

КАЗАНСКИЙ (ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
Институт международных отношений, истории и востоковедения
Кафедра иностранных языков для социально-гуманитарного
направления

CROSS-CULTURAL AND PROFESSIONAL COMMUNICATION

Учебное пособие по чтению и грамматике

КАЗАНЬ 2017

Печатается по решению заседания кафедры английского языка в
социогуманитарной сфере Института международных отношений, истории и
востоковедения Казанского (Приволжского) федерального университета
Протокол № 5 от «09» декабря 2016 г.

Авторы-составители:
Е.Н.Загладина, ст.преподаватель
И.З.Шахнина, доцент, кандидат педагогических наук
Г.Ф.Гали, доцент, кандидат педагогических наук

Научный редактор:
доктор педагогических наук, зав.кафедрой английского языка в
социогуманитарной сфере ИМОИиВ А.В.Фахрутдинова

Cross-Cultural And Professional Communication : учебное пособие по
чтению и грамматике / Е.Н.Загладина, И.З.Шахнина, Г.Ф.Гали. – Казань:
Казанский федеральный университет, 2017. – 108 с.

Данное учебное пособие предназначено для студентов «неязыковых»
специальностей (уровень pre-intermediate) Института международных
отношений, истории и востоковедения в качестве дополнительного учебного
материала.

Грамматические упражнения и тексты прошли апробацию в
студенческих группах 1 и 2 курсов.

Цель пособия – углубление и расширение языковых и лингвистических
знаний студентов, расширение диапазона понимания английского текста,
обогащение активного словарного запаса, совершенствование устной и
письменной речи, закрепление грамматических форм.

Каждый урок содержит тематический текст для аналитического чтения и
упражнения для развития навыков устной и письменной речи,
грамматические упражнения.

Весь текстовый материал взят из оригинальных источников.

CONTENTS

Unit 1.....	4
Unit 2.....	10
Unit 3.....	16
Unit 4.....	21
Unit 5.....	27
Unit 6.....	33
Unit 7.....	39
Unit 8.....	44
Unit 9.....	50
Unit 10.....	56
Unit 11.....	62
Unit 12.....	67
Unit 13.....	72
Unit 14.....	78
Unit 15.....	83
Test 1.....	89
Test 2.....	97
Test 3.....	105
References.....	108

Unit 1. International Manager

Part 1. Text: International Manager

Part 2. Grammar: Present Simple

Reading

1. Read the text and answer the question:

- Would you like to become an international manager?

Since the 1980s there has been a trend for large companies to think globally: producing goods or delivering services and selling them, all over the world. And when companies operate at international level they need international managers. What is an international manager and is such a person easy to find?

Soft skills

According to a recent survey, the top characteristics of an international manager include many soft skills, such as the ability to work in international teams, adaptability to new situations, sensitivity to different cultures (and awareness of own cultural background), and relational skills. The manager should be self-reliant and have an open, non-judgmental personality.

Another important characteristic is strategic awareness: the manager should have a global view of his or her contribution at work. In other words, the manager should think "world" and not see work responsibilities and needs solely from the perspective of his or her own national background. An international manager must become quickly involved in matters affecting several countries. For example, he or she must be sensitive to, and aware of, the market requirements of a wide range of countries right from the start.

The current position

A recent survey of EU companies reported that the proportion of managers with international experience ranges from about 1% in some UK companies to 80% in one Swiss company. In many firms, only 5-10% of managers are likely to have international experience.

Companies are beginning to recognize that they do not have enough high-quality people for their international activities. They often have problems releasing

experienced people from existing operations in order to resource and lead new international ventures. Indeed, there are signs that a shortage of internationally-skilled people may be an important constraint on firms' global ambitions.

Development?

How can a company develop international managers with international skills and perspectives? The only way is through direct international experience either by participating in international task forces or, more importantly, by working and living abroad. Such experiences open people's minds to the fact that things are done differently elsewhere and encourage them to think in a wider context. Developing the international company's management resource is a demanding exercise. Should there be an elite group of managers given international experience as part of their grooming for top jobs? Or should the international experience be offered to a wider group of managers who are already the backbone of a company? Should the company favor local managers over expatriates? Can the cost be justified? If a company answers "yes" to the last question, considerable resources and effort must be spent in preparing managers for international assignments. Language training, overseas visits, in-house management courses and general management training at business schools are all important parts of this process.

2. Read the proper names:

- EU – European Union
- UK – United Kingdom
- Swiss – Switzerland

3. Translate the words and word combinations:

- | | |
|-----------------------------------|---|
| - think | - become |
| - think globally | - become quickly involved in matters of |
| - operate | - recognize |
| - operate an international level | - recognize something |
| - include | - develop |
| - include important skills | - develop international managers |
| - have | - open |
| - have non-judgmental personality | - open somebody's mind |
| - have | - have |

- have a global view

- have high-quality people

4. Give English equivalents:

- | | |
|--|---|
| 1. По всему миру - ... | 6. Проживание и работа за рубежом - ... |
| 2. Ключевые характеристики - ... | 7. Работа на высших должностях - ... |
| 3. Способность адаптироваться к новым условиям - ... | 8. Костяк компании - ... |
| 4. Вклад в работу - ... | 9. Повышение квалификации - ... |
| 5. Международная деятельность - ... | 10. Курсы управления на дому - ... |

5. Give Russian equivalents:

- | | |
|------------------------------|---|
| 1. Soft skills - ... | 6. Global ambitions - ... |
| 2. Cultural background - ... | 7. International ventures - ... |
| 3. Strategic awareness - ... | 8. Trend - ... |
| 4. International team - ... | 9. Internationally-skilled people - ... |
| 5. Market requirements - ... | 10. National background - ... |

6. Give synonyms to following words:

- | | |
|-----------------------------|---------------------------|
| 1. Delivering service - ... | 6. Context - ... |
| 2. Self-reliant - ... | 7. Grooming - ... |
| 3. Contribution - ... | 8. Expatriates - ... |
| 4. Constraint - ... | 9. Responsibilities - ... |
| 5. Task force - ... | 10. Strategic - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. A recent survey of EU companies reported that the proportion of managers with international experience (*to range*) from about 1% in some UK companies to 80% in one Swiss company.
2. Companies (*to recognize*) that they do not have enough high-quality people for their international activities.

3. Language training, overseas visits, in-house management courses and general management training at business schools (*to play*) important role.
4. Such experiences (*to open*) he's mind to the fact that things are done differently elsewhere and have encouraged him to think in a wider context.
5. In many firms, only 5-10% of managers (*to get*) international experience.
6. They (*to understand*) that problems are in releasing experienced people from existing operations in order to resource and lead new international ventures.
7. How (*develop*) a company international managers with international skills and perspectives?
8. Developing the international company's management resource (*to demand*) exercises.
9. Companies (*to give*) international experience to an elite group of managers as part of their grooming for top jobs.
10. People (*to suggest*) to make international experience available for a wider group of managers who are already the backbone of a company.

8. Answer the questions according to the text:

- Which main characteristics should have true international manager?
- Why is there the trend to strengthen international connections between companies?
- How company may develop a high-qualified manager?
- Would you like to work for a giant international company?
- Are you ready to improve your language and communication skills?

9. Retell the story.

10. Tell about your experience on this issue.

Grammar

1. Rewrite each sentence as a positive or negative sentence, or a question, according to the instructions:

1. I visit my parents very often, (negative)

I don't visit my parents very often.

2. Does he go to school every day? (positive)

He goes to school every day.

3. She comes from Germany, (question)

Does she come from Germany?

4. She goes to work by car. (question)

.....

5. We watch television every night, (negative)

.....

6. He doesn't walk to work every day. (positive)

.....

7. She plays football every Saturday, (question)

.....

8. He washes his car every week, (question)

.....

9. They live in Australia, (question)

.....

10. They go to school by bus. (question)

.....

2. Look at each underlined verb and say what kind of meaning it expresses. Is it a thought, a feeling, a fact or repeated action?

● Matthew loves sport.

a feeling

● Sarah often works late at the office.

a repeated action

1. I hate quiz programs.

.....

2. We play table tennis every Thursday.

.....

3. The computer belongs to Emma.

.....

4. These plates cost £20 each.

.....

5. I believe it's the ring thing to do.

.....

6. I'm hungry. I want something to eat.

.....

7. I usually go to work by bus.

.....

8. It's OK. I understand your problem.

3. Complete the sentence by putting in the verbs. Use the Present Simple. You have to decide if the verb is positive or negative.

- Claire is very sociable. She *knows* (know) lots of people.
 - We've got plenty of chairs, thanks. We *don't want* (want) any more.
1. My friend is finding life in Paris a bit difficult. He (speak) French.
 2. Most students live quite close to the college, so they (walk) there.
 3. My sports kit is really muddy. This shirt (need) a good wash.
 4. I've got four cats and two dogs. I (love) animals.
 5. No breakfast for Mark, thanks. He (eat) breakfast.
 6. What's the matter? You (look) very happy.
 7. Don't try to ring the bell. It (work).
 8. I hate telephone answering machines. I just (like) talking to them.
 9. Matthew is good at badminton. He (win) every game.
 10. We always travel by bus. We (own) car.

Unite 2. If it hurts, sue!

Part 1. Text: If it hurts, sue!

Part 2. Grammar: Present Continuous

Reading

1. Read the text and answer the question:

- Why are trials so popular around the world?

In the United States the number of cases where people sue for damages or compensation for medical malpractice has grown at an alarming rate. This US obsession with litigation seems motivated by greed rather than the wish for justice. An eighty year old woman sued MacDonalds take-away for damages after she was scalded by the coffee. She was awarded \$640,000. A woman sued her vet for \$1million because of the emotional stress she suffered when he injured her pet iguana. A man who deliberately jumped in front of a train in the New York subway sued the transport company and won \$650,000 damages because the train failed to stop.

Thomas Wallace, a black American, claimed that he and his three sons suffered emotional distress when they came across the word nigger in their computer encyclopedia. Mr Wallace had typed the word nigger while searching for information on the Niger River. The computer told him that Joseph Conrad had written a novel in the 19th century called Nigger of the Narcissus, and that Martin Luther King had once been called a nigger by a white woman when he was 11 years old. Mr Wallace is now suing the encyclopedia company for \$40 million. A British banker recently lost his job at a Canadian bank based in New York. He is suing the bank, stating that he suffered mental anguish because of his French boss's insistence on joking that the English were bad lovers and lousy cooks. He is claiming \$20 million in damages.

Eager lawyers

There are over 800,000 American lawyers (70% of the world's total number), many of whom openly encourage such lawsuits. A lawyer often takes on a lawsuit as a sort of gamble. The lawyer enters an agreement with the client. If the client loses, the lawyer forfeits the legal fee. If, however, the lawsuit is won, the lawyer takes up to 50% of the amount awarded.

The consequences

Of course, the law on which such litigation is based was originally promulgated to protect the public from, for example, dishonest and irresponsible manufacturers or incompetent doctors. A highly litigious environment has, however, developed.

Many people have lost their sense of personal responsibility ("if it hurts, sue") and are ready to blame others for the slightest accident. Others are cynically making a lot of money from the legal situation. As a practical consequence, professional indemnity insurance premiums have risen. Certain professions, especially those within medicine, have become so risky that trainees fear to specialize. And everyone hates lawyers!

Reform

The politicians are at last taking action. Recently the House of Representatives passed a bill, the Common Sense Product Liability and Legal Reform Act, which places a ceiling on punitive damages in civil law suits and "pain and suffering" settlements in medical malpractice suits. There has also been a change in the conditions necessary to bring product liability cases. Now there must be a "conscious and flagrant" disregard to consumers' safety. Moreover, such a case must be brought within a time limit of up to 15 years after the product launch. The bill also includes the "British rule" which specifies that in some instances unsuccessful litigants should pay the winners' legal fees. It seems that the legal lottery will soon be over.

2. Read the proper names:

- MacDonalds
- New York
- Niger River
- Britain – British
- Canada – Canadian

3. Translate the words and word combinations:

- | | |
|-----------------------------------|-----------------------------|
| - sue | - make |
| - sue somebody | - make a lot of money |
| - fail | - pay |
| - fail to do something | - pay fees |
| - search | - take |
| - search for something/somebody | - take actions |
| - protect | - suffer |
| - protect somebody from something | - suffer emotional distress |

- blame
- blame others for something

- enter
- enter an agreement

4. Give English equivalents:

- | | |
|--|--|
| 1. Растти с угрожающей скоростью - ... | 6. Проиграть суд - ... |
| 2. Жажда правосудия - ... | 7. Стажер / практикант - ... |
| 3. Ущерб - ... | 8. Принимать законопроект - ... |
| 4. Зарабатывать большие деньги - ... | 9. Пренебрежение чьей-либо безопасностью - ... |
| 5. Возмещение убытков - ... | 10. Оплата юридических услуг (сущ) - ... |

5. Give Russian equivalents:

- | | |
|-------------------------|---|
| 1. Sue o damage - ... | 6. Sense of personal responsibility - ... |
| 2. Malpractice - ... | 7. Legal situation - ... |
| 3. Take-away - ... | 8. Civil law - ... |
| 4. Mental anguish - ... | 9. Liability cases - ... |
| 5. Lawsuits - ... | 10. Legal lottery - ... |

6. Give synonyms to following words:

- | | |
|-----------------------|-----------------------|
| 1. Compensation - ... | 6. Punitive - ... |
| 2. Deliberately - ... | 7. Conscious - ... |
| 3. Gamble - ... | 8. Legal - ... |
| 4. Promulgated - ... | 9. Manufactures - ... |
| 5. Incompetent - ... | 10. Cynically - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. A woman (*to sue*) her vet for \$1million because of the emotional stress she suffered when he injured her pet iguana.
2. He (*to claim*) \$20 million in damages.
3. The politicians at last (*to take*) action.
4. In the United States the number of cases where people sue for damages or compensation for medical malpractice (*to grow*) at an alarming rate.
5. Many people (*to loose*)_their sense of personal responsibility ("if it hurts, sue") and are ready to blame others for the slightest accident.
6. Others cynically (*to make*) a lot of money from the legal situation.

7. As a practical consequence, professional indemnity insurance premiums (to rise).
8. It seems that the legal lottery (to go) over.
9. Thomas Wallace, a black American, claims that he and his three sons (to suffer) emotional distress when they came across the word nigger in their computer encyclopedia.
10. He (to litigate) the bank, stating that he suffered mental anguish because of his French boss's insistence on joking that the English were bad lovers and lousy cooks.

8. Answer the questions according to the text:

- Why people tend to sue so often in USA?
- What do you know about litigation practice in your country?
- What do you think about the layers?
- Do you have experience in this sphere?
- What do you think, is this practice fair or not?

9. Retell the story.

10. Tell about your attitude to this issue.

Grammar

1. Rewrite each sentence as a positive or negative sentence, or a question, according to the instructions.

1. She's watching television now. (question)
Is she watching television now?
2. He isn't staying at this hotel, (positive)
He's staying at the hotel.
3. She's reading, (negative)
She isn't reading.
4. They're working, (question)
.....
5. He's writing a letter, (question)
.....
6. He's eating, (negative)
.....

7. I'm not working, (positive)
.....
8. She's studying at the moment, (question)
.....
9. I'm sleeping, (negative)
.....
10. You're reading my newspaper, (question)
.....

2. Rachel is in the computer room at college. Complete her conversation with Andrew. Put it in a Present Continuous form of the verb.

Andrew: What ● *are you doing?* (you / do)

Rachel: ● *I am writing* (I / write) a letter to a friend. He is disc jockey. Vicky and I

(1) (try) to organize a disco.

Andrew: That sounds a lot of work. How (2) (you / find) time for

your studies?

