми не отримували новин від неї з червня.
6. Я отримав від нього всього три листа з того часу, як ми закінчили університет.
7. Дівчинка не спала з учорашньої ночі.
8. Дитина заснула ще до того, як я вимкнула світло.
9. Я вже спав десь з годину, коли ти мені зателефонував.
10. Ми знаємо один одного вже десять років.

**8. Rewrite these sentences in passive keeping them in the right tense.**

1. Someone has given him a lot of money.
2. We had warned him the day before not to go too near the canal.
3. They were painting the outside of the ship when the accident happened.
4. The boys will paint the roof of the house.
5. They will not finish this work tomorrow.
6. She offered me a cup of tea.
7. The machine wraps the bread automatically.
8. Peter is driving the car.
9. When I came home, they had eaten the sweets.
10. We shall do the work in the evening.

**9. Make the following sentences passive.**

1. The student read the text aloud.
2. The teacher will correct the student's composition.
3. The scientists are making wonderful discoveries.
4. Who has written this article?
5. They'll give you an answer in some days.
6. They built Taj Mahal around 1640.
7. Only candidates with relevant experience can consider.
8. Columbus discovered America.
9. We must send these letters at once.
10. The teacher asked me at the lesson yesterday.

**10. Translate the following sentences into English.**

1. Ця фабрика була збудована десять років тому.
2. Підручники продаватимуться завтра.
3. Цей пам'ятник б we споруджено до нового року.
4. Як можна перекласти це слово?
5. Твори англійських і американських письменників видають в усьому світі.
6. Вас екзаменували вранці?
7. Її відправили до лікарні два дні тому.

8. Над ним всі сміються.
9. На ці відомості не можна покластися.
10. Мій портфель купили минулого року.

### *III семестр*

#### *III варіант*

#### *1. Read the text and give its written translation*

### **TRADE IN SERVICES**

Trade in services is now an important element of world economic ties. The major exporters and importers of services are the USA and Great Britain, Japan and Germany, France and Italy. Its volume has greatly increased recently. The UK, for example, gains half of its overseas earnings from its service industries.

There are new services associated with the rapid development of telecommunication facilities and computer equipment and traditional ones. They cover transport and tourism, catering and hotel facilities, banking, finance and insurance, science, education and personnel training, trade warehousing and communications. Services may be engineering-and-consulting, information-and-computer, data-processing, advertising, legal, stock exchange and intermediary, leasing, market research and quality control, after-sales and technical maintenance.

Numerous modern services are also related to the export of scientific, technical and production experiences (know-how, patents and licences).

Such services as training of foreign students and the activity of international organizations on the territory of the country may bring it good earnings too, for example, these services bring the USA the world's largest revenues.

The growing diversification of services rendered by American corporations resulted in their beginning to offer entire packages of services, e.g. a single complex of financial services includes banking, insurance, stock exchange and intermediary services, another complex combines transportation, information, financial, marketing and other services.

On the other hand, this diversification leads to the fact that each engineering export firm specializes in just a few economic sectors to make its services competitive, for example, ore-investment services, those linked with the design and construction of projects, special services and consultations - modernization, control systems, computers, market research, cartography and many others.

To by-pass the existing restrictions in certain developed and developing countries for trade in services, American transnational corporations have been setting up their own local network of services throughout the whole world.

The share of East European countries in the world export of services is rather small - less than 10 per cent, and to improve their participation in the international division of labour it should be increased. They can develop international tourism and such field as transportation services (by providing transit

shipments), engineering-and-consulting services (by stipulating them in contracts for construction work), licences, leasing, health and education services and so on. Trade in services has somehow been underestimated in our country, and their imports have not been looked upon as beneficial to our national economy. But if Japan's experience is taken into account, its importance becomes quite evident. The same refers to their exports. For that reason the volume of exports of services from Ukraine is negligible. That can also be explained by the narrow range of these services and lack of experience in carrying out independent operations in this area on the world market.

Prospects of world trade in services are promising. The demand for modern services is particularly great and is still growing rapidly. In the future there will be much joint activity in the fields of management consultancy, advertising, banking, accountancy, marketing, insurance and engineering consultancies, hotel and catering industries.

So to promote the service Sector in our foreign trade Ukrainian associations should seriously consider setting up joint ventures and mixed companies. British overseas investments are second to those of the US, so potentially the UK has the experience and capital to become a participant in this kind of activity. To say nothing about Japan, Germany and Italy. Certain steps have been taken. Thus in the late 1980s the British-Soviet Chamber of Commerce with Ukrainian Chamber of Commerce and Industry and Vnesheconombank organized a round table meeting to study the possibilities of future cooperation in various services: banking for one. Besides British industry has had to undergo a sweeping and urgent modernization programme in order to remain competitive in world markets. It has experience of cost effective up-grading the output of existing factories in the iron and steel and chemical industries and may share its experience in managing this kind of programme.

Many representatives of business quarters from other countries visit Ukraine to see our restructuring with their own eyes and offer their participation in joint ventures in the field of services as well to the mutual benefit, but we are very slow in making up our minds.

It is obvious that promotion of Ukrainian engineering-and-consulting operations and other services on the world market would increase the country's currency earnings, broaden its foreign economic ties and expand exports of machines, equipment and complete plants.

## ***2. Give synonyms to the following words from the text:***

- |                           |                        |                        |
|---------------------------|------------------------|------------------------|
| 1) <i>to cater</i>        | 6) <i>to up-grade</i>  |                        |
| 2) <i>diversification</i> |                        | 7) <i>subscription</i> |
| 3) <i>entirely</i>        | 8) <i>to earn</i>      |                        |
| 4) <i>sweeping</i>        | 9) <i>caterer</i>      |                        |
| 5) <i>intimate</i>        | 10) <i>possibility</i> |                        |

## ***3. Explain the meaning of the following phrases in your own words:***

- 1) *economic ties*
- 2) *facility*
- 3) *revenue*
- 4) *import*
- 5) *investment*

**4. Make up as many questions to the first three sentences from the text as possible.**

**5. Choose the right tenses (present perfect or past simple).**

1. We (not be) there since we were young.
2. I saw her in May, but (not see) her since.
3. She (drive) the same car for fifteen years.
4. I (know) them for many years.
5. She (not be) in that shop for ages.
6. He (go) to the bank yet?
7. He (go) to the bank at lunch time?
8. Who is she? I (never see) her before.
9. I (do) a lot of stupid things in my life.
10. She (leave) school last year.

**6. Use the verbs given in brackets in the past perfect cont., past simple, present perfect, past perfect, present perfect cont., past perfect cont.**

- 1 Her family (farm) this land since the tenth century.
2. She only (farm) for two years, but she's doing very well.
3. I (learn) German for six years.
4. Nick (show) the teacher the picture which he (draw).
5. The boy (give) the goats the grass which he (bring) from the field.
6. We (have) a good rest when our guests (all leave).
7. When she (ring) the office this morning, Jim (already go out).
8. I (not see) you for ages ! I am very glad to see you.
9. When you (see) the "Swan Lake"?
10. My sister already (graduate) from the institute.

**7. Translate the following sentences into English.**

- 1 Куди ти ходив учора вранці?
2. Чому ти одягнула пальто? Сьогодні дуже тепло.
3. Твій брат повернувся?
4. Коли твій брат повернувся з відрядження?
5. Ви закінчили свою роботу? - Так, я закінчив її ще вчора.
6. Я щойно приніс вам декілька цікавих журналів.

7. Я ж казав тобі про це тричі! Хіба ти не пам'ятаєш?
8. Я чекаю автобуса уже десять хвилин.
9. Він закінчив роботу до сьомої годниї.
10. Вони вирішили це питання до того, як ми приїхали.

**8. Rewrite these sentences in passive keeping them in the right tense.**

1. The police arrested two hundred people.
2. You must clean this machine every time you use it.
3. You should keep the flowers in a warm sunny place.
4. Tom Sawyer whitewashed the fence.
5. We shall invite him to take part in the concert.
6. They promised her an interesting job.
7. They paid me a lot of money to do the job.
8. The fascists killed her father.
9. He wrote this book in the 19th century.
10. They were playing tennis from 4 till 5.

**9. Make the following sentences passive.**

1. The workers are unloading the steamer.
2. The director has just signed the letter.
3. The customs officer is counting the cases.
4. When he entered the room, the legal adviser was checking the contract.
5. They showed us a good film.
6. The medicine centre will open the new hospital next year.
7. They expect you would take part in some sports.
8. My father painted the floor last summer.
9. They gave me a very interesting book at the library last Friday.
10. This company builds many houses in our town every year.

**10. Translate the following sentences into English.**

1. Коли було видано цю книжку?
2. Їй дали українсько-англійський словник.
3. Мене ніколи про це не запитували.
4. Куди можна поставити валізи?
5. Вірші Роберта Бернса знають в багатьох країнах світу.
6. Цю мишу ввіймано вночі.
7. Про нього часто говорять
8. Чому над нею насміхалися
9. Горіхи з`їли вчора.

10. Собак люблять в багатьох сім`ях.

**III семестр**

**IV варіант**

**1. Read the text and give its written translation.**

**FROM OF BUSINESS OWNERSHIP**

*All business owners must decide which form of legal organisation – a sole proprietorship, a partnership, or a corporation – best meets their needs. The decision is very important because the choice affects many managerial and financial issues, including income taxes and the owners' liability. In determining which legal form their business should take, owners must consider the advantages and disadvantages of each.*

**Sole Proprietorship**

As the very first legal form of organisation, sole proprietorships date back to ancient times. They are equally popular today. In fact, around seventy-five percent of the nation's sixteen million businesses – about twelve million US companies - sole proprietorships. But they account for only about six percent of business revenues.

**SOLE PROPRIETORSHIP** - a business owned (and usually operated) by one person who is personally responsible for the firm's debts.

Typically, the sole proprietorship is the ownership form chosen for the small-town restaurant, the neighbourhood grocery store, the local auto repair shop, and the bakery. Most sole proprietorships are small businesses, often having one employee. However, there are some sole proprietorships that are large businesses. Many of today's largest companies started out as sole proprietorships. Although the owner may employ someone to manage the business, more commonly the owner is the active manager of the firm. The capital necessary for operating the business is normally provided by the sole proprietor from personal wealth, frequently aided by borrowing. The owner usually makes all decisions personally rather than delegating them to employees. If the business is the owner's sole source of income, the ability to operate it at a profit is extremely important to him or her.

### **(General) Partnership**

General partnership is really a sole proprietorship multiplied by a number of partners. There is no legal limit to the number of partners. There may be as many as a hundred or more or as few as two. Moreover, partners may invest equal or unequal sums of money and they may earn profits that bear no relation to their investments. For example, in two-person partnership, a partner with no financial investment may receive fifty percent or more of the profits.

*GENERAL PARTNERSHIP* - a business with two or more owners who share in the operation of the firm and in financial responsibility for the firm's debts.

The most striking feature of general partnerships is their ability to grow by adding talent and money. Like a sole proprietorship, a partnership is simple to organise, with few legal requirements. Even so, all partnerships must begin with an arrangement of some kind. It may be written, oral or even unspoken. Wise partners however insist on drafting a written agreement to avoid trouble later. This agreement should spell out such things as:

- who invested what sums of money in the partnership;
- who will receive what share of the partnership's profits;
- who does what and who reports to whom;
- if desired, how could the partnership be dissolved and in what event, how assets left over would be distributed among the partners;
- how surviving partners would be protected from claims by surviving heirs if a partner dies.

By law each partner may be held personally liable for all debts incurred in the name of the partnership. And if any partner incurs any debts, even if the other partner knows nothing about it, they are all liable if the offending partner cannot pay up. A partnership legally dissolves when one partner dies or pulls out, even if the other partners agree to stay. It is also difficult to transfer ownership. No partner may sell out without the other partners' consent. Finally, partnership provides little or no guidance in resolving conflict between the partners. For example, suppose one partner wants to expand the business rapidly and the other wants to grow slowly. If under the partnership agreement the two are equal it may be difficult for them to decide what to do.

Of the three common types of business ownership, partnerships are the least used.

### ***(Regular) Corporation***

Another very common form of business ownership is the regular corporation. Almost all larger businesses use this form. They account for around eighty percent of all revenues generated by the nation's sixteen million businesses. Yet they make up only about twenty percent of the total number of businesses - about three million. Corporations employ large numbers of people and are owned

by large numbers of investors. Only large businesses can mass-produce and mass-market the goods and services consumers need and want.

When we think of the corporations we may think of giant businesses like General Motors and IBM. The mighty world corporation inspires awe and respect and suggests power. Yet, the tiny corner has as much right to incorporate as does a giant oil refiner. And the newsstand and Exxon will have the same basic characteristics that all corporations share legal status as a separate entity, property rights and obligations, and an indefinite life span.

*CORPORATION* - a business considered by law to be a legal entity separate from its owners with many of the legal rights and privileges of a person, a form of business organisation in which the liability of the owners is limited to their investment in the firm.

A corporation is a legal entity which is created by the law as an artificial being that has the rights, duties, and powers of a person. A corporation does not change its identity with changes in ownership. A corporation is brought into existence through a charter, which is a document issued by a state authorising the formation of a corporation.

Corporation can raise money in different ways, one of them is by selling shares in the business - called stock - to investors. These investors are known as stockholders, or shareholders. Stockholders are the owners of a business, and stock is a share of ownership in corporation. Business profits are distributed among stockholders in form of dividends.

*Dividend* - a part of corporation's profits paid out on a per share basis to those hold its stock.

Corporate stock may be either preferred or common.

*Common stock* - shares whose owners usually have last claim on the corporation's assets but who have voting rights in the firm.

*Preferred stock* - shares whose owners have last claim on the corporation's assets and profits but who usually have voting rights in the firm. They may attend all of the meetings of the firm and vote its decisions. When investors cannot attend a stockholder's meeting they can grant authority to vote the shares to someone who will attend a meeting. This procedure, called a *proxy*, is the way almost all individual investors vote. Proxy is a legal document temporally transferring the voting rights of a shareholder to another person.

By law, in every state the governing body of a corporation is its *board of directors* - a group of individuals elected by a firm's stockholders and charged with overseeing and taking legal responsibility for the firm's actions.

**2. Explain the meaning of the following words and word combinations.**

- 1) *revenue*
- 2) *adding talent*
- 3) *heir*
- 4) *corporate*
- 5) *offending partner*

**3. Give synonyms to the following words from the text:**

- |                       |                         |
|-----------------------|-------------------------|
| 1) <i>transfer</i>    | 6) <i>profit</i>        |
| 2) <i>tiny</i>        | 7) <i>to distribute</i> |
| 3) <i>stockholder</i> | 8) <i>to affect</i>     |
| 4) <i>firm</i>        | 9) <i>owner</i>         |
| 5) <i>action</i>      | 10) <i>consumer</i>     |

**4 Make up as many questions to the first three sentences from the text as possible**

**5. Choose the right tenses (3present perfect or past simple).**

1. She (never read) a book until she was 25.
2. She is 80 and (never read) book in her life.
3. I (have) lunch an hour ago.
4. I (just have) lunch.
5. I (just now come) home.
6. They (buy) a new car two years ago.
7. He (travel) all over the world.
8. You (forget) your promise?
9. I (ride) an elephant last holiday in Congo.
10. She (just fly) in from Rome.

**6. Use the verbs given in brackets in the past perfect cont., past simple, present perfect, past perfect, present perfect cont., past perfect cont.**

- 1 I (learn) most of the irregular verbs.
2. My mother (do) all her Christmas shopping.
3. I (do) Christmas shopping all day.
4. Mother (see) that Nick (not wash) his hands.
5. The teacher (understand) that Lena (not do) her homework.
6. Before we (take) Tim to the theatre, he (never see) a stage play before.
7. I (just clean) the carpet when the dog (come) in and (shake) himself.
8. He repaired the toy which his brother (break) the day before.
9. I (see) an interesting TV programme this week.
10. You ever (be) to Trafalgar Square?

## **7. Translate the following sentences into English.**

1. Ви коли-небудь обговорювали це питання із своїми батьками?
2. Я вже написав доповідь на цю тему.
3. Він знаходиться тут вже три години. І весь цей час задає свої дурні запитання.
4. Я перекладаю цей роман вже місяць, але поки що закінчила тільки перший розділ.
5. Я вже вивчив вірш напам'ять. Ось послухай!
6. До сьогоднішнього дня я ніколи не сварилася з колегами.
7. В цьому році команда ще не виграла жодного матчу.
8. Останнім часом ми часто купуємо свіжі огірки і помідори.
9. Коли я прийшов, секретарка друкувала лисій, які я їй дав напередодні.
10. Секретарка надрукувала всі листи до того, як прийшов директор.

## **8. Rewrite these sentences in passive keeping them in the right tense.**

1. We check every car engine thoroughly.
2. They are mending your shoes at the moment.
3. Someone will drive your car to Edinburg on Tuesday.
4. Her daughters gave her three dishes as a birthday present.
5. The workers are repairing the road.
6. They gave the actress a bunch of flowers.
7. Fortunately, they didn't damage the machinery.
8. Mary has lost her key.
9. He stole a lot of money from the shop.
10. By 6 o'clock they had finished the work.

## **9. Make the following sentences passive.**

1. Everybody objected to his propose.
2. We sent for you as soon as the telegram arrived.
3. I think that we can rely on this information.
4. They insisted on these terms.
5. The guide showed some pictures to a group of people.
6. She has an interview now.
7. Tom's aunt is scolding him.
8. They will close the shop at 8 o'clock.
9. We are going to do this work tomorrow.
10. We have translated this text at the lesson.

## **10. Translate the following sentences into English.**

1. Їй запропонували квиток на концерт.

2. Вам заплатять за цю роботу завтра.
3. За лікарем відправили?
4. За цим лікарем завжди посилають.
5. Ця опера була написана сто років тому.
6. Телеграму відправили пізно увечері, і він отримає її лише вранці.
7. Коли у вашій сім'ї п'ють чай?
8. Де ви купили цю книгу?
9. Телеграму відправили пізно увечері, і він отримає її лише в ранці.
10. Вчора нас запросили на концерт.

*III семестр*  
*V варіант*

*1 Read the text and give its written translation.*

***COMPANY PROFILE: PIONEERING TOMORROW'S ELECTRONICS***

Over the **decades**, the name of Siemens has become synonymous with progress. Since 1847, when Werner Siemens and Johann Georg Halske **founded** the Siemens & Halske Telegraph Construction Company in Berlin, the history of Siemens has been **closely linked** with the development of electrical engineering. While still a fledging firm, Siemens & Halske spearheaded the **evolution** of telegraphy with the first pointer telegraph and a construction of an expensive telegraph network. In 1866 Werner Siemens invented the dynamo machine, laying the cornerstone of power engineering.

New ideas are an old tradition at Siemens. The company that grew out of the original Siemens & Halske is today a highly innovative leader in the world electrical and electronics market. **Composed** of Siemens AG and an array of domestic and foreign **subsidiaries**, the **contemporary** Siemens organization continues to set milestones on the road of progress.

Siemens maintain its own production facilities in more than 50 countries and operates a worldwide sales network. With more than 300,000 employees, it is one of the largest companies in the world electrical/electronics industry, having recorded **annual sales** of DM 82 billion in the 1992/93 fiscal year. **Reliable** and farsighted management is united with the youthful dynamism and zest for innovation that typify the company.

