

**Министерство сельского хозяйства Российской Федерации
Федеральное государственное бюджетное образовательное
учреждение высшего образования
«Смоленская государственная сельскохозяйственная
академия»**

Т.С. Новикова, Е.М. Сычева

ПРОФЕССИОНАЛЬНЫЙ ИНОСТРАННЫЙ ЯЗЫК

**Методические рекомендации с заданиями для магистров
направления подготовки «Экономика»**



Смоленск – 2019

УДК 811,111(075)
ББК 81.2 Англ.
Н73

Рецензенты:

Королькова А.А., д.филол.н., профессор ФГБОУ ВО «Смоленской государственной академии»

Соловьев А.Н., к.филол.н., доцент кафедры гуманитарных и математических наук ФГБОУ ВО Смоленская ГСХА

Н73 Новикова Т.С., Сычева Е.М. Профессиональный иностранный язык: методические рекомендации с заданиями для магистров направления подготовки «Экономика». – Смоленск, ФГБОУ ВО Смоленская ГСХА, 2019. – 84 с.

Методические рекомендации с заданиями предназначены для магистров направления подготовки 38.04.01 «Экономика» по изучению дисциплины «Профессиональный иностранный язык».

Печатается по решению методического совета ФГБОУ ВО Смоленская ГСХА протокол № 9 от 26.03.2019

© Новикова Т.С., Сычева Е.М., 2019
© ФГБОУ ВО Смоленская ГСХА, 2019

Раздел 1. Методические указания для обучающихся по освоению дисциплины «Иностранный язык в научной и профессиональной деятельности»

Обучение по дисциплине «Иностранный язык в научной и профессиональной деятельности» предполагает изучение курса на аудиторных занятиях и самостоятельную работу обучающихся.

Обучение студентов по данной программе организуется в форме практических занятий. Самостоятельная работа заключается в изучении соответствующих учебных пособий и выполнении индивидуальных заданий с последующим контролем преподавателя.

Методика преподавания дисциплины предполагает проведение практических занятий, выполнение заданий, консультаций по отдельным (наиболее сложным) вопросам курса.

Предусмотрена также самостоятельная внеаудиторная работа студентов в процессе подготовки к практическим занятиям, тестированию, которая заключается в самостоятельном изучении основной и дополнительной литературы.

Осваивая курс «Иностранный язык в научной и профессиональной деятельности», студенту необходимо научиться работать, проявлять творчество и деятельную активность на практических занятиях и организовывать самостоятельную внеаудиторную деятельность.

Очень важно активно участвовать в дискуссиях, анализе творческих задач, моделировании и решении различных проблемных ситуаций, предлагаемых преподавателем.

К практическому занятию необходимо готовиться заблаговременно. Для этого необходимо изучить лексико-грамматический материал, соответствующий теме занятия и рекомендованный преподавателем материал из учебной литературы. А также подготовить необходимый материал, информацию, предложенные для самостоятельного выполнения на предыдущем занятии.

В процессе подготовки к занятиям необходимо воспользоваться материалами рабочей программы дисциплины.

Важнейшей особенностью обучения в высшей школе является высокий уровень самостоятельности студентов в ходе образовательного процесса. Эффективность самостоятельной работы зависит от таких факторов как:

- уровень мотивации студентов к овладению конкретными знаниями и умениями;
- наличие навыка самостоятельной работы, сформированного на предыдущих этапах обучения;
- наличие четких ориентиров самостоятельной работы.

Приступая к самостоятельной работе, необходимо получить следующую информацию:

- цель изучения конкретного учебного материала;

- место изучаемого материала в системе знаний, необходимых для формирования специалиста;
- перечень знаний и умений, которыми должен овладеть студент;
- порядок изучения учебного материала;
- источники информации;
- наличие контрольных заданий;
- форма и способ фиксации результатов выполнения учебных заданий;
- сроки выполнения самостоятельной работы.

Эта информация представлена в рабочей программе дисциплины.

При выполнении самостоятельной работы рекомендуется:

- записывать ключевые слова и основные термины,
- составлять словарь основных понятий,
- выполнять различные типы заданий.

Следует выполнять рекомендуемые задания, анализировать вопросы.

Результатом самостоятельной работы должна быть систематизация и структурирование учебного материала по изучаемой теме, включение его в уже имеющуюся у студента систему знаний.

После изучения учебного материала необходимо проверить усвоение учебного материала с помощью предлагаемых тестов и контрольных работ и при необходимости повторить учебный материал.

Виды самостоятельной работы

Условно самостоятельную работу обучающихся по цели можно разделить на базовую и дополнительную.

Базовая самостоятельная работа (БСР) обеспечивает подготовку обучающегося к текущим занятиям и контрольным мероприятиям. Результаты этой подготовки проявляются в активности обучающегося на занятиях и в качестве выполненных тестовых заданий, сделанных докладов и других форм текущего контроля.

БСР может включать следующие виды работ:

- поиск (подбор) и обзор литературы и электронных источников информации по индивидуально заданной проблеме курса;
- выполнение домашнего задания или домашней контрольной работы, предусматривающих решение задач, выполнение упражнений и выдаваемых на практических занятиях;
- изучение материала, вынесенного на самостоятельную проработку;
- подготовка к практическим занятиям;
- подготовка к групповой дискуссии;
- подготовка к зачету и аттестациям;
- написание реферата (эссе, доклада) по заданной проблеме.

Дополнительная самостоятельная работа (ДСР) направлена на углубление и закрепление знаний обучающегося, развитие аналитических навыков по проблематике учебной дисциплины.

ДСР может включать следующие виды работ:

- подготовка к экзамену;
- исследовательская работа и участие в научных конференциях молодых учёных, семинарах и олимпиадах;
- анализ научной публикации по заранее определённой преподавателем теме.

Обучающийся, приступающий к изучению учебной дисциплины, получает информацию обо всех видах самостоятельной работы по дисциплине с выделением **базовой самостоятельной работы (БСР)** и **дополнительной самостоятельной работы (ДСР)**, в том числе по выбору.

Виды заданий для самостоятельной работы:

- **для овладения знаниями:** чтение текста (учебника, первоисточника, дополнительной литературы); составление плана текста; графическое изображение структуры текста; конспектирование текста; работа со словарями и справочниками; учебно-исследовательская работа; использование аудио- и видеозаписей; компьютерной техники, Интернет и др.;
- **для закрепления и систематизации знаний:** повторная работа над учебным материалом (учебника, первоисточника, дополнительной литературы, аудио- и видеозаписей); составление плана и тезисов ответа; составление таблиц для систематизации учебного материала; ответы на контрольные вопросы; аналитическая обработка текста (аннотирование, рецензирование, реферирование, конспект, анализ и др.); подготовка сообщений к выступлению на семинаре, конференции; подготовка рефератов, докладов; составление библиографии; тестирование и др.;
- **для формирования умений:** решение задач и упражнений по образцу; решение вариантных задач и упражнений; решение кейсов; подготовка к деловым играм; проектирование и моделирование разных видов и компонентов профессиональной деятельности и др.

Формы самостоятельной работы

Самостоятельная работа обучающихся складывается из:

- самостоятельной работы в учебное время,
- самостоятельной работы во внеурочное время,
- самостоятельной работы в Интернете.

Формы самостоятельной работы обучающихся в учебное время

1. Работа на практических занятиях.

Групповая дискуссия образуется как процесс диалогического общения участников, в ходе которого происходит формирование практического опыта совместного участия в обсуждении и разрешении теоретических и практических проблем. Обучающийся учится выражать свои мысли в докладах и выступлениях, активно отстаивать свою точку зрения,

аргументированно возражать, опровергать ошибочную позицию сокурсника. Данная форма работы позволяет повысить уровень интеллектуальной и личностной активности, включенности в процесс учебного познания.

«Мозговой штурм». Группа делится на «генераторов» и «экспертов». Генераторам предлагается ситуация (творческого характера). За определённое время обучающиеся предлагают различные варианты решения предложенной задачи, фиксируемые на доске. По окончании отведённого времени «в бой» вступают «эксперты». В ходе дискуссии принимаются лучшие предложения и команды меняются ролями. Предоставление обучающимся на занятии возможности предлагать, дискутировать, обмениваться идеями не только развивает их творческое мышление и повышает степень доверия к преподавателю, но и делает обучение «комфортным».

Деловые игры. Такое занятие удобнее проводить при повторении и обобщении темы. Группа разбивается на команды (2–3). Каждая команда получает задание и затем озвучивает их решение. Проводится обмен задачами.

Круглый стол. Характерной чертой круглого стола является сочетание тематической дискуссии с групповой консультацией. Выбирается ведущий и 5–6 комментаторов по проблемам темы. Выбираются основные направления темы, и преподаватель предлагает обучающимся вопросы, от решения которых зависит решение всей проблемы. Ведущий продолжает занятие, он даёт слово комментаторам, привлекает к обсуждению всю группу. Коллективное обсуждение приучает к самостоятельности, активности, чувству сопричастности к событиям. При этом происходит закрепление информации, полученной в результате прослушивания лекций и самостоятельной работы с дополнительным материалом, а также выявление проблем и вопросов для обсуждения.

Формы самостоятельной работы обучающихся во внеучебное время

1. Конспектирование. Существуют два разных способа конспектирования – непосредственное и опосредованное.

Непосредственное конспектирование – это запись в сокращённом виде сути информации по мере её изложения. При записи лекций или по ходу дискуссии этот способ оказывается единственно возможным, так как и то и другое разворачивается у вас на глазах и больше не повторится.

Опосредованное конспектирование начинают лишь после прочтения (желательно – перечитывания) всего текста до конца, после того, как будет понятен общий смысл текста и его внутренние содержательно-логические взаимосвязи. Сам же конспект необходимо вести не в порядке его изложения, а в последовательности этих взаимосвязей: они часто не совпадают, а уяснить суть дела можно только в его логической, а не риторической последовательности. Естественно, логическую последовательность

содержания можно понять, лишь дочитав текст до конца и осознав в целом его содержание. При такой работе станет ясно, что в каждом месте существенно, что будет заведомо перекрыто содержанием другого пассажа, а что можно вообще опустить. Естественно, что при подобном конспектировании придется компенсировать нарушение порядка изложения текста всякого рода пометками, перекрестными ссылками и уточнениями. Но в этом нет ничего плохого, потому что именно перекрестные ссылки наиболее полно фиксируют внутренние взаимосвязи темы. Опосредованное конспектирование возможно применять и на лекции, если перед началом лекции преподаватель будет раздавать обучающимся схему лекции (табличка, краткий конспект в виде основных понятий, алгоритмы и т. д.).