Rachel: Well, as I said, Vicky (3) (help) me.

(4) (we / get) on all right. (5)

(we / not / spend) too much time on it. (6) (it / not / take) me

away from my studies, don't worry about that. Oh, sorry, (7)

.....

(you / wait) for this computer?

Andrew: Yes, but there's no hurry.

Rachel: (8) (I / correct) the last bit of the letter, I've nearly finished.

3. What can you say in these situations? Add a sentence with the Present Continuous.

- A friend rings you up in the middle of *Neighbours*, your favourite soap opera. Is it important? *I'm watching 'Neighbours'.*

1. A friend is at your flat and suggests going out, but you can see rain outside. I don't want to go out now. Look,

2. A friend rings you up at work. Sorry, I can't talk now.

3. You want to get off the bus, but the man next to you is sitting on your coat.
Excuse me,
4. A friend wants to talk to you, but you have just started to write an important letter.
Can I talk to you later?
5. You have been ill, but you're better now than you were.
I'm OK now.

Unit 3. Hidden rules.

Part 1. Text: Hidden rules

Part 2. Grammar: Present Perfect

Reading

1. Read the text and answer the question:

- What do you think about rules of conducting abroad?

Is the sun red or yellow? Should you crack a joke in a business presentation? Are such questions important? Is it only language you need to learn?

International business people often invest time and money in improving their knowledge of foreign languages in order to be able to communicate with colleagues from around the world. Language, of course, is vital, but it is only half the problem.

There are hidden rules for playing the game of doing business with people of other cultures. It is all too easy to "put your foot in it" by making mistakes which can upset your foreign counterparts.

An American, greeting a mid-European businessman by saying "Hi Dieter, great to meet you!" may not be favorably regarded in a country where more formal modes of address are usual.

In the West, business cards are given a cursory glance and pocketed. In Japan, they are highly regarded, looked at closely and left on the table during a business meeting.

In Britain, most business presentations would include a joke. In many other countries, this would be unheard of.

Will you cause offence if you refuse to eat something generally regarded as inedible in your country? Your counterpart may be watching your reaction when he offers you this local delicacy.

Small talk and relationship building are considered highly important in some parts of the world; talking about the weather, the wine and the local area come before business. In other places, people get down to business immediately.

It is important to know the way things are usually dealt with in your host country. Problems arise because we see things differently. It helps to be aware of how other nationalities perceive certain things.

The Japanese see the sun as red. It is an important national symbol which appears on their flag. When Japanese children paint pictures, they paint a red sun.

European and American children paint the sun yellow. When children travel and see the sun painted in a different colour, they are surprised and find it very strange. Adults find these differences harder to accept. Both sides may feel uneasy because they are unsure of the rules of the game in the opposite culture.

It is, however, very dangerous to have stereotyped views of what the other culture is like. Such views are often narrow and can cause criticism and intolerance. "A little knowledge is a dangerous thing" and can encourage you to make predictions about what will happen in your business transactions. If your ideas are too narrow, you may be surprised at all the people you meet who do not fit into your pattern and who behave differently from the way you predicted they would.

Our ideas then, have to be flexible and constructed from thorough research and observation. We should also recognize that it is not only people's national background that influences their behavior and personality, but also their particular regional background, their personal background and their company culture.

2. Read the proper names:

- America – American
- Europe – European
- Japan – Japanese
- Britain – British

3. Translate the words and word combinations:

- | | |
|--------------------------|---|
| - invest | - improve |
| - investment | - improvement |
| - invest time and money | - improve knowledge |
|
 | |
| - make | - deal |
| - make a mistake | - deal with a host country |
|
 | |
| - refuse | - communicate |
| - refusal | - communication |
| - refuse to do something | - communicate with colleagues from around the world |
|
 | |
| - make | - have |
| - make predictions about | - have a stereotype view |

- do
- do business

- cause
- cause an offence

4. Give English equivalents:

- | | |
|-----------------------------|--|
| 1. Рассказать анекдот - ... | 6. Узкий взгляд - ... |
| 2. Вести бизнес - ... | 7. Немыслимо - ... |
| 3. Визитка - ... | 8. Воспринимать вещи по-разному - ... |
| 4. Светская беседа - ... | 9. Вызывает критику и нетерпимость - ... |
| 5. Переходить к делу - ... | 10. Беглый взгляд - ... |

5. Give Russian equivalents:

- | | |
|---------------------------|--|
| 1. Hidden rules - ... | 6. A little knowledge is a dangerous thing - ... |
| 2. Counterpart - ... | 7. Business transactions - ... |
| 3. Host country - ... | 8. To fit into someone's pattern - ... |
| 4. Feel uneasy - ... | 9. National background - ... |
| 5. Opposite culture - ... | 10. Company culture - ... |

6. Give synonyms to following words:

- | | |
|------------------------|--------------------|
| 1. International - ... | 6. Narrow - ... |
| 2. Global - ... | 7. National - ... |
| 3. Inedible - ... | 8. Vital - ... |
| 4. Local - ... | 9. Foreign - ... |
| 5. Dangerous - ... | 10. Personal - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. International business people often (*to invest*) time and money in improving their knowledge of foreign languages in order to be able to communicate with colleagues from around the world.
2. Language, of course, (*to be*) vital, but it is only half the problem.

3. In Britain, most business presentations (to include) a joke.
4. Your counterpart may be watching your reaction when he (to offer) you this local delicacy.
5. In other places, people (to get down) to business immediately.
6. Problems (to arise) because we see things differently.
7. It (to help) to be aware of how other nationalities perceive certain things.
8. When Japanese children (to paint) pictures, they paint a red sun.
9. Adults (to find) these differences harder to accept.
10. It (to be) an important national symbol which appears on their flag.

8. Answer the questions according to the text:

- What purpose businessmen want to get a language skill for?
- Why hidden rules are so important in the business interests?
- According to the text what features should know a representative of the company about different cultures?
- What kind of difficulties may cause stereotypes?
- What tactic should we follow to achieve company's goals abroad?

9. Retell the story.

10. Tell about your communication experience with foreign people.

Grammar

1. Write the correct form of the present perfect to complete these sentences.

1. *Have you ever been* to Rome? (you ever be)
2. *I've seen* this film before. (I see)
3.in an office, (she never work)
4.in an airplane. (I never be)
5.to Germany? (he ever be)
6.my parents? (you met)

7.in the theatre? (you ever work)
8.to all the capital cities of Europe. (she be)
9.this book. (I read)
10.that new film about aliens? (you see)

• 's in a verb can be short for *is* or *has*:

He's tired. / It's dead. / She's thirsty. (= *is*)

He's gone. / It's disappeared. / She's left. (= *has*)

2. Are these contractions *is* or *has*?

1. He's tired. (= *is*)
2. She's arrived (= *has*)
3. It's escaped
4. She's ill.....
5. He's eaten
6. She's worried
7. He's left the country
8. She's stopped working
9. He's had a cold
10. It's died

3. Underline the most suitable time expression.

1. I haven't seen Gerry for/since a long time. How is he?
2. It's ages ago/since I last went to a football match.
3. I've written to Deborah last week/recently.
4. What have you been doing today/yesterday?
5. have you eaten Italian food before/already?
6. I've been leaving here in/since the end of last year.
7. Actually I had dinner with Sue last last night/lately.
8. I've been trying to get in touch with David for ages/for the last time.
9. Terry hasn't been to Edinburgh since/when we went there together.
10. I can't remember how long/when I've had this watch.

Unit 4. Business talk.

Part 1. Text: Business talk

Part 2. Grammar: Present Perfect Continuous

Reading

1. Read the text and answer the question:

- What are the rules of communication do you observe?

A vital factor in a company's success is good communication among its employees. According to the book *In Search of Excellence* (Peters and Waterman) excellent companies have a vast network of informal, open communication. Their staff keep in contact with one another on an informal and formal basis. Management encourages easy and frequent communication.

How do you rate communication within your own company? Are you happy with it or do you think it could be improved? Perhaps some of the following factors affecting in-company communication are familiar to you?

Failing to get the message

Many managers believe they give clear instructions to their employees. In fact, research has shown that employees very often do not realize they have been told to do something. When managers give instructions they should endeavor to ensure that these have been understood and interpreted correctly.

Breakdown in communication

People can have difficulty communicating with other employees of higher job status. This "social distance" may affect how openly employees speak about their work. People of the same rank may talk frankly to one another about how things are going. However, they may be less honest with someone higher up in the

hierarchy - for fear of prejudicing their position in the company. For this reason employees often "filter" information. They alter the facts to tell the boss what s/he wants to hear. One way of reducing social distance is to cut down the ways in which employees can indicate higher status. In Japanese companies, for example, it is usual for all staff to wear the same uniform. Many companies have a common dining area for all staff.

The physical element

Physical surroundings and distance can affect how well people communicate. The farther away one person is from another, the less often they communicate. Some research has shown that when the distance is more than 10 meters, the probability of communicating at least once a week is only 8%. This compares with 25% for people less than 5 meters apart! The physical layout of an office should therefore be carefully planned. Open-plan offices, for example, are designed to encourage quick and easy communication. Some companies prefer to install escalators, rather than lifts, to increase the chances of employees meeting face-to-face.

Selective perception

People perceive things in different ways. The world of a sender of a message is not the same as that of the receiver. Because their knowledge and experience is different, the sender and receiver are always on slightly different wavelengths. So the message may get distorted.

How can good communication be fostered?

The most important thing for all managers to remember is that communication is a two-way process. They should encourage their employees to ask questions and to react to what the managers are saying. Feedback is vital. The most useful question a manager can ask is "Did you understand that?"

2. Read the proper names:

- Japan – Japanese
- ‘In Search of Excellence’
- Peter and Waterman

3. Translate the words and word combinations:

- | | |
|-------------------|-------------------|
| - keep | - alter |
| - keep in contact | - alter the facts |

- encourage
- encourage communication
- talk
- talk frankly
- filter
- filter information
- reduce
- reduce social distance

- perceive
- perceive things in different ways
- give
- give instructions
- react
- react to what people say
- ask
- ask questions

4. Give English equivalents:

- | | |
|---------------------------------------|-----------------------------------|
| 1. Схема неформального общения - ... | 6. Внимательно спланировать - ... |
| 2. Давать четкие указания - ... | 7. Встреча лицом к лицу - ... |
| 3. Сотрудники равных должностей - ... | 8. Искажать смысл сообщения - ... |
| 4. Говорить открыто - ... | 9. Обоюдный процесс - ... |
| 5. Физическое окружение - ... | 10. По причине страха - ... |

5. Give Russian equivalents:

- | | |
|-----------------------------------|----------------------------|
| 1. Employee - ... | 6. Cut down the ways - ... |
| 2. In-company communication - ... | 7. Dining area - ... |
| 3. Endeavour - ... | 8. Open-plan office - ... |
| 4. Social distance - ... | 9. Physical layout - ... |
| 5. Prejudicing the position - ... | 10. Wavelengths - ... |

6. Give synonyms to following words:

- | | |
|---------------------|--------------------------|
| 1. Familiar - ... | 6. Research - ... |
| 2. Feedback - ... | 7. Frankly - ... |
| 3. To foster - ... | 8. Social distance - ... |
| 4. Network - ... | 9. Contact - ... |
| 5. Job status - ... | 10. Face-to-face - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. Some research (*to show*) that when the distance is more than 10 meters, the probability of communicating at least once a week is only 8%.
2. Management (*to encourage*) easy and frequent communication.

3. Their staff (to keep) in contact with one another on an informal and formal basis.
4. This "social distance" (to affect) employees for a long time.
5. They (to use) this technology for several years.
6. Scientists (to talk) about the importance of the teambuilding.
7. They (not communicate) since they started to work at the company.
8. Company (to provide) special communication policy to improve inner teamwork.
9. Employees (to keep) in secret different details during the conversation with their colleagues.
10. European companies (to permit) it for 10 years ago.

8. Answer the questions according to the text:

- Are you good at communication with people?
- What rules exist at your workplace?
- Why is it important to maintain good relationships with colleagues?
- Would you like to apply for a manager position in a company? Have you got appropriate communication skills?
- Do you prefer open-plan offices or classic office organization?

9. Retell the story.

10. Tell about your experience on this issue.

Grammar

1. Write these sentences, putting the verbs into the present perfect continuous.

1. 'What (you do) today?' 'I (play) tennis.'
'What have you been doing today?' 'I've been playing tennis.'
2. 'How long (you study) English?'
3. 'Oh, David! I (look) for you!'
4. 'Pat (live) here for twenty-five years.'
5. 'I'm tired. We (walk) all day.'
6. 'How long (you learn) to drive?'
7. 'I (wait) here for ages.'
8. 'She's bad-tempered because she (work] too hard.'
9. 'They (watch) football since three o'clock.'
10. 'Why (you see) your parents so much recently?'
11. 'The children look exhausted. What (they do)?'
12. 'She should pass the exam. She (study) for weeks.'
13. 'Your mother sends her love. I (just speak) to her on the phone.'
14. 'I (work) here since I was eighteen.'

2. Read the situation and complete the sentences.

1. It's raining. The rain started two four ago.
It's been raining for four hours.
2. We were waiting for the taxi. We started waiting 10 minutes ago.
.....
3. I'm learning German. I started classes in November.
.....
4. Andrew is working in New York. He started working here on 15 July.
.....
5. Our friends often spend their vacation in France. They started going there 10 years ago.
.....

3. A journalist visits a film festival and talks to the fan waiting to see the film star.

JOURNALIST Good morning. How long *have you been waiting* (you/wait) to see your favorite

star?

FAN Well, we arrived at about 6 a.m. and it's 10 a.m. now, so we

.....

(wait) for about four hours.

JOURNALIST And (you, stand) here at all the time?

FAN No, a friend and I take it in turns because of the rain.

JOURNALIST Yes, it's pretty wet. (It, rain) long?

FAN No, only since about 9 o'clock.

JOURNALIST And how about you? Are you a great film festival fan?

FAN Oh, yes. I (come) to this one for 6 years now.

JOURNALIST Six years? That's as long as I(write) articles for my newspaper!

Unit 5. The new shape of shopping.

Part 1. Text: The new shape of shopping

Part 2. Grammar: Grammar check. Present tenses

Reading

1. Read the text and answer the question:

- Why marketing is so important for entrepreneurs?

Marketing is facing new challenges in the retail area.

Shopping in the UK had its golden age in the 1980's. There was buoyant consumer confidence, new technological products, such as CD's, stimulated demand, and edge-of-town developments boomed. However, the new retail environment is much more complex, competitive and uncertain. New strategies will be vital for survival.

Changing demographics

The "grey market" will double by 2020. The over-60's will be richer and have more leisure. However, it is not easy to predict their shopping habits. Just what product mix will match them? How far will the over-60's take on board new technologies and attitudes.

There has been much talk of the emergent "green consumer". Yet it is the falling demographic sectors who shop most greenly - the young.

Micro-marketing

Reflecting the uncertain and fragmented nature of the future retail landscape, marketing has had to become increasingly complex and "micro". Time and effort is going into targeting niche markets. Markets are being analysed not only in terms of

class or area but according to minute differentiations in tastes, lifestyles and attitudes.

Saturation

The markets opened up by out-of-centre supermarkets are becoming saturated. One response has been a move downmarket into deep discount supermarkets. Some experts predict a growth of teleshopping helped by the spread in cable networks. One spin-off of teleshopping, incidentally, will be a rise in specifically targeted advertising via such networks. Instead of broadcasting adverts to the old "admass", the new buzz word is "narrowcasting".

Internationalization

Retailing will become more international. In the UK the pioneers in deep discounting were continentals such as Aldi and Netto. Recently, the Japanese have been buying big stores such as Simpson and Aquascutum. Many British now cross the channel to shop in France - the cross-channel spree has become a national institution.