*2. Give synonyms to the following words from the text:*

- |                           |                        |
|---------------------------|------------------------|
| 1) <i>decades</i>         | 6) <i>subsidiary</i>   |
| 2) <i>found</i>           | 7) <i>contemporary</i> |
| 3) <i>to closely link</i> | 8) <i>annual sales</i> |
| 4) <i>evolution</i>       | 9) <i>reliable</i>     |
| 5) <i>composed</i>        | 10) <i>production</i>  |

**3. Explain the meaning of the following words and word combinations.**

- 1) *expensive*
- 2) *subsidiary*
- 3) *annual sales*
- 4) *worldwide sales*
- 5) *innovation*

**4. Make up as many questions to the first three sentences from the text as possible.**

**5. Choose the right tenses (present perfect or past simple).**

1. She (recently become) a director.
2. They (already speak) to me.
3. I (not drink) my tea yet.
4. She still (not answer) my letter.
5. I (meet) her several times.
6. I already (do) my homework. Now I can go for a walk.
7. I (do) my homework yesterday.
8. He just (come) home.
9. He (come) home a minute ago.
10. Nick (play) football yesterday.

**6. Use the verbs given in brackets in the past perfect cont., past simple, present perfect, past perfect, present perfect cont., past perfect cont.**

1. I (clean) the car. Doesn't it look nice?
2. You look tired. - I (wash) clothes all day.
3. I (know) that my friend (not yet come).
4. Tom (return) from the cinema at 5 o'clock.
5. I knew you (paint) - How did you know? - Your hair was covered with paint.
6. You were out of breath when you came in this morning. You (run)?
7. Only when she (go) to bed, she remembered that she (forget) to ring up her friend.
8. We already (study) seven English tenses.
9. He (spend) two weeks in Scotland a year ago.
10. He (promise) to do the job in an hour, but he still (not finish) by 10 o'clock.

## **7. Translate the following sentences into English.**

1. Ми сидимо тут вже більше години, а він і досі не повернувся.
2. Я й досі в'яжу цей светр. Я в'яжу його вже півроку.
3. Ти стомлено виглядаєш. - Так, я цілісінький день прибирала в будинку.
4. Мій дідусь прожив у Харькові все своє життя.
5. Хвилину тому телефонувала мама.
6. Хто це зробив?
7. Хто вирішив продати будинок?
8. Моя дружина подарувала мені цю краватку на день народження.
9. Вона бачила по їх мокрих костюмах що вони щойно плавали.
10. Він потиснув мені руку, перш ніж вийшов з кімнати.

## **8. Rewrite these sentences in passive keeping them in the right tense.**

1. We export this computer to seventy different countries.
2. We don't allow smoking in this restaurant.
3. You should pay your bill before you leave the hotel.
4. Tom gave Nick a book for his birthday.
5. They were showing the film from 7 till 8.
6. He showed me the way to the railway station.
7. We send the newspapers to Scotland by train.
8. Ivanov will meet the delegation.
9. At 12 o'clock the workers were loading the trucks.
10. By 3 o'clock the workers had loaded the trucks.

## **9. Make the following sentences passive.**

1. They often refer to his book.
2. Everybody looked at them when they entered the hall.
3. Do you think that we can rely on these figures?
4. I am afraid that they will not arrive at an agreement.
5. They'll give him every assistance in this work.
6. I realised somebody was following me.
7. They should give names of two referees.
8. The doctor is operating the sick man on.
9. Children planted these trees last autumn.
10. We always play many interesting games at our PT lessons.

## **10. Translate the following sentences into English.**

1. Їм наказали залишити зал.
2. Її попросили заспівати цю пісню ще раз.
3. Лист щойно був прочитаний.
4. Їх завжди запрошують на день народження Анни.

5. Цей роман уже перекладено на п'ять мов.
6. Цю статтю повинна прочитати вся група.
7. Відповідь буде відправлена через декілька днів.
8. На лікуванні наполягали.
9. Коли винайшли радіо?
10. Наступного року його п'єса буде поставлена в цьому театрі.

**III семестр**  
**VI варіант**

**1. Read the text and give its written translation.**

**INFORMATION TECHNOLOGY**

*The microchip revolution is having a huge impact on modern business. While the advent of completely automated (robotized) production systems is producing legions of unemployed workers, people at work are most likely to come into contact with microelectronics through the medium of 'information technology'.*

Information technology (IT) covers a wide range of operations based on a combination of computing and telecommunications techniques. It includes the compilation of information in the form of data banks and the material, which may be textual, numeric, pictorial or even vocal can be processed and stored until retrieval is required.

In the past, information management involved massive dependence on paper, but today tiny electronic pulses are stored on floppy disks. Although modern discs have an incredible capacity, newer and even more compact devices are being developed.

The earliest forms of computers were so-called mainframe computers, programmed electronic machines capable of processing almost limitless amounts of routine data and making complex calculations repetitively, speedily and accurately.

Microelectronics involves the design, application and production of very small electronic devices containing many miniaturized components. Microcomputers are obviously much smaller in size than the mainframe computers. They are also cheaper and more flexible in operation. A substantial range of software programs are on offer to perform many of the key office functions such as accounting, stock control and word processing.

*The other branch of information technology is telecommunications, which covers the transmission of information by electronic cables (telephone and telegraph) or radio waves. Fibre optics (very fine strands of glass) transmitting high speed pulses of light are replacing the old-fashioned, conventional copper cables and allow many thousands more telephone calls to be made. Using*

*microwave transmissions, static space satellites are also revolutionizing international communication.*

Perhaps the example of the new concepts with which we are most familiar in the infra-red system which we use to operate our television sets by remote control.

**2. Answer the following questions:**

1. What benefits as an individual do you expect from the increasing use of computers in our society?
2. What do you see as the major problem arising from the increasing use of computers? For example, do you think they depersonalize work? What dangers do you see with respect to possible computer frauds? Do you see any military implications?
3. Do you think the microchip revolution has created unemployment? If so, what do you see as an answer to the problem? Shorter working weeks? Work sharing? Earlier retirement?
4. How do you think satellite communications can be useful to:
  - a) multinational corporations
  - b) companies providing information on world events for newspapers and television news and entertainment
  - c) educational establishments?

**3. Explain the meaning of the following words and phrases:**

- 1) *a wide range of operations*
- 2) *routine date*
- 3) *complex calculations*
- 4) *repetitively*
- 5) *flexible*

**4. Give synonyms to the following words from the text:**

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1) <i>modern business</i> | 6) <i>to produce</i>              |
| 2) <i>production</i>      | 7) <i>to develop</i>              |
| 3) <i>speedily</i>        | 8) <i>miniaturized components</i> |
| 4) <i>familiar</i>        | 9) <i>obviously</i>               |
| 5) <i>huge</i>            | 10) <i>key functions</i>          |

**5. Choose the right tenses (present perfect or past simple).**

1. At last I (translate) this article: now I shall have a little rest.
2. We (go) to the country yesterday, but the rain (spoil) all the pleasure.
3. My watch was going in the morning, but now it (stop).
4. The lecture (not yet begin) and the students are talking in the classroom.
5. She just (go) out.

6. She (leave) the room a moment ago.
7. We (not yet solve) the problem.
8. When it all (happen)?
9. The morning was cold and rainy, but since 10 o'clock the weather (change) and now the sun is shining brightly.
10. Show me the dress which you (make).

**6. Use the verbs given in brackets in the past perfect cont., past simple, present perfect, past perfect, present perfect cont., past perfect cont.**

1. I was tired. I (dig) all day.
2. We (wait) for you call all evening.
3. How long you (wait) there?
4. Tom (return) from the cinema by 5 o'clock.
5. I (finish) my homework at 7 o'clock.
6. When I (get) to the shop it (close).
7. They (eat) everything by the time I (arrive) at the party.
8. At this time yesterday I (talk) to my friend.
9. The TV programme (begin) before I (come) home.
10. I (not eat) ice - cream since summer.

**7. Translate the following sentences into English.**

1. Ми з вашим братом говорили про це сьогодні. Тому я й прийшов порадитись з вами.
2. Я вже думав про цю книгу, і прийшов до висновку, що ми не можемо її надрукувати.
3. Декілька останніх місяців я відвіую курси китайської мови.
4. Чому ви нас не повідомили про цей випадок?
5. Вулиці мокрі. Пройшов дощ.
6. Хтось щойно кутив у кімнаті.
7. Я бачив її сьогодні.
8. Я бачив її сьогодні в бібліотеці після занять.
9. Він гарно вивчив англійську мову до того, як поїхав у Британію.
10. Коли він нас помітив, він піднявся і закрив книгу, яку читав.

**8. Rewrite these sentences in passive keeping them in the right tense.**

1. They have cancelled the meeting.
2. I have told the children about the party.
3. About thirty million people are watching this programme.
4. Our mother tells us children stories every evening.
5. She has locked the door.
6. They offered us two tickets for the concert.
7. In summer the boys often drive the horses to the fields.

8. The teacher has checked our dictations.
9. We send our daughter to rest in the south every year.
10. They will show this film on TV.

**9. Make the following sentences passive.**

1. I am sure that the newspapers will comment on this event.
2. I am sure that nobody will object to this plan.
3. Will they listen to him with interest?
4. Did they speak much of this event?
5. My friend told us the news yesterday.
6. Did they invite you to Andy's party?
7. They will hold interviews in early January.
8. I am cleaning the room now.
9. I'll give this bone to my dog tomorrow.
10. Our neighbors invited us to a concert last Saturday.

**10. Translate the following sentences into English.**

1. Мене запитали, чи ми підемо в театр.
2. Якщо мене запитають, я їм все розкажу.
3. План обговорюється вже дві години.
4. Влітку Колю відвезуть на дачу.
5. Обід варили, коли я прийшов додому.
6. Цю вправу можна написати олівцем.
7. Про цю подію багато говорять.
8. Коли тебе запитували?
9. Кімнату слід регулярно провітрювати.
10. Що йому обіцяли?

***III семестр***

***VII варіант***

**1. Read the text and give its written translation.**

***THE SMART CARD***

The so-called smart card is an ordinary plastic card with an embedded microprocessor plus a computer memory chip. It can be used as an identity card, a passport, for access to medical records and even for paying for telephone calls, train and bus fares and satellite television programmes.

Although in its infancy in the UK there are currently 17,000,000 such cards in use in France and French banks are expecting all their customers to own one. Outside Europe, perhaps not surprisingly, it is Japan which is showing most interest in the concept.

In Britain, the Barclays and Midland banking groups are conducting pilot schemes. The Midland scheme is centered on Loughborough University and smart cards are being used in three applications:

- i) Being charged (like a battery) with money, they can be used for purchases at shops and bars on campus. They can also be used by students paying for photocopying. The card can be recharged at an automatic telling machine.
- ii) They can be used as a debit card. As the goods are purchased, the cost is transferred directly from the student's account into that of the shopkeeper. With the aid of a personal identity number (PIN), details of all transactions stored in the memory can be viewed at any terminal.
- iii) Finally, of value to the students at Loughborough, but with obvious commercial applications, information can be accessed from a variety of publishing sources.

There are two major advantages from the banker's point of view. First, smart cards cut down on paperwork. Second, they improve the effectiveness of controls over bad debts and frauds. Customers and retailers may still need to be convinced of the advantages of smart card, but the implications are incredible.

In terms of signature verification, it is possible to check the shape of letters, speed at which the signature is written and the amount of pressure on the pen. The variables are then converted into algorithms which are fed into the card's memory store.

Even more exciting is the possible integration into biometric systems. Unique shapes of eye retinas or fingerprints can be stored digitally on the card and matched with the owners when required.

At present the expense of the smart card is prohibitive, but, as with all technical innovations, the price to the consumers is likely to fall as the initial development costs are recovered.

## ***2. Explain the meaning of the following words and word combinations.***

- 1) *to purchase*
- 2) *to recharge*
- 3) *advantages*
- 4) *retailer*
- 5) *to convert*

## ***3. Complete the following sentences using the words from the text:***

- 1) *The Midland Bank is ...*
- 2) *The smart card has been introduced in France and ...*
- 3) *Students at Long borough are able to ...*

- 4) *With smart cards travelers could...*
- 5) *The banks feel that bad deltas could be reduced because...*
- 6) *By using fingerprints...*
- 7) *By charging the cards at an automatic telling machine...*
- 8) *One of the problems with smart cards is...*

**4. Make up as many questions to the first three sentences from the text as possible.**

**5. Choose the right tenses (present perfect or past simple).**

1. Oh, how dark it is! A large black cloud (cover) the sky.
2. Oh, close the window! Look, all my papers (fall) on the floor because of the wind.
3. When you (open) the window? -1 (open) it ten minutes ago.
4. You (see) Mary today?
5. When you (see) Mary?
6. You (ever be) to Rome?
7. I (see) this film before.
8. She (never work) in an office.
9. I (never be) in an aeroplane.
10. He (ever be) to Germany?

**6. Use the verbs given in brackets in the past perfect cont., past simple, present perfect, past perfect, present perfect cont., past perfect cont.**

1. I (stand) there since 6 o'clock.
2. She (study) English for five years before she visited Canada.
3. It started raining last Monday and it (rain) ever since.
4. I (finish) my homework by 7 o'clock.
5. He (think) that he (lose) the money.
6. When we (leave) the beach the rain (already start).
7. I (try) telephoning her several times but she (leave) the country.
8. I understood that she (not read) my letter.
9. She (do) the rooms when I (come) home.
10. It's all right: she (find) the way out of the situation.

**7. Translate the following sentences into English.**

1. Привіт! Не бачив тебе сто років!
2. Цілісінький вечір він розказує кумедні історії.
3. Як довго у тебе болять зуби?
4. Цей собор простояв тут більше п'яти століть.
5. Він найвідоміший сучасний композитор. Він написав більше 50 пісень.
6. Ми вивчаємо англійську мову. Ми вивчаємо її вже 4 роки.

7. Джон закінчив університет три роки тому. З того часу він працює перекладачем.
8. Коли ви почали читати цю книгу? Скільки розділів ви вже прочитали? Як давно ви її читаєте?
9. Вони їхали мовчки півгодини, поки Джек заговорив.
10. Я жив у Харкові до того, як приїхав у Київ.

**8. Rewrite these sentences in passive keeping them in the right tense.**

1. We opened the factory at nine o'clock.
2. We expect students not to talk during the examination.
3. You mustn't touch this button while the experiment is in progress.
4. Lydia will show you a new book of pictures.
5. Someone has broken my pencil.
6. We sent for the doctor.
7. Ivan Susanin led the Poles into the thickest part of the forest.
8. Our music teacher was conducting the orchestra.
9. They are building a new concert hall in our street.
10. They have made a number of important experiments in this laboratory.

**9. Make the following sentences passive.**

1. They must look into this matter.
2. You must send for them as soon as possible.
3. The contract provided for the delivery of caviare at regular intervals.
4. You can rely on her.
5. My brother promised me this book.
6. He found that somebody steal all his money.
7. You should make applications on this form only.
8. City council was building this metro line at that time.
9. They sould have answered my question yesterday.
10. They ought to play hockey in winter.

**10. Translate the following sentences into English.**

1. Це питання зараз обговорюється на зборах.
2. Коли я зайшов до залу, це питання обговорювалося.
3. Ці питання обговорювалися вже півтори години, коли вона прийшла.
4. Про цей фільм багато говорили.
5. До того часу як він приїхав, лист вже отримали.
6. Всі ваші твори будуть повернуті наступного тижня.
7. Цей переклад буде закінчено через десять днів.

8. На його статтю ніколи не посилаються.
9. Коли розбили чашку?
10. Мені порадили купити цей міксер.

*III семестр*  
*VIII варіант*

***1. Read the text give its written translation.***

Most of the world's hardware manufacturers are either in the United States of America or Japan. Is this because the Americans and the Japanese have innate skills which the rest of us do not possess? Perhaps that is the explanation, but it is far more likely to be the result of economies of scale. American manufacturers are catering for a domestic market of over 220,000,000 while the Japanese domestic market tops 120,000,000.

If you accept that both these domestic markets tend to be 'captive', with the Japanese market particularly difficult to enter, one reason why individual companies can afford to spend large sums on research without overpricing their product becomes clear.

If a Japanese company produces 100,000 units and spends (the equivalent of) £10 million on research, the price at which it sells its units has to be increased by £100 to cover the research costs. However, if a smaller British company produces 10,000 units and spends £10 million on research, it will have to increase the price of its units by £1,000 to cover its costs. Is it any surprise to find the Americans and the Japanese, with their large, and rich, domestic populations dominating world markets in technological products?

By contrast the present European computer scene is dominated mainly by software and services, but it is not such a disadvantage as it seems. As users look more and more for systems that work the way their business requires, the role of the software element is becoming more important. At the same time, in cost terms alone, software is becoming the major part of IT investment as hardware costs tumble. Why should hardware costs tumble? The manufacturers of technological products always aim to recover development costs as quickly as possible. After that, as competition begins to bite, prices become more competitive.

Perhaps there is another explanation. It could be that the scope for further development in the IT industry lies in the field of software rather than hardware, at present anyway.

Europe, with a population larger than that of the USA but with an IT market only half its size, offers more potential for growth, but is not by any stretch of the imagination a single market, nor is it likely to be so for many decades. The 12 national markets that make up the European Community are separated by differences in culture, language and hardware environments. The European

software and services market is likely to be dominated by four or five heavyweights coming from France, Italy and Britain, but since the unified Germany has a domestic market which is likely to expand deeper and deeper into Eastern Europe, its progress is likely to prove most significant.

One of the big question marks will be whether, as a result of mergers in the IT industry in the new Europe, the Europeans are able to challenge the Americans and the Japanese in the hardware market. An encouraging factor could be the inevitable linkage between hardware and software. The formation of large, pan-European user companies will open up fresh markets for pan-European suppliers, for both hardware and integrated software.

## ***2. Answer the questions.***

1. How do you see the European Community affecting and being affected by developments in IT?
2. Which European countries/companies do you see benefiting from the enlarged markets?
3. What do you think users are looking for when they buy new IT systems? Compatibility with the existing equipment? The size and stability of the vending corporation? The user-friendliness of the system? The cost? The estimated working life or conversely, the obsolescence date?
4. How do you think developments of IT are affecting, and will affect
  - a) your future carrier, and
  - b) the world of business generally?
5. Do you think IT tends to help women gain equal treatment with men, or the reverse? Justify your opinion.

## ***3. Explain the following words and phrases:***

- 1) *competition*
- 2) *domestic market*
- 3) *single market*
- 4) *decade*
- 5) *supplier*

## ***4. Make up as many questions to the first three sentences from the text as possible.***

## **5. Choose the right tenses (present perfect or past simple).**

1. You (meet) my parents?
2. You (ever work) in the theatre?
3. She (be) to all capital cities of Europe.
4. I (read) this book.
5. You (ever hear) of this actor?

6. When you (get) married?
7. He (catch) the plane at eight this morning.
8. I (read) a lot of her books when I was at school.
9. You (see) any good film recently?
10. Amazing news! Scientists (discover) a new planet.