2. Реферирование литературы. Реферирование отражает, идентифицирует не содержание соответствующего произведения (документа, издания) вообще, а лишь **новое, ценное и полезное содержание** (приращение науки, знания).

3. Аннотирование книг, статей. Это предельно сжатое изложение основного содержания текста. Годится в особенности для поверхностной подготовки к коллоквиумам и семинарам, к которым задано проработать определенную литературу. Так же подходит для предварительных библиографических заметок «самому себе». Строится на основе конспекта, только очень краткого. В отличие от реферата дает представление не о содержании работы, а лишь о ее тематике. Аннотация строится по стандартной схеме: предметная рубрика (выходные данные; область знания, к которой относится труд; тема или темы труда); поглавная структура труда (или, то же самое, «краткое изложение оглавления»); подробное, поглавное перечисление основных и дополнительных вопросов и проблем, затронутых в труде.

Аннотация включает: характеристику типа произведения, основной темы (проблемы, объекта), цели работы и ее результаты; указывает, что нового несет в себе данное произведение в сравнении с другими, родственными ему по тематике и целевому назначению (при переиздании – что отличает данное издание от предыдущего). Иногда приводятся сведения об авторе (национальная принадлежность, страна, период, к которому относится творчество автора, литературный жанр), основные проблемы и темы произведения, место и время действия описываемых событий. В аннотации указывается читательское назначение произведения печати.

4. Доклад, реферат, контрольная работа.

Доклад – вид самостоятельной работы, используется в учебных занятиях, способствует формированию навыков исследовательской работы, расширяет познавательные интересы, приучает практически мыслить. При написании доклада по заданной теме следует составить план, подобрать основные источники. Работая с источниками, следует систематизировать полученные сведения, сделать выводы и обобщения. К докладу по крупной

теме привлекается несколько обучающихся, между которыми распределяются вопросы выступления.

Реферат – краткое изложение в письменном виде или в форме публичного доклада содержания научного труда или трудов, обзор литературы по теме. Это самостоятельная научно-исследовательская работа обучающегося, в которой раскрывается суть исследуемой проблемы. Изложение материала носит проблемно-тематический характер, показываются различные точки зрения, а также собственные взгляды на проблему. Содержание реферата должно быть логичным. Объем реферата, как правило, от 10 до 20 машинописных страниц. Темы реферата разрабатывает преподаватель, ведущий данную дисциплину. Перед началом работы над рефератом следует наметить план и подобрать литературу. Прежде всего, следует пользоваться литературой, рекомендованной учебной программой, а затем расширить список источников, включая и использование специальных журналов, где имеется новейшая научная информация.

Структура реферата:

- Титульный лист.
- Содержание.
- Введение (дается постановка вопроса, объясняется выбор темы, ее значимость и актуальность, указываются цель и задачи реферата, даётся характеристика используемой литературы).
- Основная часть (состоит из глав и подглав, которые раскрывают отдельную проблему или одну из ее сторон и логически являются продолжением друг друга).
- Заключение (подводятся итоги и даются обобщенные основные выводы по теме реферата, делаются рекомендации).
- Список литературы. В списке литературы должно быть не менее 8 – 10 различных источников.

Допускается включение таблиц, графиков, схем, как в основном тексте, так и в качестве приложений.

Критерии оценки реферата: соответствие теме; глубина проработки материала; правильность и полнота использования источников; владение терминологией и культурой речи; оформление реферата.

Контрольная работа – одна из форм проверки и оценки усвоенных знаний, получения информации о характере познавательной деятельности, уровня самостоятельности и активности обучающихся в учебном процессе, эффективности методов, форм и способов учебной деятельности. Отличительной чертой письменной контрольной работы является большая степень объективности по сравнению с устным опросом. Для письменных контрольных работ важно, чтобы система заданий предусматривала как выявление знаний по определенной теме (разделу), так и понимание сущности изучаемых предметов и явлений, их закономерностей, умение

самостоятельно делать выводы и обобщения, творчески использовать знания и умения.

При выполнении таких контрольных работ следует использовать предложенную основную литературу и подбирать дополнительные источники. Темы контрольных работ разрабатывает преподаватель, ведущий данную дисциплину. Ответы на вопросы должны быть конкретны, логичны, соответствовать теме, содержать выводы, обобщения и показывать собственное отношение к проблеме, где это уместно.

Самостоятельная работа в Интернете

Новые информационные технологии (НИТ) могут использоваться для:

- **поиска информации в сети** – использование web-браузеров, баз данных, пользование информационно-поисковыми и информационно-справочными системами, автоматизированными библиотечными системами, электронными журналами;
- **организации диалога в сети** – использование электронной почты, синхронных и отсроченных телеконференций.

Возможности новых информационных технологий.

Формы организации учебных занятий

1. Поиск и обработка информации

1. написание реферата-обзора
2. рецензия на сайт по теме
3. анализ существующих рефератов в сети на данную тему, их оценивание
4. написание своего варианта плана лекции или ее фрагмента
5. составление библиографического списка
6. подготовка фрагмента практического занятия
7. подготовка доклада по теме
8. подготовка дискуссии по теме

2. Диалог в сети

- обсуждение состоявшейся или предстоящей лекции в списке рассылки группы
- общение в синхронной телеконференции (чате) со специалистами или аспирантами других групп или вузов, изучающих данную тему
- обсуждение возникающих проблем в отсроченной телеконференции
- консультации с преподавателем и другими обучающимися через отсроченную телеконференцию

Раздел 2. Задания для самостоятельной работы студентов

Text 1

Barley

Barley is any annual cereal grass of the genus *Hordeum*, and in particular the species *Hordeum vulgare*. The term also is used for the edible grain of these plants.

Beyond its own reproduction and development as a plant species, barley also contributes value to human beings. Barley is used as a major animal feed crop, as a popular seasoning, in malting, and in health food. Barley ranks fourth among the cereals in terms of total world production. It is a very good source of fiber, selenium, phosphorus, copper, and manganese. Human creativity has resulted in diverse cultivars with preferred properties for various purposes.

Barley is a member of the grass family, *Poaceae*, one of the largest and most important plant families, which also includes wheat, rice, and sugar cane. There are about 600 genera and perhaps ten thousand species of grasses.

Grasses, like orchids and palms, are *monocotyledons*. Monocotyledons are one of two major groups of flowering plants (angiosperms), the other being dicotyledons. Monocotyledons have only one *cotyledon*, or embryo leaf, rather than the two found in dicotyledons. The largest family in the monocotyledon group (and in the flowering plants) is the orchids. However, the most economically important family in this group is the grasses, which include the true grains (rice, wheat, maize, barley, etc.). Unlike dicotyledons, the true grasses are specialized for wind pollination and produce smaller flowers.

Barley is one of the most important and widely consumed cereals produced in the world. It was one of the first crops domesticated for human consumption and can grow in a large number of environmental conditions. Today, it is useful to people all over the world, most importantly in animal fodder, in brewing beer (when it is malted), and to a less extent in human foodstuffs.

Most commonly, barley refers to *Hordeum vulgare* L., although other species in the genus are also included. There are many varieties of *H. vulgare*, all of which can be classified as either a spring or winter type. Winter types require a cold period in order to produce flowers and set seeds, and they are planted in the fall. Spring types do not require this cold period, and for best production they are planted as early in spring as the soil allows. When the reproductive phase is reached, the stems elongate and the flowering head (also referred to as the spike or ear) extends upward. The fertile florets on the flowering head contain both male and female reproductive structures; thus, barley primarily self-pollinates. Barley

varieties can also be classified according to the number of kernel heads, which determines the fertility of the florets on the plant.

The height of a barley plant averages roughly eighty centimeters, though it can vary greatly depending on the variety and growing conditions. Leaves grow along the barley stems, which in most varieties are coated with a waxy chalk-like deposit of varying density. The shape and size of leaves varies depending on growing conditions and barley variety.

Barley can also be classified as six-rowed, four-rowed, or two-rowed, referring to the number of kernel rows in the head. This determines the fertility of the florets on the spike (the spike is the structure containing the flowers and later the mature seeds). In six-rowed barleys (traditionally known as *Hordeum vulgare*) and four-rowed (*Hordeum tetrastichum*), all of the florets are fertile. In contrast, in two-rowed types (*Hordeum distichum*) only the central floret of the three at each node is fertile, and thus just two rows of seeds develop on opposite sides of the rachis (central stem).

Two-row barley is the oldest form, wild barley being a member of this category. Two-row barley has a lower protein content and higher starch content than six-row barley. High protein barley is best suited for animal feed or malt that will be used to make beers with a large adjunct content (those which lack enzymes). Two-row barley is traditionally used in English ale-style beers and traditional German beers, whereas six-row barley is common in some American lager style beers. Four-row is unsuitable for brewing.

Barley is widely adaptable and is currently a major crop of the temperate and tropical areas. It is likely to be susceptible to barley mild mosaic bymovirus as well as Bacterial blight.

Half of the world's barley production is used as an animal feed. A large part of the remainder is used for malting and is a key ingredient in beer and whiskey production.

Certain barley varieties, called malting barleys, are developed specifically to possess the chemical properties desirable for malting. In beer production, barley is first converted to malt, which is a better substrate for brewing and is essentially a process of truncated seed germination. This barley malt provides the sugars and amino acids for yeast growth, and the yeast converts the sugars to ethyl alcohol in the fermentation process. The two main steps in the production of beer from barley are malting and brewing, and these steps are carried out by separate industries. Non-alcoholic drinks such as barley water and mugicha are also made from barley. Barley is also used in soups and stews, particularly in Eastern Europe. A small amount is used in health foods.

Barley must have its fibrous outer hull removed before it can be eaten. Barley grains with their hulls still on are called covered barley. Once the grain has had the inedible hull removed, it is called hulled barley. At this stage, the grain still has its bran and germ, which are nutritious. Hulled barley is considered a whole grain, and is a popular health food. Pearl barley or pearled barley is hulled barley which has been processed further to remove the bran. It may be polished, a process

known as "pearling." Pearled barley can come in three sizes: coarse, medium, and fine. It is good in soups and stews, and when mixed with water and lemon can be used to make barley water, an old-fashioned drink given to the sick.