In general, however, the British consumer may stay different from his neighbors on the continent. A recent survey of food retailers, for example, showed that while "lifestyle" and "environment" were important factors for continental consumers, "cheapness" and "safety" remained the Anglo-Saxon priorities.

2. Read the proper names:

- Grey Market
- Aldi
- Aquascutum
- Simpson
- Netto

3. Translate the words and word combinations:

- | | |
|---------------------------------|---------------------------------------|
| - face | - buy |
| - face new challenges | - buy big stores |
| - predict | - predict |
| - predict shopping habits | - predict a growth of teleshopping |
| - become | - become |
| - supermarkets become saturated | - companies become more international |
| - cross | - analyze |
| - cross the channel | - analyze differentiations in tastes |
| - stay | - move |
| - stay different from neighbors | - move into discount |

4. Give English equivalents:

- | | |
|--------------------------------------|--|
| 1. Магазин низких цен - ... | 6. Подходящий продукт - ... |
| 2. Сфера продаж - ... | 7. Демографическая яма - ... |
| 3. Телевизионная реклама - ... | 8. Территориальные особенности покупателей - ... |
| 4. Старая аудитория - ... | 9. Реклама посредством социальных сетей - ... |
| 5. Поставщик продуктов питания - ... | 10. Мимолетная смена вкусов - ... |

5. Give Russian equivalents:

- | | |
|-------------------------------------|-------------------------------|
| 1. Edge-of-town - ... | 6. Spin-off - ... |
| 2. Retail environment - ... | 7. Green products - ... |
| 3. Green consumer - ... | 8. Cable network - ... |
| 4. Out-of-center supermarkets - ... | 9. Big stores - ... |
| 5. Teleshopping - ... | 10. National priorities - ... |

6. Give synonyms to following words:

- | | |
|------------------------------|-------------------|
| 1. Golden age - ... | 6. Spree - ... |
| 2. Buoyant - ... | 7. Consumer - ... |
| 3. Niches of marketing - ... | 8. Shopping - ... |

4. Pioneers - ...

5. Buzz word - ...

9. Market - ...

10. Lifestyle - ...

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. However, the new retail environment (to be) much more complex, competitive and uncertain.

2. There (to be) much talk of the emergent "green consumer".

3. Time and effort (to go) into targeting niche markets.

4. Some experts (to predict) a growth of teleshopping helped by the spread in cable networks.

5. Marketing is (to face) new challenges in the retail area.

6. However, it is not easy (to predict) their shopping habits.

7. One response (to be) a move downmarket into deep discount supermarkets.

8. Instead of broadcasting adverts to the old "admass", the new buzz word (to be) "narrowcasting".

9. Retailing (to become) more international.

10. Recently, the Japanese (to buy) big stores such as Simpson and Aquascutum.

8. Answer the questions according to the text:

- What do you think about marketing in your city?
- Do you prefer online or retail shopping?
- Do you like discount supermarkets? Why?
- What adverts annoy you?
- How much time do you spend at supermarket usually?

9. Retell the story.

10. Tell about your experience on this issue.

Grammar

1. Use the verbs in the present perfect continuous to complete the dialogue.

build do feed ~~look~~ play worry

JACK AND EVE Hello, Mummy. We're home.

MOTHER Thank goodness. I *have been looking* for you everywhere.
What (you)?

EVE We in the park.

MOTHER But you're all dirty.

JACK Yes, I houses with the mud from the pond.

EVE And I the ducks.

MOTHER And I About where you were. Well, you can go and
have a
good wash!

2. Put in the verbs. Use the present perfect continuous.

Ilona Sorry, I'm late.

Emma It's OK. *I haven't been waiting* (I/not/wait) long.

Ilona I've been with Mrs King.(she/help) me with my English.

Emma Your English is very good. You don't need lessons, surely. How long
.....

(you/study) English?

Ilona Er, eight years now. But my accent wasn't so good before I came to England.

.....(I/try) to improve it.

Emma Your accent is fine, Ilona. Honestly.

3. What could you say in these situations? Use these verbs: play, read, swim, talk, travel, work.

- A video is on. I began two hours ago, and it hasn't finished yet.

The video has been playing for two hours.

1. Matthew went into the water an hour ago. He doesn't want to come out yet.

.....

2. Your friends started their journey around the world three month ago. They've gone

about halfway now.

.....

3. Mark got to the office early this morning. Ten hours later he's still here.

.....

4. Melanie rang Rita forty minutes ago, and they're still on the phone.

.....

5. Trevor has got an interesting book. He started it quite a long time ago. Ask him how long.

.....

Unit 6. Home comforts at work.

Part 1. Text: Home comforts at work

Part 2. Grammar: Past Simple

Reading

1. Read the text and answer the question:

- Why teleworking is the best form of an employment?

Technological advances have helped us to save time and effort in many areas of life. At work we already appreciate such benefits as computerization and fast communication via e-mail and satellites. There is now a growing trend towards moving technology into our home and staying there to work. A recent survey in the UK reported that one in five of the working population now spends at least part of the working week at home, "teleworking". But how attractive and feasible is teleworking really?

What are the advantages of teleworking?

British Telecom, an employer who actively encourages its workers to work from home, claims that people who work from home are up to 20% more productive than those in the office. Having greater control over their working environment means that teleworkers are generally less stressed. A report in 1994 found that teleworkers were considered to be more productive, reliable and loyal than on-site staff. The teleworker saves money on office clothes and on traveling costs (the average office-based worker spends 480 hours per year commuting, the equivalent of 60 working days). The employer saves money, too; one company, Digital, who has one quarter of its workforce teleworking, calculated that the cost of setting up an office at home for an employee, approximately £3,500, was recouped within the first year. And considering the 19.8 billion gallons of exhaust fumes every day produced from commuters' cars, there are also gains for society in general.

Why is there a trend towards teleworking?

British industry is changing. For instance, screen-based service industries have been replacing the manufacturing industries. There has also been a noticeable shift

towards self-employment and people working on short-term contracts. A lot of work is now contracted out to freelance workers. In the USA, environmental awareness has played a role. The US Clean Air Act requires major employers to reduce the number of business journeys staff make into the office. As a consequence, giant companies such as AT&T and IBM have introduced an element of teleworking.

Constantly improving technology supports this trend towards teleworking. Thanks to new software coming onto the market, the average PC will be able to automate phone dialing and act as an intelligent information centre for voice messages, electronic mail and faxes.

Even though there are disadvantages, such as teleworkers feeling isolated, lonely and frustrated, it seems that teleworking is here to stay. Indeed, it has been estimated that by the end of 1997, 2.25 million people in the UK will be working from home for at least three days a week. The figure will reach 5 million by the end of the century.

2. Read the proper names:

- USA - United States of America
- IBM - International Business Machines
- AT&T - American Telephone and Telegraph Company

3. Translate the words and word combinations:

- | | |
|---|---|
| - save | - spend |
| - save time and effort | - spend at least part of working week at home |
| - communicate | - encourage |
| - communication via e-mail and satellites | - encourage somebody |
| - support | - recoup |
| - support somebody or something | - recoup within first year |
| - spend | - produce |
| - spend time commuting | - produce exhaust fumes |
| - feel | - play |
| - feel isolated and frustrated | - play role |

4. Give English equivalents:

- | | |
|--|--|
| 1. Недостатки - ... | 6. Экологическая грамотность - ... |
| 2. Огромные корпорации - ... | 7. Программное обеспечение - ... |
| 3. Рабочая неделя - ... | 8. Общение посредством электронной почты и спутниковой связи - ... |
| 4. Экономить время и деньги - ... | 9. Командировочные расходы - ... |
| 5. Подвергаться меньшему стрессу - ... | 10. Работа по контракту - ... |

5. Give Russian equivalents:

- | | |
|--------------------------|--------------------------------------|
| 1. Recent survey - ... | 6. Short-term contracts - |
| 2. Teleworking - ... | 7. Intelligence information centre - |
| 3. On-site staff - ... | 8. Freelance work - |
| 4. Exhaust fumes - ... | 9. Working environment - |
| 5. Self-employment - ... | 10. Awareness - |

6. Give synonyms to following words:

- | | |
|-------------------------------|-----------------------------|
| 1. Screen-based service - ... | 6. Awareness - ... |
| 2. Freelance - ... | 7. Information center - ... |
| 3. Staff - ... | 8. On-site staff - ... |
| 4. Intelligent - ... | 9. Computerization - ... |
| 5. Reliable - ... | 10. Industry - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. A recent survey in the UK (*to report*) that one in five of the working population now spends at least part of the working week at home, "teleworking".
2. A report in 1994 (*to find*) that teleworkers were considered to be more productive, reliable and loyal than on-site staff.
3. British industry (*to change*).
4. For instance, screen-based service industries (*to replace*) the manufacturing industries.
5. In the USA, environmental awareness (*to play*) a role.

6. As a consequence, giant companies such as AT&T and IBM (*to introduce*) an element of teleworking.
7. British Telecom (*to claim*) that people who work from home are up to 20% more productive than those in the office.
8. The employer saves money, too; one company, Digital, who has one quarter of its workforce teleworking, (*to calculate*) that the cost of setting up an office at home for an employee, approximately £3,500, was recouped within the first year.
9. There (*to be*) a noticeable shift towards self-employment and people working on short-term contracts.
10. At work we already (*to appreciate*) such benefits as computerization and fast communication via e-mail and satellites.

8. Answer the questions according to the text:

- Why do people tend to work online?
- What advantages has teleworking?
- What are the main disadvantages of on-site working?
- What companies use on-site staff?
- Why will teleworking be more and more popular in the future?

9. Retell the story.

10. Tell about your attitude to this issue.

Grammar

1. Write these sentences in the past simple, keeping them as questions or negative.

1. Do they agree? *Did they agree?*

2. They don't drive. *They didn't drive.*
3. When do they go?
4. Where do they work?
5. Do you understand?
6. I don't know.
7. He doesn't like it.
8. What do you think?
9. He doesn't live here.
10. How much does it cost?
11. When do you get up?
12. I don't swim.
13. She doesn't speak Spanish.
14. We don't understand.
15. When do the leave?

2. Two people talk about some changes in the city where they grew up. Complete the conversation with the correct forms of the words in the box and the words in brackets.

agree become bring change close get go like live produce visit

PAT I *went* to Sheffield a couple of weeks ago. The city a lot since you and I

..... there. It's a nicer place to live in now.

VAL I (not) the city for a while but I hear that it a lot cleaner.

PAT Yes, in the old days the steelworks a lot of smoke, but most of them

..... now. And you remember that they rid of the trams in the 1950s.

VAL Yes, I (not) with that at the time because I riding on the trams.

PAT Well. Guess what! They them back!

VAL That is good news. I can see that I'll have to go back for a visit.

3. Complete the newspaper story about a fire. Put in the past simple form of the verbs.

Two people *died* (die) in a fire in Ellis Street, Oldport yesterday morning. They

(be) Herbert and Molly Paynter, a couple in their seventies. The fire
(start) at 3.20 a.m. A neighbour, Mr Aziz, (see) the flames and
..... (call) the fire brigade. He also (try) to get into the
house and rescue his neighbours, but the heat (be) too great. The fire
brigade

(arrive) in five minutes. Twenty fire-fighters (fight) the fire and
finally (bring) it under control. Two fire-fighters
(enter) the burning building but (find) the couple dead.

Unit 7. What attracts customers?

Part 1. Text: What attracts customers?

Part 2. Grammar: Past Continuous

Reading

1. Read the text and answer the question:

- What do you think attracts customers in reality?

What attracts customers? Obviously the quality of a product does, but visual images contribute a great deal. It is not only the image provided by the packaging that counts but the whole corporate identity of the company.

There are now many products and services on the market which are similar in content though produced by different companies. It is vital, therefore, for a company to distinguish itself from its competitors by having a strong company image which is immediately recognizable.

Logos are part of this image. They are symbols which often include a name or initials to identify a company. The logo establishes a visual identity for the company, just as different groups of young people express their identity through hairstyles and clothes. All groups from all cultures and throughout the ages have used colors and symbols to show their identity.

In different cultures, different colors carry different meanings. Some colors may be connected with coldness in one culture and with warmth in another; some colors represent life in one culture but death in another. International companies have, therefore, to make sure that their logos will not be misunderstood or misinterpreted in different countries.

The logos of large international companies are instantly recognizable throughout the world. One of the most famous logos is that of Coca Cola. The design of the words "Coca Cola" has not changed since 1886, although the surrounding design has been changed from time to time.

Many companies have, over the years, renewed their logos to fit in with contemporary design and to present more powerful images. Company logos can be emotive and can inspire loyalty by influencing the subconscious. Some logos incorporate an idea of the product; the steering wheel in the Mercedes logo, for example, and the aero plane tail of Alitalia. Logos are used on letterheads, packaging and brochures as well as on the product itself. They may also appear in newspapers or on television as part of an advertising campaign. Companies need to have a strong corporate identity. The logo helps to promote this image and to fix it in the minds of the consumers. Logos, therefore, need to be original and to have impact and style.

2. Read the proper names:

- Coca Cola
- Mercedes

3. Translate the words and word combinations:

- | | |
|------------------------|--|
| - attract | - incorporate |
| - attract customers | - incorporate an idea |
| - express | - carry |
| - express our identity | - carry different meanings |
| - represent | - renew |
| - represent something | - renew company's logo |
| - inspire | - appear |
| - inspire somebody | - appear in newspapers and on television |
| - help | - change |
| - help to promote | - change design of the logo |

4. Give English equivalents:

- | | |
|-------------------------------------|---|
| 1. Качество продукта - ... | 6. Меняться время от времени - ... |
| 2. Конкуренты - ... | 7. Иметь влияние на что/кого-либо - ... |
| 3. Незамедлительно узнаваемый - ... | 8. Удостовериться - ... |
| 4. Нести различные значения - ... | 9. Прическа - ... |
| 5. Узнаваемый дизайн - ... | 10. Упаковка - ... |

5. Give Russian equivalents:

- | | |
|------------------------------|--------------------------------------|
| 1. Attract - ... | 6. Subconscious - ... |
| 2. Similar content - ... | 7. Advertising campaign - ... |
| 3. Visual identity - ... | 8. Corporate identity - ... |
| 4. Misunderstanding - ... | 9. Promotion - ... |
| 5. Contemporary design - ... | 10. Fix something in the minds - ... |

6. Give synonyms to following words:

- | | |
|-------------------------|-----------------------------|
| 1. Customer - ... | 6. Famous - ... |
| 2. Visual - ... | 7. Powerful - ... |
| 3. To distinguish - ... | 8. Logo - ... |
| 4. Image - ... | 9. Brochure - ... |
| 5. Identity - ... | 10. Misinterpretation - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. Logos (to use) on letterheads, packaging and brochures as well as on the product itself.
2. They (to appear) in newspapers or on television as part of an advertising campaign.
3. All groups from all cultures and throughout the ages have (to use) colors and symbols to show their identity.
4. In different cultures, different colors (to carry) different meanings.
5. The logos of large international companies (to be) instantly recognizable throughout the world.
6. The design of the words "Coca Cola" has not changed since 1886, although the surrounding designs (to change) for years.
7. Many companies have, over the years, (to renew) their logos to fit in with contemporary design and to present more powerful images.
8. Some logos (to develop) an idea of the product.
9. Companies (to follow) a strong corporate identity.
10. The logo (to promote) this image and (to fix) it in the minds of the consumers.

8. Answer the questions according to the text:

- What are some examples of famous logos do you know?
- Why does Coca Cola's logo is unchanged?

- What are key points of successful company's visual image?
- Create some logos that you suppose will become recognizable.
- What colors and shapes would you use in your logo?