**6. Use the verbs given in brackets in the past perfect cont., past simple, present perfect, past perfect, present perfect cont., past perfect cont.**

1. I (write) to the firm regularly for a month before, but they still have not answered.
2. They (ring) me about it every day for the past week.
3. I knew you (smoke) - How did you know? - Your hair smelled.
4. You were out of breath when you came in this morning. You (run)?
5. Ann (tell) me that she (see) an interesting film.
6. When I (wake) up yesterday, father already (go) to work.
7. When I (find) my purse someone (take) the money out of it.
8. The car (go) when I (look) into the street.
9. The TV programme (begin) before I (come) home.
10. I understood that she (not read) my letter.

**7. Translate the following sentences into English.**

1. Учні вже півтори години обговорюють роман, який вони читали минулого місяця.
2. Я ніколи не був у Франції.
3. Я ніколи не був за кордоном, коли був дитиною.
4. Коли твій брат повернувся з відрядження?
5. Вони весь час розмовляють по телефону, ось вже півгодини.
6. Нарешті він прийшов до театру подивитись виставу, яка йшла вже два тижні.
7. Він аж три роки працював на заводі до того, як вступив до університету.
8. Був вечір. Моя дружина готувала вечерю, а я дивився телевізор. Раптом ми почули дзвінок у двері.
9. Це був наш друг, якого ми не бачили з того часу, як закінчили школу.
10. Ми розмовляли біля півгодини, коли дружина покликала нас вечеряти.

**8. Rewrite these sentences in passive keeping them in the right tense.**

1. They send two million books to America every year.
2. Someone will blow a whistle if there is an emergency.
3. Someone was carrying the bomb to a safe place when it exploded.
4. A boy showed her the way.
5. I have posted the letter.

6. The children laughed at the little boy.
7. The waves carried the boat away.
8. Don't sell the wine here.
9. Livingstone explored Central Africa in the 19th century.
10. By the middle of autumn we had planted all the trees.

**9. Make the following sentences passive.**

1. They may object to your plan.
2. They must comment on this event.
3. Nobody laughed at him when he said it.
4. You should refer to this quotation more often.
5. They offered him a cup of tea.
6. The rules ask passengers not to speak to the driver.
7. School Board might offer teachers accommodation in college.
8. This author has translated the novel into Ukrainian.
9. You should gather mushrooms in autumn.
10. The flame burnt many houses during the Great Fire of London.

**10. Translate the following sentences into English.**

1. Його слухали дуже уважно.
2. Міст було зруйновано, перш ніж ми прибули туди.
3. Стаття буде перекладена до третьої години?
4. В музеї нам показали багато чудових картин.
5. Наш будинок зараз ремонтують.
6. На нашій фабриці роблять дуже красиві сумки.
7. Коли відремонтували машину?
8. Мені поставили гарну оцінку.
9. В музеї нам показали багато чудових картин.
10. Нас зустрінуть на станції?

***III семестр  
IX варіант***

***1. Read the text and give its written translation.***

***CUSTOMS SERVICE IN BRITAIN***

*Great Britain like any European country has its own laws and regulations on export and import of certain goods.*

Nowadays for the purpose of assessing and collecting Customs the U.K. is divided into "collections" with about 12000 officials. Those dealing with ship, ship's crews and passengers are generally in uniform. Those with cargo are not.

Besides checking imports, there are many other types of work done by Customs men. They see that makers of beer, whisky, wine, watches, etc Hold the appropriate licenses, making frequent visits to check progress and stocks. They register manufacturers and wholesalers of purchase tax goods, and control payments of various betting and gaming duties. For all these, they must inspect the books and accounts and see that the right amounts of tax are paid. The bonded warehouse where goods on which duty has not been paid are stored, have to be controlled by Customs officers as well, and accounts kept. The first duty in the control of ship arriving in the United Kingdom is to prevent the of certain infectious diseases. The Boarding Officer questions the Master, and if he not satisfied with the information he gets, the ship not allowed to proceed until the Medical Officer has inspected it.

When a ship or aircraft arrives from abroad it must come to a place approved by HM Customs and Excise. The Master is required, by law, report to Customs both its arrival and details of the cargo carried.

The necessary documents are made available to the control station of EPU (Entry Processing Unit) as soon as the vessel docks, so that a Custom officer can decide whether to make a central visit or not, and what security measures must be taken as to the cargo during and after unloading.

If the inward documents are in order, the imported is given a Removal Note, which allows him to remove his goods from Customs control. The imported must show this Removal Note before the goods leave the port or airport.

In accordance with the Customs Regulations one of the Customs Officer is to prevent traffic of smuggling.

Smuggled goods can enter the country together with passenger cargo or with a means of conveyance. The unlawful bringing in or tacking out of the country such articles as currency, bonds, jewelers, precious metals and antiques, explosives, drugs, weapons, firearms and ammunition is considered smuggling or contraband.

In some cases the above articles carried in/out are declared but the value and the number of the articles is stated false actions are also considered illegal.

Storage and/or sale of smuggled articles on the territory of the country is forbidden by law. A person who is found guilty of smuggling may be punished a fine or taken to Court.

The methods of smuggling are becoming more and more sophisticated, so the Customs Service has to develop more effective ways of detecting cases of contraband, but there is no substitution for a well-trained and experienced Customs Officer.

The Customs Officer is entitled to rummage every piece of luggage and if he has a reason to believe that the person is caring about himself objects liable to confiscation he may even search his personal belonging.

**2. Make up as many questions to the first three sentences from the text as possible.**

**3. Explain the meaning of the following words and phrases:**

- 1) *the official*
- 2) *wholesaler*
- 3) *customs duty*
- 4) *conveyance*
- 5) *smelling*

**4. Give synonyms to the following words from the text.**

- |                        |                      |
|------------------------|----------------------|
| 1) <i>nowadays</i>     | 6) <i>luggage</i>    |
| 2) <i>the official</i> | 7) <i>to forbid</i>  |
| 3) <i>import</i>       | 8) <i>aircraft</i>   |
| 4) <i>to check</i>     | 9) <i>export</i>     |
| 5) <i>cargo</i>        | 10) <i>to arrive</i> |

**5. Choose the right tenses (present perfect or past simple).**

1. Who (give) Shakespeare his first job?
2. Columbus (not discover) America: the Indians already (know) where it was.
3. My great-grandmother (live) in Glasgow last winter.
4. How many times you (be) in love?
5. You (hear) the thunder? - No, nothing wakes me up.
6. She (be) ill for several months.
7. This is the best restaurant I (see).
8. Three people (leave) the company this week.
9. I (write) three letters already.
10. We (have) two holidays this year.

**6. Use the verbs given in brackets in the past perfect cont., past simple, present perfect, past perfect, present perfect cont., past perfect cont.**

1. Nick (think) that his father (not yet come) home.
2. Mary (tell) us that she (cook) a good dinner.
3. The car (go) when I (look) into the street.
4. The patient (already die) by the time I (see) her.
5. Look! Kate (wash) all the dishes.
6. Your mother (return) from work? Can I speak to her?
7. She (clean) her flat the whole day on Sunday.
8. All the garages (close) by the time we (cross) the border.
9. They cook the whole day yesterday.
10. She is very happy. Her son (finish) school.

## 7. Translate the following sentences into English.

1. Шум розбудив дітей, що спали наверху.
2. Перед тим, як лягти спати, вона півгодини дивилась телевизор.
3. Що ти робила вчора цілий день – Я писала доповідь з 10 до 12 години.
4. Я писала доповідь більше години, коли прийшли мої друзі і допомогли мені.
5. Коли ви закінчили цю роботу?
6. Вчора, коли ми повернулися з вечірки діти вже спали.
7. Вона приїхала в наше місто п'ять років тому. До того часу вона вже закінчила університет.
8. Ми сидимо тут вже більше години, а він і досі не повернувся.
9. Я й досі в'яжу цей светр. Я в'яжу його вже півроку.
10. Я ніколи не бачив цунамі, поки не поїхав до Японії.

## 8. Rewrite these sentences in passive keeping them in the right tense.

1. We have invited all the students in the school.
2. Someone has moved my chair!
3. The police are questioning Mr and Mrs Davidson.
3. They will send us a box of fruit.
4. They had written the composition before the bell rang.
5. They look after the children.
6. We shall do the translation in the evening.
7. They speak English there.
8. They will stage this play at the beginning of next season.
9. They have forgotten the story.
- 10.

## 9. Make the following sentences passive.

1. You must listen to your teacher very attentively.
2. You should not insist on it.
3. Chief is sending Nick to Moscow next week.
4. They supply students with textbooks.
5. We must do this work very carefully.
6. Sorry about the noise – They are mending the road.
7. This company has built new cinema in our town.
8. He will finish his new book next year.
9. They sell flowers in shops and in the streets.
10. The owner of the Cafe Royal has turned it into a casino.

## 10. Translate the following sentences into English.

1. Учитель сказав, що наші диктанти перевірені.
2. За дітьми доглянуть.
3. Листи відправляють щодня.
4. Цю книгу дуже часто запитують в книгарнях.
5. Цей кінотеатр був збудований до того, як ми приїхали сюди.
6. Мою подругу щороку відправляють за кордон.
7. Руки слід мити перед кожним прийомом їжи.
8. Дитині треба давати фрукти.
9. Собаку можна годувати м'ясом і овочами.
10. Коли виправили помилку?

***III семестр***  
***X варіант***

***1. Read the text and give its written translation.***

***CURRENT TRENDS***

Business activities are becoming increasingly global as numerous firms expand their operations into overseas markets. Many U.S. firms, for example, attempt to tap emerging markets by pursuing business in China, India, Latin America, and Russia and other Eastern European countries. Multinational corporations (MNCs), which operate in more than one country at once, typically move operations to wherever they can find the least expensive labour pool able to do the work well. Production jobs requiring only basic or repetitive skills—such as sewing or etching computer chips—are usually the first to be moved abroad. MNCs can pay these workers a fraction of what they would have to pay in a domestic division, and often work them longer and harder. Most U.S. multinational businesses keep the majority of their upper-level management, marketing, finance, and human resources divisions within the United States. They employ some lower-level managers and a vast number of their production workers in offices, factories, and warehouses in developing countries. MNCs based in the United States have moved many of their production operations to Central and Latin America, China, India, and Southeast Asia.

Mergers and acquisitions are also becoming more common than in the past. In the United States, for example, tobacco product and food manufacturer R. J. Reynolds Industries bought food giant Nabisco Brands to form RJR Nabisco Holdings Corp. in 1985, and in 1995 the industrial power generator, electronics, and appliance manufacturer Westinghouse Electric Corporation purchased media production company CBS Inc.

With large mergers and the development of new free markets around the world, major corporations now wield more economic and political power than the governments under which they operate. In response, public pressure has increased

for businesses to take on more social responsibility and operate according to higher levels of ethics. Firms in developed nations now promote—and are often required by law to observe—nondiscriminatory policies for the hiring, treatment, and pay of all employees. Some companies are also now more aware of the economic and social benefits of being active in local communities by sponsoring events and encouraging employees to serve on civic committees. Businesses will continue to adjust their operations according to the competing goals of earning profits and responding to public pressures for them to become beneficial social institutions.

**2. Make up as many questions to the first three sentences from the text as possible.**

**3. Explain the meaning of the following words and phrases:**

- 1) *majority*
- 2) *warehouse*
- 3) *repetitive skills*
- 4) *developing countries*
- 5) *multinational corporation*

**4. Give synonyms to the following words from the text.**

- |                           |                              |
|---------------------------|------------------------------|
| 1) <i>activity</i>        | 6) <i>manufacturer</i>       |
| 2) <i>overseas market</i> | 7) <i>major corporations</i> |
| 3) <i>job</i>             | 8) <i>goal</i>               |
| 4) <i>production</i>      | 9) <i>corporation</i>        |
| 5) <i>to move</i>         | 10) <i>to purchase</i>       |

**5. Choose the right tenses (present perfect or past simple).**

1. I (play) tennis a lot last year.
2. She (have) six different jobs since she left school.
3. He (run) away from school three times when he was fourteen.
4. My uncle is a writer, he (write) several novels.
5. Shakespeare (write) poems as well as plays.
6. It's the first time I (be) here.
7. Someone (knock down) your front gate!
8. This is the fourth time he (damage) my car.
9. She's got the best voice I (ever hear).
10. He (be) here since eight o'clock.

**6. Use the verbs given in brackets in the past perfect cont., past simple, present perfect, past perfect, present perfect cont., past perfect cont.**

1. Yesterday I (find) the book which I (lose) in summer.

2. When we (come) to the station, the train already (leave).
3. You (already leave) when the trouble (start)?
4. I (not finish) getting of the train when it suddenly ( start) moving.
5. The TV programme (begin) before I (come) home.
6. He (leave) for the station after he (wait) for you for about fourty five minutes.
7. I understood that she (not read) my letter.
8. She (do) the rooms when I (come) home.
9. It's all right: she (find) the way out of the situation.
10. You (be) to Trafalgar Square?

**7. Translate the following sentences into English.**

1. *Я ніколи небачив пальм, поки не поїхав у Африку.*
2. Вчора, коли я прийшов у кінотеатр, мої друзі чекали там на мене вже чверть години.
3. Перед тим, як піти на роботу вона випила чашку кави.
4. Вулиці мокрі пройшов дощ.
5. Коли ми прибули до станції, потяг вже пішов.
6. До шостої години батько прийшов до дому, а о шостій він повечеряв.
7. Коли я прокинувся вчора вранці, батько вже пішов на роботу.
8. Він ніколи не їв цих фруктів раніше.
9. Твоя сестра вже поїхала.
10. Хто вирішив купити саме цю машину?

**8. Rewrite these sentences in passive keeping them in the right tense.**

1. We have told him not to be late again.
2. Someone checks the water level every week.
3. We invited two hundred people to the wedding.
4. Five or six small children followed them.
5. The travellers made camp not far from the village.
6. The students listened to the professor with great interest.
7. They water the flowers regularly.
8. Has anybody explained the rules of the game to you?
9. They haven't brought back my skates.
10. People are speaking a lot these days about this film.

**9. Make the following sentences passive.**

1. You can cross the river on a raft.
2. The workers can finish the building of the house very soon.
3. You must return the books the day after tomorrow.
4. I can easily forgive this mistake.
5. You can find such berries everywhere.
6. The flame burnt down the village church last year.

7. They had sold the tickets out by that time.
8. Peter the Great founded St. Petersburg in 1703.
9. My parents are throwing the rubbish away from the garage this week.
10. He will discuss the problem with a lot of people.

### **10. Translate the following sentences into English.**

1. Про цю подію багато говорять.
2. Багато будинків було зруйновано в Києві під час війни; більшість з них відбудовано.
3. А зараз будується багато нових сучасних будівель.
4. Йому щодня розповідають щось цікаве.
5. Про вас щойно говорили.
6. В бібліотеці зараз обговорюють нові книги.
7. Книги треба покласти до шафи.
8. Ви були неуважні, коли це правило пояснювалося.
9. В Італії нам покажуть багато визначних місць.
10. Договір уже підписаний.

### *IV семестр I варіант*

#### ***1. Read the text and give its written translation.***

#### ***THE FUNCTIONAL AREAS OF A BUSINESS ORGANISATION***

This section describes the major functions of each of the sub-systems of Rayco Ltd. For the sake of simplicity we shall take Rayco to represent a 'typical firm' while remembering that, rather like the family with 2.4 children, no such entity truly exists! The departments shown reporting to the Managing Director in the chart are those commonly found in a medium-sized manufacturing firm. However, you may find that your own organisation is different, either because of the nature of the enterprise (e.g. banks, and local government departments) or because the arrangement of the sub-system is different.

#### **Production**

This department is responsible for manufacturing the finished goods. Its main activities are described below.

### ***Purchasing***

This is carried out on the principle of finding the best quality goods for the purpose for which they are intended, at the cheapest possible price. In one year Rayco uses over a tonne of typing paper, skips-full of soap and toilet paper, and millions of cardboard cartons. Chemicals are delivered in 32 tonne truckloads, and up to 30 company cars are bought every year for senior managerial staff and the sales force. When purchasing on such a scale, most organisations would appoint specialist buyers to maximise the efficiency of this section.

### ***Stock control***

It is essential to have effective control over stocks of raw materials and supplies. In Rayco the Purchasing Manager is also ultimately responsible for stock control. This part of the organisation is concerned with receiving and storing finished goods before despatch, as well as dealing with supplies from outside agencies. (All of Rayco's packaging materials, for example, are bought-in.) The issue of stock for internal use or delivery to customers is another aspect of this work. In large companies like Rayco, a computerised system would be the most effective method of stock control. The computer file would have data on re-order levels for each item, and all receipts or issues would be keyed into a computer terminal so that the file would be constantly updated and stock levels known.

### ***Production planning***

An important activity in this section involves planning the layout and use of manufacturing plant so that the orders gained by the Sales Department are produced in the most efficient way. Main activities include:

- a *Scheduling* - establishing priorities for work that has to be done and timetabling the work according to these priorities;
- b *Loading* - balancing the work between work stations and individuals so that they each perform a reasonable amount of work, and bottlenecks are avoided.

### ***Production control***

This aspect of the process ensures that the planned production is achieved. Activities include:

- a *Progress control* - ensuring that tasks are completed on schedule;
- b *Quality control* - ensuring that the quality of the output meets specific standards. This is a vital activity for Rayco as its type of production is subject to strict health and safety regulations. An experienced, highly qualified biochemist would be in charge of this section.

### ***Work study***

In large organisations this can be an on-going activity, involving the scrutinising and monitoring of the work content of each job to ensure that it is done in the most efficient manner.

### ***Maintenance***

This department is responsible for the maintenance of the plant and machinery.

### **Marketing And Sales**

The Marketing Department is often considered to be the kingpin of the manufacturing organisation. It is concerned with finding out precisely what goods the consumer wants so that the research and development, and production sub-systems of the organisation can be geared to producing them. After this, the next most important step is to sell the product at a profit. The task of the Marketing Department includes the following main areas.

#### ***Market research***

Activities involved in this area are:

- a *Consumer research* - learning of consumers' preferences;
- b *Market research* - obtaining facts relating to marketing possibilities and prospects. (This is particularly important for export trade, as facts relating to a foreign market must be studied before the preferences of consumers can be taken into account.)

#### ***Advertising***

Whatever form advertising may take, its primary function is communication. The most appropriate type of advertising in any particular market will be indicated by the results of the market research conducted by the company.

## ***Public relations***

The task of this section is to establish and maintain an appropriate public image of the company. Methods used may include:

- a *Press release* - relating to aspects of the company's activities which it wants to publicise;
- b *Exhibitions* - at trade fairs, conferences, industry exhibitions, etc.;
- c *Direct consumer contacts* - personal goodwill missions may sometimes be appropriate. Regular telephone contact and sampling can be useful;
- d *Sponsorship* - e.g. sports events, individuals, charity appeals, etc.; literature - e.g. brochures, pamphlets, leaflets, direct advertising, handouts, etc. (NB - closely tied in with marketing.)

## ***Sales***

Obtaining orders for the company's product is one of the most basic and essential activities. In Rayco this is achieved mainly by a network of representatives, organised in geographical areas.