Hulled or pearl barley may be processed into a variety of barley products, including flour, flakes similar to oatmeal, and grits. Barley grits are hulled barley grains that have been cracked into medium-coarse pieces. Hulled and pearl barley may be malted and used in the production of alcoholic beverages.

TASKS

1. Read the text and translate the first four paragraphs into Russian in written form.

2. Answer the following questions to the text.

- How can you describe barley? Give a short characteristic of the plant.
- What does determine the fertility of the florets on the plant?
- What kind of barley is unsuitable for brewing?
- Why do people grow barley? Where is it used?

3. Find the following words and word combinations in the context and translate them into Russian.

annual cereal grass, a plant species, a major animal feed crop, in terms of, a very good source of, diverse cultivars, true grains, for human consumption, human foodstuffs, to set seeds, the flowering head, fertile florets, male and female reproductive structures, to determine the fertility of the florets on the plant, varying density, kernal rows, wild barley, a higher starch content, malt, to make beer, a large adjunct content, to be unsuitable for brewing, to be adaptable, truncated seed germination, fibrous outer hull, pearled barley, an old-fashioned drink, alcoholic beverages.

4. Make up the summary of the text in the written form.

Text 2

A Job of a Plant Biologist

A plant biologist works in a lab researching organic plant materials for a wide range of applications.

Plant biology is one of the most importance sciences today in many science and practical applications. Plants and our understanding of individual plants and their place in a species have a wide range of uses for ecology, climate sciences, soil science, agriculture, industry and commerce and even pharmaceuticals. Each plant has individual genetic attributes that might separate it from others in its species and from other species.

Plant biology is the lab science area of plant study although they may spend some time in the field collection samples and taking records of plants in their natural habitats. It requires not only an understanding of a plant's biology but also its chemistry. This will include its genetic coding. The aim of a plant biologist is to

determine how a plant functions and how and why it evolved to be the way it is. They may need to understand soils and geology to a certain extent. They differ from botanists in that they work in labs conducting statistical and data research, looking at the genetics and evolution of plants. They are more concerned with quantitative data. Botanists tend more to work in the field examining the qualitative data of plants - comparing species and making observations of their habits and environments. They will often work with and alongside botanists, with soil and plant scientists and with biochemists.

This is a research role where the employee will spend most of their time working in a lab. According to 2015 data collected on behalf of the BLS, the major employer of this type of qualified professional was research and development in the physical sciences at 47%. This covers a broad spectrum which includes industrial applications, materials development for clothing, plastics, biofuels, construction, engineering and many others.

The second highest employer was post-secondary education which included colleges (public and private), universities, professional and specialist schools. They employed 16% of the total body in research and teaching positions, sometimes both, as research assistants and lab assistants.

The third highest employer was pharmaceuticals at 14%. The majority of drugs manufactured globally are the result of genetic and other research into plant attributes. As new diseases emerge, more drugs will be required and plants are expected to continue to fulfil a large element of this research.

The next biggest employer was chemical manufacturing at 2%. These will be for industrial, commercial and agricultural applications. Chemical manufacturing is always on the search for new materials that are less harmful to humans and better for the environment, especially and including for sustainability.

A further 2% worked for scientific and technical consulting services. They work on a contract basis providing a range of services to organizations that may not have the resources to hire in-house employees.

According to same BLS survey data from 2018, the median salary for plant biologist was \$82,150. The lowest 10% recorded a salary of \$44,640 and the highest recorded a salary of \$153,810. Despite employing amongst the fewest in numbers, management consultancy and technical services paid the highest salaries with an average of \$105,430. Research and development paid the second highest and still above the median at \$87,650. Third was pharmaceutical employment and lower than the median at \$77,960. Chemical manufacturing was fourth at \$74,840. Much lower than the other pay bands was education with an average salary of \$55,560.

An aspiring plant biologist must have a strong background in hard sciences, including biology and chemistry, with experience working in a laboratory running tests. A plant biologist at the beginning of his or her career may be tasked with the following job duties:

- Conduct research or assist in research projects, including the collection of information and samples, such as soil or plant matter

- Monitor and observe experiments, recording test data for evaluation by research personnel
- Keep detailed logs of all work-related activities and input data into databases
- Isolate, identify and prepare specimens for examination
- Analyze experimental data and interpret results to write reports and summaries of findings

A plant biologist who has developed several years of work experience may take on a teaching role or a project management role. He or she may have the following additional job duties:

- Plan, prepare and supervise the execution of plant research projects
- Prepare technical and research reports and communicate the results to stakeholders such as supervisors, government bodies or the general public
- Supervise the work of biological technicians and other scientists
- Develop curriculum and teach courses, seminars or workshops on findings of research or other topics in plant biology

TASKS

1. Read the text and translate the first three paragraphs into Russian in written form.

2. Answer the following questions to the text.

- What does a plant biologist do?
- Where does a plant biologist work?
- What is the average plant biologist salary?
- What does an experienced plant biologist can do?

3. Find the following words and word combinations in the context and translate them into Russian.

organic plant materials, science and practical applications, individual genetic attributes, the lab science area of plant study, natural habitats, genetic coding, to a certain extent, to conduct statistical and data research, quantitative data, the qualitative data of plants, soil and plant scientists, on behalf of, the major employer, to fulfil a large element of the research, to be on the search for, sustainability, to work on a contract basis, in-house employees, a strong background in hard sciences, to assist in research projects, to monitor and observe experiments, to input data into databases, to prepare specimens for examination, to analyze experimental data, to supervise the execution of a plant research project, government bodies.

4. Make up the summary of the text in the written form.

Text 3

Sustainable Plant Production

Sustainable plant production requires management and utilisation of natural resources in the light of modern agricultural knowledge, in order to conserve or enhance the environment, biodiversity and landscape whilst producing products required by the market at competitive prices. This means that sustainability has always to take into consideration the ecological, economical and social aspects. Production processes and the utilisation of farmland must contribute to increasing soil fertility and quality, and must ensure sufficient crop yield and quality for the farmer year on year. Production processes also need to be developed and adapted to the social requirements of consumers and society. Soil conservation, the elimination of erosion, the reduction of flood risks or of mud flows into urban areas or rivers are requirements to which engineering and technology must respond. This will require different approaches depending on location, climate regions and terrain conditions. Innovative agricultural engineering and technologies have to provide technical and business solutions to meet these demands.

Future farm concepts will be based on integrated systems along the value-added chain of production. Technical, operational and organisational solutions for setting up networks have to be developed as a continuous system. All stakeholders from management, production technology via quality assurance to logistics, maintenance, service, and consulting have to be involved.

In order to ensure that production processes maintain or enhance soil quality, a range of integrated research approaches will be required. Crop rotations and soil management will need to work together, using high performance crops that can improve soil conditions alongside soil tillage methods that protect soil and minimise energy use and cost. It will be important to link with developments in machine design, particularly the use of new light materials that can minimise machine mass, in order to reduce compaction and damage. New machine concepts and undercarriage solutions will be necessary. The long-term soil response to agricultural and technical changes has to be investigated. The resulting understanding will need to be built into decision algorithms and decision support systems for soil tillage adapted to the location and the specific crop.

Novel management of material flow will be needed, whether of inputs or crop outputs. Key to this will be innovative methods of sensing, interpreting and utilising data that characterize the crop, its environment and processes for crop management. This information can then be an integral part of product traceability and quality assurance for the food chain. Advanced machine systems will be needed that can utilise the information for management purposes, either as part of current operational machines or through the development of task-specific micro-robots. In particular, systems that have the capability to adjust inputs in relation to local crop or environmental needs will advance the concept of precision in crop management e.g. in fertilizer application and plant protection. This will be an integral part of a whole farm and landscape approach to minimising environmental pollution, and sustaining biodiversity and unfarmed ecosystems.

The advanced engineering technologies required will include robotic systems, advanced engine and drive systems, and automatic guidance concepts. Efficient energy use can be improved through development of environmentally-friendly and intelligent drive systems, using state-of-the-art drive management, and improved and safer chassis design. More ergonomically designed and efficient human-machine interfaces are needed, especially when new devices are included (such as on-board computers). With these knowledge-based solutions, new agricultural machinery including tractors, self-propelled working machines and a wide variety of implements can successfully compete in the international marketplace. Automation and robotics can contribute to efficiency in use of inputs, by precise targeting and application, and in operation of systems by linking automatic guidance with management of field operations.

Advances in sensors and the translation of data into management information will be important to delivering new science concepts into practice. Mathematical modelling and its translation into decisions support systems will underpin the take up of new technologies by end users. Sensing quality, readiness for harvest and the presence of pests and diseases will lead to advanced crop management that can improve both economic and environmental aspects of production sustainability.

There will also need to be developments that improve water conservation, both to address current pressures and to respond to likely impacts of climate change, which will require changes in production methods. Developing economical irrigation and drainage systems, including production processes and associated machine systems that counteract water evaporation, drip irrigation systems with low-pressure requirements, optimised automatic control systems and solar-powered pumps can ensure production systems are more in tune with likely future climates and demands.

TASKS

1. Read the text and translate the first two paragraphs into Russian in written form.

2. Answer the following questions to the text.

- Why do we need sustainable plant production?
- What requirements must engineering and technology respond to?
- What does the modern agriculture need to compete successfully in the international marketplace?
- What changes in production methods does the climate change require?

3. Find the following words and word combinations in the context and translate them into Russian.

sustainable plant production, modern agricultural knowledge, to enhance the environment, the utilisation of farmland, to contribute, the value-added chain of production, to meet the demands, quality assurance, to maintain or enhance soil

quality, crop rotations, high performance crops, soil tillage methods, to minimise machine mass, to reduce compaction and damage, decision support systems, product traceability, the fertilizer application, sustaining biodiversity, unfarmed ecosystems, state-of-the-art drive management, precise targeting and application, end users, readiness for harvest, to be in tune with.

4. Make up the summary of the text in the written form.

Text 4
Six Tips for Effective Weed Control

If you were to track every hour spent in your garden, you would probably find that you do an inordinate amount of weeding. And while the first few weeks of tearing up these intruders can prove mildly satisfying, the chore soon wears thin. Even more maddening—you are just six simple strategies away from your garden not needing weeds anymore.