9. Retell the story.

10. Tell about your experience on this issue.

Grammar

1. Put the verbs into the correct form (past continuous).

1. When I phoned my friends, they (play) monopoly.
2. Yesterday at six I (prepare) dinner.
3. The kids (play) in the garden when it suddenly began to rain.
4. I (practice) the guitar when he came home.
5. We (not / cycle) all day.
6. While Alan (work) in his room, his friends (swim) in the pool.
7. I tried to tell them the truth but they (not / listen) .
8. What (you / do) yesterday?
9. Most of the time we (sit) in the park.
10. I (listen) to the radio while my sister (watch) TV.
11. When I arrived, They (play) cards.
12. We (study) English yesterday at 4:00 pm .

2. Fill in the blanks with appropriate past continuous form of the verb given in the brackets.

1. I TV at eight o'clock yesterday evening.
a) was watching b) watched c) am watching
2. I all day yesterday.
a) painted b) was painting c) had painted
3. They the whole time they were together.
a) quarreled b) were quarreling c) are quarreling
4. As I down the road, I saw Philip.
a) were walking b) was walking c) walked
5. The phone rang while I dinner.
a) was having b) had c) am having

6. It happened while I in Southampton last year.
a) lived b) was living c) had been living
7. When I entered her room, she the piano.
a) was playing b) played c) were playing
8. When I got up this morning, the sun
a) shone b) was shining c) were shining
9. At the time when it happened, I to the opera a lot.
a) was going b) went c) am going

3. Put the verbs into the correct form.

1. Last year we (go) to London on holiday.
2. She (talk) on phone when her mother came in home.
3. John lost his wallet when he (go) to home.
4. You did not help me because you..... (study) for your math's exam.
5. We (play) cricket in the evening.
6. They (work) on a project when I asked them for help.
7. He (improve) his performance day by day.
8. Yesterday at 11:45 pm he (sleep).
9. We (eat) cake at four o'clock.
10. The children (play) in the garden when it suddenly began to rain.

Unit 8. Don't bank on it.

Part 1. Text: Don't bank on it

Part 2. Grammar: Past Perfect

Reading

1. Read the text and answer the question:

- Do you want to be involved in banking sphere?

The banking sector has been radically affected by technological change, especially automation, to the extent that the industry is nearly unrecognizable compared to twenty years ago. People are beginning to ask themselves, "What is a bank?"

The branch

Customers are now far more likely to transact business using a cash point machine than facing a teller across the counter. Speed, efficiency and convenience seem to be the key factors in retail banking these day. As competition between banks increases, the ability to provide new and more flexible products and services distinguishes winners from losers in the market. Banking by telephone is set to become the norm for most personal clients within the next decade; the customer need never enter his or her local branch.

However, there is a price to be paid for these changes. Thousands of jobs have been lost in the banking sector, and more are likely to go. The image of banking has become tarnished; along with many complaints about impersonal service and computer error, many people dislike the more obvious sales role of banking staff. So, have banks allowed themselves to be seduced too quickly by the promise of technology? Or, do we customers expect too much of our bank these days? Do we

need to change our thinking and accustom ourselves to a different view of what banks can and cannot do?

Dangerous dealings

In other, more glamorous, areas of the banking industry, new markets and products have hit the headlines, raising important questions about supervision. The collapse of Barings Bank has highlighted the risks inherent in derivatives trading, a complex and extremely specialized area in which the potential for disaster apparently equals the potential for reward. In themselves, derivatives are neither good nor bad; it is the use they are put to which matters. When they are used to hedge a financial position, for example, derivatives are an invaluable tool of a company finance director. Nevertheless, unregulated trading by bright young men in dealing rooms and a lack of understanding of these instruments by senior managers within a bank increase the danger of future collapse. The Barings episode has focused the attention of senior bankers on what goes on in their dealing rooms and has prompted regulatory authorities to look more closely at how this lucrative but volatile industry should be policed.

Another issue in banking is the question of globalization. It is not so many years ago that the term "global player" was on the lips of bankers in many countries across Europe, a proud boast in the faces of less adventurous provincial rivals. European banks made expensive purchases in the United States and elsewhere, some more successful than others. Cultural differences and ill-considered strategies have since shown that there is more to the process than simply putting a logo on a letterhead. While it is certainly true that banks need to follow their customers and to be present in emerging markets, some have felt that they would prefer to be national banks with an international presence, rather than truly multinational institutions.

So where does banking go from here? The industry is changing so rapidly that it would need a brave man to answer that question with any degree of confidence. Two things are, however, certain. Firstly, the information revolution that is taking place in all sectors of the industry will continue to have far-reaching effects within financial institutions. Secondly, as a result of those changes, a bank of the twenty-first century will bear little resemblance to its historical forebears founded six hundred years ago.

2. Read the proper names:

- Europe – European
- United States
- Barings Bank

3. Translate the words and word combinations:

- | | |
|--|------------------------------|
| - compare | - expect |
| - compare to... | - expect too much |
| - transact | - hit |
| - transact business | - hit the headlines |
| - provide | - hedge |
| - provide new products and services | - hedge a financial position |
| - allow | - focus |
| - allow to be seduced by someone's promise | - focus attention |
| - change | - take |
| - change our thinking | - take place |

4. Give English equivalents:

- | | |
|--|-------------------------------------|
| 1. Запятнанная репутация - ... | 6. Ключевые факторы - ... |
| 2. Банкротство - ... | 7. Работники банковской сферы - ... |
| 3. Прибыльная индустрия - ... | 8. Подчеркивать риски - ... |
| 4. Совершать дорогостоящие покупки - ... | 9. Поставить вопрос - ... |
| 5. Степень ответственности - ... | 10. Торговая площадка - ... |

5. Give Russian equivalents:

- | | |
|-----------------------------|------------------------------------|
| 1. Cashpoint machine - ... | 6. Senior bankers - ... |
| 2. Retail - ... | 7. Globalization - ... |
| 3. Local branch - ... | 8. Ill-considered strategies - ... |
| 4. Impersonal service - ... | 9. Emerging markets - ... |
| 5. Supervision - ... | 10. Far-reaching effects - ... |

6. Give synonyms to following words:

- | | |
|----------------------|---------------------|
| 1. Competition - ... | 6. Confidence - ... |
|----------------------|---------------------|

- | | |
|------------------------------|------------------------|
| 2. Derivatives trading - ... | 7. Resemblance - ... |
| 3. Reward - ... | 8. Multinational - ... |
| 4. Global player - ... | 9. Invaluable - ... |
| 5. Provincial - ... | 10. Complaint - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. The banking sector radically (*to affect*) by technological change, especially automation, to the extent that the industry is nearly unrecognizable compared to twenty years ago.
2. Competition between banks (*to increase*).
3. Banking by telephone (*to become*) the norm for most personal clients within the next decade.
4. Thousands of people (*to loose*) their job in the banking sector.
5. In other, more glamorous, areas of the banking industry, new markets and products (*to hit*) the headlines.
6. Bank (*to highlight*) the risks inherent in derivatives trading, a complex and extremely specialized area in which the potential for disaster apparently equals the potential for reward.
7. The Barings episode (*to focuse*) the attention of senior bankers on what goes on in their dealing rooms and has prompted regulatory authorities to look more closely at how this lucrative but volatile industry should be policed.
8. European banks (*to make*) expensive purchases in the United States and elsewhere, some more successful than others.
9. Cultural differences and ill-considered strategies (*to show*) that there was more to the process than simply putting a logo on a letterhead.
10. The industry (*to change*) so rapidly that it would need a brave man to answer that question with any degree of confidence.

8. Answer the questions according to the text:

- Do you like to use online banking service?
- Have you ever faced with negative sides of impersonal service?
- What would you do to improve this online system?
- Are your parents prefer to use online Bank or visit the branch?
- Why do banks go bankrupt?

9. Retell the story.

10. Tell about your experience on this issue.

Grammar

1. Complete the sentences below using the negative form of past perfect. Use the short form.

Example: He (leave) when I arrived.

He hadn't left when I arrived.

1. The man was hit by a red car. The driver (see) him.
2. I saw him because he (leave) for work.
3. The girl was afraid. She (fly) on a plane before.
4. Tamsin was happy to see John again. They (meet) for a long time.
5. He didn't get the job because he (send) all his papers.
6. The apartment was dirty. They (clean) it for a long time.
7. The dog was really hungry. Mary (feed) it since Monday.
8. She (iron) her blouse. She looked a mess.
9. The house didn't fall down. Luckily, the termites (eat) all the floors as original thought.
10. Derrick was very tired. He (sleep) at all.

2. Make the past perfect simple questions.

- 1) (you/go) there before we went together?

- 2)(she/see) the film already?
- 3) Why (he/forget) about the meeting?
- 4)(it/be) cold all week?
- 5) (I/read) the book before the class?
- 6) When she arrived (we/eat) already?
- 7) Where (you/be) when I saw you?
- 8) (they/travel) by bullet train before?
- 9) (John/meet) Lucy before they worked together?
- 10) (you/do) your homework before I saw you?

3. Fill in all the gaps with the correct form of the past perfect.

1. When the teacher stopped the exam, I hadn't finished. Your English is much better than mine.

..... (finish)?

2. I enjoyed going fishing with my father last week. I

..... (catch) two fish by the time we stopped for dinner.

3. We (travel) from Delhi to Bombay by bus when I began to feel sick. I didn't think I could finish the trip.

4. I (not, finish) reading the novel when the professor asked me to discuss the plot. I guess I should have finished my homework.

5. If you (ask) me before I spent all of my money, I would have lent you some. It's too bad you didn't speak to me yesterday.

6. My sister got angry because I (turn off) the television before her movie ended.

7. I hit a car that (stop) at the intersection before the light turned red.

8. My mother was angry because she (already, call) us 3 times and we still hadn't answered.

9. The rain..... (stop) by the time the class ended and I had to go home.

10. The broken glass was on the floor at my feet and my mother asked me what I (do). I (not, do) anything, but I was still blamed for the accident. That darn cat was to blame.

Unit 9. Dirty business.

Part 1. Text: Dirty business

Part 2. Grammar: Past perfect Continuous

Reading

1. Read the text and answer the question:

- What do you know about the pollution problem?

Industrial pollution is costing more than the insurers reckoned. And we will all have to pay.

Over the last few years pollution has become the biggest headache for insurers around the world. Changes in the law, American court decisions and a greater willingness to sue by individuals and environmental lobby groups have meant that many insurance companies have been faced with frighteningly huge bills.

Many claims bedevilling insurance underwriters at Lloyds of London arise from the 1950's to 1970's when pollution cover was provided automatically as an addition to a standard insurance policy. The underwriters had no idea of what would come: a rash of old cases of industrial and chemical pollution. Many of these claims were from the USA where the principle of "strict liability" applies. A company can be liable for pollution on its land even if it was unaware of it and had not owned the land when the pollution occurred. On the basis of strict liability many millions of dollars have been paid out to claimants, although more recently some American court rulings have gone the insurers' way. Insurers are now beginning to make provisions for 30 and 40 year old liabilities.

Many environmentalists in Europe favour the strict liability ruling as they think it will discourage companies from polluting land irresponsibly and might even enhance their efficiency. Various European countries, including Italy, Greece and Holland, have signed a convention on environmental pollution, embodying the principle of strict liability. It has not yet been imposed on the whole of the European Union.

The UK, which does not apply the strict liability principle, maintains the legal position that if future pollution could not reasonably be foreseen on the basis of diligent research and best current knowledge, the owner of the land could not be held responsible. British environmentalists are campaigning for strict liability and also support the introduction of a national register of contaminated land.

In the USA the principle of joint and several liability is wreaking even more damage to insurers. This principle means that if, say, a chemical factory fouls a field, not only the chemical company but also its directors, bankers and investors can be held liable. And each can be obliged to pay the full damages for the pollution, granting the victims damages of many times what they originally applied for.

To respond to this, a "super fund" in the States has been set up - financed by levies on industry and insurers, to cope with environmental pollution claims on an industry-wide basis.

Such a draconian principle as joint and several liability has pushed insurers to even more caution. They are reluctant to provide blanket cover for unforeseen environmental damage under a general protection policy. Premium rates have soared and policies are much more restrictively worded.

As well as rising costs for insurance cover, manufacturing companies fear that multinationals will be tempted to set up in places such as Bhopal in India where companies are not obliged to pay heavily for environmental damage - or even the death of workers. There is a growing worry that increasing environmental constraints could damage the competitive position of companies in Europe.

2. Read the proper names:

- London
- European Union
- Greece
- Holland

3. Translate the words and word combinations:

- | | |
|---|---------------------------------------|
| - become | - discourage |
| - pollution become the biggest headache | - discourage companies from polluting |
| - make | - apply |
| - make provisions | - apply strict principle |
| - pay | - maintain |
| - pay the full damage | - maintain legal position |
| - cope | - provide |

- cope with environmental pollution
- sue
- sue by individuals and groups of people

- provide blanket cover
- damage
- damage company's position

4. Give English equivalents:

- | | |
|---|---|
| 1. Повысить эффективность - ... | 6. Вред, нанесенный окружающей среде - ... |
| 2. Подписать конвенцию о загрязнении окружающей среды - ... | 7. Множественная ответственность - ... |
| 3. Причинять все больший вред - ... | 8. Судебное решение - ... |
| 4. Строгая ответственность - ... | 9. Столкнуться с проблемой огромных штрафов - ... |
| 5. Загрязнение окружающей среды - ... | 10. На том основании, что.... - ... |

5. Give Russian equivalents:

- | | |
|-----------------------------|-------------------------------------|
| 1. Insurance policy - ... | 6. Industry-wide basis - ... |
| 2. Chemical pollution - ... | 7. Draconian principle - ... |
| 3. Court decision - ... | 8. Protection policy - ... |
| 4. Diligent research - ... | 9. Premium rates - ... |
| 5. Contaminated land - ... | 10. Environmental constraints - ... |

6. Give synonyms to following words:

- | | |
|-----------------------|------------------------|
| 1. Pollution - ... | 6. Multinational - ... |
| 2. Liability - ... | 7. Competitive - ... |
| 3. Caution - ... | 8. Claimants - ... |
| 4. Willingness - ... | 9. Strict - ... |
| 5. Underwriters - ... | 10. Lobby - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. Many claims bedeviling insurance underwriters at Lloyds of London arise from the 1950's to 1970's when pollution cover (to provide) automatically as an addition to a standard insurance policy.
2. Many of these claims (to form) the USA where the principle of "strict liability" applies.
3. On the basis of strict liability many millions of dollars (to pay) out to claimants, although more recently some American court rulings have gone the insurers' way.
4. British environmentalists (to complain) for strict liability and also support the introduction of a national register of contaminated land.
5. In the USA the principle of joint and several liability (to wreak) even more damage to insurers.
6. They (to provide) blanket cover for unforeseen environmental damage under a general protection policy.
7. The worry (to grow) that increasing environmental constraints could damage the competitive position of companies in Europe.
8. Industrial pollution (to cost) more and more.
9. Over the last few years pollution (to become) the biggest headache for insurers around the world.
10. It (to impose) on the whole of the European Union.

8. Answer the questions according to the text:

- Do you worry about environmental pollution problem?
- What do you think governments should do to solve it?
- Are you ready to take part in “rescue operation”?
- Are businessman in you city responsible for pollution situation?
- Do you for or against heavy fines for environmental pollution actions?