## **Research And Development**

'Development' is usually taken to mean all the work needed to turn a new idea into something that can be introduced/manufactured profitably. It is often called 'Research and Development', but for most firms, except the very biggest, the research aspect is minimal. Very often 'development' means taking a product which the company already makes, and improving it. For example, the Research and Development Department of Rayco might concentrate on developing their existing brand of dandruff control shampoo to produce an everyday preventative shampoo, as opposed to an occasional 'treatment' shampoo.

## **Finance**

Money is a key resource, and the Finance Department is responsible for its efficient management. Cash must flow from the customers into the business, and flow out of the business to staff and suppliers (together with tax payments to the Government, and rates to the local authority, etc.) In its simplest form, managing the finance consists of controlling these flows and ensuring that, after they have occurred, a surplus is left. In Rayco some of the activities performed by the Finance staff include:

- a *Financial accounting* - keeping the books.
- b *Cost accounting* - keeping a check on the costs involved in the running of the business, particularly the production process.
- c *Management accounting* - providing financial information on past, present and possible future performance of the firm.

- d *Financial management* - including monitoring cash flow. and credit control.
- e *Wages* - most sections of the accounting function in large organisations use computerised procedures.

## **Personnel**

Whilst everyone in charge of people has some responsibility for and to them, Personnel staff are specialists in the field. They work to create the best climate for people to work in and to give of their best. Main activities include:

- a *Staff planning* (often referred to as manpower planning) - planning the supply of suitably trained personnel to fill posts.
- b *Recruitment and selection* - obtaining the right person for the job.
- c *Training* - of new and established staff. A progressive company goes on training staff of all ages and at all levels. Even senior managers may require re-training when new technology is introduced.
- d *Health and safety* - interpreting and applying the law with regard to people's rights, security, safety and health.
- e *Records* - maintaining up-to-date records on all personnel.

## **The Company Secretary**

By law, every limited company must have a Company Secretary. His/her functions, as laid down in various Acts of Parliament, are restricted to the legal and financial side of the business, though nowadays he/she may perform other tasks. The Company Secretary is responsible for convening and minuting meetings of the Board of Directors as well as the Annual General Meeting of shareholders. He/she is also responsible for the correspondence of the board, completing statutory books and returns, and carrying out the firm's legal work.

## **Data Processing/Management Services**

Some organisations are big enough to have separate Data Processing departments, which might contain analysts, programmers, data preparation personnel, controllers and operators.

### **2. Explain the meaning of the following words and phrases:**

- 1) *medium-sized manufacturing firm*
- 2) *finished goods*
- 3) *senior managerial staff*
- 4) *internal use*
- 5) *efficiency*

**3. Give synonyms to the following words and word combinations from the text:**

- |                   |                       |
|-------------------|-----------------------|
| 1) truckload      | 6) possibility        |
| 2) customer       | 7) essential activity |
| 3) activity       | 8) key resource       |
| 4) to consider    | 9) annual meeting     |
| 5) foreign market | 10) to control        |

**4. Make up as many questions to the first four sentences from the text as possible.**

**5. Put the verbs in brackets into the correct tenses.**

- 1 If I see him I (give) him a lift.
- 2 If you (not go) away I'll send for the police.
- 3 I'll be very angry if he (make) any more mistakes.
- 4 If you (not believe) what I say, ask your mother.
- 5 If I had a typewriter I (type) it myself.
- 6 If he (clean) his windscreen he'd be able to see where he was going.
- 7 If you drove your car into the river you (be able) to get out?
- 8 You wouldn't have so much trouble with your car if you (have) it serviced regularly.
- 9 Tom: I woke up to find the room full of smoke; but I knew exactly what to do.  
Ann: If I (wake) up to find the room full of smoke I (have) no idea what to do.
- 10 Ann: I couldn't live without Tom. If he (go) off with another girl I (pine) away and die. But I have complete confidence in Tom.

**6. Rewrite these sentences, using an if construction.**

*He smokes too much; perhaps that's why he can't get rid of his cough.*

*If he didn't smoke so much he might get rid of his cough or*

*If he smoked less he might (be able to) get rid of his cough.*

*1 She is very shy; that's why she doesn't enjoy parties.*

*2 He doesn't take any exercise; that's why he is so unhealthy.*

*3 I haven't the right change so we can't get tickets from the machine.*

*4 People drive very fast. That's why there are so many accidents.*

*5 The examiner read the passage very quickly, so the candidates didn't understand it.*

*6 They weren't wearing life-jackets; perhaps that's why they were drowned.*

*7 He didn't get to the top of his profession, perhaps because his wife didn't encourage him.*

**Put the verbs in brackets into the correct tenses.**

*8 We had to stand almost all the way. It was all Tom's fault. If he (book) seats, as I told him to, we (have) quite a comfortable journey.*

9 *We were travelling with false passports. That was the trouble. If our passports (be) all right we (not be) arrested.*

10 *They voted by a show of hands and decided in favour of a strike. But it was by a narrow margin and I think that if they (hold) a secret ballot there (not be) a strike.*

**7. Finish these sentences, taking care to use the correct tenses.**

1 *If we leave before breakfast . . .*

2 *If the river rises any higher . . .*

3 *Her life might have been saved if...*

4 *If you had a carpet on the stairs....*

5 *If we have another puncture....*

6 *I could have walked more quickly if my suitcase....*

7 *My room would be all right if it...*

8 *If he were in he.....*

9 *The ship would have run aground if the pilot.....*

10 *I shouldn't have taken your umbrella if I...*

**8 Put the following into indirect speech, being careful to avoid ambiguity:**

1. I'm going out now, but I'll be in by nine,' he said. (Omit now.)
2. I'm leaving tomorrow,' she said, 'by the 4.30 from Victoria.' 'We'll come and see you off,' we said.
3. 'I've just bought a car,' said Peter, 'but it's not insured yet so I can't take you for a drive.'
4. 'The lake will probably freeze tonight,' said Peter. 'It's much colder than last night.' 'I'll go out and look early in the morning,' said Mary, 'and if it's frozen I'll make some holes in the ice so that the ducks can feed.'
5. 'My new house is supposed to be haunted, but so far I haven't seen any ghosts,' she said.
6. The advertisement said, 'If you answer the questions correctly you may win £100.' 32 'If I press my ear against the wall, I can hear what the people in the next flat are saying,' he said.
7. 'If I press my ear against the wall, I can hear what the people in the next flat are saying,' he said.
8. 'There's been an accident, and the road is blocked,' said the policeman. 'It won't be clear for some time. You'd better go round the other way.'
9. 'Let's light a fire and cook our sausages over it,' said the children.
10. 'I was thinking of going by bus,' said Paul. 'I shouldn't go by bus (if I were you),' said his aunt. 'It's an awfully bad service.'

**9 Put the following into indirect speech.**

1. 'What happened to Mr Budd?' said one of the men.

2. 'Which of his sons inherited his estate?' asked another.
3. 'Is a return ticket cheaper than two singles?' said my aunt.
4. 'Why are you looking through the keyhole?' I said.
5. 'Where were you last night, Mr Jones?' he said.
6. 'Do you know that the shoes you are wearing aren't a pair?' I asked him.
7. 'Who has been using my typewriter?' said my mother.
8. 'Do you want to see the cathedral?' said the guide.
9. 'Do you mind working on the night shifts?' he asked.
10. 'What do you think of the canteen coffee?' asked Peter.

**10. Put the following sentences into indirect speech: commands, requests, advice, invitations, suggestions.**

1. 'Don't put sticky things in your pockets,' said his mother.
2. 'Please, please don't do anything dangerous,' said his wife.
3. 'Go on—apply for the job,' said my friend. 'It would just suit you.'
4. 'Would you please fill in this form and then join the queue by the door?' said the clerk.
5. 'Could you read the last sentence again, please?' said the examiner.
6. 'Don't forget to put your name at the top of the page,' he said.
7. 'Make good use of your time. You won't get such an opportunity again,' he said to us.
8. 'Don't wait till tomorrow,' said the advertisement, 'post the coupon at once.'
9. 'Be very careful crossing roads,' she said, 'and remember to drive on the right.'
10. 'Put down that gun. It's loaded,' she warned.

***IV семестр***  
***II вариант***

***1. Read the text and give its written translation.***

***BUSINESS***

**Business**, organized approach to providing customers with the goods and services they want. The word *business* also refers to an organization that provides these goods and services. Most businesses seek to make a *profit*—that is, they aim to achieve revenues that exceed the costs of operating the business. Prominent examples of for-profit businesses include Mitsubishi Group, General Motors Corporation, and Royal Dutch/Shell Group. However, some businesses only seek to earn enough to cover their operating costs. Commonly called nonprofits, these businesses are primarily nongovernmental service providers. Examples of nonprofit businesses include such organizations as social service agencies, foundations, advocacy groups, and many hospitals.

Business plays a vital role in the life and culture of countries with industrial and *postindustrial* (service- and information-based) free-market economies such as in the United States. In free-market systems, prices and wages are primarily determined by competition, not by governments. In the United States, for example, many people buy and sell goods and services as their primary occupations. In 1996 American companies sold in excess of \$7.5 trillion worth of goods and services annually. Businesses provide just about anything consumers want or need, including basic necessities such as food and housing, luxuries such as whirlpool baths and wide-screen televisions, and even personal services such as caring for children and finding companionship.

### **Types of Businesses**

There are many types of businesses in a free-market economy. The three most common are (1) **manufacturing firms**, (2) **merchandisers**, and (3) **service enterprises**.

#### Manufacturing Firms

Manufacturing firms produce a wide range of products. Large manufacturers include producers of airplanes, cars, computers, and furniture. Many manufacturing firms construct only parts rather than complete, finished products. These *suppliers* are usually smaller manufacturing firms, which supply parts and components to larger firms. The larger firms then assemble final products for market to consumers. For example, suppliers provide many of the components in personal computers, automobiles, and home appliances to large firms that create the finished or end products. These larger end-product manufacturers are often also responsible for marketing and distributing the products. The advantages that large businesses have in being able to efficiently and inexpensively control any parts of a production process are known as economies of scale. But small manufacturing firms may work best for producing certain types of finished products. Smaller end-product firms are common in the food industry and among artisan trades such as custom cabinetry.

#### Merchandisers

Merchandisers are businesses that help move goods through a *channel of distribution*—that is, the route goods take in reaching the consumer. Merchandisers may be involved in *wholesaling* or *retailing*, or sometimes both.

*A wholesaler is a merchandiser who purchases goods and then sells them to buyers, typically retailers, for the purpose of resale. A retailer is a merchandiser who sells goods to consumers. A wholesaler often purchases products in large quantities and then sells smaller quantities of each product to retailers who are unable to either buy or stock large amounts of the product. Wholesalers operate somewhat like large, end-product manufacturing firms, benefiting from economies of scale. For example, a wholesaler might purchase 5000 pairs of work gloves and then sell 100 pairs to 50 different retailers. Some large American discount chains, such as Kmart Corporation and Wal-Mart Stores, Inc. serve as their own*

*merchandisers. These companies go directly to factories and other manufacturing outlets, buy in large amounts, and then warehouse and ship the goods to their stores.*

The division between retailing and wholesaling is now being blurred by new technologies that allow retailing to become an economy of scale. Telephone and computer communications allow retail salespeople to serve far greater numbers of customers in a given span of time than is possible in face-to-face interactions. Computer interfaces, because they do not require any physical communication between salespeople and customers, can allow close to an unlimited capacity for sales interactions. For example, a typical transaction to purchase a pair of shoes at a shoe store may take a half-hour from browsing, to fitting, to the transaction with a cashier. But a customer can purchase a pair of shoes through a computer interface with a retailer in a matter of seconds.

### Service Enterprises

Service enterprises include many kinds of familiar businesses. Examples include dry cleaners, shoe repair stores, barber shops, restaurants, ski resorts, hospitals, and hotels. In many cases service enterprises are moderately small because they do not have mechanized services and limit service to only as many individuals as they can accommodate at one time. For example, a waiter may be able to provide good service to four tables at once, but with five or more tables, customer service will suffer.

*In recent years the number of service enterprises in wealthier free-market economies has grown rapidly, and spending on services now accounts for a significant percentage of all spending. For example, private services accounted for about 20 percent of U.S. spending in 1994. Wealthier nations have developed postindustrial economies, where entertainment and recreation businesses have replaced most raw material extraction such as the mining of mineral ores, and some manufacturing industries. Many of these industries have moved to developing nations, especially with the rise of large multinational corporations. As postindustrial economies have accumulated wealth, they have come to support systems of leisure, in which people are willing to pay others to do things for them. In the United States, vast numbers of people work rigid schedules for long hours in indoor offices, stores, and factories. Many employers pay high enough wages so that employees can afford to balance their work schedules with purchased recreation. People in the United States, for example, support thriving travel, theme park, resort, and recreational sport businesses.*

## **2. Give synonyms to the following words and word combinations from the text.**

- 1) Customer
- 2) vital role
- 3) annually
- 4) supplier
- 5) to purchase
- 6) division
- 7) corporation
- 8) wages
- 9) occupation
- 10) companionship

**3. Explain in your own words:**

- 1) *distribution*
- 2) *wholesaling*
- 3) *retailing*
- 4) *cashier*
- 5) *multinational corporation*

**4. Make up as many questions to the first four sentences from the text as possible.**

**5. Put the verbs in brackets into the correct tenses.**

- 1 The table will collapse if you (stand) on it.
- 2 If he (be) late we'll go without him.
- 3 She will be absolutely furious if she (hear) about this.
- 4 If he (like) the house will he buy it?
- 5 If I (know) his address I'd give it to you.
- 6 If you (not belong) to a union you couldn't get a job.
- 7 If I (win) a big prize in a lottery I'd give up my job.
- 8 I'd climb over the wall if there (not be) so much broken glass on top of it.
- 9 Husband: But I'm not going on a diet. Why should I go on a diet? Wife: If you (go) on a diet you (lose) weight.
- 10 If someone (say), 'I'll give you £500 to go into court and swear that this statement is true,' what you (do)?

**6. Rewrite these sentences, using an if construction.**

*He smokes too much; perhaps that's why he can't get rid of his cough.*

If he didn't smoke so much he might get rid of his cough or

If he smoked less he might (be able to) get rid of his cough.

1. *They speak French to her, not English, so her English doesn't improve.*
2. *He doesn't work overtime, so he doesn't earn as much as I do.*
3. *My number isn't in the directory so people don't ring me up.*
4. *English people speak very quickly. Perhaps that's why I can't understand them.*
5. *I didn't know how thin the ice was, so I was walking on it quite confidently.*
6. *The champion didn't take the fight seriously at first; perhaps that's why he didn't win it.*
7. *They got the children back alive only because they paid the ransom at once.*

**Put the verbs in brackets into the correct tenses.**

8. *Why didn't you phone from the village? ~*

*Because there was no phone in the village. If there (be) of course we (phone) from there.*

9. *When the weather got bad the climbing party turned back, all except Tom and his brothers, who decided to go on. If only they (turn) back with the others they would be alive today.*
10. *He was not very happy at school because he was a bookish boy, not at all interested in games. If he (play) games like the other boys he (have) a much better time.*

**7. Finish these sentences, taking care to use the correct tenses.**

1. *If he had taken my advice . . .*
2. *If the volcano starts erupting . . .*
3. *The grass would look better if...*
4. *If you should see a snake....*
5. *If you aren't going to use the car tomorrow, . . . ?*
6. *If you don't like films why . . . ?*
7. *There were plenty of fish in the bay; if we'd had fishing lines....*
8. *Dial 999 if you....*
9. *You (not be) any use to me unless you....*
10. *If anyone attacked me, my dog...*

**8 Put the following into indirect speech, being careful to avoid ambiguity:**

1. *I working in a restaurant, and don't much care for it,' she said.*
2. *'I'd like to speak to Susan,' said Mary, 'but I'm bathing the babies and they will drown if I leave them alone in the bath while I go to the phone.'*
3. *Mary has just received a postcard from Ann, beginning, 'I'm coming up to London next week. I hope you and Jack will meet me for lunch one day.' (Imagine that Mary is reading this card to Jack. Begin: Ann says . . .)*
4. *'Even if the strikers go back to work tomorrow it will be some time before things return to normal,' said the official.*
5. *'If you give me some wire, I'll hang that picture for you,' said my cousin.*
6. *'I have a Turkish bath occasionally, but it doesn't seem to make any difference to my weight,' she said.*
7. *ou'd better take sleeping bags; you may have to sleep out,' he warned us.*
9. *I've left some books on your table,' said Peter. 'I think you'll find them useful. You can keep them as long as you need them but I'd like them back when you've finished with them.' Thank you very much,' I said. 'I'll take great care of them.'*
10. *'If children can learn a complicated language like Japanese by the time they are five,' said the Japanese professor, 'they should be able to learn the language of music. At the moment I'm teaching a class of forty three-year-olds to play the violin,' he added.*

**9 Put the following into indirect speech.**

1. 'Who is going to live in the big house?' enquired a third.
2. 'What will happen to his racehorses?' asked someone else.
3. 'Do puppies travel free?' asked a dog owner.
4. 'Who put salt in my coffee?' he asked.
5. 'What else did you see?' I asked the boy.
6. 'Have you done this sort of work before?' said his new employer.
7. 'Would you like to come with us?' they said.
8. 'Who did you give the money to?' asked Ann.
9. 'How long does it take to get to Edinburgh by coach?' asked the tourist.
10. 'Would you like to join our Drama Group?' she said.

**10. Put the following sentences into indirect speech: commands, requests, advice, invitations, suggestions.**

1. I should say nothing about it if I were you,' said my brother
2. 'Would you please wait in the lounge till your flight number is called?' she said.
3. 'Don't lend Harry any money,' I said to Ann. 'He never pays his debts.'
4. 'Could I have a new cheque book, please?' said the girl. 'Could you show me your old cheque book?' said the bank clerk.
5. Postcard: Be ready to move off at very short notice. Tom. Ann (reading it to Mary): Tom says that we . . .
6. 'Don't clap yet,' warned my friend. 'She hasn't finished. Singers loathe people who clap"too soon,' he added.
7. 'I can't open it. You have a try, Peter,' he said.
8. 'Go and get me a paper, and come straight back,' he said to me.
9. 'Someone's coming. Get into the cupboard,' she said.
10. 'Don't make mountains out of molehills,' he said.

*IV семестр*  
*III вариант*

**1. Reced the text and give its written translation.**

**FORMS OF BUSINESS OWNERSHIP**

There are a number of different forms of business ownership. These include **(1) sole proprietorships, (2) partnerships, (3) corporations, (4) joint ventures, and (5) syndicates.**

Sole Proprietorship

The most common form of ownership is a *sole proprietorship*—that is, a business owned by one individual. Today there are more than 16 million sole

proprietorships in the United States. These businesses have the advantage of being easy to both set up and dissolve because few laws exist to regulate them. Proprietors, as owners, also maintain direct control of their businesses and own all their profits. On the other hand, owners of proprietorships are personally responsible for all business debts and, constrained by the limits of their personal financial resources, they may find it difficult to expand or increase their profits. For those reasons, sole proprietorships tend to be small, primarily service and retail businesses.