What's that? A garden needs weeds? Weeds are nature's healing remedy for sites that are in a wounded, plantless state, but weeds and gardeners have different ideas of what makes for a good recovery. Armed with a better understanding of weeds and the strategies outlined here, you can win every future skirmish, giving you more time to enjoy your well-groomed garden.

1. Let sleeping weeds lie

Kill weeds at their roots but leave the soil—and dormant weed seeds—largely undisturbed.

Every square inch of your garden contains weed seeds, but only those in the top inch or two of soil get enough light to trigger germination. Digging and cultivating brings hidden weed seeds to the surface, so assume weed seeds are there ready to erupt, like ants from an upset anthill, every time you open a patch of ground. Dig only when you need to and immediately salve the disturbed spot with plants or mulch.

In lawns, minimize soil disturbance by using a sharp knife with a narrow blade to slice through the roots of dandelions and other lawn weeds to sever their feed source rather than digging them out. Keep in mind that weed seeds can remain dormant for a long, long time.

2. Mulch, mulch, mulch

Mulch benefits plants by keeping the soil cool and moist and depriving weeds of light. Organic mulches, in particular, can actually host crickets and carabid beetles, which seek out and devour thousands of weed seeds.

Some light passes through chunky mulches, and often you will discover—too late—that the mulch you used was laced with weed seeds. It's important to replenish the mulch as needed to keep it about 2 inches deep. In any case, you can set weeds way back by covering the soil's surface with a light-blocking sheet of cardboard, newspaper, or biodegradable fabric and then spreading prettier mulch over it.

If you choose to use this method on seldom-dug areas, such as the root zones of shrubs and trees, opt for tough landscape fabric for the light-blocking bottom sheet. There is a catch, however: As soon as enough organic matter accumulates on the landscape fabric, weed seeds dropped by birds or carried in on the wind will start to grow. For the bottom layer of fabric to be effective, these must be pulled before they sink their roots through and into the ground.

3. Weed when the weeding's good

The old saying "Pull when wet; hoe when dry" is wise advice when facing down weeds. After a drenching rain, stage a rewarding weeding session by equipping yourself with gloves, a sitting pad, and a trug or tarp for collecting the corpses. As you head out the door, slip an old table fork into your back pocket because there's nothing better for twisting out tendrils of henbit or chickweed. When going after bigger thugs, use a fishtail weeder to pry up taprooted weeds, like dandelion or dock.

Under dry conditions, weeds sliced off just below the soil line promptly shrivel up and die, especially if your hoe has a sharp edge. In mulched beds, use an old steak knife to sever weeds from their roots, then patch any open spaces left in the mulch.

4. Lop off their heads

Chopping off weed heads feels good and you'll reap short- and long-term benefits.

When you can't remove weeds, the next best thing is to chop off their heads. With annual weeds, deadheading buys you a few weeks of time before the weed "seed rain" begins. Cutting back the tops of perennial weeds, like bindweed, reduces reseeding and forces them to use up food reserves and exhaust their supply of root buds, thus limiting their spread.

You will need pruning loppers to take down towers of ragweed or poke, or you can step up to a string trimmer equipped with a blade attachment to cut prickly thistles or brambles down to nubs. No matter which method you choose, chopping down weeds before they go to seed will help keep them from spreading.

5. Mind the gaps between plants

Close plant spacing chokes out emerging weeds by shading the soil between plants. You can prevent weed-friendly gaps from the get-go by designing with mass plantings or in drifts of closely spaced plants rather than with polka dots of widely scattered ones. You can usually shave off about 25 percent from the recommended spacing.

Most spacing recommendations, however, are based on the assumption that adjoining plants will barely touch when they reach mature size, so stick with the guidelines when working with plants that are prone to foliar diseases, such as bee balms (*Monarda didyma*) and phloxes (*Phlox paniculata*).

6. Water the plants you want, not the weeds you've got

Put drought on your side by depriving weeds of water. Placing drip or soaker hoses beneath mulch efficiently irrigates plants while leaving nearby weeds thirsty. In most climates, depriving weeds of water reduces weed-seed germination by 50

to 70 percent. Watch out, though, for the appearance of deeply rooted perennial weeds, such as bindweed and nutsedge, in areas that are kept moist. They can take off in a flash when given the benefits of drip irrigation.

Beyond these strategies, enriching your soil with organic matter every chance you get can move your garden along down the weed-free path. Soil scientists aren't sure how it works, but fewer weed seeds germinate in soil that contains fresh infusions of good compost or organic matter. One theory makes elegantly simple sense: When soil is healthy and well fed, weed seeds sense that they are out of a job and are less likely to appear.

TASKS

1. Read the text and translate the first two paragraphs into Russian in written form.

2. Answer the following questions to the text.

- What are the six tips for effective weed control?
- Let sleeping weeds lie. How do you understand these words?
- What English proverb did you come across in the text? What does it mean?
- What other tips can you add to these?

3. Find the following words and word combinations in the context and translate them into Russian.

an inordinate amount of weeding, the chore, simple strategies, nature's healing remedy, a good recovery, to win every future skirmish, dormant weed seeds, to trigger germination, a sharp knife with a narrow blade, to host crickets, to devour weed seeds, to replenish the mulch, seldom-dug areas, the root zones of shrubs and trees, tough landscape fabric, a catch, wise advice, a fishtail weeder, dandelion, dock, short- and long-term benefits, bindweed, to take down towers of ragweed or poke, thistles or brambles, to keep the weeds from spreading, to be based on the assumption, to reach mature size, to stick with the guidelines, to foliar diseases, drought, to deprive weeds of water, to be well fed.

4. Make up the summary of the text in the written form.

Text 5 Fertilizing Basics

No matter how hard one tries, it's tough to transform the topic of fertilizers into lively conversation. But for all gardeners, knowledge of fertilizers and how to apply them effectively is as crucial to vigorous plant growth as knowing a plant's hardiness zones. So in the interest of growing healthy plants, what follows is a brief discussion of the why, what, how, and when of applying these multivitamins.

Three prime chemical elements are found in all mixed fertilizers:

N = *Nitrogen* promotes healthy leaf growth by stimulating the production of chlorophyll (the main chemical involved in photosynthesis—how plants convert sunlight to food).

P = *Phosphorus* supports the vigorous development of roots, stems, blossoms, and fruits.

K = *Potassium* plays a key role in helping plants digest and manufacture their foods.

All of the nutrients essential to plant growth are present in the soil or are floating in the air, so what's the point of fertilizing? The point is that not all plants can access the key nutrients found in the soil or in the air. Each soil type has its own mix of nutritional ingredients, so before considering what fertilizers a plant may require, we need to consider the soil in which a plant is growing. Activities like intensive farming, construction, and traffic can alter soil chemistry and structure, limiting the nutrients that plants can use. In some cases, the nutrients aren't naturally there to begin with or have been leached out over time. For these reasons, we, the diggers of the dirt and keepers of the garden, must replenish, replace, or help release those elements that are beyond the reach of our plants.

When it comes to fertilizing, more does not mean better. It is possible to overfeed your plants. Too much fertilizer can damage and maybe even kill your plants. Before applying any fertilizer, it's a good idea to have your soil tested so you can select the type and formula that suits your plants' needs. In return, our plants will reward us with bigger flowers, bigger leaves, and bigger fruits and vegetables.

Granular fertilizers deliver food to a plant slowly but have the advantage of longevity.

Broadcast application

This method, which covers large areas well, is used to apply granular fertilizers to lawns or to new beds before they are planted. The broadcast method can be done with a hand-rotary or drop spreader.

Top-dress application

This technique, which provides nutrients to individual plants such as shrubs and perennials, is done by hand with granular fertilizers. Simply apply the fertilizer around the base of the plant, extending to the drip line. For vegetables, place the fertilizer in a strip parallel to the planting row.

Water-soluble fertilizers are faster acting but must be applied more frequently.

Base application

This method gives plants food while you water. Used with water-soluble fertilizers, follow the mixing instructions and water the soil at the plant's base with a watering can or hose attachment. This is good for feeding container plants and vegetables.

Foliar application

This approach is similar to base application, but the water is applied to the leaves rather than to the soil. It is useful when plants need to quickly absorb trace elements, like iron.

The three essential elements that all plants need are nitrogen, phosphorus, and potassium—or N-P-K, the proportions of which are stated as numbers on the package. For instance, a general-purpose fertilizer labeled 20-20-20 means that each chemical element—N, P, and K—contributes 20 percent by weight to the total formula (the remaining 40 percent is composed of inert materials and trace elements). The element percentages are offered in varying proportions to suit different fertilizer needs. If you are looking to boost flower production, you want a mix like 15-30-15, which is high in flower-developing phosphorus. If you want to green up your lawn, choose a mix like 25-6-4, which is high in nitrogen. Many fertilizers are formulated for specific plants like roses, bulbs, or vegetables. Be sure to check the label for the N-P-K ratio, as you may be able to use a general fertilizer with close to the same nutrient percentages but at a lower price.

In addition to N-P-K, most fertilizers contain traces of other elements important to plant health. Some trace elements are more important than others, but each nourishes a plant in its own way. The main trace elements in fertilizers are calcium, magnesium, iron, copper, manganese, zinc, molybdenum, boron, and sulfur (you can usually purchase these items individually as well). If any of these elements are lacking, a plant may show characteristic deficiency symptoms. An iron deficiency, for instance, causes chlorosis (yellow leaves with green veins), which is easily corrected with a dose of chelated iron.

There are quite a number of fertilizers available today, both organic (plant and animal derived) and inorganic (chemically derived). While the majority are commercially produced inorganic fertilizers, there are a few options for the organic gardener. Many rely on the old standbys—animal manure and compost—which, although organic and good for soil building, actually contain few nutrients. For flower and fruit development, bonemeal with a high phosphorus count is the organic of choice, while blood meal is a good source of nitrogen.

There are two types of fertilizers available to the home gardener: granular and water soluble. Each type has advantages and disadvantages. Granular fertilizers deliver food to a plant slowly but have the advantage of longevity. Since they must be broken down by water before a plant can use them, granular fertilizers do not leach out of the soil as rapidly as water-soluble types. Water-soluble fertilizers are faster acting but more transient, which means they must be applied more frequently than the granular type.