9. Retell the story.

10. Think up several examples of the solution environmental problem in your city.

Grammar

1. Put the verbs into the correct form.

1. We (sleep) *had been sleeping* for 12 hours when he woke us up.
2. They (wait) at the station for 90 minutes when the train finally arrived.
3. We (look for) her ring for two hours and then we found it in the bathroom.
4. I (not / walk) for a long time, when it suddenly began to rain.
5. How long (learn / she) English before she went to London?
6. Frank Sinatra caught the flu because he (sing) in the rain too long.
7. He (drive) less than an hour when he ran out of petrol.
8. They were very tired in the evening because they (help) on the farm all day.
9. I (not / work) all day; so I wasn't tired and went to the disco at night.
10. They (cycle) all day so their legs were sore in the evening.

2. Fill in all the gaps with the correct form of the past perfect progressive.

1. We (fish) unsuccessfully for two days, but my brother finally caught a large salmon.
2. She (wear) new clothes all week; however, no one noticed. She was very sad.
3. We were unable to finish our project even though we (work) hard for three days.
4. My brother and I (fight) for weeks before my mother finally sat us down and talked to us about the problem.
5. The coffee shop in front of the university (struggle) to compete with a big chain coffee shop for a year before it failed.
6. I..... (not, study) English for long before I realized that I needed more speaking practice.
7. (wait, you) for long before your friend finally showed up?
8. China (hope) to win the bid for the Olympics for a long time. They finally succeeded in 2008.
9.(call, your parents) you for long before you answered the phone?
10. I finally passed my driving test last week. I(take) the test regularly for 6 years. Perhaps I'm not really a good driver.

11. Our literature class finally finished War and Peace yesterday. We (read) that huge novel for more than a month.

3. Change the verb into the correct form.

1. They (chat) for over 2 hours.
2. I (wait) there for ages.
3. Brianna (sit) there for 20 minutes before the doctor (call) her name.
4. You (work) there for several years before you (quit) your job.
5. They (jog) for a while before they (get) tired.
6. I (wait) for the bus for 10 minutes when it (arrive).
7. She (want) to rest a bit because she (clean) the whole day.
8. They (decide) to break up because they (fight) for a long time.
9. Alex (play) golf for many years before he (retire).
10. Susan (be) hungry because she (fast) the whole day.

Unit 10. Sales in recessions.

Part 1. Text: Sales in recessions

Part 2. Grammar: Grammar check. Past tenses

Reading

1. Read the text and answer the question:

- What do you now about economic cycles?

Sales figures are often used as evidence of the general health of the economy. In a recession, any rise in high street sales is quoted by government ministers as evidence of the increase in consumer confidence that is the first step on the road back to economic growth. In free market terms, sale figures reflect the state of local market forces at any one place and at any one time. They show the amount of a product that the public wants to buy at the current price.

To a large extent, this is true. At times of falling sales, high street shops are forced to reduce prices - with out-of-season sales, special offers and even "closing down" sales. Newspapers are full of advertisements for special offers on consumer durables, cars, for example, or computers and video recorders.

The reason for these goods being the ones that are most frequently discounted in times of recession is that they are the most expensive in terms of their opportunity cost - their relative value to buyers compared to the value of alternative goods and services on which they may want to spend that same amount of money. If you have £X, you can buy a CD player or go on a short holiday, but you cannot do both.

Even more important, perhaps, is the consumer's fear of his or her personal future. In recessions come job losses, with job losses comes an increased reluctance to spend; it is expensive luxuries such as videos that are the first items to be cut from household budgets. People feel the need to save against the possible future loss of income. In recessions, a greater proportion of the public's income is saved than in times of economic growth.

The effect of all this on manufacturers can easily be seen. Falling sales lead to production cut-backs. This results in the under-capacity of plant and machinery. Since fixed overheads remain basically the same, other ways of cutting back on costs and thus of reducing prices have to be found. Almost always, this is achieved through cutting back on jobs.

But therein lies the problem. Although, for a manufacturer, cutting back on the workforce is a relatively simple short-term solution, it is not necessarily the best long-term strategy. In certain key industries, skilled labor is hard to find - and keep. the job market can fluctuate as erratically as the consumer market. There are fashionable jobs and unfashionable jobs. There are glamorous jobs and jobs that nobody wants to do. These trends are reflected in the kind of further training chosen by school leavers and in the kinds of further education courses on offer. Manufacturers, therefore, tend to wait longer before laying off any staff than they would do if they were obeying market forces. To keep these workers fully occupied, companies may have to depress prices artificially to a point lower than that demanded by prevailing market forces, merely in order to maintain production levels. It is almost certainly true, therefore, that there are forces at work at the time that an economy is entering a recession that distort the real value of sales figures. It may also be true that, on the way out of a recession, or in a boom period, the competition for scarce labor has the same distorting effect.

2. Read the proper names:

- Institute of Manpower Studies

3. Translate the words and word combinations:

- | | |
|-----------------------------------|------------------------------|
| - reduce | - distort |
| - reduce the price | - distort the real value |
| - feel | - have |
| - feel the need | - have the same affect on... |
| - tend | - lay off |
| - tend to wait longer | - lay off staff |
| - increase | - maintain |
| - increase confidence | - maintain production level |
| - use | - cut |
| - use something as evidence of... | - cut household budget |

4. Give English equivalents:

1. Экономический рост - ...

6. Рынок труда - ...

- | | |
|---------------------------------|----------------------------------|
| 2. Выгодное предложение - ... | 7. Потребительский рынок - ... |
| 3. Безработица - ... | 8. Выпускники школ - ... |
| 4. Предметы роскоши - ... | 9. Рыночная сила - ... |
| 5. Долгосрочная стратегия - ... | 10. Разрешено государством - ... |

5. Give Russian equivalents:

- | | |
|----------------------------------|--------------------------------|
| 1. Sales figures - ... | 6. Public's income - ... |
| 2. Current price - ... | 7. Cut-backs - ... |
| 3. Out – of – season sales - ... | 8. Fixed overheads. - ... |
| 4. Time of recession - ... | 9. To depress prices - ... |
| 5. Household budget - ... | 10. "Closing down" sales - ... |

6. Give synonyms to following words:

- | | |
|-----------------------|-----------------------|
| 1. Scarce - ... | 6. Value - ... |
| 2. To fluctuate - ... | 7. Workforce - ... |
| 3. Fashionable - ... | 8. Possible - ... |
| 4. Prevailing - ... | 9. Manufacturer - ... |
| 5. Erratically - ... | 10. Discount - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. In free market terms, sale figures (to reflect) the state of local market forces at any one place and at any one time.
2. They (to show) the amount of a product that the public wants to buy at the current price.
3. At times of falling sales, high street shops (to reduce) prices - with out-of-season sales, special offers and even "closing down" sales.
4. Even more important, perhaps, (to be) the consumer's fear of his or her personal future.
5. In recessions (to come) job losses and an increased reluctance to spend.
6. People (to feel) the need to save against the possible future loss of income.
7. Falling sales (to lead) to production cut-backs.
8. Almost always, this (to achieve) through cutting back on jobs.
9. Although, for a manufacturer, cutting back on the workforce (to be) a relatively simple short-term solution.

10. These trends (*to reflect*) in the kind of further training chosen by school leavers and in the kinds of further education courses on offer.

8. Answer the questions according to the text:

- Do you like to buy goods on sales?
- Why do manufacturers reduce prices in recession period?
- Do you learn something new about economy from this text?
- Would you like to become a financial analyst?
- Do you run a family budget?

9. Retell the story.

10. Tell about your experience on this issue.

Grammar

1. Using the words in parentheses, complete the text below with the appropriate tenses:

I'm sorry I left without you last night, but I told you to meet me early because the show started at 8:00. I(try) to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were supposed to meet, I (have) five cups of coffee and I (wait) over an hour. I had to leave because I (arrange) to meet Kathy in front of the theater. When I arrived at the theater, Kathy..... (pick, already) up the tickets and she was waiting for us near the entrance. She was really angry because she (wait) for more than half an hour. She said she..... (give, almost) up and (go) into the theater without us. Kathy told me you (be) late several times in the past and that she would not make plans with you again in the future. She mentioned that she (miss) several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time!

2. Using the words in parentheses, complete the text below with the appropriate tenses:

1. It is already 9:30 PM and I (wait) here for over an hour. If John does not get here in the next five minutes, I am going to leave.
2. I was really angry at John yesterday. By the time he finally arrived, I (wait) for over an hour. I almost left without him.

3. Did you hear that Ben was fired last month? He..... (work) for that import company for more than ten years and he (work) in almost every department. Nobody knew the company like he did.
4. I (see) many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.
5. Sarah (climb) the Matterhorn, (sail) around the world, and (go) on safari in Kenya. She is such an adventurous person.
6. Sarah (climb) the Matterhorn, (sail) around the world and (go) on safari in Kenya by the time she turned twenty-five. She (experience) more by that age than most people do in their entire lives.
7. When Melanie came into the office yesterday, her eyes were red and watery. I think she (cry).

3. Using the words in parentheses, complete the text below with the appropriate tenses:

1. My English is really getting better. I (try) to learn the language since 1985, but only recently have I been able to make some real progress. By the time I started high school in 1988, I (study) the language for almost three years; however, I was only able to introduce myself and utter a few memorized sentences. For a couple more years, I (struggle) through grammar and vocabulary lessons, which made absolutely no difference. Nothing worked, so I decided to study abroad.
2. I found an exchange program in England that sounded like the perfect answer. I (stay) with a host family for one month. It was a huge disappointment! I (sit) there the whole time staring at the host mother and father hoping that there would be some breakthrough. Nothing.
3. When I returned, I mentioned to a friend that I (have) problems with the language for years. He recommended that I spend a year in an English speaking country. I decided to go abroad again. I (research) exchange programs for a couple of weeks and finally decided on a school in the United States.
4. Well, it worked. I..... (live) and (study) in the U.S. for more than two years. I (stay) here for at least another year before I return home. By then, I should be completely fluent.

Unit 11. TQM for the 90's?

Part 1. Text: TQM for the 90's? Part 2. Grammar: Future Simple

Reading

1. Read the text and answer the question:

- Why TQM become so widespread?

The Total Quality Management doctrine began in Japan in the '50s and was enthusiastically taken up in the USA in the '80s. It proclaims that a genuine recognition of the customer's needs and demands is vital to a company's success. It also stresses the importance of involving employees in the quality movement and the need to view business activities as processes, with a goal of continuous improvement. How successful is TQM in Europe? And is it relevant in the '90s?

Proponents of Total Quality Management (TQM) emphasize its many internal and external benefits, such as improved business results, customer and employee satisfaction, the positive impact on society, improved management and enhanced leadership skills. They believe that the TQM principles of total quality will remain the cornerstone of good management.

According to a recent survey, TQM is gradually building up momentum in Europe although progress remains slow in several sectors and countries. Compared with 55% in the USA and 53% in Asia, only 30% of European companies have adopted TQM. Why has there been this slow take-up?

Quality accepted

In certain countries, such as Germany, TQM has had relatively little impact because quality has always been established as an important management consideration.

Implementation of TQM

In addition, there are several problems in implementing TQM. It is not always easy to gain the support of employees, especially in those companies where morale has been undermined by redundancies or where the top management is seen to lack a gut commitment to quality.

Middle managers are often unenthusiastic about involving their subordinates too much in the quality process; it could prejudice their chances of meeting their budget targets and could threaten their own jobs.

TQM is seen as rather inward-looking. An obsession with methodology and standards can distract a company from chasing sales. Excessive bureaucracy, for example filling in forms and following detailed procedures, can disillusion employees.

Large or small companies?

It is noticeable that many of the companies in Europe who have taken up TQM have been large international manufacturing companies. This is partly explained by the introduction of quality standards at international level. (Service companies, where there has been less standardization than in the manufacturing sector, have adopted TQM to a much smaller extent).

Smaller companies have been slower to take up TQM partly because managers have felt too busy to undertake the extra work involved. Also, in many cases, these managers are already in close touch with their customers and readily responsive to their feedback and demands. However, in future, as companies deal on a more international basis, there is likely to be pressure on such small companies to adopt TQM principles, if only to satisfy the demands and requirements of larger suppliers. Indeed, as global competition increases, many companies will have to accept that a narrow definition of product quality is no longer sufficient to ensure success.

2. Read the proper names:

- The Total Quality Management

3. Translate the words and word combinations:

- | | |
|----------------------------|-----------------------------|
| - stress | - prejudice |
| - stress the importance of | - prejudice the chance |
| - improve | - distract |
| - improve business results | - distract somebody from |
| - enhance | - undertake |
| - enhance skills | - undertake the extra work |
| - have | - to be |
| - have impact | - to be in close touch with |
| - gain | - ensure |
| - gain support | - ensure success |

4. Give English equivalents:

- | | |
|----------------------------|-------------------------------|
| 1. Customer's need - ... | 6. Quality standard - ... |
| 2. Leadership skills - ... | 7. Manufacturing sector - ... |
| 3. Take-up - ... | 8. Global competition - ... |
| 4. Middle manager - ... | 9. Product quality - ... |
| 5. Filling in forms - ... | 10. Impact on society - ... |

5. Give Russian equivalents:

- | | |
|-----------------------------------|----------------------------------|
| 1. Business activities - ... | 6. Top manager - ... |
| 2. Quality movement - ... | 7. Budget targets - ... |
| 3. Positive impact - ... | 8. Inward-looking - ... |
| 4. Total quality - ... | 9. International basis - ... |
| 5. Management consideration - ... | 10. Manufacturing features - ... |

6. Give synonyms to following words:

- | | |
|-----------------------|--------------------------|
| 1. Employee - ... | 6. Commitment - ... |
| 2. Benefits - ... | 7. Subordinates - ... |
| 3. Goal - ... | 8. Bureaucracy - ... |
| 4. Implementing - ... | 9. Standardization - ... |
| 5. Redundancies - ... | 10. Feedback - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. According to a recent survey, progress (to remain) slow in several sectors and countries.
2. How successful (to be) TQM in Europe?
3. An obsession with methodology and standards (to distract) a company from chasing sales.
4. Indeed, as global competition increases, many companies (to have) to accept that a narrow definition of product quality is no longer sufficient to ensure success.
5. It also (to stress) the importance of involving employees in the quality movement and the need to view business activities as processes, with a goal of continuous improvement.
6. Proponents of Total Quality Management (TQM) (to emphasize) its many internal and external benefits, such as improved business results, customer and

employee satisfaction, the positive impact on society, improved management and enhanced leadership skills.

7. They believe that the TQM principles of total quality will (play) role of the cornerstone of good management.

8. In certain countries, such as Germany, TQM (to have) little impact because of national features.

9. In addition, there (to be) several problems in implementing TQM.

10. It (not to be) easy to gain the support of employees, especially in those companies where the top management is seen to lack a gut commitment to quality.

8. Answer the questions according to the text:

- What is the main idea Of TQM?
- What difficulties face companies?
- Where the TQM was invented?
- Why do European countries adopt the TQM so slow?
- What do you think about TQM in your country?

9. Retell the story.

10. Tell about your attitude to this issue.

Grammar

1. Change the verb into the correct form.

1. I (help) you with your homework.
2. She (be) here very soon.
3. They (come) at 8 o'clock.
4. You (call) me next week.
5. I (use) the money wisely.
6. We (return) as soon as possible.
7. It (rain) tomorrow.
9. Ralf (pay) for it.
10. Amanda (win) this game.

2. Fill in the gaps with the words at the very end of the sentences in future simple.

1. Miss Browna new list tonight. (make)
2. We a policeman which road to take. (ask)
3. My wife on you tomorrow. (call)
4. I my lunch at twelve o'clock. (have)
5. He here on Wednesday. (be)
6. He at two o'clock tomorrow. (come)
7. The new park a very great area. (cover)
8. We the answer tomorrow. (know)
9. I hope we him tonight. (meet)
10. When the thermometer is below zero water (freeze)

3. Make the future simple.

1. A: There's someone at the door. B: I (get) it.
2. Joan thinks the Conservatives (win) the next election.
3. A: I'm moving house tomorrow. B: I (come) and help you.
4. If she passes the exam, she (be) very happy.
5. I (be) there by four o'clock I promise.
6. A: I'm cold. B: I (turn on) the fire.
7. A: She's late. B: Don't worry. She (come).
8. The meeting (take) place at 6pm.
9. If you eat all of that cake, you (feel) sick.