### Partnership

A partnership is an association of two or more people who operate a business as co-owners. There are different types of partners. A *general partner* is active in the operation of a business and is liable for all of its debts. In small businesses with only two or three owners, all will be general partners. A *limited partner*, by contrast, invests in a business but is not involved in its daily operations. Partnerships, like sole proprietorships, are relatively easy to establish. Furthermore, partners can pool financial resources to fund expansion, and can divide their duties and responsibilities according to personal expertise and abilities. For example, one partner may be very good at selling, while another has a knack for maintaining good financial records. As with sole proprietorships, however, partnerships may entail substantial financial risks, as all of the general partners are liable for the debts of the business. And unlike proprietorships, disagreements among partners can harm partnership businesses.

### Corporation

A corporation is a legal entity that exists as distinct from the individuals who control and invest in it. As a result, a corporation can continue indefinitely through complete changes of ownership, leadership, and staffing. Current owners can sell their holdings to other individuals or, if they die, have their assets transferred to heirs. This is possible because a corporation creates shares of stock that are sold to investors. One strength of the corporate business structure is that stockholders have limited liability, as opposed to the unlimited liability of general partners, so they cannot lose more than their initial investment. Investors may also easily buy and sell stocks of public corporations through stock exchanges. By offering stock publicly, a corporation enables anyone with some money to buy the stock and become a part-owner of the company. As a result, corporations can more easily raise capital for business expansion than can sole proprietorships and most partnerships.

Investors control a corporation through the election of a managing body, known as a board of directors. In a large corporation, investors collectively decide who will oversee the operation of the enterprise. In turn, the board chooses a president, who decides on the key company personnel and helps formulate company strategy.

Many corporations are highly successful business organizations, with profits far exceeding those of many sole proprietorships and partnerships. However, they

traditionally have higher tax burdens than other kinds of businesses. Also, the fees involved in creating and organizing a corporation can be expensive.

### ***Joint Ventures and Syndicates***

In joint ventures and syndicates, individuals or businesses cooperate to create a single product or service package. A joint venture is a partnership agreement in which two or more individual- or group-run businesses join together to carry out a single business project. For example, U.S.-based General Motors Corporation and Toyota Motor Corporation of Japan have a joint venture called New United Motor Manufacturing, Inc., created for the purpose of producing cars in California.

A syndicate is an association of individuals or corporations formed to conduct a specific financial transaction such as buying a business. Quite often syndicates are created for the purpose of buying sports franchises. For example, the Miami Heat basketball team and the New York Yankees baseball team are each owned by syndicates of individuals. Each member of these syndicates is also involved in the operation of other businesses.

### **2. Explain in your own words:**

- 1) ownership
- 2) advantage
- 3) proprietor
- 4) profit
- 5) legal entity

### **3. Give synonyms to the following words from the text.**

- |                      |                         |
|----------------------|-------------------------|
| 1) <i>set up</i>     | 6) <i>to control</i>    |
| 2) <i>dissolve</i>   | 7) <i>staffing</i>      |
| 3) <i>to operate</i> | 8) <i>stock</i>         |
| 4) <i>co-owners</i>  | 9) <i>managing body</i> |
| 5) <i>to divide</i>  | 10) <i>tax burdens</i>  |

### **4. Make up as many questions to the first four sentences from the text as possible.**

### **5. Put the verbs in brackets into the correct tenses.**

1. *If he (eat) all that he will be ill.*
2. *If you put on the kettle I (make) the tea.*
3. *If you give my dog a bone he (bury) it at once.*
4. *If you will kindly sit down I (make) enquiries for you.*
5. *He (look) a lot better if he shaved more often.*
6. *What you (do) if you found a burglar in your house?*

7. *I could tell you what this means if I (know) Greek.*
8. *If we (work) all night we (finish) in time; but we have no intention of working all night.*
9. *You must never blow out a gas light. Do you know what (happen) if you (blow) out a gas light?*
10. *Why don't you get a cat? If you (keep) a cat the mice (not run) about everywhere.*

**6. Rewrite these sentences, using an if construction.**

*He smokes too much; perhaps that's why he can't get rid of his cough.*

*If he didn't smoke so much he might get rid of his cough or*

*If he smoked less he might (be able to) get rid of his cough.*

1. *The police are not armed so we don't have gun battles in the streets.*
2. *The shops don't deliver now, which makes life difficult.*
3. *He's very thin; perhaps that's why he feels the cold so much.*
4. *My house is guarded by two Alsatian dogs. That's the only reason it isn't broken into every night.*
5. *We didn't go by air only because we hadn't enough money.*
6. *The bus didn't stop because you didn't put your hand up.*
7. *He turned up at the interview looking so disreputable and unshaven that they didn't give him the job.*

**Put the verbs in brackets into the correct tenses.**

8. *You used wet sticks; that's why the fire took so long to light. If you (use) dry sticks it (light) long ago.*
9. *didn't recognize him at first because he was wearing dark glasses; if he (not wear) them I (recognize) him immediately.*
10. *You knew that horse was going to win! Don't be ridiculous! If I (knew) I (back) him myself.*

**7. Finish these sentences, taking care to use the correct tenses.**

1. *If you ate less . . .*
2. *Unless it is a nice day . . .*
3. *If you don't put enough stamps on a letter, the person who gets it...*
4. *If I lived in the country....*
5. *The hijackers threatened to kill the pilot unless he...*
6. *We'll test your voice and if it is good enough....*
7. *If buses and trains were free....*
8. *If you had touched that electric cable you....*
9. *If the story hadn't been true the newspaper....*
10. *If I were you I...*

**8 Put the following into indirect speech, being careful to avoid ambiguity:**

1. 'Nothing ever happens in the village,' she said. 'It's like a dead village. All the young people have drifted away to the towns.'
2. 'I've missed my train,' said Bill. 'Now I'll be late for work and my boss will be furious.'
3. 'I can't live on my basic salary,' said Peter. 'I'll have to offer to do overtime.'
4. 'Someone is trying to murder me!' said Mrs Jones. 'I keep getting threatening letters.'
5. 'You've got my umbrella,' I said crossly. 'Yours is in your bedroom.'
6. 'I know exactly what they said,' the private detective explained to his client, 'because I bugged their phone.'
7. 'I'll sit up till she comes in, but I hope she won't be late,' he said.
8. 'The puppy can sleep on our bed,' said Tom. 'I'd rather he slept in a basket,' said his wife. 'That puppy will soon be a very big dog and then there won't be room for all three of us.'
9. 'I'll try by myself first,' said Ann, 'and if I find that I can't manage I'll ask Tom to help me.'
10. 'Let's camp by this stream,' said Mary. 'If we go on, it may be dark before we find another good place.'

**9 Put the following into indirect speech.**

1. 'Which team has won?' asked Ann.
2. 'Which team won the previous match?' said Bill.
3. 'Can I bring my dog into the compartment with me?' she asked.
4. 'Which of you knows how to make Irish stew?' said the chief cook.
5. 'Can you read the last line on the chart?' the oculist asked her.
6. 'Did they understand what you said to them?' he asked me.
7. 'How much do you think it will cost?' he said.
8. 'What did you miss most when you were in prison?' Mary asked the ex-convict.
9. Another passenger came in and said, 'Is this seat taken?'
10. 'Are you interested in acting?' asked Ann.

**10. Put the following sentences into indirect speech: commands, requests, advice, invitations, suggestions.**

1. 'I should say nothing about it if I were you,' said my brother
2. 'Would you please wait in the lounge till your flight number is called?' she said.
3. 'Don't lend Harry any money,' I said to Ann. 'He never pays his debts.'
4. 'Please, please don't tell my mother,' begged the boy.
5. 'Don't fire except in self-defence,' said the police sergeant.
6. 'Will customers please count their change,' said a notice above the cashier's desk, 'as mistakes cannot be rectified afterwards.'
7. 'Give way to traffic approaching from your right,' the road sign warned us.
8. 'Please, please send whatever you can spare,' said the secretary of the disaster fund.

9. 'Wear a wig if you don't want to be recognized,' I advised him.
10. 'Search the house,' said the police sergeant.

*IV семестр*  
*IV вариант*

*1. Read the text and give its written translation.*

***BUSINESS OPERATIONS***

A variety of operations keep businesses, especially large corporations, running efficiently and effectively. Common business operation divisions include **(1) production, (2) marketing, (3) finance, and (4) human resource management.**

Production

Production includes those activities involved in conceptualising, designing, and creating products and services. In recent years there have been dramatic changes in the way goods are produced. Today, computers help monitor, control, and even perform work. Flexible, high-tech machines can do in minutes what it used to take people hours to accomplish. Another important development has been the trend toward *just-in-time inventory*. The word *inventory* refers to the amount of goods a business keeps available for wholesale or retail. In just-in-time inventory, the firm stocks only what it needs for the next day or two. Many businesses rely on fast, global computer communications to allow them to respond quickly to changes in consumer demand. Inventories are thus minimized and businesses can invest more in product research, development, and marketing.

Marketing

Marketing is the process of identifying the goods and services that consumers need and want and providing those goods and services at the right price, place, and time. Businesses develop marketing strategies by conducting research to determine what products and services potential customers think they would like to be able to purchase. Firms also promote their products and services through such

techniques as advertising and personalized sales, which serve to inform potential customers and motivate them to purchase. Firms that market products for which there are always some demand, such as foods and household goods, often advertise if they face competition from other firms marketing similar products. Such products rarely need to be sold face-to-face. On the other hand, firms that market products and services that buyers will want to see, use, or better understand before buying, often rely on personalized sales. Expensive and durable goods—such as automobiles, electronics, or furniture—benefit from personalized sales, as do legal services such as the provision of insurance policies or tax preparation.

### Finance

Finance involves the management of money. All businesses must have enough capital on hand to pay their bills, and for-profit businesses seek extra capital to expand their operations. In some cases, they raise long-term capital by selling ownership in the company. Other common financial activities include granting, monitoring, and collecting on credit or loans and ensuring that customers pay bills on time. The financial division of any business must also establish a good working relationship with a bank. This is particularly important when a business wants to obtain a loan.

### ***Human Resource Management***

*Businesses rely on effective human resource management (HRM) to ensure that they hire and keep good employees, and that they are able to respond to conflicts between workers and management. HRM specialists initially determine the number and type of employees that a business will need over its first few years of operation. They are then responsible for recruiting new employees to replace those who leave and for filling newly created positions. A business's HRM division also trains or arranges for the training of its staff to encourage worker productivity, efficiency, and satisfaction, and to promote the overall success of the business. Finally, human resource managers create workers' compensation plans and benefit packages for employees.*

### ***2. Give synonyms to the following words from the text.***

- |               |                |
|---------------|----------------|
| 1) to include | 6) consumer    |
| 2) to produce | 7) to purchase |
| 3) trand      | 8) buyer       |
| 4) inventory  | 9) loan        |
| 5) to allow   | 10) to hire    |

### ***3. Explain in your own words:***

- 1) business operation divisions
- 2) just-in-time inventory
- 3) amount of goods

- 4) *wholesale*
- 5) *retail*

**4. Make up as many questions to the first four sentences from the text as possible.**

**5. Put the verbs in brackets into the correct tenses.**

1. If I find your passport I (telephone) you at once.
2. If we leave the car here it (not be) in anybody's way.
3. He'll be late for the train if he (not start) at once.
4. Unless I have a quiet room I (not be able) to do any work.
5. If you (play) for lower stakes you wouldn't lose so much.
6. If everybody (give) £1 we would have enough.
7. He might get fat if he (stop) smoking.
8. If I (see) a tiger walking across Hyde Park I (climb) a tree. -That (not be) any use. The tiger (climb) after you.
9. If I (come) across two men fighting with knives I (call) the police. But this is a very peaceful area.
10. If I (win) an enormous sum everybody (write) to me asking for money.

**6. Rewrite these sentences, using an if construction.**

*He smokes too much; perhaps that's why he can't get rid of his cough.*

*If he didn't smoke so much he might get rid of his cough or*

*If he smoked less he might (be able to) get rid of his cough.*

1. *We haven't any matches so we can't light a fire.*
2. *It's a pity we haven't a steak to cook over our camp fire.*
3. *I'm fat; that's why I can't get through the bathroom window.*
4. *The flats are not clearly numbered, so it is very difficult to find anyone.*
5. *They used closed-circuit television. That's how they spotted the shop-lifter.*
6. *They asked him to leave the dining-room because he wasn't wearing a shirt.*
7. *It took us a long time to find his house because the streets were not clearly marked.*

**Put the verbs in brackets into the correct tenses.**

8. *If you had been there what you (do)?*
9. *It rained, which spoiled our picnic; but if it (not rain) it (be) a great success.*
10. *Why are you in such a bad temper? Because I've been waiting for 40 minutes in an icy wind. If you (wait) 40 minutes in an icy wind you'd be bad-tempered, too.*

**7. Finish these sentences, taking care to use the correct tenses.**

1. *We'll send for the doctor if...*
2. *He would lend it to you if...*

3. *Unless this hotel gets another cook . . .*
4. *If you want to get to the station in time to catch the 8.10 train....*
5. *If children were allowed to do exactly as they liked in school....*
6. *I'd have taken a photograph if ... .*
7. *Your job sounds awful. If I were you....*
8. *If they hung that picture lower people...*
9. *She was able to walk faster if her shoes ...*
10. *I have brought you some beer if I...*

**8 Put the following into indirect speech, being careful to avoid ambiguity:**

1. 'My young brother wants to be a tax inspector,' said Mary. 'I can't think why. None of my family has ever been a tax inspector.'
2. 'We'll wait for you if you're late,' they said.
3. They are supposed to be landing at London airport,' I said. 'But if the fog gets any thicker the plane may be diverted.'
4. 'I'm taking my children to the zoo tomorrow,' she said, 'to see the baby polar bear.'
5. He said, 'I am quite a good cook and I do all my own washing and mending too.'
6. 'You can keep that one if you like, Joan,' he said. 'I've got plenty of others.'
7. 'I'm going fishing with mother this afternoon,' said the small boy, 'and we are going into the garden now to dig for worms.' (Omit now).
8. 'I wish we'd brought our guitars,' said the students. Then we could have offered to play in the restaurant and perhaps they'd have given us a free meal,'
9. 'I booked a double room on the first floor,' said Mr Jones. 'I'm afraid we didn't get your letter,' said the receptionist, 'and all the first and second floor rooms have been taken. But we could give you two single rooms on the third floor,' That wouldn't do me at all said Mr Jones.
10. 'I've had gypsies on my land for two years,' said the farmer, 'and they've given nobody any trouble; but now the Council have asked me to tell them to move on. I don't see why they should be asked to move and I'm writing to my MP about it.'

**9 Put the following into indirect speech.**

1. 'Who is playing next week?' he asked.
2. 'Who will be umpiring that match?' asked Tom.
3. 'Does this train stop at York?' asked Bill.
4. 'Why did you travel first class?' I asked him.
5. 'Are you being attended to, sir?' said the shop assistant.
6. 'Will you go on strike when the others do?' the shop steward asked him.
7. 'How do you get on with your mother-in-law?' said Paul.
8. 'How did you get into the house?' they asked him.

9. 'What were you doing with these skeleton keys?' said Mr Jones. 'Were you trying to get at the secret files?'
10. 'Did you play for your school team?' said Bill.

**10. Put the following sentences into indirect speech: commands, requests, advice, invitations, suggestions.**

1. 'Get into the right lane,' said the driving instructor.
2. 'Avoid Marble Arch,' said the policeman. 'There's going to be a big demonstration there.'
3. 'Hold the ladder,' he said. 'It's rather unsteady.' 'Why don't you tie it at the top?' I said. 'It's much safer than way.'
4. 'Why don't you take the rest of the day off?' said my assistant.
5. 'Will you help me to move the piano, please?' said my aunt.
6. 'Let's show that we are united,' urged the shop steward, 'by voting unanimously to continue the strike.'
7. 'Don't bathe when the red flag is flying,' said the lifeguard.
8. 'Don't forget to thank Mrs Jones when you are saying goodbye to her,' said his mother.
9. 'Watch the milk and don't let it boil over,' he said.
10. 'Don't go near the water, children,' she said.

*IV семестр*

*V вариант*

**1. Read the text and give its written translation.**

**COMPUTER**

**Computer**, electronic device that can receive a set of instructions, or program, and then carry out this program by performing calculations on numerical data or by compiling and correlating other forms of information.

The modern world of high technology could not have come about except for the development of the computer. Different types and sizes of computers find uses throughout society in the storage and handling of data, from secret governmental files to banking transactions to private household accounts. Computers have opened up a new era in manufacturing through the techniques of automation, and they have enhanced modern communication systems. They are essential tools in almost every field of research and applied technology, from constructing models of the universe to producing tomorrow's weather reports, and their use has in itself opened up new areas of conjecture. Database services and computer networks make available a great variety of information sources. The same advanced techniques also make possible invasions of privacy and of

restricted information sources, but computer crime has become one of the many risks that society must face if it would enjoy the benefits of modern technology.

### **Types of Computers**

Two main types of computers are in use today, analog and digital, although the term *computer* is often used to mean only the digital type. Analog computers exploit the mathematical similarity between physical interrelationships in certain problems, and employ electronic or hydraulic circuits to simulate the physical problem. Digital computers solve problems by performing sums and by dealing with each number digit by digit.

Installations that contain elements of both digital and analog computers are called hybrid computers. They are usually used for problems in which large numbers of complex equations, known as time integrals, are to be computed. Data in analog form can also be fed into a digital computer by means of an analog- to-digital converter, and the same is true of the reverse situation.

### **Analog Computers**

The analog computer is an electronic or hydraulic device that is designed to handle input in terms of, for example, voltage levels or hydraulic pressures, rather than numerical data. The simplest analog calculating device is the slide rule, which employs lengths of specially calibrated scales to facilitate multiplication, division, and other functions. In a typical electronic analog computer, the inputs are converted into voltages that may be added or multiplied using specially designed circuit elements. The answers are continuously generated for display or for conversion to another desired form.

### **Digital Computers**

Everything that a digital computer does is based on one operation: the ability to determine if a switch, or “gate,” is open or closed. That is, the computer can recognize only two states in any of its microscopic circuits: on or off, high voltage or low voltage, or—in the case of numbers—0 or 1. The speed at which the computer performs this simple act, however, is what makes it a marvel of modern technology. Computer speeds are measured in megaHertz, or millions of cycles per second. A computer with a “clock speed” of 33 MHz is capable of executing 33 million discrete operations each second. Business microcomputers can perform 60 to 100 million operations per second, and supercomputers used in research and defence applications attain speeds of billions of cycles per second.

Digital computer speed and calculating power are further enhanced by the amount of data handled during each cycle. If a computer checks only one switch at a time, that switch can represent only two commands or numbers; thus ON would symbolize one operation or number, and OFF would symbolize another. By checking groups of switches linked as a unit, however, the computer increases the number of operations it can recognize at each cycle. For example, a computer that checks two switches at one time can represent four numbers (0 to 3) or can

execute one of four instructions at each cycle, one for each of the following switch patterns: OFF-OFF (0); OFF-ON (1); ON-OFF (2); or ON-ON (3).