Both types of fertilizers are effective, so the one you choose depends on whether you want to give your plants a quick but frequent fix or a sluggish but extended feeding. And for those of us gardeners who are oh so very busy (or oh so very lazy), nothing beats time-release granular fertilizers, some of which require only one application every six to nine months.

There are several ways to apply granular and water-soluble fertilizers, but there are a few general guidelines that one should follow when applying them.

Avoid applying a fertilizer on windy or rainy days. This can cause it to be misplaced and ineffective. When using a granular fertilizer, always be sure to knock the fertilizer off plant leaves to avoid burn. Never apply a granular fertilizer when the soil is extremely dry, and water it in thoroughly after applying to prevent plant burn.

Knowing when to fertilize is as important as using the right fertilizer. If you don't apply the fertilizer at a time when the plant can use it, there's no point in fertilizing. Most perennials, annuals, vegetables, and lawns will reward you handsomely if fed with a balanced granular fertilizer in early spring. Avoid fertilizing before the spring showers, however, or you will be throwing your money away, since the nutrients will simply leach out of the soil. Annuals like to be fed an additional three to four times during the growing season with a high-phosphorus, water-soluble fertilizer, while lawns benefit from a second granular application in early fall.

Trees and shrubs, especially those that flower, also like a dose of a balanced granular fertilizer in the spring and another in the fall. But remember to heed the phrase "late and light" when fertilizing trees and shrubs in autumn. Late fall is also a good time to fertilize bulbs, especially if you are planting them for the first time; a teaspoon of bonemeal added to each bulb hole will generally be sufficient.

Roses have insatiable appetites. To keep them fat and happy, feed them with a soluble fertilizer every seven days during their blooming season. "Weekly, weakly" is the feeding mantra for all roses. One final thought: Feed only well-established plants; fertilizing seeds or tiny seedlings will cause fertilizer burn.

Just remember, these guidelines on feeding are just that—guidelines. Read the package directions before scattering both food and caution to the wind.

TASKS

1. Read the text and translate the first six paragraphs into Russian in written form.

2. Answer the following questions to the text.

- Why is the question of fertilization so crucial?
- What are the three main elements in all mixed fertilizers? Why are they important?
- What factors are important when you are going to apply fertilizers?
- When is the best time to start fertilization?

3. Find the following words and word combinations in the context and translate them into Russian.

lively conversation, crucial, prime chemical elements, the production of chlorophyll, the vigorous development of roots, to access the key nutrients, to alter soil chemistry and structure, to overfeed plants, to suit the plants' needs, to reward people with bigger flowers, to deliver food to a plant, the drip line, to boost flower production, to be formulated for specific plants, trace elements, characteristic deficiency symptoms, chelated iron, to rely on the old standbys, the advantage of

longevity, time-release granular fertilizers, to be misplaced and ineffective, to knock the fertilizer off plant leaves, to prevent plant burn, to heed the phrase, to be sufficient, insatiable appetites, well-established plants.

4. Make up the summary of the text in the written form.

Text 6

Learn the Basics of Landscape Design for Professional Results

The basics of landscape design in design history has played a significant part in society for many centuries, dating back to Ancient Rome with elaborate gardens and outdoor living areas.

Landscaping blends the natural grounds surrounding a home with the architectural design of the structure to create beautiful, unified estate gardens.

The foundation of any good landscape design is careful consideration of the home and property, including the size of the yard and the house, as well as the style of the home.

There are many other key elements that play a significant role in the basics of landscape design to provide an outdoor living area that is creative, functional and appealing.

Landscaping is a combination of art and science. The elements of landscape design are the artistic characteristics of planning an outdoor garden.

These basics of landscape design are used to design a landscape that is aesthetically pleasing with an attractive, inviting appearance. *The five elements of landscape design include:*

1. Color – It is important to use a complementing color scheme throughout the yard.
2. Line – Linear patterns are used to direct physical movement and to draw attention to areas in your garden.
3. Form – Form can be expressed through trees and shrubs of various shapes and sizes which create natural patterns.
4. Texture – Plants with varying textures can add to the atmosphere of your outdoor area.
5. Scale – Your outdoor design should balance the size of the buildings it surrounds, while maintaining a comfortable environment for the individuals who will use the area.

The elements of landscape design that create an amazing outdoor living area are the variation of color and texture, the appeal of linear patterns and creative plant form, and the eye-pleasing balance of an appropriately scaled garden. Perfectly spaced trees with delicately tinted leaves blend naturally with a beautiful flagstone walkway leading to the entrance of a magnificent residence. Images like these attest to the fact that landscape design is truly an art form.

Color can be one of the most powerful attributes when considering the elements of landscape design. Color brings variety, as well as personality, to your

landscape design, but selecting the right year round color scheme for your outdoor plan can be a difficult task.

While selecting your plants and materials, consider the seasonal changes of the blooms and leaves and factor those changes into your color scheme.

You can use color in a number of ways, including:

- Attracting attention to prominent areas of your yard
- Affecting the perception of distance. Colors that blend into the landscape, deep hues like black, green, and cool shades of blue, can make a home appear further away, while bright, warm colors make objects appear to be closer.
- Creating mood and atmosphere throughout your outdoor space. Vibrant reds, oranges, and yellows convey excitement and are most appropriate in active areas of your landscape design. Cool shades, like blues and greens, are tranquil colors that work well in areas designed for relaxation.

The colors incorporated into a landscape design can contrast for a striking statement or can blend softly into the environment to create a more relaxed atmosphere.

Colorful patterns that gradually move through the color spectrum can make stunning displays for areas that should be accented.

Color usage is an integral part of designing an enjoyable and attractive outdoor living area, just like the use of color affects the personality and style of your home's interior.

Considering the huge influence color has on mood and atmosphere, as well as the many different aspects involved in creating the right color scheme, this element of landscape design needs to be properly understood.

The shape and form of the trees and plants you select are also important elements of your landscape design. Trees may have an upright growth form that allows placement near structures.

While spreading trees, like the magnificent pin oak, are best planted in an open location and are ideal shade providers. Weeping forms, like that of the weeping willow, are excellent accent shapes.

Shrubby forms are typically defined by the plant's growth pattern. Oval or rounded shrubs are often planted in the front of the property to provide a uniform, symmetrical appearance.

The look and feel of the plants and materials in your landscape design can be just as influential as the color schemes.

Tree bark may be rough or smooth, grass may be thick or extremely fine, and plants may have smooth, glossy leaves or sharp, prickly leaves.

The key to effective use of texture is creating a balance between various plant qualities in the yard. A large amount of smooth, fine materials should be used to balance coarse textured plants and trees.

Remember to gradually move through similar textures in your design for a smooth transition into each new texture.

For a smooth, flowing appearance, materials and structures in your landscape design should be relative in size to the objects around them.

Landscape designs typically use a universally known human scale to determine the appropriate size of plants and buildings.

The elements of landscape design showcase the simplicity and artistic nature of beautifully landscaped yards.

These elements of landscape design are the basics of landscape design. Other basics include landscape planning, the principles of design and garden history. All are important and should be treated as a whole.

TASKS

1. Read the text and translate the first five paragraphs into Russian in written form.

2. Answer the following questions to the text.

- In what ways do designers use color?
- What are the important elements of landscape design?
- What role does the scale play as an element of landscape design?
- What role does the texture play as an element of design?

3. Find the following words and word combinations in the context and translate them into Russian.

to date back to, careful consideration of the home and property, appealing, the artistic characteristics, a complementing color scheme, to direct physical movement, natural patterns, to balance the size of, the eye-pleasing balance, a magnificent residence, the most powerful attribute, the perception of distance, to convey excitement, ideal shade providers, the color schemes, the weeping willow, rough or smooth, thick or extremely fine, plants may have smooth glossy leaves or sharp prickly leaves, coarse textured plants, to determine the appropriate size of plants, to treat as a whole.

4. Make up the summary of the text in the written form.

TEXTS FOR ADDITIONAL READING AND DISCUSSION

Three Myths About Soil

Being mostly hidden from view makes soil mysterious, and over the years, a fair share of soil myths have been generated. These falsehoods have overstayed their welcome because, first, they're not true and, second, they sometimes call for more work than is necessary. Here are a few of the more common myths you should stop believing.

Myth: Plants experience no difference between organic and synthetic fertilizers.

Fact: Organic fertilizers are better for plants because they release their nutrients when plants need them most.

The nutrients in organic fertilizers, such as soybean meal, are converted to a soluble form by soil micro-organisms. These creatures process organic fertilizers more quickly as conditions become warmer and more moist.

Warmth and moisture also spur plant growth; the faster that plants grow, the more nutrients they need. Thus, the release of usable plant food from organic fertilizers coincides with plants' needs.

Organic fertilizers have other, more subtle benefits. Most notably, they provide a host of nutrients compared to the few found in synthetic fertilizers.

The nutrients in synthetic fertilizers, on the other hand, are water soluble, which renders them readily accessible to plants—whether or not plants need them. And that can lead to problems.

Nutrients from synthetic fertilizers are often hanging around in the soil, but plants may not need them at the time. These nutrients can burn plant roots or be washed away by rain, potentially contaminating ground and surface waters.

Applying synthetic fertilizers repeatedly through the growing season, though often advised, only attempts to approximate plants' needs. Another frequent recommendation is to use “slow-release” fertilizers, but again, these are not tied to the conditions that make plants grow. Water alone causes nutrient release from these fertilizers. In addition, applying synthetic fertilizers can be expensive because you may end up using more than you need.

Myth: Mulching with high-carbon materials, such as wood chips, sawdust, or straw, temporarily starves plants of nitrogen.

Fact: Plants are deprived of nitrogen only if these materials are mixed into a soil but not when you lay them on the surface as mulch.

Soil microorganisms need a balance of their two major foods—nitrogen and carbon—to thrive. When you add a material high in carbon to the soil, the nitrogen to balance it must come from the soil itself. Soil micro-organisms are much better at accessing nitrogen than plants are, so plants get starved of nitrogen. When the microorganisms die, the nitrogen becomes available again to plants.

But when you lay a high-carbon mulch on the soil's surface, the breakdown of material takes place very slowly at the soil-mulch interface. The breakdown is slow enough that nitrogen taken up by microorganisms is balanced by its rerelease into the soil. Problems arise only if a soil is infertile or if seeds are planted directly in a thick layer of mulch.

Myth: You can improve soil drainage by adding a layer of coarse material, such as gravel or coarse organic matter, to the soil.