Unit 12. Is the customer always right?

Part 1. Text: Is the customer always right?

Part 2. Grammar: Future Continuous

Reading

1. Read the text and answer the question:

- Are you satisfied by services in your city?

With many European economies showing slow growth, the retail sector is coming under increasing pressure to improve its service and cater more for consumer demands.

Is the customer always right? The answer, it seems, depends on which country you are in. Shopping is very much a part of a country's culture, and attitudes to shopping and consumers vary from country to country just as much as climate or taste in food. From the air-conditioned order of American malls to the anarchy of African bazaars, the way we shop shows the way we see ourselves and our relationships with other people.

Recent economic hardship has given the consumer increased power in Europe as retailers fight to win their share of reduced disposable income. This has meant falling prices, plenty of special offers and a re-examination of what customer service really means. People often point to America as an example of sophisticated customer service. In restaurants in the south of the USA, for example, waiters compliment you on your clothes, ask about your day, compliment you on the wisdom of your order and then return every ten minutes to refill your glass and make sure that everything is to your satisfaction.

Anyone who has waited 30 minutes to be served in a restaurant might well dream of such attention, but do Europeans really want US style service? As a friend of mine once told me, "By the end of the evening I had spent as much time talking to the waiter as to my wife." It is a question of expectations. Different nationalities expect different types of service.

A Chinese-American friend loves telling people about how her Chinese mother shops for clothes: "First of all she waits until they are on sale, then she haggles until she gets an even better price and then she finds some small fault with the product and demands a further reduction. She never buys anything at the regular

price." Could you imagine trying such tactics in a department store in your country?

Attitudes to service are, of course, affected by employers' attitudes to their workers. As American sales and service personnel are heavily reliant on commission and tips, they have more incentive to provide more service. But is this fair? Do we think it is fair to ask shop assistants to work late evenings, Sundays and 12 hour shifts? Does it fit in with our picture of society? It might not be a case of "Is the customer always right?" but a case of "How much service is it fair to expect?"

2. Read the proper names:

- Chinese
- American

3. Translate the words and word combinations:

- | | |
|------------------------------------|--------------------------------------|
| - improve | - spend |
| - improve services | - spend time |
| - cater | - expect |
| - cater for consumers | - expect different types of services |
| - depend | - demand |
| - depend on something | - demand a further reduction |
| - point to | - provide |
| - point to something as an example | - provide services |
| - compliment | - fit in |
| - compliment somebody on | - fit in with our picture of society |

4. Give English equivalents:

- | | |
|---|--|
| 1. Вкусовые предпочтения в пище - ... | 6. Кондиционеры - ... |
| 2. Взаимоотношения с другими людьми - ... | 7. Официант - ... |
| 3. Сервисная служба - ... | 8. Говорить комплименты - ... |
| 4. Приобрести по лучшей цене - ... | 9. Американский стиль обслуживания - ... |
| 5. Культура государства - ... | 10. Торговаться - ... |

5. Give Russian equivalents:

- | | |
|-----------------------------------|-------------------------------|
| 1. Retail sector - ... | 6. Department store - ... |
| 2. Recent economic hardship - ... | 7. Shop assistant - ... |
| 3. Disposable income - ... | 8. Service personnel - ... |
| 4. Special offer - ... | 9. Slow growth - ... |
| 5. Regular price - ... | 10. Increasing pressure - ... |

6. Give synonyms to following words:

- | | |
|-------------------|-----------------------|
| 1. Pressure - ... | 6. Satisfaction - ... |
| 2. Consumer - ... | 7. Expectation - ... |
| 3. Hardship - ... | 8. Fault - ... |
| 4. Mall - ... | 9. Tip - ... |
| 5. Wisdom - ... | 10. Customer - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. In fact, many European economies (to show) slow growth.
2. People (to shop) more rationally in future decades.
3. People (to point) to America as an example of sophisticated customer service.
4. In restaurants in the south of the USA waiters (to make) sure that everything is to your satisfaction.
5. By the end of the evening we (to spend) as much time talking to the waiter as to our friends.
6. Different nationalities (to use) different types of service.
7. A Chinese-American friend (to tell) people about her Chinese mother's tactics.
8. Do Europeans really (to apply) US style service?
9. First of all, my friend (to wait) until goods will be on sale.
10. She (to haggle) until she will get an even better price.

8. Answer the questions according to the text:

- Do you like sales?
- Are you ready to wait the better price?
- Why do retail centers make sales?
- What is your favorite mall?
- How much money do you save at sales?

9. Retell the story.

10. Tell about your attitude to this issue.

Grammar

1. Put the verbs into the correct form.

- | | |
|---|-------------------------|
| 1. At midnight we (sleep) | <i>will be sleeping</i> |
| 2. This time next week we (sit) at the beach. | ..... |
| 3. At nine I (watch) the news. | ..... |
| 4. Tonight we (cram up) for our English test. | ..... |
| 5. They (dance) all night. | ..... |
| 6. He (not / play) ll afternoon. | ..... |
| 7. I (not / work) all day. | ..... |
| 8. (eat / you) at six? | ..... |
| 9. (drive / she) to Moscow? | ..... |
| 10. (fight / they) again? | ..... |

2. Put the verbs into the correct form.

1. Tomorrow morning we (work)
2. This time next week we (have) a party.
3. At midnight I (sleep)
4. This evening we (watch) a talk show.
5. They (not/do) their homework this afternoon.
6. He (listen) to music.
7. I (read) a book this evening.
8. (walk / you) home this afternoon?
9. He (not/draw) tomorrow morning
10. They (argue) again?

3. Change the verb into the correct form.

1. He (wait) for quite some time.

2. Tomorrow at this time I (dance) at a party.
3. Next week at this time I (sunbathe) at the beach.
4. At 5 o'clock you (help) your brother.
5. This evening at 8 o'clock, she (watch) a movie with her friends.
6. Nicole (have) a hard time.
7. We (smile), and they (cry).
8. Rebecca (clean) the house, and John (wash) the dishes.
9. Tonight they (talk), (dance) and (have) a good time.
10. It (rain) tonight.

Unit 13. The story of Silicon Valley.

Part 1. Text: The story of Silicon Valley

Part 2. Grammar: Future Perfect

Reading

1. Read the text and answer the question:

- What do you know about Silicon Valley?

It is not made of silicon; and it is not a river valley; but forgetting that, Silicon Valley is probably the most famous valley in the world. Although it is not the place where the first computer was built (that was Manchester, England), Silicon Valley, near San Francisco, was the birthplace of the modern computer industry. For this, we can say thank you to scientists at the universities in California, and to the Hippies of the 1960's. It was in the nineteen-sixties that American "youth culture" really began. California, of course, already existed; but the Sixties Generation rediscovered it. At the time there were really two different forms of youth culture; the "Beach Boy" culture on the one hand, and the anti-establishment hippies and radical students on the other hand; and they all dreamed of California.

For the Beach Boys, that meant southern California, where they could sing about surfing and cars; for the Hippies and radicals, it meant San Francisco, "flower power" and revolutionary new ideas. The campuses at Berkeley and Stamford, near San Francisco, were hot-beds of new ideas, new technology, new culture, and new ways of living. When they finished university, many of the best students did not look for jobs with big companies like Ford or Exxon. Instead they wanted to be free and run their own operations.... and stay in California, not far from San Francisco. Silicon Valley is thus a group of small towns, including Palo Alto and San José, a few miles south of San Francisco.

The high-technology industry was already present around San Francisco. Intel had been founded in 1968, and in the same year the first computer mouse was built at Stamford University. In 1970, Xerox opened a research center in Palo Alto. There were also other electronics companies, like Hewlett Packard, and Fairchild, the world's first "semiconductor" company. Then, in 1976, an electronics student called Steve Jobs started a small computer company in his garage; he gave it the same name as the Beatles' record company: Apple.

Very soon, more companies, like Seagate and Google appeared. "Silicon Valley" had arrived. There was even a sort of primitive Internet connecting many

addresses in Silicon Valley, called the Arpanet. Today, Silicon Valley is still the home of the computer industry; it is still full of high technology, but it is not the only center for high-tech in the USA. Today here are computer firms all over the USA.... and all over the world; but Silicon Valley still has the largest concentration of high-tech companies and research centers. Microsoft, the world's biggest high-tech company, is not based in Silicon Valley. It is further north, near Seattle in the state of Washington.

2. Read the proper names:

- Apple
- Microsoft
- San Francisco
- Stamford University

3. Translate the words and word combinations:

- | | |
|---------------------|--------------------------|
| - make | - to be |
| - made of silicon | - to be free |
| - say | - open |
| - say thank you | - open a research center |
| - finish | - start |
| - finish university | - start a company |
| - look | - give |
| - look for a job | - give a name |
| - run | - base |
| - run operation | - to be based in... |

4. Give English equivalents:

- | | |
|---|-------------------------------------|
| 1. Современная компьютерная индустрия - ... | 6. Вести собственный бизнес - ... |
| 2. Компьютерная мышь - ... | 7. По всему миру - ... |
| 3. Высокие технологии - ... | 8. Новый стиль жизни - ... |
| 4. Крупные компании - ... | 9. Самый знаменитый в мире - ... |
| 5. Звукозаписывающая компания - ... | 10. Компания была основана... - ... |

5. Give Russian equivalents:

- | | |
|-----------------------------|------------------------------|
| 1. River valley - ... | 6. Hot-beds - ... |
| 2. The birth place - ... | 7. Record company - ... |
| 3. Youth culture - ... | 8. Internet connecting - ... |
| 4. Sixties Generation - ... | 9. Research centers - ... |
| 5. Anti-establishment - ... | 10. High-tech company - ... |

6. Give synonyms to following words:

- | | |
|-------------------|------------------------|
| 1. Radicals - ... | 6. Concentration - ... |
| 2. Hippies - ... | 7. State - ... |
| 3. Campus - ... | 8. Garage - ... |
| 4. Surfing - ... | 9. Power - ... |
| 5. Industry - ... | 10. Modern - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. By the end of the next decade, this youth culture (to loose) its popularity.
2. Phone me after 8 o'clock. I (to finish) my homework by then.
3. If you need to contact me, I (to stay) in Moscow until Monday.
4. We are late. The film already (to start) by the time we get to the cinema.
5. In July they (to be married) for twenty years!
6. Don't worry. The plane (to land) in a moment.
7. If we don't get there by 6.00, our instructor (to leave).
8. If you arrive late at the sale, the best things (to go).
9. By the time you come home, we (to solve) all problems with the police.
10. Everybody (to go) five hours for now.

8. Answer the questions according to the text:

- Why Silicon Valley plays such an important role in the world?
- Do you know any facts about computer inventing?
- Do you imagine your life without electronic devices?
- What do you know about “flower power” phenomenon?
- Do you want to work at the high-tech industry?

9. Retell the story.

10. Tell about your attitude to this issue.

Grammar

1. Make the future perfect.

1. I (leave) by six.
2. (you/finish) the report by the deadline?
3. When (we/do) everything?
4. She (finish) her exams by then, so we can go out for dinner.
5. You (read) the book before the next class.
6. She (not/finish) work by seven.
7. When (you/complete) the work?
8. They..... (arrive) by dinner time.
9. We (be) in London for three years next week.
10. (she/get) home by lunch time?
11. (you/do) everything by seven?
12. We (not/eat) before we come, so we'll be hungry.
13. (he/finish) his exams when we go on holiday?
14. (we/arrive) by the time it gets dark?
15. How long (you/know) your boyfriend when you get married?

16. He (not/complete) the project by July.
17. I (not/finish) the essay by the weekend.
18. Why (she/finish) the cleaning by six?
19. How long (you/be) in this company when you retire?
20. They..... (not/go) at six.

2. Change the verb into the correct form:

1. By this time tomorrow, I (finish) the project.
2. By 8 o'clock, the kids (fall) asleep.
3. By tomorrow morning, he (sleep) wonderfully.
4. By next year, she (receive) her promotion.
5. Robin (sell) his car by next Sunday.
6. Morgan (clean) the entire house by lunch.
7. We (dance) a few dances before midnight.
8. At this time tomorrow morning, they (begin) working.
9. At this time next week, we (catch) the thief.
10. By 2013, I (live) in Madrid for 5 years.
11. In 2020, they (work) here for 20 years.
12. By September, Julie (teach) us for over a year.
13. By October, I (study) English for 3 months.
14. On Monday, she (wait) for 2 weeks.
15. Before Saturday, you (do) all of your homework.

3. Fill in the gaps with the words at the very end of the sentences in future perfect tense.

1. When you arrive I probably the job. (start)
2. They dinner by the time we get there. (have)
3. A few centuries from now wars, I hope, a thing of the past. (become)
4. In a year's time he to some more serious sort of job. (take)
5. You a lot of your work by the end of this month. (do)
6. By November all the leaves (fall)
7. If he doesn't hurry, they before he comes. (leave)
8. I am sure that tomorrow you all these rules. (forget)
9. Be quick! The child before you rescue it. (drown)
10. She old before she learns the use of prepositions. (grow)
11. The airman more than a thousand miles, before the end of this month. (fly)

12. If you ring me up after nine o'clock, I to the doctor. (speak)
13. We..... twenty miles more before we cross the frontier. (travel)
14. Next year we together for ten years. (be)
15. I am sure they the new road before April. (complete)

Unit 14. Spanish Economy.

Part 1. Text: Spanish Economy

Part 2. Grammar: Future Perfect Continuous

Reading

1. Read the text and answer the question:

- What do you know about economic system of Spain?

Spain's borrowing costs shot up at a bond auction on Thursday, after economic data confirmed the country is back in recession and reports of an outflow of deposits from nationalized Bankia hammered its share price.

The Spanish Treasury had to pay around 5 percent to attract buyers of three- and four-year bonds. The longer-dated paper sold with a yield of 5.106 percent, way above the 3.374 percent the last time it was auctioned. "This ... fits the pattern of recent sales, with the Spanish treasury successfully getting its supply away but at ever-higher yields," said Richard McGuire, rate strategist at Rabobank in London. "This unfavorable trend looks set to remain firmly in place ... Ultimately, this ratcheting up of yields will likely require some form of outside intervention," McGuire said. Spanish Prime Minister Mariano Rajoy said on Wednesday his government, struggling to reduce its budget deficit, could soon find it difficult to fund itself affordably on the bond market unless the pressure eases.

His finance minister, Cristobal Montoro, meets heads of finance of all 17 regions later to review their budget plans which are a crucial plank of the drive to lower public debt. The European Commission warned last week that stubbornly high debts in the regions and the welfare system would prevent Spain meeting its deficit goal of 5.3 percent of GDP this year.

Spain's 10-year yields have spiked back above 6 percent, which investors view as a pivot point that could accelerate a climb to 7 percent, a cost of borrowing widely seen as unsustainable even though Madrid has sold well over half its debt needs for the year.

The problem for Madrid is that property losses facing banks are not yet quantifiable, given prices are likely to fall further. The government told the sector last week to set aside another €30bn in provisions, prompting some analysts to say

much more would need to be done. A government spokeswoman said the bidding to select an external auditor to value real estate assets across the banking sector was still open, denying Oliver Wyman and Black Rock had been chosen, as sources previously told Reuters.