## **Hardware**

Modern digital computers are all conceptually similar, regardless of size. Nevertheless, they can be divided into several categories on the basis of cost and performance: the personal computer or microcomputer, a relatively low-cost machine usually of desk-top size (some, called laptops, are small enough to fit in a briefcase); the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work; the minicomputer, an appliance-sized computer, generally too expensive for personal use, with capabilities suited to a business, school, or laboratory; and the mainframe computer, a large expensive machine with the capability of serving the needs of major business enterprises, government departments, scientific research establishments, or the like (the largest and fastest of these are called supercomputers).

*A digital computer is not actually a single machine, in the sense that most people think of computers. Instead it is a system composed of five distinct elements: (1) a central processing unit; (2) input devices; (3) memory storage devices; (4) output devices; and (5) a communications network, called a "bus," that links all the elements of the system and connects the system to the external world.*

### **2. Explain in your own words:**

- 1) to carry out
- 2) private household accounts
- 3) digital computer
- 4) marvel of modern technology
- 5) amount of data

### **3. Give synonyms to the following words from the text:**

- |               |                 |
|---------------|-----------------|
| 1) different  | 6) same         |
| 2) to open up | 7) check        |
| 3) essential  | 8) to represent |
| 4) benefit    | 9) modern       |
| 5) to handle  | 10) operation   |

**4. Make up as many questions to the first four sentences from the text as possible.**

### **5. Put the verbs in brackets into the correct tenses.**

1. The police (arrest) him if they catch him.

2. If you come late they (not let) you in.
3. If he (go) on telling lies nobody will believe a word he says.
4. She won't open the door unless she (know) who it is.
5. If he worked more slowly he (not make) so many mistakes.
6. If he knew that it was dangerous he (not come).
7. If you (see) someone drowning what would you do?
8. Ann: All your clothes are years out of date. Why don't you throw them away?  
Mary: Don't be ridiculous! If I (throw) my clothes away I (have) to ask my husband for £1,000 to buy new ones.
9. Ann: If you (ask) him for £1,000 what he (say)?
10. I (be) very grateful if you kindly (sign) this document and let me have it back as soon as possible.

**6. Rewrite these sentences, using an if construction.**

*He smokes too much; perhaps that's why he can't get rid of his cough.*

If he didn't smoke so much he might get rid of his cough *or*

If he smoked less he might (be able to) get rid of his cough.

1. *He doesn't help me, possibly because I never ask him for help.*
2. *I can't drive so we can't take the car.*
3. *We have no ladder so we can't get over the wall.*
4. *You don't wipe your feet, so you make muddy marks all over the floor.*
5. *I didn't know he was so quarrelsome. I'm sorry now that I invited him.*
6. *It rained all the time. Perhaps, that's why he didn't enjoy his visit.*
7. *I didn't work hard at school so I didn't get a good job when I left.*

**Put the verbs in brackets into the correct tenses.**

8. *When the director asked her to play the lead she agreed though she didn't know anything about the play. I think that if she (read) the play first she (refuse) the part.*
9. *The burglar made quite a lot of noise getting into the house; but fortunately for him the family were watching a noisy TV play. If they (play) cards they certainly (hear) him.*
10. *The club secretary is useless. He never tells anybody anything. We (not know) about this meeting if the chairman (not tell) us.*

**7. Finish these sentences, taking care to use the correct tenses.**

1. *If she practised more . . .*
2. *If the storm becomes worse . . .*
3. *If your uncle sees you . . .*
4. *He was sleepwalking. When I saw him going towards the window I stopped him. If I hadn't stopped him ....*
5. *If you thought he was unreliable why . . . ?*
6. *If I'd known that there was going to be an electricity strike I....*
7. *If the price of petrol goes up ... .*

8. *Unless they leave a lamp beside that hole in the road somebody....*
9. *You'll get pneumonia if you....*
10. *If I had known that you couldn't eat octopus I...*

**8 Put the following into indirect speech, being careful to avoid ambiguity:**

1. 'We're waiting for the school bus,' said the children. 'It's late again.'
2. 'If you lend me the chainsaw,' said Mary, 'I'll bring it back the day after tomorrow.'
3. 'I hate getting up on dark mornings,' grumbled Peter. 'It is horrible,' agreed his wife, 'but the mornings will be lighter soon and then it won't be quite so bad.'
4. 'I'm taking my children to the zoo tomorrow,' she said, 'to see the baby polar bear.'
5. 'All I can hear,' says Ann, 'is a high-pitched buzz. I wonder if it's some sort of signal.'
6. Motoring report: The new Rolls Royce runs so quietly that all you can hear is the ticking of the clock. Managing director of the Rolls Royce company: In that case we'll have to do something about the clock.
7. 'I don't know what to do with all my plums. I suppose I'll have to make jam. The trouble is that none of us eats jam,' she said.
8. 'We like working on Sundays because we get double pay,' explained the builders.
9. 'This letter is full of mistakes!' snorted Mr Jones. 'I did it in rather a hurry,' admitted the typist. 'I suppose I'd better type it again.'<sup>14</sup> 'If you'd like to go on any of these tours,' said the receptionist, 'the hotel will arrange it,' 'We'd like to go on them all,' said the American couple.
10. 'We'll try to find your passport,' said the policeman, 'but it'll be very difficult because a lot of suspicious characters sleep on the beach in summer and anyone of them might have robbed you.'

**9 Put the following into indirect speech.**

1. 'Who wants a lift home?' said Ann.
2. 'Who has just dropped a £10 note?' I asked.
3. 'Can you telephone from inter-city trains?' said the businessman.
4. 'How can I run in high-heeled shoes?' she enquired.
5. 'Do you see what I see, Mary?' said the young man.
6. 'Who left the banana skin on the front doorstep?' said my mother.
7. 'Did you sleep well?' asked my hostess.
8. 'Have you been here long?' the other students asked him.
9. 'Can you tell me why Paul left the university without taking his degree?' Paul's sister asked.
10. 'Could I see Commander Smith?' the lady asked. 'I'm afraid he's in orbit,' I said. 'Would you like to leave a message?'

**10. Put the following sentences into indirect speech: commands, requests, advice, invitations, suggestion.**

1. 'Read the questions twice,' said the teacher, 'and don't write in the / margin.'
2. 'You'd better not leave your money lying about,' said one of the students.
3. 'Why don't you open a bank account?' said another. (Use advise.)
4. 'Don't drive too close to the car in front,' said the driving instructor. "
5. 'Don't smoke near the petrol pump,' said the mechanic.
6. Tom (on phone to Ann): I've got the tickets. Meet me at the air terminal at 6.30. (Imagine that you are Ann. Report this message to Mary, who is standing beside you. Begin: Tom says . . .)
7. 'Don't shelter under a tree in a thunderstorm,' he said. 'The tree might be struck by lightning.'
8. 'Put the message into a bottle and throw it into the sea,' he said.
9. 'Read it for yourself if you don't believe what I say,' he told me.
10. 'Don't forget your sandwiches,' said his mother.

*IV семестр  
VI варіант*

**1. Read the text and give its written translation.**

***HOW CAN SECURITIES BE PLACED BY AN ISSUER  
ON THE SWISS STOCK EXCHANGE?***

*Many joint stock companies were established after privatizing state enterprises in Ukraine. However, the economic situation at such enterprises leaves much to be desired: outdated plant, wornout equipment and shortage of current assets. Thus, it is rather tough to survive in the market economy and resist competition! Nevertheless, there is always a way out, namely: to issue securities for raising additional that Ukraine has not any viable stock market yet? It is not, of course, practical to wait for an efficient stock market to be established in Ukraine. It is reasonable to sell your shares or bonds abroad. For this purpose try to take root in foreign stock exchanges and listing will be your starting point.*

*In plain words, listing constitutes securities to be permitted for trading on a separate stock exchange. From the scientific point of view, listing is understood as the procedure for including an issuer's securities into quotations. Naturally, each market has its own list of securities and procedure for listing.*

*One should follow certain requirements for including the enterprise's securities into such a list. These requirements may be divided into two groups:*

- requirements to be met by an issuer;
- requirements with regard to securities.

Various stock exchanges have different requirements. Certainly, we are not able to dwell upon all the well-known trading systems within one article. That's why we suggest speaking about the Swiss Stock Exchange (hereafter – SWX), which is deemed one of the most stable stock exchanges in the world. Besides, its requirements for listing are not relatively steep.

The procedure for listing on SWX is regulated by the Listing Rules (hereafter – LR). The body that is responsible for listing is the Admission Board.

According to Articles 7-8 of LR, **the main requirements** of SWX to be met by an issuer are:

- an enterprise should have been in existence for at least 3 years (this fact is to be attested by the articles of association);
- presenting of annual financial statements for the past 3 years, compiled according to LAS 1 (International Accounting Standard);
- total amount of the enterprise's equity is to be not less than 25 million CHF (15.25 million USD).

According to Articles 15-17 of LR the requirements as regards securities are the following:

- when passing the listing procedure for the first time, total capitalized value of shares shall be not less than 25 million CHF (15.25 million USD);
- when shares are issued by an issuer, whose securities have been already included into SWX listing, this value shall be not less than 10 million CHF (6.1 million USD);
- total national volume of corporate bonds issue is to be not less than 20 million CHF (12.2 million USD);
- not less than 25 per cent of the issuer's shares shall be distributed among individuals (this fact is to be confirmed by a register).

The financial statement and other data, confirming consistency of an enterprise with the above said requirements, are to be submitted along with an application for listing to the Admission Board.

Moreover, according to Article 32 of LR, for the listing procedure your enterprise is to publish **a listing prospectus** which informs potential investor on: an amount of assets and liabilities, enterprise's revenues and losses, rights acquired when purchasing securities (suffrage, amount of dividends, right to information, interest rate, period of bonds circulating and other additional rights), etc.

The prospectus is to be issued either in German, French, Italian or English. The listing prospectus shall be published:

- in two or more official newspapers of Switzerland;
- as a booklet;
- in an electronic form with the consent of the Admission Board.

**An application** of an enterprise-issuer is the grounds for including into the listing. The application for listing is to be written either in German or French and submitted to the Admission Board.

*At the same time one shall present:*

- a decision on listing securities of an enterprise-issuer's board;*
- confirmation of the listing prospectus being published;*
- statement on willingness to pay listing fees (for fees amount, please, see the table).*

*Article 52 of LR provides for other documents to be submitted, namely:*

*1) four copies of the listing prospectus or an equivalent document, one of which (copies) must be duly signed by an authorized representative of the issuer and attested by a guarantor;*

*2) if securities have been already issued, a specimen or a photocopy of one them; if the Admission Board is in agreement, the documents may be lodged at a later date;*

*3) for permanent global certificates: a photocopy of the certificate;*

*4) in the case of uncertified securities, the issuer's description of the means by which one is entitled to obtain proof of his holding; in the case of uncertified securities based on foreign law, the relevant legal text shall be submitted;*

*5) for listing equity securities: an extract from the Commercial Register or a comparable foreign register that confirms the legal existence of the equity securities;*

*6) for listing equity securities: four copies of the issuer's valid articles of association if such documents have not been submitted and changed so far;*

*7) the declaration of the issuer's lead manager that certifies sufficient distribution of securities among investors.*

*The above-mentioned documents shall be lodged either in German, French, Italian or English. However, the original documents (in our case in Ukrainian) are to be affixed thereto. If the submitted documents are consistent with the established requirements, and your enterprise meets the said terms, then the Board is to publish a positive decision within a month.*

*Maintaining listing is the basis for keeping the issuer's securities in the list of those to be quoted. For this purpose the annual financial statements, attested by an auditor, which confirm that your enterprise and securities meet the established requirements, should be lodged to the SWX Admission Board. Besides, you are to submit the information necessary for protecting investors' interests and providing trouble-free trade in the market (additional issues, rotation in office, contingent events that have a negative influence on your enterprise's activities).*

<b><i>Types of Securities</i></b>	<b><i>First Listing</i></b>	<b><i>Maintaining Listing</i></b>	<b><i>Additional Issue of Securities</i></b>
<i>Shares</i>	<i>– costs will amount to 8,000 CHF (4,880 USD) plus variable charge of 10 CHF per million of francs of shares value.</i>	<i>– costs will amount to 6,000 CHF (3,600 USD) plus variable charge</i>	<i>– total costs will amount to 6,000 CHF (3,660 USD), if there is any necessity for publishing the</i>

	<i>The amount at the variable charge can not exceed 46,000 CHF (28,060 USD) (this value includes costs of maintaining listing of shares during the first year) – It should be paid an extra 15,000 CHF (9,150 USD) for a new issuer</i>	<i>of 10 CHF per million of francs of shares value. The amount at the variable charge can not exceed 40,000 CHF (24,400 USD)</i>	<i>listing prospectus – if there is no necessity, these costs will amount to 3,000 CHF (1,830 USD)</i>
<i>Bonds (debt instruments)</i>	<i>– costs will amount to 6,000 CHF (3,660 USD) plus 8 CHF per million of the total nominal value and 100 CHF (61 USD) per year of debt instruments circulation – it should be paid extra 8,000 CHF (4,880 USD) for a new issuer</i>		<i>– costs will amount to 3,000 CHF (1,830 USD) plus 8 CHF per million of the total extra nominal value of bonds</i>

**2. Explain in your own words:**

- 1) *joint stock company*
- 2) *current assents*
- 3) *to constitute*
- 4) *state enterprise*
- 5) *articles of association*

**3. Give synonyms to the words from the text:**

- |                                    |                               |                  |
|------------------------------------|-------------------------------|------------------|
| 1) <i>thus</i>                     | 6) <i>own</i>                 |                  |
| 2) <i>resist competition</i>       |                               | 7) <i>data</i>   |
| 3) <i>to sell</i>                  | 8) <i>revenue</i>             |                  |
| 4) <i>in plain</i>                 | 9) <i>equivalent document</i> |                  |
| 5) <i>are not relatively steep</i> |                               | 10) <i>means</i> |

**4. Make up as many questions to the first four sentences from the text. as possible.**

**5. Put the verbs in brackets into the correct tenses.**

1. *If he (read) in bad light he will ruin his eyes.*
2. *Unless he (sell) more he won't get much commission.*
3. *If I lend you £10 when you (repay) me?*
4. *ould you require anything else please (ring) the bell for the attendant.*
5. *I shouldn't drink that wine if I (be) you.*
6. *I (be) ruined if I bought her everything she asked for.*
7. *If you slept under a mosquito net you (not be) bitten so often.*
8. *Mary: He (be) too horrified to speak at first. But when he'd recovered from the shock, he probably (start) talking about a divorce.*
9. *If someone (ring) my doorbell at 3 a.m. I (be) very unwilling to open the door.*
10. *If you (drink) champagne with every meal you soon (get) tired of it.*

**6. Rewrite these sentences, using an if construction.**

*He smokes too much; perhaps that's why he can't get rid of his cough.*

*If he didn't smoke so much he might get rid of his cough or*

*If he smoked less he might (be able to) get rid of his cough.*

1. *My friend advised me to sell it. (My friend said, 'If I . . . you /...')*
2. *I haven't much time so I read very little.*
3. *They don't clean the windows so the rooms look rather dark.*
4. *I live near my office, so I don't spend much time travelling to work.*
5. *Tom's father was on the Board. That's the only reason he got the job.*
6. *He wasn't looking where he was going. That's why he was run over.*
7. *I don't like country life, perhaps because I wasn't brought up in the country.*

**Put the verbs in brackets into the correct tenses.**

8. *I'm sorry you didn't tell me that dogs were allowed in the hotel; if I (know) I (bring) my dog. He (enjoy) the walk.*
9. *Most people (attend) the union meeting if they had had longer notice of it.*
10. *He says he refused the job, but that this was nothing to do with the salary. He (refuse) even if they (offer) him twice as much*

**7 Finish these sentences, taking care to use the correct tenses.**

1. *If there isn't enough wine in that bottle . . .*
2. *If you tried to climb it without a guide . . .*
3. *If you didn't shake the camera so much, your photographs . . .*
4. *She is simply terrified of rats. If she hears the rats running round your attics she... .*
5. *You can camp in this field provided .... .*
6. *Unless you isolate people with infectious diseases ....*
7. *Everyone was going much too fast. The pile-up wouldn't have been nearly so terrible if the drivers ....*

*Put the verbs in brackets into the correct tenses.*

8. *You (not have) so many accidents if you drove more slowly.*
9. *If you (wear) a false beard nobody would have recognized you.*

10. *If she (leave) the fish there the car will get it.*

**8 Put the following into indirect speech, being careful to avoid ambiguity:**

1. 'I've made a terrible mistake!' said Peter. 'You're always making terrible mistakes,' I said. 'You should be used to it by now.'
2. 'The sales are starting tomorrow,' said the typist. 'As soon as we finish work the whole typing pool is going to make a dash for the shops.' 'I hope you'll all get what you want,' I said.
3. 'I wish I had something to eat,' said Peter. 'You've only just had lunch,' said his sister. 'I don't know how you can be hungry again so soon.'
4. 'I couldn't get into the house because I had lost my key, so I had to break a window,' he said.
5. 'You haven't given me quite enough. The bill is for £14 and you've paid me only £13,' he pointed out.
6. Ann said, 'Englishmen make good husbands because they are nearly always willing to help in the house.'
7. Mary answered, 'I like men to be useful but I don't like them to be too domesticated. I prefer them to keep out of the kitchen altogether. Men look silly in aprons anyway.'
8. 'Let's go to the races!' said Ann. 'We might make our fortunes. I've? been given a very good tip for the 2.30. 'I've had "good tips" from you before,' said Paul. 'And they were disastrous.'
9. 'I don't know why you waste so much time polishing the car,' said Mr Jones. 'The neighbours all polish their cars,' said Mrs Jones, 'and I don't want our Mini to look like a poor relation. If you were any good you'd help me instead of standing there criticizing,' she added.
10. 'I'm sorry for not having a tie on,' said Peter. 'I didn't know it was going to be a formal party.'

**9 Put the following into indirect speech.**

1. 'Where is the ticket office?' asked Mrs Jones.
2. 'What shall I do with my heavy luggage?' she said. (Use should.)
3. 'Does the 2.40 have a restaurant car?' he enquired.
4. 'What is your new house like?' I asked them.
5. 'Have you gone completely mad?' I asked. 'Do you want to blow us all up?'
6. 'Why is your house so full of antiques?' she asked. 'Was your father a collector?'
7. 'How many people know the combination of the safe?' said the detective.
8. 'Are there any letters for me?' said Mary.
9. 'How long have you been learning English?' the examiner said.
10. 'Did any of you actually see the accident happen?' said the policeman.

**10. Put the following sentences into indirect speech: commands, requests, advice, invitations, suggestion.**

1. 'Would you like to have lunch with me today?' said Tom. 'I'm afraid I couldn't; I can't leave the office,' said the girl.
2. 'Don't take more than two of these at once,' said the doctor, handing me a bottle of pills.
3. 'Could I speak to Albert, please?' I said. 'He's still asleep,' said his mother. 'Then please wake him,' I said. 'I have news for him.'
4. 'When you've chosen a book, bring it to me and I'll stamp it,' said the librarian.
5. 'Show the boarding card to the man at the foot of the gangway,' said the clerk.
6. 'Let's not tell anyone,' said Tom, 'till we are quite certain that the report is true.'
7. 'Don't forget to use your indicators,' said the driving instructor.
8. 'Don't drive too fast or the baby'll be sick,' she said to her husband.
9. 'Do make the coffee a bit stronger,' I begged. 'It was terribly weak last night.'
10. 'Please book me a seat in a non-smoker,' said the traveller.