Fact: The effect is exactly the opposite: Drainage is impeded by a coarse layer of material buried in the soil.

Whether planting trees or shrubs in soil with poor drainage or potting up perennials in a container, the recommendation has been to put a layer of gravel in the bottom of the planting hole or container to facilitate water movement. Some gardeners also double-dig coarse organic materials deep into their soils.

These efforts impede drainage because a layer of water forms just above the coarse layer. This perched water table forms whenever there is a dramatic change in soil porosity.

Ignore this recommendation for improving drainage. Do not layer coarse materials into the bottom of planting holes. For the bottoms of flower pots, use only what is needed to keep the soil from washing through the hole, such as a bit of screening.

Myth: Oak leaves or pine needles used as mulch or dug into the soil will make the soil more acidic.

Fact: The effect of these mulches on soil acidity is only slight and temporary.

Gardeners often choose one mulch over another for its effect on soil pH. Oak leaves or pine needles, for example, are recommended to acidify soil. Whether used as mulch or dug into a soil, these materials will become more acidic as they decompose and help lower soil pH. Over time, however, the acidity of decomposed organic materials decreases, with their pH levels creeping back toward neutral.

Sulfur, a naturally mined mineral available as pellets, is more effective at increasing acidity. However, minerals in many soils that are naturally alkaline will work to make the soil less acidic, so the sulfur must be reapplied periodically.

Types of mulch

From grass clippings to reclaimed rubber, mulch comes in a number of choices. Many are sold in bulk at large garden centers. In general, most experienced horticulturists and arborists balk at the notion of using nonplant by-product mulch—except as a last resort. Yet each mulch type has its place.

Wood chips

Wood chips are a great all-purpose material. They include both hard- and softwood, and come in sizes ranging from nuggets to large pieces. Most are sold as generic mixes, but specialty chips are available.

Stone and rock

Stone is typically smooth and oval, while rock is usually angular. Both look great, and won't degrade or blow away. Using either, however, can stress plants because of the tendency of rock or stone to absorb and hold heat.

Pine needles

Pine needles are a pleasant-smelling, good-looking mulch that breaks down slowly. Look for nearby trees that shed needles with seasonal changes. Add a new layer each year or two to keep mulch layers deep.

Grass clippings

Grass clippings are great for vegetable and herb gardens. Clippings will decompose over the summer and can be tilled into the soil, increasing organic matter for future plantings.

Dyed mulch

Dyed mulch is currently a popular choice, especially in the colors of red and black. Beauty may be in the eye of the beholder with the many color choices of mulch, but none appear harmful to pets.

For many gardeners, applying mulch is standard procedure, like brushing your teeth. But before you toss bark nuggets to and fro, survey your landscape to determine what kind of mulch and how much of it you need. Whether you want to mulch a flower border, a strawberry patch, or a vegetable garden, mulch provides moisture retention, weed suppression, cooling or warming of the soil, and, of course, a pleasing appearance. Knowing when and how to use mulch, as well as picking the best product for each situation is your challenge as a gardener. All in all, using mulch is one of the best things you can do to help your garden thrive. Here are some commonly asked questions that can help you make the most of mulch.

Q. Is there any mulch to avoid?

A. Don't use grass clippings from a lawn that has been treated with a broadleaf herbicide in the past three to four weeks. Also, cocoa hulls, like chocolate, contain a compound that can be toxic to dogs if ingested.

Q. Should I choose an aged mulch?

A. Aged mulch won't rob the soil of nitrogen as much as new mulch because it's already starting to decompose. Aged mulch is better for new plants that are just establishing their root systems, as these plants tend to require more nutrients than established ones. Aged mulch, however, will only last half as long as newly chipped mulch. You can usually tell the difference between aged and new mulch by smelling and feeling the mulch. Aged mulch smells and feels like young compost, emitting a pleasant, earthy aroma. Aged mulch usually contains softened, crumbling pieces of wood.

Q. Does it matter if I use softwood or hardwood?

A. Hardwood mulch from trees such as oak, black locust, hickory, and hackberry tends to last a little longer than softwood chips from silver maple, willow, and honey locust. But mostly this choice is about color, texture, and aesthetic appeal. Evergreen chips smell great, especially in the first few weeks after application.

Q. What about using pine needles or leaves from deciduous trees?

A. These materials make good mulch, particularly if leaves are shredded first. In fact, leaf mold (shredded tree leaves) is an excellent addition to the soil. Both pine needles and deciduous leaves can be used for a season, then raked aside and placed on a compost pile. You can also leave them in place to slowly decompose, while adding another layer on top of the old batch.

Q. How deeply should I apply the mulch?

A. For vegetable gardens, an inch of dried grass clippings, straw, chopped corn cobs, or shredded newspaper works great. Annuals and perennials grow best with a couple of inches of wood chips on the ground, and trees and shrubs would be well suited with a 2- to 3-inch-deep layer of mulch. With any planting, make sure the mulch is placed between the plants and not on top of the crown or pushed

against the tree trunk. Also, keep mulch 12 inches from the foundation of the house to keep insects from migrating from mulch to house.

Q. When should I apply mulch?

A. Because its main purposes are to cool the soil, suppress weeds, and retain soil moisture, mulch is best applied in early summer. Applications made too early in spring delay root expansion of newly installed perennials and annuals.

Q. Should I be cautious of using mulch from a tree or lawn that was diseased?

A. No. Most plant pathogenic diseases are specific to the plant they infest. Mulch from a poplar tree infected with cytospora canker is unlikely to cause a similar disease on dogwoods or coral bells. Grass clippings from a lawn infected with rhizoctonia brown patch will not cause problems if scattered among bell peppers.

Q. Is dyed mulch all right to use?

A. Some of the colors are hideous—electric blue, pink, gold—but the dye used is relatively safe. There are no significant risks to pets or the environment.

Creating Unique Gardens with Topiary Landscape Design

Careful pruning, shaping, and training creates magnificent live sculptures from ordinary evergreen shrubs. Topiary adds a sophisticated flair to your outdoor space and can complement most any landscape design, from simple and casual English gardens to formal Japanese style designs.

This delicate natural art has been practiced for centuries. The first topiary were said to have been in extravagant Roman gardens more than 2000 years ago.

These sculptures were hand-pruned to represent a variety of forms. Around the same time, a similar art was introduced in eastern civilizations, but these styles of topiary were much more natural. Sixteenth century Europe showcased an array of unique topiary designs in every form imaginable.

These plants were typically part of formal gardens and were associated with the affluent members of society for about a century. A renewed interest was seen in the late 1800's and, today, topiary is integrated into several landscape design styles in a variety of ways, including formal forms as well as eastern techniques like bonsai gardening.

A topiary landscape design is generally made up of a selection of evergreen shrubs. The best plants are those that grow vertically with dense, small leaves or needles.

The following list of plants are commonly used for topiary and display the necessary characteristics.

- Boxwood
- Holly trees
- Bay laurel
- The yew tree

- Privet is an excellent choice for fast growth.

Hardy plants that are easy to prune and can withstand severe trimming are the best choice for topiary.

Since its origin, topiary has been an individualistic style of garden design because there are so many different possibilities for form and shape.

Geometric figures and patterns are quite common, including spheres, cones, and cubes, but animals and other objects are also popular. The art of topiary can transform a plant into almost any shape or form you can imagine.

Modern methods of creating topiary don't rely on the accuracy of the gardener as much as traditional topiary. Wire frames are available in a variety of styles and help direct the plant's growth while serving as a guide during pruning. An easy way to produce a quick topiary with very little effort is to plant ivy over one of these cages and watch it flourish into the shape of the frame.

Topiary is found in all sorts of modern landscape designs, including residential lawns as well as commercial outdoor spaces.

Shrubs are often sculpted into holiday symbols throughout the year and are frequently a part of parks and zoos.

Geometric designs that accent the entryway, intriguing animal forms that invite conversation, and artistic styles as diverse as nature itself are what make topiary landscape design a timeless classic for outdoor living.

English Garden Landscape Design

The simple and refined beauty of English garden landscape design can blend easily with a variety of home styles and is becoming a popular outdoor design theme for fine home owners around the world.

Gracious curves, lush green lawns, and fragrant, colorful blooms can transform your home into a relaxing outdoor hideaway, reminiscent of the tranquil English countryside. The traditional English garden style has its roots in the English culture.

It is most noted for the array of beautiful roses, other fragrant flowers and abundant, lush plant life, as well as the romantic element of secluded sitting areas and meandering walkways, covered with creeping vines and majestic shade trees.

Incorporating an English garden landscape design into your own property is simple. With the right landscape design materials, carefully selected patio furniture and outdoor accessories, you can create the perfect garden for your afternoon tea or relaxing with a glass of wine. An English rose garden has the power to enchant and inspire.

On a warm summer's evening, a stroll in an English rose garden ranks among the best of life's experiences. We all have the opportunity to build a garden, whether it's on an apartment balcony, several acres surrounding a home or a small backyard.

New varieties of old plants allow us to build English gardens in smaller spaces, so that any garden can display a burst of color, fragrance and texture.

You'll find that some roses have been specifically hybridized to resist diseases and insects and display a profusion of exquisite flowers, brilliant, fragrant and long-lasting with blooms that appear by the hundreds all summer long and into the fall. They are excellent for creating a privacy wall and screening unsightly utilities.

Winding pathways surrounded by flourishing plant life are an essential part of English gardens.

Whether you're strolling through the garden under the light of the moon or enjoying the afternoon breeze in the midst of the sweet floral aroma, the design of your garden paths should add an element of romance and an air of mystery to your outdoor design.

The following materials are ideal for constructing pathways and patios in your English garden landscape design:

- Gravel is economical and easy to maintain.
- Bark is another inexpensive, yet beautiful, flooring option.
- Interlocking stone or brick pavers add an elegant charm to your English garden design and typically blend well with modern home styles.

Consider these tips when you design your paths and terraces:

The English garden style boasts a relaxed, free-flowing ambiance. Design paths to be functional, but primarily to enjoy the beauty of your outdoor space.

Opt for curves and soft angles in your landscape design rather than straight lines and sharp corners.

Allow colorful flowers, sprawling greenery, and aromatic herbs to gracefully brush the edges of your paths for a natural, rustic appearance.

Combine various path materials for a more authentic English garden look. Stone pavers are a nice match for both gravel and brick.