While Greece, facing fresh elections which could hasten its exit from the eurozone, has dominated headlines, uncertainty over the final cost of Spain's banking reform has raised the prospect that it could require an expensive international bailout, a bill the eurozone would be stretched to cover. Official data confirmed the Spanish economy shrank by 0.3pc in the first quarter, putting it back into recession and facing a prolonged downturn as the government cuts spending in an attempt to wrestle down its budget deficit.

2. Read the proper names:

- Rabobank
- London
- Madrid
- Spain – Spanish

3. Translate the words and word combinations:

- | | |
|---------------------------|----------------------------|
| - attract | - find |
| - attract buyers | - find something difficult |
| - fit | - review |
| - fit the pattern | - review budget plan |
| - remain | - lower |
| - remain in place | - lower public debt |
| - require | - accelerate |
| - require an intervention | - accelerate a climb |
| - reduce | - prevent |
| - reduce budget | - prevent meeting |

4. Give English equivalents:

- | | |
|--------------------------------|--------------------------------|
| 1. Аукцион облигаций - ... | 6. Специалист по ставкам - ... |
| 2. Государственная казна - ... | 7. Премьер-министр - ... |

- | | |
|--|------------------------------|
| 3. Долгосрочные финансовые облигации - ... | 8. Облегчение давления - ... |
| 4. Недавние продажи - ... | 9. Самофинансирование - ... |
| 5. Более высокая прибыль - ... | 10. Большие долги - ... |

5. Give Russian equivalents:

- | | |
|--------------------------|---------------------------|
| 1. Borrowing costs - ... | 6. Welfare system - ... |
| 2. Economic data - ... | 7. Deficit goal - ... |
| 3. Share price - ... | 8. Pivot point - ... |
| 4. Bond market - ... | 9. Debt needs - ... |
| 5. Crucial plank - ... | 10. Cost of selling - ... |

6. Give synonyms to following words:

- | | |
|--------------------|-------------------------|
| 1. Outflow - ... | 6. Government - ... |
| 2. Recession - ... | 7. Affordable - ... |
| 3. Deposit - ... | 8. Stubbornly - ... |
| 4. Supply - ... | 9. Investor - ... |
| 5. Trend - | 10. Unsustainable - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

- Next month we (*to live*) together for 25 years.
- I hear, you are going to retire next month? For how many years (*to work*) here by that time?
- By 2016 you (*to live*) in this country long enough to participate in the election.
- Next March we (*to run business*) in Bulgaria for 2 years.
- Anna (*to stay*) in Kazan for six years next February.
- By 2020 (*to build*) a home in Malta for six years.
- By the end of September, Sally (*to work*) long enough to get any benefits.
- In three months, Kate and Derek (*to see*) each other for a year.
- By 6 o'clock Greg (*to drive*) for eight long hours.
- Sally (*to wait*) for Greg in the hall for three hours when he comes.

8. Answer the questions according to the text:

- How much higher was this past bond yield compared to the previous one?
- According to the article, how high can Spain's 10 year yields go?

- What happened to Bankia shares on the market?
- Is the Spanish government unable to sell bonds?
- According to the article, what's the biggest hurdle to Spain meeting its deficit goal this year?

9. Retell the story.

10. Tell about your attitude to this issue.

Grammar

1. Put the verbs into the correct form.

1. By the end of the week I (work)
2. (wait / they) for 2 hours?
3. By the end of this month we (live) together for six years.
4. By the end of the term she (study) for nine years.
5. By midnight we (play) this computer game for 48 hours.
6. She (talk) on the phone for the last couple of hours.
7. They (look for) me all night long.
8. He (play) soccer all day long.
9. You (watch) TV all the time.
10. He (not / sleep) all morning.

2. Change the verb into the correct form.

1. By midnight, you (dance) for 4 hours.
2. By dinner, she (cook) the whole afternoon.
3. He (work) there for 10 years by 2015.
4. By next year, I (study) English for 7 years.
5. By next week, we (renovate) for over a month.
6. In 2012, they (live) here for 4 years.
7. Before December, Barbara (teach) for a year.

8. By this time tomorrow, I (do) this exercise for a long time.
9. Jessica (help) them for 12 months.
10. Bob and Sarah (cook) for 2 hours at 8 o'clock.
11. Tomorrow at 9 o'clock I (sleep) for 10 hours.
12. On Thursday, I (fix) the car for a whole month!
13. In 10 minutes, James (wait) for 2 hours.
14. They (stand) for a whole day.
15. By this time next week, we (vacation) for a month.

3. Change the verb into the correct form.

1. You (wait) for 2 hours when I (arrive).
2. Janet (study) for 5 years when she (get) her degree.
3. We (talk) for an hour when I (leave).
4. They (drive) for 6 hours when they (get) there.
5. Sam (be) tired when he (return) because he (jog) for over 2 hours.
6. My cooking (be) much better when I (return) because I (practice) for a whole month.
7. They (have) all the things they need because they (shop) for the whole afternoon.
8. We (exercise) the entire morning, so we will (want) to rest.
9. Monica (prepare) the whole weekend so she (pass) the test.
10. They (swim) for 1.5 hours when the sun (set).
11. You (watch) television for 6 hours when I (come) back.
12. By the time you (return), it (rain) heavily.
13. She (use) the car for a week by the time she (bring) it back.
14. I (work) here for 15 years next month.
15. We (fly) for 16 hours when we (arrive).

Unit 15. Digital heaven.

Part 1. Text: Digital Heaven

Part 2. Grammar: Grammar check. Future tenses

Reading

1. Read the text and answer the question:

- What do you know about nanotechnologies in your country?

If you had the opportunity to live forever, would you take it? The obstacles to keeping your body alive indefinitely still seem insurmountable, but some scientists think there is another possibility opened up by digital technology: creating a digital copy of your "self" and keeping that "alive" online long after your physical body has ceased to function.

In effect, the proposal is to clone a person electronically. Unlike the familiar physical clones - offspring that have identical features as their parents, but that are completely separate organisms with a separate conscious life - your electronic clone would believe itself to be you. How might this be possible? The first step would be to map the brain.

How? One plan relies on the development of nanotechnology. Ray Kurzweil - one of the prophets of artificial intelligence - predicts that within two or three decades we will have nanotransmitters that can be injected into the bloodstream. In the capillaries of the brain they would line up alongside the neurons and detect the details of the cerebral electronic activity. They would be able to transmit that information to a receiver inside a special helmet or cap, so there would be no need for any wires protruding from the scalp.

As a further step, Ray Kurzweil also envisages the nanotransmitters being able to connect you to a world of virtual reality on the internet, similar to what was depicted in the film 'Matrix'. With the nanotransmitters in place, by thought alone, you could log on to the internet and instead of the pictures coming up on your screen they would play inside your mind. Rather than send your friends e-mails you would agree to meet up on some virtual tropical beach.

For Ray this would be, quite literally, heaven. Once you upload the brain onto the internet and log on to that virtual world the body can be left to rot while your virtual self carries on playing Counter Strike for ever. Generations of Christians

believed in Christ partly because his resurrection held out the promise that we too might be able to enjoy life after death. But why wait for the Second Coming when you can have a shot of nanobots and upload your brain onto the internet and live on as an immortal virtual surfer?

Who needs faith when you've got broadband?

(One snag: to exist on the net you will have to have your neural network parked on the computer of a web-hosting company. These companies want real money in real bank accounts every year or they will wipe your bit of the hard disc and sell the space to someone else. With your body six feet underground how will you pay? Here the analogy with heaven really breaks down. God keeps heaven going for free, but the web is something you have to pay for.)

2. Read the proper names:

- 'Matrix'
- Counter Strike

3. Translate the words and word combinations:

- | | |
|---------------------------------|------------------------|
| - keep | - inject |
| - keep the body alive | - inject into |
| - have | - transmit |
| - have the opportunity | - transmit information |
| - create | - cause |
| - create a digital copy | - cause pollution |
| - clone | - develop |
| - clone a person electronically | - develop goods |
| - map | - produce |
| - map the brain | - produce electricity |

4. Give English equivalents:

- | | |
|-----------------------------------|---|
| 1. Самостоятельный организм - ... | 6. Атомная электростанция - ... |
| 2. Кровоток - ... | 7. Дизельное топливо - ... |
| 3. Получать информацию - ... | 8. Подсолнечное масло - ... |
| 4. Виртуальная реальность - ... | 9. Производство продуктов питания - ... |
| 5. Вызывать загрязнение | 10. Дорогостоящий источник энергии - |

окружающей среды - ...

5. Give Russian equivalents:

- | | |
|----------------------------------|---------------------------------------|
| 1. Digital technology - ... | 6. Cerebral electronic activity - ... |
| 2. Physical body - ... | 7. Clean electricity - ... |
| 3. Identical features - ... | 8. Power-station - ... |
| 4. Conscious life - ... | 9. Source of energy - ... |
| 5. Artificial intelligence - ... | 10. Renewable energy - ... |

6. Give synonyms to following words:

- | | |
|-------------------------|----------------------|
| 1. Obstacles - ... | 6. Neurons - ... |
| 2. Insurmountable - ... | 7. Capillaries - ... |
| 3. Clone - ... | 8. Helmet - ... |
| 4. Offspring - ... | 9. Petrol - ... |
| 5. Nanotechnology - ... | 10. Solution - ... |

7. Fill in the blanks with verbs in brackets in the appropriate form:

1. The first step (to be) to map the brain.
2. Within two or three decades we (to have) nanotransmitters that can be injected into the bloodstream.
3. They (to be able) to transmit that information to a receiver inside a special helmet or cap, so there would be no need for any wires protruding from the scalp.
4. As a further step, Ray Kurzweil also envisages the nanotransmitters (to help) connect you to a world of virtual reality on the internet, similar to what was depicted in the film 'Matrix'.
5. By the end of 2030 we (to use) digital technologies to keep alive ourselves.
6. One snag: to exist on the net you (to have) your neural network parked on the computer of a web-hosting company.
7. These companies want real money in real bank accounts every year or they (to wipe) your bit of the hard disc and sell the space to someone else.
8. Here the analogy with heaven really (to break down).
9. Unlike the familiar physical clones - offspring (to have) only identical features as their parents.
10. They (to be) completely separate organisms with a separate conscious life.

8. Answer the questions according to the text:

- Do you want to have a clone? Why?
- What do you think, how much it will cost?
- Why people develop such technologies?
- Do you agree to be a member of the test team?
- What difficulties may face people?

9. Retell the story.

10. Tell about your attitude to this issue.

Grammar

1. Complete the following sentences choosing the correct future tense form for the verb.

1. The train _____ (to arrive) at 12:30.
2. We _____ (to have) dinner at a seaside restaurant on Sunday.
3. It _____ (to snow) in Brighton tomorrow evening.
4. On Friday at 8 o'clock I _____ (to meet) my friend.
5. Paul _____ (to fly) to London on Monday morning.
6. Wait! I _____ (to drive) you to the station.
7. The English lesson _____ (to start) at 8:45.
8. Are you still writing your essay? If you _____ (to finish) by 4pm, we can go for a walk.
9. I _____ (to see) my mother in April.
10. Look at the clouds – it _____ (to rain) in a few minutes.
11. When they _____ (to get) married in March, they _____ (to be) together for six years.
12. You're carrying too much. I _____ (to open) the door for you.
13. Do you think the teacher _____ (to mark) our homework by Monday morning?
14. When I _____ (to see) you tomorrow, I _____ (show) you my new book.
15. After you _____ (to take) a nap, you _____ (to feel) a lot better

16. I'm sorry but you need to stay in the office until you _____ (to finish) your work.
17. I _____ (to buy) the cigarettes from the corner shop when it _____ (to open).
18. I _____ (to let) you know the second the builders _____ (to finish) decorating.
19. Before we _____ (to start) our lesson, we _____ (to have) a review.
20. We _____ (to wait) in the shelter until the bus _____ (to come).
21. I'm very sorry Dr. Jones _____ (not be) back in the clinic until 2pm.
22. This summer, I _____ (to live) in Brighton for four years.
23. I don't think you _____ (to have) any problems when you land in Boston.
24. The baby should be due soon, next week she _____ (to be) pregnant for nine months.
25. By the time we get home, they _____ (to play) football for 30 minutes.

2. Fill in the correct future tense.

1. They (drive) to New York tomorrow morning.
2. I hope the weather (be) nice.
3. I offered him this job. I think he (take) it.
4. I promise I (not tell) your secret to anyone.
5. Take your umbrella with you. It (rain).
6. They (play) cards this evening.
7. I (go) to the cinema tomorrow.
8. They (fly) to Seattle next summer holidays.
9. I (invite) 50 people to the party, and I hope everyone (come).
10. That exercise looks difficult. I (help) you.
11. he (go) to the football match?
12. Are you sure they (win) the match?
13. She probably (stay) till Thursday.
14. He (not leave) tomorrow.
15. We think he (come) home late in the night.

3. Using the words in parentheses, complete the text below with the appropriate tenses.

1. Right now, I am watching TV. Tomorrow at this time, I (watch) TV as well.

2. Tomorrow after school, I (go) to the beach.
3. I am going on a dream vacation to Tahiti. While you (do) paperwork and (talk) to annoying customers on the phone, I (lie) on a sunny, tropical beach. Are you jealous?
4. We (hide) when Tony (arrive) at his surprise party. As soon as he opens the door, we (jump) out and (scream), "Surprise!"
5. We work out at the fitness center every day after work. If you (come) over while we (work) out, we will not be able to let you into the house. Just to be safe, we (leave) a key under the welcome mat so you will not have to wait outside.
6. While you (study) at home, Magda (be) in class.
7. When I..... (get) to the party, Sally and Doug..... (dance), John..... (make) drinks, Sue and Frank (discuss) something controversial, and Mary (complain) about something unimportant. They are always doing the same things. They are so predictable.
8. When you (get) off the plane, I..... (wait) for you.
9. I am sick of rain and bad weather! Hopefully, when we..... (wake) up tomorrow morning, the sun..... (shine)
10. If you (need) to contact me sometime next week, I..... (stay) at the Sheraton in San Francisco.

Grammar Test: Present Tenses.

1. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

a) There's a party at Mary's house next week.

having

Next week *Mary's having a* party at her house.

b) When you phoned me, it was my lunch time.

I

When you phoned me lunch.

c) I started working here three years ago.

for

I've three years.

d) Our meeting is tomorrow.

a

We tomorrow.

e) I haven't had a Chinese meal for ages.

since

It's a Chinese meal.

f) David went home before we arrived.

had

When we home.

g) The arrival time of Helen's flight is 8.00.

at

Helen's flight 8.00.

h) Hurry up! We'll get to the theatre after the beginning of the play.

will

By the time we get to the theatre, the play begun.

i) Oh no! My wallet is missing.

lost

Oh no! I wallet.

j) I've only recently started wearing glasses.

wear

I recently.

2. Put each word in brackets into a suitable verb form.

Moving house

I come from a very large family, and recently my parents (1) **decided** (decide) that they (2) (spend) long enough living in an overcrowded house in Birmingham. 'We (3) (move) to the country', my father (4) (announce) one evening. 'I (5) (sell) this house, and we (6) (live) on a farm.' So last week we (7) (load) all our possessions into two hired vans, and for the last few days we (8) (try) to organize ourselves in our new home. Yesterday, for example, my three brothers and I (9)..... (start) painting the downstairs rooms. Unfortunately while I (10)(mix)the paint, one of my sisters (11) (open) the door. Nobody (12) (tell) her that we (13) (be) in the room, you see. So instead of painting the walls, we (14) (spend) all morning cleaning the paint off the floor. But worse things (15) (happen) since then. This morning when I (16)..... (wake up), water

(17) (drip) through the ceiling next to my bed. We
(18) (spend) today so far repairing the roof. It's not all bad
news, though. The school in the village nearby (19) (close
down) two years ago, and my parents (20) (not find) another
school for us yet.