*IV семестр  
VII вариант*

**1. Read the text and give its written translation.**

***BUSINESS REPORTING REQUIREMENTS  
IN THE UNITED KINGDOM***

*In most developed countries financial reporting plays crucial role. As there are differences in countries' economies, respectively there are differences in requirements for the financial reporting. The UK reporting requirements are less restrictive, more limited in number and generally more easily defined than those in Ukraine. In Great Britain relevant business legislation varies according to the size and nature of a business as well as on its activities. In general, sole traders and partnership are less regulated than companies and firms that are Value-Added Tax registered. The need for comprehensive detailing of accounts and audits, and the requirements for submitting elaborate tax returns are far greater for larger organisations with higher turnovers than for smaller businesses.*

## ***Sole traders and partnerships***

*A sole trader or a partnership is similar in terms of financial reporting, so we will consider them using the former as an example. A sole trader registers as an income tax payer with the Inland Revenue and, if necessary, as a VAT payer with Her Majesty Customs and Excise (HMCE). The sole trader is not obliged to maintain a formal accounting system or submit any financial statements. However, as he must fill in his income tax return annually, the law demands keeping accurate records of all his business revenues and expenditures. These records must be kept for at least five years from the most recent date of sending the tax return. The reason is simple: the Inland revenue may need more information in addition to his tax return or may wish to scrutinize the actual records. If discrepancies arise at any time, the Inland Revenue can demand an audit and/or full substantiation of this figures to clarify the matters.*

*It doesn't matter which method the trader uses (conventional account book, software package etc.) as long as a reliable system is used to compile and record all transactions. Whatever records he keeps should be adequate to fill in the tax return accurately.*

*The range of records that are usually kept depends on the types of income, tax deductible expenses, personal allowances and other deductions and reliefs included in the tax return. Suppose, for example, the trader claims business expenses. In this case he will need to keep records of them. Most sole traders maintain a cash book (a summary of all bank account entries, cash receipts, payments and withdrawals) and a petty cash (money kept by a business in office for everyday small expenses, like buying postal stamps, etc.) book.*

*In addition, the sole trader normally has to keep invoices or other records of sales, purchases and similar transactions. Sometimes, if there is no evidence such as a receipt for cash expenses (especially where the amounts are small), a brief explanatory note prepared by the trader is acceptable.*

*As the tax year in the UK runs from 6 April to 5 April, each April the Inland Revenue sends a self-assessment tax return to the trader. If he wants the Inland Revenue to work out how much tax he needs to pay, the return must be filed by September 30 with only some of the boxes filled in. otherwise, the trader will need to calculate the tax himself and return the form by 31 January. If he is late, he will be fined.*

*Except for his year of operations, the sole trader must pay most of his income tax in advance. The amount to be paid will be based on the previous year's profits and payments are due on 31 January and 31 July. If the trader's profits are down, he can ask the Inland Revenue to reduce these payments.*

## ***Companies***

*A company has more reporting requirements than a sole trader or a partnership. Companies must report to:*

- Registrar of Companies (in the Companies House);*
- Inland Revenue;*

- *HM Customs and Excise (HMCE) when they are VAT registered.*

*Each year **limited company** must file a set of audited accounts to the Registrar of Companies. The set includes director's report, auditor's report, profit and loss account, balance sheet, statement of cash flow and explanatory notes to the figures in the accounts. In addition, the company is required to fill in an annual return that gives details about the directors, shareholders and some other statutory information.*

*In case of an **unlimited company**, accounts must be delivered to the Registrar provided the business is:*

- *a subsidiary undertaking;*
- *the parent of a limited company;*
- *a banking or insurance company.*

*The accounts of a private limited company must be delivered:*

- *within ten months from the last day of the accounting reference period;*

*or*

*– within 22 months from the day of incorporation (if the accounting reference period is more than 12 months), or three months from the end of the accounting reference period, whichever is longer.*

*The accounts of public limited company (PLC) must be delivered:*

*– within seven months from the last date of the accounting reference period; or*

*– within 19 months from the date of incorporation (if the accounting reference period is more than 12 months), or three months from the end of the accounting reference period, whichever is longer.*

*If accounts are delivered late, there is an automatic penalty. The penalty is between J100 and J1,000 for a private company and between J500 and J5,000 for a PLC. In addition, directors may be prosecuted for not filing certain documents. If convicted, they will have a criminal record and be liable to a fine of up to J5,000 for each offence. In some cases they could also be disqualified from being a company director or barred from participation in the management of any company for up to years.*

*Just as a sole trader or a partnership, a company must submit tax returns to the Inland Revenue. A company, however, instead of an income tax, pay a corporate tax which is the tax on its profit.*

*A company's taxable profits are computed for the chargeable accounting period, which normally means the period for which the company's accounts are made up, no matter how short it is. The accounting period usually runs for 12 months. If a company makes up accounts for a period longer than 12 months, it is split into one or more chargeable accounting periods covering the remainder of the period.*

*Companies are required to "self-assess" their corporate tax and fill in the Company Tax Return form. Most companies must fill in their tax return and pay their corporate tax not later than 9 months after the end of the accounting period. A large company (with taxable profits over J1.5 million) pays corporate tax in quarterly instalments.*

*Companies must maintain and retain sufficient records in order to make a complete and correct return. These records must be kept for six years from the end of the accounting period. Records of all receipts and expenses and, for trading (merchandise) companies, records of sales and purchases should be kept.*

*Businesses of all forms that are VAT payers must fill in a VAT return and pay the surplus VAT to HMCE every quarter. A small business can not make just one return a year. If a business regularly pays out more VAT than it collects, the return can be filed every month to get a more regular refund from HMCE.*

*This publication touched on the financial reporting reporting in Great Britain highlighting the most important aspects. In further articles we will be glad to provide you with more detailed information on most business forms existing in the UK.*

**2. Give synonyms to the following words from the text:**

- 1) crucial role
- 2) to vary
- 3) similar
- 4) evidence
- 5) to run
- 6) operation
- 7) certain documents
- 8) sufficient
- 9) purchase
- 10) merchandize

**3. Explain in your own words:**

- 1) high turnover
- 2) income tax payer
- 3) to clarify the matters
- 4) annually
- 5) parent company

**4. Make up as many questions to the first four sentences from the text as possible.**

**5. Put the verbs in brackets into the correct tenses.**

1. Someone (steal) your car if you leave it unlocked.
2. We'll have to move upstairs if the river (rise) any higher.
3. If he (work) hard today can he have a holiday tomorrow?
4. More tourists would come to this country if it (have) a better climate.
5. I could get a job easily if I (have) a degree.
6. If she (do) her hair differently she might look quite nice.
7. What would you do if the lift (get) stuck between two floors?
8. If I (see) a python in Piccadilly I (assume) it had escaped from a circus.
9. Tom: The plane was on fire so we baled out. Ann: I don't think I (have) the nerve to do that even if the plane (be) on fire.
10. If the earth suddenly (stop) spinning we all (fly) of it.

**6. Rewrite these sentences, using an if construction.**

*He smokes too much; perhaps that's why he can't get rid of his cough.*

*If he didn't smoke so much he might get rid of his cough or*

*If he smoked less he might (be able to) get rid of his cough.*

*1. He never polishes his shoes, so he never looks smart.*

*2. He doesn't pay his staff properly; perhaps that's why they don't work well.*

*3. We haven't got central heating, so the house is rather cold.*

*4. We only came by bus because there were no taxis.*

*5. They were driving very quickly. That's why the accident was so terrible.*

*6. It was raining. That's the only reason I didn't take the children to the beach.*

*7. When I bought this house I didn't realize that in summer planes skimmed the roof every five minutes. (If I (knew). . . Not buy) etc.)*

**Put the verbs in brackets into the correct tenses.**

*8. The accident was mainly Tom's fault. He was driving much too close to the car in front. If he (be) further away he (be able) to stop in time.*

*9. The launching of the rocket was delayed half an hour by bad weather. If the weather (be) good they (launch) it at 8.30 instead of at 9.00.*

*10. Why did you throw away those newspapers? I hadn't finished with them. I'm sorry. If I (know) you were still reading them I (not throw) them away.*

**7 Finish these sentences, taking care to use the correct tenses.**

*1. If you had checked the petrol before we started . . .*

*2. I'd have brought my coat . . .*

*3. If (= as) you don't like the picture ...*

*4. The milk wouldn't have turned sour if ... .*

*5. They would have paid you more if ....*

*6. If you don't boil the water before you drink it... .*

*7. He expected absolute punctuality. He was furious if ... .*

*8. We'll have a long way to walk if we...*

*9. If you shake that bottle of port it...*

*10. I'll probably get lost unless he...*

**8 Put the following into indirect speech, being careful to avoid ambiguity:**

*1. 'We make £450 a week,' said one of the men, 'and send most of it home to our wives.'*

*2. 'If you're short of money I can lend you £50,' said my aunt, 'and you can take your time about paying it back.'*

*3. 'I usually take my dog out for a walk when I come home from work,' he said.*

*4. 'The mirror is there so that you can see yourself when you are dancing,' the instructress told him.*

*5. 'I'll come with you as soon as I am ready,' she replied.*

6. 'I have a German lesson this afternoon and I haven't done my homework yet,' said the small boy.
7. 'If you let the iron get too hot you will scorch your clothes,' I warned her.
8. 'I'd have enjoyed the journey more if the man next to me hadn't snored all the time,' said Paul.
9. 'I was thinking of going alone,' I said. 'You'd better take someone with you,' said the old man. 'It's safer with two. One can keep watch while the other sleeps.'
10. (Paul is speaking to Mary on the phone, and Mary is repeating his words to Ann, who is standing beside her.) Paul: The plans have been changed. We're going tomorrow now, not on the next day. I want you to meet me at Victoria tonight. Mary: Paul says . . .

**9 Put the following into indirect speech.**

1. 'What platform does the train leave from?' asked Bill.
2. 'When does it arrive in York?' he asked. 'When was the timetable changed?' I asked. 'Why has the 2.30 train been cancelled?' said Ann.
3. 'Can you get coffee on the train?' asked my aunt.
4. He said, 'Where am I supposed to go now?' (Omit now.)
5. 'Are you leaving today or tomorrow morning?' said his secretary.
6. 'How far is it?' I said, 'and how long will it take me to get there?'
7. 'Why aren't you taking the exams?' said Paul.
8. 'Are these free-range eggs?' said the customer.
9. 'Where are you going for your summer holidays?' I asked them.
10. 'Do you think you could live entirely on your own for six months,' said Tom, 'or would you get bored?'

**10. Put the following sentences into indirect speech: commands, requests, advice, invitations, suggestion.**

1. 'I'd buy the big tin if I were you,' said the grocer.
2. 'You're being exploited,' said the other au pair girls. 'You ought to leave your job.'
3. 'Fasten your seat belts; there may be a little turbulence,' said the air hostess.
4. 'Reduce speed now,' said a huge notice. (Omit now.)
5. 'Could I see your ticket, please?' said the inspector.
6. 'If you have to use the river water,' said the guide, 'boil it first. Don't drink it unboiled.'
7. 'Beware of pickpockets,' said a huge notice.
8. 'Smell this. Do you think it has gone bad?' she said.
9. 'Don't take your coat off. We are going out again in a moment,' she told him.
10. 'Put your pistol on the table,' said the crook.

*IV семестр  
VIII вариант*

*1. Read the text and give its written translation.*

**HADWARE**

Modern digital computers are all conceptually similar, regardless of size. Nevertheless, they can be divided into several categories on the basis of cost and performance: the personal computer or microcomputer, a relatively low-cost machine usually of desk-top size (some, called laptops, are small enough to fit in a briefcase); the workstation, a microcomputer with enhanced graphics and communications capabilities that make it especially useful for office work; the minicomputer, an appliance-sized computer, generally too expensive for personal use, with capabilities suited to a business, school, or laboratory; and the mainframe computer, a large expensive machine with the capability of serving the needs of major business enterprises, government departments, scientific research establishments, or the like (the largest and fastest of these are called supercomputers).

*A digital computer is not actually a single machine, in the sense that most people think of computers. Instead it is a system composed of five distinct elements: (1) a central processing unit; (2) input devices; (3) memory storage devices; (4) output devices; and (5) a communications network, called a "bus," that links all the elements of the system and connects the system to the external world.*

**Central Processing Unit (CPU)**

The CPU may be a single chip or a series of chips that perform arithmetic and logical calculations and that time and control the operations of the other elements of the system. Miniaturization and integration techniques made possible the development of a CPU chip called a microprocessor, which incorporates additional circuitry and memory. The result is smaller computers and reduced support circuitry. Microprocessors are used in most of today's personal computers.

Most CPU chips and microprocessors are composed of four functional sections: (1) an arithmetic/logic unit; (2) registers; (3) a control section; and (4) an internal bus. The arithmetic/logic unit gives the chip its calculating ability and permits arithmetical and logical operations. The registers are temporary storage areas that hold data, keep track of instructions, and hold the location and results

of these operations. The control section has three principal duties. It times and regulates the operations of the entire computer system; its instruction decoder reads the patterns of data in a designated register and translates the pattern into an activity, such as adding or comparing; and its interrupt unit indicates the order in which individual operations use the CPU, and regulates the amount of CPU time that each operation may consume.

The last segment of a CPU chip or microprocessor is its internal bus, a network of communication lines that connects the internal elements of the processor and also leads to external connectors that link the processor to the other elements of the computer system. The three types of CPU buses are: (1) a control bus consisting of a line that senses input signals and another line that generates control signals from within the CPU; (2) the address bus, a one-way line from the processor that handles the location of data in memory addresses; and (3) the data bus, a two-way transfer line that both reads data from memory and writes new data into memory.

### **Input Devices**

These devices enable a computer user to enter data, commands, and programs into the CPU. The most common input device is the keyboard. Information typed at the typewriter-like keyboard is translated by the computer into recognizable patterns. Other input devices include light pens, which transfer graphics information from electronic pads into the computer; joysticks and mouses, which translate physical motion into motion on a computer video display screen; light scanners, which “read” words or symbols on a printed page and “translate” them into electronic patterns that the computer can manipulate and store; and voice recognition modules, which take spoken words and translate them into digital signals for the computer. Storage devices can also be used to input data into the processing unit.

### **Storage Devices**

Computer systems can store data internally (in memory) and externally (on storage devices). Internally, instructions or data can be temporarily stored in silicon RAM (Random Access Memory) chips that are mounted directly on the computer's main circuit board, or in chips mounted on peripheral cards that plug into the computer's main circuit board. These RAM chips consist of up to a million switches that are sensitive to changes in electric current. So-called static RAM chips hold their bits of data as long as current flows through the circuit, whereas dynamic RAM (DRAM) chips need high or low voltages applied at regular intervals—every two milliseconds or so—if they are not to lose their information.

Another type of internal memory consists of silicon chips on which all switches are already set. The patterns on these ROM (Read-Only Memory) chips form commands, data, or programs that the computer needs to function correctly. RAM chips are like pieces of paper that can be written on, erased, and used

again; ROM chips are like a book, with its words already set on each page. Both RAM and ROM chips are linked by circuitry to the CPU.

*External storage devices, which may physically reside within the computer's main processing unit, are external to the main circuit board. These devices store data as charges on a magnetically sensitive medium such as an audio tape or, more commonly, on a disk coated with a fine layer of metallic particles. The most common external storage devices are so-called floppy and hard disks, although most large computer systems use banks of magnetic tape storage units. Floppy disks can contain from several hundred thousand bytes to well more than a million bytes of data, depending on the system. Hard, or "fixed," disks cannot be removed from their disk-drive cabinets, which contain the electronics to read and write data onto the magnetic disk surfaces. Hard disks can store from several million bytes to a few hundred million bytes. CD-ROM technology, which uses the same laser techniques that are used to create audio compact disks (CDs), promises storage capacities in the range of several gigabytes (billion bytes) of data.*

### **Output Devices**

These devices enable the user to see the results of the computer's calculations or data manipulations. The most common output device is the video display terminal (VDT), a monitor that displays characters and graphics on a television-like screen. A VDT usually has a cathode-ray tube (CRT) like an ordinary television set, but small, portable computers may use liquid crystal displays (LCD) or electroluminescent screens. Other standard output devices include printers and modems. A modem links two or more computers by translating digital signals into analog signals so that data can be transmitted via telecommunications.

### **2. Give synonyms to the following words from the text:**

- |                       |               |
|-----------------------|---------------|
| 1) modern             | 6) to consume |
| 2) to be divided into | 7) to handle  |
| 3) capability         | 8) external   |
| 4) to link            | 9) to contain |
| 5) data               | 10) several   |

### **3. Explain in your own words:**

- 1) low-cost machine
- 2) distinct elements
- 3) principal duties
- 4) computer user
- 5) internally

**4. Make up as many questions to the first four sentences from the text as possible.**

**5. Put the verbs in brackets into the correct tenses.**

1. *What will happen if my parachute (not open)?*
2. *Ice (turn) to water if you heat it.*
3. *If the house (burn) down we can claim compensation.*
4. *If I were sent to prison you (visit) me?*
5. *If we had more rain our crops (grow) faster.*
6. *The whole machine would fall to pieces if you (remove) that screw.*
7. *If you (paint) the walls white the room would be much brighter*
8. *We train the children to file out of the classroom quietly, because if a whole class (rush) at the door someone (get) hurt.*
9. *Why don't you buy a season ticket? ~ Because I lose everything. If I (buy) a season ticket I (lose) it.*
10. *If I (be) worried about the situation I not (play) golf at this moment.*

**6 Rewrite these sentences, using an if construction.**

*He smokes too much; perhaps that's why he can't get rid of his cough.*

*If he didn't smoke so much he might get rid of his cough or*

*If he smoked less he might (be able to) get rid of his cough.*

1. *I have no dog, so I don't like being alone in the house at night.*
2. *He spends hours watching television; that's why he never has time to do odd jobs in the house.*
3. *I haven't got a vacuum cleaner; that's why I'm so slow.*
4. *She didn't know you were in hospital, so she didn't visit you.*
5. *You washed it in boiling water; that's why it shrank.*
6. *We missed the train because we were using an out-of-date timetable.*
7. *His own men deserted him; that's the only reason why he failed.*

**Put the verbs in brackets into the correct tenses.**

8. *It's a pity he never patented his invention. If he (patent) it he (make) a lot of money.*
9. *The fog came down suddenly and I suppose they didn't know which way to turn; if only they (have) a map and compass with them they (not be) drowned.*
10. *He asked his parents for a loan but he didn't say what he wanted the money for, so they refused. I think if he (tell) them that he wanted to open a restaurant they (agree).*

**7. Finish these sentences, taking care to use the correct tenses.**

1. *This clock wouldn't have run down if . . .*
2. *If the fire had been noticed earlier . . .*
3. *If you had any sense . . .*
4. *They were completely lost and didn't know which way to turn; but for the dog....*

5. *If you lived on the 40th floor and there was a power strike . . .*
6. *We could have got seats....*
7. *Mother to little boy: If you don't eat up your nice rice pudding*
8. *I could repair the roof myself if I....*
9. *Unless they turn that radio off I.....*
10. *If you were made redundant what you..?*

**8 Put the following into indirect speech, being careful to avoid ambiguity:**

1. 'It's lonely being away from our families,' said another, 'but we earn three times as much in this factory as we would in our own country.'
2. 'I have a message for your brother,' I said. 'He isn't at home,' said Ann. 'He left two days ago.'
3. 'I bought this bag in Milan,' I said.
4. 'I wrote to him the day before yesterday. I wonder why he hasn't rung up,' she said.
5. 'From one of the windows of my flat I can see the Eiffel Tower,' he said.
6. 'I've no idea what the time is but I'll dial 8081 and find out,' said his daughter.
7. He said, 'My wife has just been made a judge.'
8. 'If I want a hot bath I have to put ten pence in the meter,' said Tom, 'and even then it's not very hot.' 'That's ridiculous,' I said; 'It's high time you left that place.'
9. 'I know the umbrella belongs to you, but I thought it would be all right if I borrowed it,' said my nephew, 'because you aren't going out tomorrow and I am.'
10. 'Let's put your tape-recorder under the table,' said Tom, 'and make a recording of their conversation. It would be very useful to know what they are planning.' 'But my recorder makes a distinct hum,' I said. 'They'd be sure to hear it and look under the table; and then they'd find the recorder and ask all sorts of embarrassing questions.'