Choose natural, unobtrusive colors for pathway materials.

Grass is also an important element of your English garden landscape design. Plan sitting areas and other functional areas amid lush green lawns that allow you to enjoy the charm of your outdoor space.

The furnishings and décor you add to your garden design can greatly influence the overall theme of your outdoor area.

When you plan your English garden landscape design, think simple, natural, and romantic and consider these accessories:

- Outdoor furniture with a weathered appearance is typical. Hardwood or teak garden furniture typically complements the English garden style.
- Design sitting areas to overlook the most scenic spots of your garden. Rustic garden benches and small tables with chairs are perfect choices.
- Garden arbors and trellises are key elements in the charm of English garden styles. Arbors with small benches can be covered with creeping, graceful ivy, richly sweet roses, fragrant honeysuckles, and a variety of other aromatic and attractive plants for a natural oasis that makes an ideal reading spot.

MODERN MANAGEMENT STRATEGIES

UNIT 1

Before you read

Match the words (1-6) with their meanings (a-f).

- | | |
|-----------------|---|
| 1. shift | a) got smaller, went down |
| 2. media | b) move |
| 3. alternatives | c) people who say what they think will happen in the future |
| 4. forecasters | d) different options or choices |
| 5. overtake | e) television, radio, magazines, newspapers, Internet, etc |
| 6. declined | f) be more than |

Read this article adapted from the *Financial Times*.

Online ads to overtake US newspapers

Online advertising will be bigger than US newspaper advertising in terms of size in three years' time. Newspaper groups say that advertising sales are down this year, in spite of a strong economy.

A study forecasts that online advertising will grow by more than 21 per cent per year to reach \$62bn in three years, making it bigger than newspaper advertising, which is expected to total \$60bn. All the television stations will continue to take the biggest share of advertising dollars.

The shift in advertising spending from traditional media to online and other digital media, like mobile phones, is taking place across the globe. Already, some forecasters expect spending on online advertising to overtake newspaper advertising in the UK and Sweden this year. The survey also believes that this year, the amount of time people spend reading newspapers is, for the first time, going to be less than the time they spend online.

Last year, media usage per person per year declined 5% to 3,530 hours. The study found that while people typically watched television for at least 30 minutes per session, they usually watched short videos made by ordinary people on the Web for five to seven minutes.

1. Decide whether these sentences are true or false.

- a) Advertising sales in newspapers are not as high as last year.
- b) The USA does not have a strong economy.
- c) Online advertising will probably increase over the next three years.
- d) TV has the largest share of advertising.
- e) At the moment, there is more online advertising than newspaper advertising in the UK.
- f) The survey says that people will spend more time online than reading newspapers this year.
- g) Last year, people usually watched TV for less than 30 minutes each time.

- h) Many people watched video clips online for about six minutes.

UNIT 2

Before you read

1. Choose the correct word or phrase in *italics* to make true sentences.

- a) A graduate is someone who has got a *university degree* / *professional certificate*.
b) A decade is *ten* / 100 years.
c) A *BT/CV* usually includes details of education and work experience.

Read this article adapted from the *Financial Times*.

Online applications: Advantages for both sides

Today's students and graduates have probably been using the Internet for a decade or more, downloading the music they want from the Web and buying and selling their clothes on eBay, so they are unlikely to be worried about applying for a job online.

A survey of 235 leading UK employers found that 65 per cent of the companies accepted only online applications. Just 2 per cent accepted only paper applications. So graduates must learn to present themselves well online, just as they did with a CV in the past.

The advantage for large companies doing online recruitment is that time is saved and they will probably get the best candidates before other companies. Many students accept their first offer because, if they have a job to go to, they can then concentrate on their final exams.

Another important advantage for employers is the ability of the Internet to contact many more candidates if the online site is designed well.' Graduates expect the modern employer to use the Web and so we have concentrated on recruiting online,' says Rachel Blacke, graduate recruitment adviser at Balfour Beatty. 'They must apply online to one of our 13 businesses, but if they are not successful, other parts of the group can look at the applications. This would be difficult if the original applications were made on paper.'

1. Complete these sentences with suitable words from the article.

- a) We need to employ g_____s for this job, so we'll contact the university.
b) Don't worry, he is u_____y to be late. He's always on time.
c) When you have an interview, it is important to p_____t yourself well.
d) He is in charge of r_____t and has to find all the staff for the company.
e) He has the a_____y to do a good job. He will do well here.
f) She completed the a_____n form online for a job with a travel company.

2. Decide whether these sentences are true or false.

- a) Most students have been using a computer for less than ten years.
b) Many students are unhappy about looking for a job online.

- c) Over 200 top UK companies accept only online applications.
- d) Very few of the top UK companies accept only paper applications.
- e) Companies who recruit online are more likely to get the best candidates.
- f) A lot of students will take the first job offer they get.
- g) Online recruitment allows companies to look at more people.
- h) Balfour Beatty prefers students to send in paper applications.
- i) Balfour Beatty is a group of 13 different businesses.

UNIT 3

Before you read

1. Choose the correct word or phrase in *italics* to make true sentences.

- a) If you have a skill, you have *learnt to do something well/no special training*.
- b) A shortage of something means there is *not enough/too much*.
- c) If there are restrictions, you *can/can't* do what you want.
- d) If you complain about something, you think it is *good/bad*.
- e) When you do a survey, you *find out what people think/tell people what you would like them to do*.

Read this article adapted from the *Financial Times*.

Germany looks east as skills shortage bites

Germany is considering allowing more workers from Eastern Europe to take jobs in Europe's largest economy, where growth is causing a skills shortage. There are shortages of qualified workers, such as engineers, technicians and IT specialists.

Germany and Austria are the only countries among the 15 'old' members of the EU to have restrictions preventing workers from newer states in Eastern Europe from applying freely for 15 jobs. Germany made a mistake doing this, and hundreds of thousands of skilled East European workers have moved to Britain in the past three years. Workers from Poland, Hungary and the Czech Republic were expected to move to Germany, but many of them have already moved to other EU member states.

Recently, German companies have complained that, despite high unemployment, vacancies for specialist workers have been hard to fill. An engineering-sector survey has shown that companies could not fill 48,000 vacancies. A business poll last month in Bavaria, one of Germany's strongest economic regions, showed that 24 per cent of companies had vacancies for skilled staff. To improve the skills of German workers, the government is looking at schemes for retraining and improving qualifications for German workers.

1. Decide whether these sentences are true or false.

- a) Germany's economy is growing.
- b) Germany does not have enough skilled workers.

- c) Germany does not need any more engineers.
- d) Austria restricts the number of EU workers.
- e) Many Polish, Czech and Hungarian workers have settled in Germany.
- f) The German government knows it has to improve local skills.

2. Complete this table with the correct form of the words.

| Verb | Noun |
|------------|-------------|
| grow | growth |
| shorten | |
| specialise | |
| restrict | |
| | prevention |
| | complaint |
| | improvement |

3. Complete these sentences with words from the table in Exercise 2.

- a) We wrote a letter ofafter the company sent us the wrong goods.
- b) There are too many foreign workers in the country, so the government will.....the number allowed in next year.
- c) We.....in building sailing boats only. We don't make anything else.
- d) We have had a 25%.....in our sales over the last six months.
- e) We can.....the skills of our employees through the training courses.

UNIT 4

Before you read

Answer these questions.

Have you ever visited the Amazon website? Have you bought anything from Amazon? Why do you think the company has been so successful? Have you ever downloaded a film onto your computer? Do you think eventually people will stop going to the cinema? Why (not)?

Read this article from the *Financial Times*.

Amazon goes to Hollywood with film deal

Amazon, the largest online retailer, is going to Hollywood after striking its first deal for the film rights to a best-selling novel.

It is expected to team up with a Hollywood studio and producer after it acquired the screen rights to *The Stolen Child*, a fantasy tale by first-time author Keith Donohue. As part of the agreement, Amazon pledged that it would market the film and its subsequent DVD on its website. The deal comes during speculation that Amazon is poised to broaden its film ambitions by introducing a new video download service in conjunction with major Hollywood studios.

Amazon said it did not intend to co-finance the film, but that the company's brand, retail expertise, and customers around the world could make it 'an extremely

valuable partner in the marketing and distribution of this film'.

Amazon has this year increased its involvement in video programming on its site, launching a weekly interview programme with artists and authors. In 2004, the company also produced five short live-action films on its website, featuring famous actors, which it used to promote its credit card and the range of goods available on its US site. Another asset Amazon could bring to the film-making process is the consumer research compiled by its website. Based on its sales data, for example, Amazon would be well positioned to target the film at customers who have read the book and others like it, or bought similar DVDs from the site. The deal also reflects the growing presence of non-traditional producers in Hollywood.

1. Match the words and expressions (1-9) with their meanings (a-i).

| | |
|------------------------|---------------------|
| 1. Striking | a) collected |
| 2. Acquired | b) ready |
| 3. Pledged | c) bought |
| 4. Subsequent | d) following |
| 5. Poised | e) extend, widen |
| 6. Broaden | f) promised |
| 7. in conjunction with | g) using, including |
| 8. featuring | h) making, signing |
| 9. compiled | i) together with |

2. True or false?

- a) Amazon has bought screen rights to *The Stolen Child*.
- b) The author has written several other books.
- c) Amazon may provide a new video service.
- d) Amazon will invest a large amount in the film.
- e) Famous actors have been used to advertise Amazon products.
- f) Amazon will be able to target potential customers easily.

UNIT 5

Before you read

Answer these questions.

Do you pay attention to the advertisements online? Do you like them or do they annoy you? Do you think they are more effective than traditional advertising media? Do you think there are any products which should not be advertised or sold online? If you produce or want to sell a product, would you advertise it on the Internet? Why (not)?

Read the article from the *Financial Times*.

Online advertising

The volatility of Internet stocks says a lot about what is expected from them. It says rather less about the true health of the online advertising market.

Carat, the media buying group, expects Internet advertising worldwide to grow by 25 per cent this year. In developed markets, growth rates are even faster. US first-quarter online advertising growth, for example, was 38 per cent, and there remains plenty of room for further rapid expansion. Credit Suisse expects US online spending to grow at an annual rate of 22 per cent over five years, but that still leaves it with a total market share of about one-tenth.