3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

a) Jack left the office before I arrived there.

already

When I arrived at the office *Jack had already* left

b) Do you know how to drive this kind of car?

ever

Have this kind of car before?

c) This is my first visit to Scotland.

I

This is the first time Scotland.

d) During dinner, the phone rang.

I

While phone rang.

e) Do you have any plans for Saturday evening?

doing

What Saturday evening?

f) I started this job five years ago. **been**

I have five years.

g) Is this car yours? **you**

Do car?

h) Look at those black clouds! There's rain on the way!

to

Look at those black clouds! It's rain.

i) Our twenty-fifth wedding anniversary is in June next year.

for

By June next year we twenty-five years.

j) I haven't been to the cinema for two months.

time

The the cinema was two months ago.

4. Put each verb in brackets into a suitable verb form.

At the dentist's

I was on time for my dentist's appointment, but the dentist was still busy with another patient, so I (1) *sat*. (sit) in the waiting room and

(2) (read) some of the old magazines lying there. While I

(3) (wonder) whether to leave and come back another day, I

(4) (notice) a magazine article about teeth. It

(5) (begin): 'How long is it since you last

(6) (go) to the dentist? (7) (you go) regularly every six months? Or (8) (you put off) your visit for

the last six years?' Next to the article was a cartoon of a man in a dentist's chair.

The dentist (9) (say): 'I'm afraid this (10)

..... (hurt).' I (11) (suddenly realise) that

my tooth (12) (stop) aching. But just as I (13)

..... (open) the door to leave, the dentist's door

(14) (open). 'Next please,' he (15)
 (call), as the previous patient (16) (push) past me.
 'Actually I'm not here to see you, I (17) (wait) for my
 friend,' I
 (18) (shout), leaving as rapidly as I
 could.(19)..... (you ever do) this kind of thing? Surely I can't
 be the only person who (20) (hate) the dentist!

5. Look carefully at each line. Some of the lines are correct, and some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space.

Meeting again

Dear Harry,

Do you remember me?

We have met last year when you were on

holiday

in Brighton. I'm sorry I haven't been written

to you

since by then. I have been working abroad

and

I have only just come back home to

England.

Next week I am planning is to be in Bristol,

and

I was thinking about that we could meet.

Do you remember Shirley, the girl we have

met

in Brighton? We are getting married next
 month,
 and we are want you to come to the
 wedding.

I have lost your phone number, but when
 I have get to Bristol I'll try to contact you.
 It will be great to see you again. Are you
 still
 studying, or I have you found a job?
 You won't recognize me when you will see
 me!

I had my hair cut last week, and now I look
 at
 completely different. Shirley doesn't like
 men
 with long hair, you see!

Best wishes,
 Graham Norris

6. Decide which answer (A, B, C or D) best fits each space.

The latest news

Dear Linda,

I'm sorry I (1) **B.** to you for so long, but I (2) very busy lately. All
 last month I
 (3) exams, and I (4) anything else but study for ages.
 Anyway, I (5) studying now, and I (6) for my exam
 results.

As you can see from this letter, I (7) my address and
 (8)..... in Croydon now. I (9) that I wanted a change from
 central London because it (10) so expensive. A friend of mine
 (11)..... me about this flat, and I (12) here about two months
 ago. When you
 (13) to London this summer, please visit me. I (14)..... here
 until the middle of August. Then I
 (15) on holiday to Scotland.

Please write soon,

Margaret

- | | | | | |
|----|-------------------|------------------------|---------------------|------------------|
| 1) | A don't write | B haven't
written | C am not
writing | D wasn't writing |
| 2) | A was being | B had been | C am | D have been |
| 3) | A had | B was having | C had had | D have had |
| 4) | A haven't
done | B don't do | C wasn't
doing | D am not doing |
| 5) | A stop | B will have
stopped | C have
stopped | D was stopping |
| 6) | A wait | B am waiting | C have
waited | D was waiting |
| 7) | A am
changing | B had changed | C will change | D have changed |

- | | | | | |
|-----|------------------|-----------------------|-------------------|-----------------------|
| 8) | A will live | B have been
living | C live | D have lived |
| 9) | A decided | B have decided | C was
deciding | D decide |
| 10) | A will
become | B becomes | C has become | D will have
become |
| 11) | A tells | B told | C was telling | D will tell |
| 12) | A have
moved | B had moved | C was
moving | D moved |
| 13) | A will come | B came | C come | D were coming |
| 14) | A am staying | B stayed | C stay | D have stayed |
| 15) | A have gone | B went | C am going | D will have gone |

Grammar Test: Past Tenses.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- a) Please don't open the window. **you**

I'd rather you *didn't* open the window.

- b) Fiona wanted to know the time.

what

Fiona wanted to know was.

- c) We won't go out if the weather is bad.

won't

We the weather is good.

- d) I would like you to be here!

wish

I here.

- e) Catherine refused to let me go. **couldn't**

Catherine go.

- f) If I were you, I'd try to get some sleep.

advise

I to try to get some sleep.

- g) What a pity we didn't see the match.

wish

I the match.

- h) The old man introduced himself.

us

The old man name.

- i) David told me the time of the next train.

what

David told train left.

j) The police inspector said I had killed Mrs Burns.

of

The police inspector killing Mrs Burns.

2. Decide which answer (A, B, C or D) best fits each space.

The stolen bike

One morning last week I realized that my bike (1) **B**. stolen from my garden. I phoned the police and two officers called at my house the next day. They (2) me if I had seen or heard anything. I told (3) I had been out that evening, and hadn't noticed anything suspicious when I came home. 'If I had seen anything, I (4)..... you,' I replied. 'It was raining hard too. If the weather (5) so bad, I would have ridden my bike.' The officers told me that lots of people (6) their bikes stolen lately. 'The thieves (7) to have put the bikes in a van,' said one of the officers. 'I (8) I had known about that,' I said. 'I saw a black van that evening. In fact, it (9) opposite my house.' The officers asked me what the van's number (10) , but I couldn't remember. '(11) you saw the van again, (12) you recognize it?' one of them asked. 'It (13) painting. I remember that,' I replied. However, there was a happy ending to this story. After the officers had left, I (14) by a friend of mine. 'By the way', she said, '(15) you want your bike, I'll bring it back this afternoon. I borrowed it a couple of days ago.'

1)	A had	B had been	C had had itself	D had not
2)	A reminded	B questioned	C told	D asked
3)	A them	B that	C if	D later
4)	A called	B would	C had called	D would have called

5)	A wasn't	B wouldn't be	C hadn't been	D wouldn't have been
6)	A had	B had had	C had to have	D hadn't
7)	A think	B are thought	C have thought	D are thinking
8)	A would	B realise	C wish	D thought
9)	A was parked	B had parking	C is parked	D has parked
10)	A is	B was	C had	D wrote
11)	A If	B When	C Remember	D Suppose
12)	Ado	B can	C would	D if
13)	A needed	B had been	C looked like	D seemed
14)	A called up	B was phoned	C had a phone call	D heard some news
15)	A unless	B if only	C if	D as long as

3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

a) Excuse me, is somebody serving you, sir?

being

Excuse me, *are you being served*, sir?

b) I think we should go home. **went**

It's home.

c) The painters painted our house last month. **had**

We last month.

d) It's a pity that Charles always complains so much.

wouldn't

I so much.

e) Someone will meet you at the airport.

be

You at the airport.

f) People think that train-robber Dave Briggs has escaped.

have

Train-robber Dave Briggs escaped.

g) 'Don't forget to buy some bread, Mum,' said Pauline.

reminded

Pauline buy some bread.

h) Have you received your salary yet?

been

Have..... yet?

i) I think I'll manage to finish the letters by 4.00.

get

I think I'll by 4.00.

j) My parents made me study every night.

was

I every night by my parents.

4. Put each verb in brackets into a suitable verb form.

A friend in the rain

Last week I (1) ...**was walking**.. (walk) home after playing tennis when it
(2) (start) raining very heavily. 'Oh no, I
(3) (get) soaked before I (4) (reach) home,' I
thought. 'I wish I (5) (remember) to bring my raincoat.' But
unfortunately I (6) (leave) it at home. How stupid of me! I

(7) (always forget) to bring it with me. Luckily just then a friend of mine passed in her car and offered me a lift. '(8) (you go) home?' she asked, 'or (9) (you want) to go for a drink?' 'I think I'd rather you (10) (take) me home,' I said. 'If I (11) (not change) my clothes, I know I (12) (fall) ill, and then I (13) (not be able) to play in the tennis tournament next week. And I (14) (practise) hard for the last month.' 'I (15) (wait) for you to change if you (16) (like),' she told me. 'I think it's time you (17) (relax) for a change. You (18) (worry) too much about things lately. And people who (19) (worry) too much (20) (fall) ill more easily. It's got nothing to do with the rain!'

5. Put each verb in brackets into a suitable verb form.

The facts about sugar

Packet sugar from the supermarket (1) *...is extracted....* (extract) from either sugar cane or sugar beet. These products (2) (mix) with hot water, which (3) (dissolve) their natural sugar. Sugar (4) (also find) in fruit some of which, such as dates and grapes, (5) (contain) very high amounts of sugar. To be a little more specific, sugar should (6) (call) sucrose. Sucrose (7) (make up) of two substances: glucose, which (8) (use) for instant energy, and fructose, which (9) (last) longer as a source of energy. The sugar in fruit is

mainly fructose. So when we (10) (eat) fruit, we
 (11) (also eat) quite large amounts of natural sugar. Some
 scientists (12) (believe) that too much sugar
 (13) (eat) in sweets, cake and biscuits. It
 (14) (say) to be generally bad for the health, although nothing
 (15)(definitely prove) so far. However, it (16)
 (known) that sugar (17) (cause) tooth decay. As one expert put it:
 'If other foods (18) (damage) our body as much as sugar (19)
(damage) our teeth, they (20) (ban) immediately'.

6. Look carefully at each line. Some of the lines are correct, and some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space.

A holiday in Scotland

Some friends of mine decided to go on	+
holiday	was
to Scotland. They asked me if I was wanted	.....
to go	.....
too, but I had already arranged to go to Italy.	.....
I told them so that I had been to Scotland	.....
before,	.....
so they asked me to give them some ideas.	.....
I advised them to take up warm clothes and	.....
raincoats. 'If I were like you, I'd always carry	.....
umbrellas!' I told them. 'I doubt that whether	.....

you'll have any sunny days.' I didn't see
 them again until was after their holiday.
 They
 were all very sun-tanned, and they told to me
 that they had had very hot weather.
 'If we had been taken your advice, we would
 have made a terrible mistake,' they said me.
 'Luckily we were told us before we
 left that it was very hot in Scotland.
 It is said to they have been the hottest
 summer ever!

7. Put each verb in brackets into a suitable past verb form. Only use the past perfect where this is absolutely necessary.

- a) While I (try) **was trying** to get my car started, a passing car (stop) and the driver (offer) to help me.
- b) The police (pay) no attention to Clare's complaint because she (phone) them so many times before.
- c) Mary (not wear) her glasses at the time, so she (not notice) what kind of car the man (drive)
- d) Nick (lie) down on the grass for a while, next to some tourists who (feed) the ducks.
- e) Tony (admit) that he (hit) the other car, but said that he (not damage) it.
- f) Sorry, I (not listen) to you. I (think) about something else.

- g) Helen (feel)very tired, and when she
 (finish) her work, she
 (fall) asleep.
- h) The police (get)..... to Clare's house as fast as they could,
 but the burglars (disappear)
- i) I (phone)you last night but you
(not answer) What
 (you do)?
- j) We (not go) out yesterday because it
 (rain)

Grammar Test: Future Tenses

1. Write these sentences, putting the verbs into the future simple or present simple.

1. I (give) it to them when they visit us.
I'll give it to them when they visit us.
2. I (not send) the parcel until I (hear) from you.
I won't send the parcel until I hear from you.
3. As soon as they (phone) me, I (contact) you.
4. I (see) you before I (fly) to Paris.
5. They (send) you the money before they (leave).
6. When I (talk) to him, I (give) him your news.
7. She (visit) her parents before she (go) to the airport.
8. I (finish) this when I (be) at the office.
9. I (send) you a postcard when I (get) to Bermuda.
10. She (do) her homework before she (go) out.
11. After I (visit) the hospital, I (go) and see her parents.
12. I (phone) Mary when we (get) to San Francisco.
13. I (call) you as soon as we (sign) the contract.
14. He (not do) anything before you (tell) him too.
15. You (be) very surprised when you (meet) him.

2. Put in the missing words. Use one word only in each space.

0. I don't want a steak. I think I'll HAVE the chicken.
1. There's a fireworks display tomorrow. Janet is ... to watch it.
2. We're at that table in the corner. ... you join us?
3. I'm seeing the boss this afternoon. But I must study this report before I ... her.
4. There will be drinks at the reception, but there will ... be any food.
5. The European heads of state are ... meet in Brussels on 3 October.
6. It's a lovely day. ... we go for a walk?
7. My birthday ... on a Sunday next year.
8. My brother is engaged. He's ... married in June.
9. You won't be allowed to go to your seat after the play ... started.
10. Martin's got this coat on. I think he's ... to go out.

3. Write the sentences correctly.

0. I'm hungry. ~~I think I have something to eat.~~

I think I'll have something to eat.

1. You say you're getting a coach at nine. ~~What time is it getting to London?~~

2. I'll give Polly the news. ~~I'll tell her when I'll see her evening.~~

3. Rupert looks really tired. ~~He's about falling asleep.~~

4. We've arranged to go out. ~~We meet in town later.~~

5. I'm going to Spain next week. ~~I send you a postcard.~~

6. I'm going to get to the airport early. ~~I can read a book while I'll be waiting.~~

7. I feel a bit tired. ~~I go to lie down.~~

8. Why not come to the party? ~~All your friends shall be there.~~

9. There's been a bomb warning. ~~No one can go into building until the police will have searched it.~~

4. Look at the answers below and write the correct answer in each space.

0. A: Let's go to the carnival, shall we?

B: Yes, good idea. I expect IT'LL BE FUN.

a) it'll be b) it's c) it's being

1. A: Could I have a word with you, please?

B: Sorry, I'm in a big hurry. My train ... in fifteen minutes.

a) is going to leave b) leaves c) will leave

2. A: Have you decided about the course?

B: Yes, I decided last weekend. ... for a place.

a) I apply b) I am to apply c) I'm going to apply

3. A: I'm trying to move this cupboard, but it's very heavy.

B: Well, ... you, then.

a) I help b) I'll help c) I'm going to help

4. A: Is the shop open yet?

B: No, but there's someone inside. I think

a) it opens b) it's about to open c) it will open

5. A: Do you mind not leaving your papers all over the table?

B: Oh, sorry, I'll take them all with me when

a) go b) I'll go c) I'm going

6. A: It's a public holiday next Monday.

B: Yes, I know. ... anything special?

a) Are you doing b) Do you do c) Will you do

5. Write the sentences using a future form of the verb. Use the word in brackets.

0. Express your instant decision to take a taxi. (I'll)

I'll take a taxi.

1. Express your intention to have a rest. (going)
2. Express the idea that the timetable shows the start of term on 6 September.
(starts)
3. Predict a world war in five years' time. (there)
4. Express the idea that you and July have arranged a game of tennis for tomorrow.
(playing)
5. Give your prediction of a probable fall in prices. (probably)
6. Warn your passenger about the car crashing. (going)

REFERENCES

1. John Eastwod “Practice grammar”, Oxford University Press, 2010;
2. Norman Coe “Oxford living grammar intermediate”, Oxford University Press, 2013;
3. Elaine Walker “New grammar practice”, Longman, 2004;
4. www.lingurama.com.