**9 Put the following into indirect speech.**

1. 'When was the timetable changed?' I asked.
2. 'Why has the 2.30 train been cancelled?' said Ann.
3. 'Do they bring it round on a trolley?' she said.
4. 'Whose car did you borrow last night?' I said to him.
5. 'Could I speak to Mrs Pitt?' said the caller. 'I'm afraid she's out,' said the au pair girl. 'Could I take a message?'
6. 'Are you sorry for what you did?' the mother asked the little boy.
7. 'Will it be all right if I come in a little later tonight?' asked the au pair girl.
8. 'Have you ever seen a flying saucer?' said the man.
9. 'Where can I park my caravan?' she asked the policeman.
10. 'Could we speak to the manager, please?' said the two men. 'Have you an appointment?' said the secretary.

**10. Put the following sentences into indirect speech: commands, requests, advice, invitations, suggestions.**

1. 'Don't drive through fog with only a fog light on,' he said, 'or oncoming drivers may take you for a motorcycle.'
2. 'Could I see your driving licence?' said the policeman.
3. 'You'd better sweep up that broken glass,' I said.
4. 'Keep an eye on your luggage,' he said. 'This place is full of thieves.'
5. 'When you have read this, pass it on to the next person on the list,' he said.
6. 'Let's buy some yeast and make our own bread,' said Mary. 'The bread we're getting now is absolutely tasteless.'
7. 'Stand by the window and tell me if anyone goes into the house opposite,' he said.
8. 'Don't move till the policeman waves you on,' said the driving instructor.
9. 'Don't touch it. You will only make it worse,' he told me.
10. 'Write to me as often as you can,' said his wife.

*IV семестр*

*IX вариант*

***1. Read the text and give its written translation***

***BUSINESS IN A FREE MARKET ECONOMY***

The economy of the United States, as well as that of most developed nations, operates according to the principles of the free market. This differs from the economies of socialist or Communist countries, where governments play a strong role in deciding what goods and services will be produced, how they will be distributed, and how much they will cost. Businesses in free-market economies benefit from certain fundamental rights or freedoms. All people in free-market societies have the right to own, use, buy, sell, or give away property, thus permitting them to own and operate their own businesses as private, profit-seeking enterprises. Business owners in free markets may choose to run their businesses however they like, within the limits of other, mostly non-business-oriented laws. This right gives businesses the authority to hire and fire employees, invest money, purchase machinery and equipment, and choose the markets where they want to operate. In doing so, however, they may not violate or infringe on the rights of other businesses and people. Free-market businesses also have the right to keep or reinvest their profits.

All free-market economies, however, keep the rights of businesses in check to some degree through laws and regulations that monitor business activities. Such laws vary from country to country, but they generally encourage competition by protecting small businesses and consumers from being hurt by more powerful, large enterprises. For example, in the United States the Sherman Antitrust Act, enacted in 1890, and the Clayton Antitrust Act of 1914 forbid business agreements

that impede interstate and most international commerce. The Clayton Antitrust Act also protects against unfair business practices aimed at creating monopolies and guarantees the rights of labour to challenge management practices perceived as unfair. The U.S. Federal Trade Commission Act of 1914 prohibits businesses from attempting to control the prices of its products or services, among other provisions. Other laws prohibit mergers that decrease competition within an industry and require large merging companies to notify the Federal Trade Commission (FTC) for approval.

### **Current Trends**

Business activities are becoming increasingly global as numerous firms expand their operations into overseas markets. Many U.S. firms, for example, attempt to tap emerging markets by pursuing business in China, India, Latin America, and Russia and other Eastern European countries. Multinational corporations (MNCs), which operate in more than one country at once, typically move operations to wherever they can find the least expensive labour pool able to do the work well. Production jobs requiring only basic or repetitive skills—such as sewing or etching computer chips—are usually the first to be moved abroad. MNCs can pay these workers a fraction of what they would have to pay in a domestic division, and often work them longer and harder. Most U.S. multinational businesses keep the majority of their upper-level management, marketing, finance, and human resources divisions within the United States. They employ some lower-level managers and a vast number of their production workers in offices, factories, and warehouses in developing countries. MNCs based in the United States have moved many of their production operations to Central and Latin America, China, India, and Southeast Asia.

Mergers and acquisitions are also becoming more common than in the past. In the United States, for example, tobacco product and food manufacturer R. J. Reynolds Industries bought food giant Nabisco Brands to form RJR Nabisco Holdings Corp. in 1985, and in 1995 the industrial power generator, electronics, and appliance manufacturer Westinghouse Electric Corporation purchased media production company CBS Inc.

With large mergers and the development of new free markets around the world, major corporations now wield more economic and political power than the governments under which they operate. In response, public pressure has increased for businesses to take on more social responsibility and operate according to higher levels of ethics. Firms in developed nations now promote—and are often required by law to observe—nondiscriminatory policies for the hiring, treatment, and pay of all employees. Some companies are also now more aware of the economic and social benefits of being active in local communities by sponsoring events and encouraging employees to serve on civic committees. Businesses will continue to adjust their operations according to the competing goals of earning profits and responding to public pressures for them to become beneficial social institutions.

### ***2. Explain in your own words:***

- 1) *free market*
- 2) *business owner*
- 3) *equipment*
- 4) *international commerce*
- 5) *overseas markets*

**3. Give synonyms to the following words from the text:**

- 1) *to operate*    6) *job*
- 2) *strong role*    7) *division*
- 3) *to own*        8) *production*
- 4) *to purchase*    9) *goal*
- 5) *consumer*    10) *major*

**4. Make up as many questions to the first four sentences from the text as possible.**

**5. Put the verbs in brackets into the correct tenses.**

1. *If he (wash) my car I'll give him £10.*
2. *If you (not like) this one I'll bring you another.*
3. *Unless you are more careful you (have) an accident.*
4. *If someone (give) you a helicopter what would you do with it?*
5. *I (keep) a horse if I could afford it.*
6. *I'd go and see him more often if he (live) on a bus route.*
7. *If you (change) your job would it affect your pension?*
8. *Why don't you bring your car to work? If I (have) a car I (bring) it to work.*
9. *Jack: They get £150 a week. Tom: They can't get £150 a week. If they (do) they (not be) striking for £120.*
10. *If I (have) a map I woul have been all right.*

**6. Rewrite these sentences, using an if construction.**

*He smokes too much; perhaps that's why he can't get rid of his cough.*

*If he didn 't smoke so much he might get rid of his cough or*

*If he smoked less he might (be able to) get rid of his cough.*

1. *I don't know his address, so I can't write to him.*
2. *He never shaves; that's the only reason he looks unattractive.*
3. *You work too fast; that's why you make so many mistakes.*
4. *I didn't know your number, so I didn't ring.*
5. *I only came up the stairs because the lift wasn't working.*
6. *We didn't listen carefully; perhaps that's why we made this mistake.*
7. *We got a lift, so we reached the station in time.*

**Put the verbs in brackets into the correct tenses.**

8. *I overslept; that's why I'm half an hour late; and if my phone (not ring) at nine o'clock I might still be in bed.*
9. *It was rather a dull game so I left before the end; if I (wait) another five minutes I (see) Chelsea scoring a really exciting goal.*
10. *The paraffin heater was perfectly safe. There (not be) a fire if the children (not knock) it over.*

**7. Finish these sentences, taking care to use the correct tenses.**

1. *Try on the blue one if...*
2. *You would have been angry if...*
3. *If he had put the flowers into water at once . . .*
4. *If you took a course in computer programming....*
5. *Tom (looking at his watch): We'll have to go without Peter if . .*
6. *If you breathe a word of this to anybody....*
7. *You will have to go to the dentist if...*
8. *You would play better bridge if you not...*
9. *If I hear the burglar alarm what I...?*
10. *You wouldn't have answered the wrong question If you...*

**8 Put the following into indirect speech, being careful to avoid ambiguity:**

1. 'We've been here for two and a half years,' said the man who had spoken first, 'and we're going to stay another six months.'
2. 'I must hurry. My father is always furious if any of us are late for meals,' she said.
3. 'If you want to smoke you'll have to go upstairs,' said the bus conductor.
4. 'I have something to show you,' I said to her.
5. 'The new underpass is being officially opened the day after tomorrow,' said the BBC announcer.
6. 'We have moved into our new flat. We don't like it nearly so much as our last one,' said my aunt.
7. 'We have a lift but very often it doesn't work,' they said.
8. 'Whenever my father was unhappy,' said the girl, 'he would go out and buy something, usually something large and useless. That's why our rooms are full of things we can't use.' 'I'm sorry for your father,' said Tom, looking round. 'He must have been a very unhappy man.'
9. 'You can leave your motorcycle in my garage if you like,' he said. 'I'll keep an eye on it while you're away.'
10. 'If you want a job you should read advertisements and write letters and ring people up,' he said to Ann. 'It's no use sitting at home, expecting employers to form a queue outside your door.'

**9 Put the following into indirect speech..**

1. 'How much does a day return to Bath cost?' Mrs Jones asked.
2. 'Why does the price go up so often?' she wondered.
3. 'Are there smoking compartments?' said the man with the pipe.
4. 'What was she wearing when you saw her last?' the policeman asked me.
5. 'Are you going to see him off at the station?' I asked her.
6. 'Would you mind if I looked inside your bag, Madam?' said the policeman.
7. 'Would you like a lift?' said Ann. 'Which way are you going?' I said.
8. 'Who do you want to speak to?' said the telephonist.
9. 'Does anyone want tickets for the boxing match?' said Charles.
10. 'How many sleeping pills have you taken?' said the night sister. 'I have no idea,' said Mr Jones sleepily.

**10. Put the following sentences into indirect speech: commands, requests, advice, invitations.**

1. 'The bathroom's empty now,' she said. 'Will you put the light out when you've finished?'
2. 'Remember to insure your luggage,' my father said,
3. 'Please don't drink any more,' said his wife. 'Don't forget that we have to drive home,'
4. 'Why not light a fire on the bank and cook the fish at once?' suggested the fisherman.
5. 'Whenever you see the number "7" on the screen, press this button,' he said.
6. 'Could you ring up the taxi rank and order a taxi for me?' said Tom. 'Why don't you go by tube?' said Ann. 'It's much quicker.'
7. 'Be careful; the steps are very slippery,' I warned him.
8. 'Ask your boss to ring me back,' I said. 'My number is 1234567.' 'Could you repeat that, please?' said the girl.
9. 'Don't work too fast,' said the foreman. 'If we finish before six we shan't get any overtime,'
10. 'Cross the line by the footbridge,' said the porter.

***IV семестр***  
***X вариант***

***1. Read the text and give its written translation:***

***COMMUNICATION MODES***

**The written word**

The first major communication mode is the written word. In writing, the primary rule is to keep everything short and simple: the words, the sentences, and the ideas. It is never right to try to impress, it either appears patronizing or else just

silly. Too many aspiring managers seem to feel a need to pepper their prose with long, little-understood words. ('Surely it looks better', that is, impresses, 'if I write 'serendipitously' rather than "by chance"?'-to quote a particularly bad, but real-life, example.) If everyone wrote the way they spoke, management reports would be brighter and probably clearer, even though they would sometimes be less polite or less grammatical. Simple punctuation too should be the aim: good punctuation aids understanding, incorrect punctuation usually makes bad writing worse.

Given clearer and simpler writing, the manager will be able to read faster and more profitably. We all have too much to read. If we can learn to read better, our lives become easier and our decisions potentially wiser, because our information will be more complete. Better reading comes with concentration--and practice.

One of the fundamental aids to effective reading is the making of notes. These can either be in the form of questions arising from the writer's words (which we hope to have answered as we read on) or just a picking out of the main points of an argument. Notes can, with advantage, be made on the page itself. There is no need to keep books or reports in pristine condition. They are of greater use when annotated.

So, no one should hesitate before writing on their own copies of any book or report.

## **2. Explain in your own words:**

- 1) communication mode
- 2) brilliant speaker
- 3) to notedown
- 4) advantage
- 5) main points

## **3. Give synonyms to the following words from the text:**

- |             |                |
|-------------|----------------|
| 1) primary  | 6) folly       |
| 2) impress  | 7) to progress |
| 3) the aim  | 8) object      |
| 4) complete | 9) attend      |
| 5) entail   | 10) mai        |

4. *Make up as many questions to the first four sentences from the text as possible.*

## **5. Put the verbs in brackets into the correct tenses.**

1. *If she (need) a radio she can borrow mine.*
2. *Tell him to ring me up if you (see) him.*
3. *If I tell you a secret, you (promise) not to tell it to anyone else? !*

4. *I (buy) shares in that company if I had some money.*
5. *If they (ban) the sale of alcohol at football matches there might be less violence.*
6. *I (offer) to help if I thought I'd be any use.*
7. *If you knew you had only six weeks to live how you (spend) those six weeks?*
8. *Ann: George is fourteen. Tom: He must be older than that. He's in a full-time job. If he (be) only fourteen he still (be) at school.*
9. *He is staying at the Savoy in London. ~ Is he very rich? — I suppose he is. If he (be) a poor man he (not stay) at the Savoy.*
10. *If he had slipped he (fall) 500 meters.*

**6. Rewrite these sentences, using an if construction.**

*He smokes too much; perhaps that's why he can't get rid of his cough.*

*If he didn't smoke so much he might get rid of his cough or*

*If he smoked less he might (be able to) get rid of his cough.*

1. *I can't park near my office; that's why I don't come by car.*
2. *I live a long way from the centre; that's why I am always late for work.*
3. *I haven't a map so I can't direct you.*
4. *I didn't see the signal, so I didn't stop.*
5. *She didn't speak to him, possibly because she was so shy.*
6. *Landlord: She threatened to set fire to her flat; that's the only reason I asked her to leave.*
7. *We didn't visit the museum because we hadn't time.*

**Put the verbs in brackets into the correct tenses.**

8. *The job is much worse than I expected. If I (realise) how awful it was going to be I (not accept) it.*
9. *It was the drug, not the disease, that killed him. He would still be alive today if he (not take) that drug.*
10. *This room's freezing because the fire has only just been lit. ~ If it (be lit) this morning, as I suggested, the room would be warm enough to sit in now.*

**7. Finish these sentences, taking care to use the correct tenses.**

1. *If these gates are locked ...*
2. *I should have ordered more coal if...*
3. *If you leave the gate open . . .*
4. *Jack (trying to phone Peter): I can hear the phone ringing. Peter must be out. If he were in he ... .*
5. *He would have been drowned if ...*
6. *If I'd had a car ...*
7. *If Tom rings while I'm out. . .*
8. *The flight may be cancelled if the....*
9. *Tell the milkman to leave two pints if...*
10. *If you leave your glasses there someone...*

## **8 Put the following into indirect speech, being careful to avoid ambiguity:**

1. 'I've got a job on an oil-rig,' said Paul. 'That'll be very hard work,' I said. 'I know it'll be hard,' he replied, 'but I don't mind hard work, and it'll be a good experience.'
2. 'The ice will soon be hard enough to skate on,' said Tom. 'I'll look for my skates when I get home,' Ann said.
3. 'I'm living with my parents at present,' she said, 'but I hope to have a flat of my own soon.'
4. 'I'm building myself a house,' said Charles. 'I won't show it to you just yet but when the roof is on you can come and see it.'
5. 'Nothing grows in my garden. It never gets any sun,' she said.
6. 'I'm going away tomorrow, mother,' he said.
7. 'I've been in London for a month but so far I haven't had time to visit the Tower,' said Rupert.
8. 'It isn't so foggy today as it was yesterday,' I remarked.
9. 'This used to be a lovely quiet street,' he said, 'but now it is impossible. When summer comes you'll have to keep the windows shut all the time because of the noise.'
10. 'You must leave a note for your mother,' said Peter, 'otherwise she'll be terribly worried when you're not in at your usual time.' 'A letter marked "Urgent" has just arrived for Albert,' said Mary, 'and he's on holiday. I wonder if I should ring him up and tell him about it or wait till he comes back.' 'You'd better take someone with you,' said the old man. 'It's safer with two. One can keep watch while the other sleeps.'

10 (Paul is speaking to Mary on the phone, and Mary is repeating his words to Ann, who is standing beside her.)

Paul: The plans have been changed. We're going tomorrow now, not on the next day. I want you to meet me at Victoria tonight. Mary: Paul says . . .

## **9. Put the following into indirect speech.**

1. 'How can I get from the station to the airport?' said Bill.
2. 'When are you coming back?' I asked them.
3. 'Have you reserved a seat?' I asked him.
4. 'Who owns this revolver?' said the detective.
5. 'If someone fell at your feet foaming at the mouth would you know what to do?' said the instructor in First Aid.
6. 'Why do you think it may be dangerous?' he asked her.
7. 'What are you going to do with your old car?' I asked him.
8. 'Do you grow your own vegetables?' I asked.
9. 'What train are you going to get?' my friend inquired.
10. 'Could you change a five-pound note? I'm afraid I haven't got anything smaller,' said the passenger to the conductor.

**10. Put the following sentences into indirect speech: commands, requests, advice, invitation, suggestion.**

1. 'Do go to a dentist, Tom, before your toothache gets any worse,' I said.
2. 'Why don't you cut your hair?' he said. 'You'd find it much easier to get a job if you looked tidy.'
3. 'Could I have some more pudding, please?' said the boy.
4. 'Sit down and tell me what is worrying you,' he said to her.
5. 'Walk along the line of men,' said the police sergeant 'and if you recognize your attacker, just nod. Don't say anything.'
6. 'Even if you feel hungry don't eat anything between meals,' said the dietician.
7. 'Prepare to meet your doom. The end of the world is at hand,' said the placard.
8. 'Remember to put the brake on,' the instructor said.
9. 'Would you please take off your shoes?' Keiko said to him.
10. 'Don't forget to feed the goldfish,' Mary said to her brother.