Demand from advertisers, however, is strengthened because people believe that online advertising generates a high return on investment. Measurement is never easy, but based on survey data from TNS Media Intelligence, online currently enjoys a return on investment of 26 per cent, compared with 17 per cent for magazines, the next closest category.

Online offers the opportunity for manufacturers to reach a larger number of consumers. A recent study found that US food companies are increasingly using the Internet to target children with interactive games and commercials, which is a concern for anti-obesity campaigners, but an example of the potential of 'rich media'.

With expected overall advertising market growth of only 4 to 5 per cent this year, traditional media continue to lose share. In the UK, for example, print media advertising shrank 5 per cent last year, while online grew by almost two-thirds. Share prices of Internet stocks will continue to fluctuate greatly, but it is traditional print media companies that face the toughest future.

1. True or false?

- a) This year, Internet advertising is expected to increase by a quarter.
- b) In some markets, the increase will be lower.
- c) Credit Suisse predicts spending in the US to fall below 22%.
- d) Online advertising in the US enjoys about 10% of the market share.
- e) The return on investment of online advertising is higher than for others.
- f) Experts say that traditional media continue to lose market share.
- g) In the UK, online advertising has grown by 5%.
- h) Internet stocks should become more stable in the future.

2. Choose the alternative that best explains the words in *italics*.

- a) the *volatility* of Internet stocks
 - amount
 - unpredictability
 - attraction
- b) online advertising generates a high *return on investment*
 - amount of money earned from the investment
 - amount of money budgeted for the investment
 - amount of money spent on the investment

- c) *Anti-obesity campaigners* are people who are
 - fighting against weight loss.
 - always going on diets.
 - trying to reduce the number of overweight people.
- d) 'Stocks will continue to *fluctuate*' means they will continue to
 - remain stable
 - go up
 - go up and down

CAREERS AND EXPERTISE

UNIT 1

Read the article from the *Financial Times*.

Retail banking: Appeal of the softer side of the business

Retail banking used to be an aspirational career. But as the banks have changed, so has the attraction. 'Graduates have to be led into thinking about retail banking,' says Terry Jones of the Association of Graduate Career Advisory Services. 'They think first about the investment banks or accountancy – they think retail is not as interesting as working on mergers and acquisitions or trading.'

He may be right. High-street bank managers are no longer as respected as they used to be. Staff are much more concerned with selling products and financial services, and much of the customer contact has moved to big call centres or the Internet. 'The work feels relatively low status,' says Mr Jones.

However, the banks don't feel the same way. 'We are looking for people who are customer driven, who can form good working relationships and lead sales teams,' says John Morewood, senior manager for graduate recruiting at HSBC. 'We look for graduates who have had experience of working with customers.'

HSBC is typical of the high-street banks in running two main graduate schemes. The executive management scheme is a two-year development programme that aims to put graduates into a leadership role. It takes between 25 and 30 every year, 'These people have the potential to go very high,' says Mr Morewood. 'We are looking for strategic thinkers.'

The second scheme, which is more concerned with retail and commercial banking, takes between 120 and 150 people a year and gives graduates responsibility much earlier.

1. Choose the correct meaning for the word in *italics*.

- a) 'Banking used to be an *aspirational* career' means people
 - wanted to work in that sector because it was highly respected.
 - knew they would get excellent training in that sector.
- b) A *call centre* is where customers can
 - meet employees.
 - speak to staff on the phone.
- c) 'The work feels relatively *low status*' means

- it is not considered to be very important.
 - the job is easy to do.
- d) 'We are looking for *strategic thinkers*' means people who
- can make decisions quickly.
 - are able to make top-level decisions.

2. True or false?

- a) Retail banking is not as attractive as it used to be.
- b) Graduates prefer to work in other financial areas.
- c) Retail banking staff have to sell products and financial services.
- d) Banks are not interested in recruits with customer experience.
- e) The executive management scheme lasts three years.
- f) This scheme is training people for high-level positions.
- g) More people are recruited on HSBC's second scheme.

UNIT 2

Before you read

Answer these questions.

Do you have apprenticeship schemes in your country? What are the advantages of working your way up through a company? What benefits do you think there are for the employee of doing an apprenticeship? Do you think experience on the job is more important than qualifications?

Read the article from the *Financial Times*.

Cost-effective route to create future managers

Mike Turner, chief executive of BAE Systems, Europe's biggest defence company, and a member of the Apprenticeships Task Force, is a prime example of how starting at the bottom of the corporate ladder can lead to a top job. 'I began my working life as an apprentice,' said Mr Turner, who argues that apprenticeships remain one of the most cost-effective ways of filling skill shortages, as well as developing managers of the future.

According to the task force's report, published today, BAE expects to save up to £1m a year by training apprentices rather than hiring and retraining outside workers, 'as apprenticeships cost 25 per cent less than training non-apprentices'.

It is 'much more attractive to recruit young people as apprentices, as recruitment costs are lower, staff turnover is lower and apprentices quickly identified with company values', according to the task force. BT, the telecommunications group, for example, had 'calculated a benefit of over £1,300 per apprentice per annum when compared to non-apprentice recruitment'.

Companies, even in industries such as construction and engineering, where training costs were high, found that young people in the later years of their apprenticeships were making 'a high contribution relative to their wage costs', said the task force.

Honda had reported that it took two years to retrain someone trained by

another car manufacturer. Apprentices by contrast 'quickly understood their [Honda] company values and practices'.

Apprenticeships were also a 'cost-effective way of replacing an ageing workforce and ensuring the effective transfer of knowledge', Xerox, the office equipment group, told the task force.

1. Answer these questions.

- a) Who is Mike Turner?
- b) How much does BAE expect to save by training apprentices?
- c) What three major advantages of recruiting apprentices are mentioned in the task-force report?
- d) How much did BT save?
- e) When do apprentices make a productive contribution to a company?
- f) Why does Honda like apprentices?
- g) What are the two main benefits of apprenticeships, according to Xerox?

UNIT 3

Read the article from the *The Economist*.

Girl power

Norwegian companies' boards are now crowded with women.

From January 1st all companies in Norway are obliged to have among their board directors about 40% of women. Most firms have obeyed the law, but about 75 out of the 480 companies are not female enough.

Currently companies must recruit about 1,000 women in four years. Many say that it is difficult to find experienced candidates. Because of this, some of the best women-professionals have agreed to work for 25-35 companies at a time. They are known in Norwegian business world as the "golden skirts".

It is especially hard for firms in the oil, technology and financial industries to find women with good experience. DNO, for example, an oil and gas firm that works in Yemen and Iraq, found women with the experience in finance and human resources, but not oil, says Helge Eide, DNO's president. "However, we have good enough oil and gas experience in the men on our board," he says, "Though the right women can become strong directors".

1. True or false?

1. About 55 out of the 480 companies are not female enough.
2. It is really hard for companies in the oil and financial industries to find women with good expertise.
3. Some women-specialists have agreed to work for 25-35 companies at a time because they are not experienced enough.
4. Highly successful women in Norwegian business world are called the "golden skirts".
5. DNO's chief executive says, "Though the right women can become

strong directors”.

2. Match the words with their meanings.

- | | |
|------------|--|
| 1. obey | a) a group of people in a company that makes decisions |
| 2. female | b) a woman or a girl |
| 3. board | c) to follow the orders, rules, regulations |
| 4. oil | d) filled with people |
| 5. crowded | e) mineral liquid used to produce petrol |

UNIT 4

Before you read

Answer these questions.

Would you like to set up your own business? Why? What sort of problems do you think new businesses face in today's business world? Can you think of any new products which have come onto the market recently? Why do you think they are successful or not? Is it easy to set up a new business in your country?

Read the article from the *Financial Times*.

Hippychick completes first steps and prepares for growth

Julia and Jeremy Minchin, entrepreneurs, are learning that small businesses grow fast. Julia founded Hippychick, an upmarket parenting products business, in 1999. She had already worked in a start-up as marketing head at Cobra Beer and was keen to start a business of her own.

Hippychick's launch product was the Hipseat, a baby carrier which is strapped to the user's waist. The company now sells a range of items, from baby boots to mattress protectors, many of which are distributed under licence through Mothercare, Early Learning Centre, Boots, John Lewis and about 500 independent toyshops.

'We are not inventors, but we are very good suppliers,' Julia says. They also export successfully to 45 countries. The Hippychick workforce consists of just eight people, but the Minchins are under pressure to expand as the business hits a period of high growth.

Turnover for the past financial year was £1.2m and is expected to hit £2m during the current 12 months of trading. In three years, the Minchins expect turnover to be £5m. Getting the right product mix is crucial, and Julia, who oversees marketing in the business, would like to have more Hippychick-branded products. However, she is reluctant to expand into some areas, such as clothing, because it is such a difficult market.

Operations have moved to a 6,000 sq ft warehouse, and they are now considering taking a 3,500 sq ft space next door. Renting the additional space would cost another £15,000 a year, but Jeremy believes that doing nothing is not an option.

1. Match the numbers to what they refer to.

- | | |
|--------------|--|
| 1999 | a) size of potential warehouse |
| 500 | b) the past year's turnover |
| 45 | c) the year the company was founded |
| 8 | d) predicted turnover in three years |
| £1.2 million | e) cost of renting additional space |
| £2 million | f) expected turnover for current year |
| £5 million | g) number of countries exported to |
| 6,000 | h) current number of employees |
| £15,000 | i) size of current warehouse |
| 3.500 | j) toy shops distributing Hippyck products |

2. Choose the best answer to complete each sentence.

- a) Julia has a background in
- baby products.
 - marketing.
 - farming.
- b) Some of Hippyck's products are
- produced by Mothercare.
 - sold in Hippyck's own shops.
 - distributed through toy shops.
- c) According to Julia, she and her partner
- are very good at supplying products.
 - come up with brilliant ideas.
 - are trying to invent new products.
- d) The turnover of the company
- doubled last year.
 - should be £2m this year.
 - will increase by £gm next year.
- e) What does Julia say about product mix?
- She wants to sell more brands.
 - She will start selling clothing brands.
 - She wants more Hippyck brands.
- f) What are the company's options for the future?
- to rent a 6,000 sq ft warehouse
 - to spend £15,000 on more warehouse space
 - to do absolutely nothing

UNIT 5

Before you read

Answer these questions.

How difficult do you think it is to spot a gap in a market? Have you ever

thought of a product/service which you'd like to see on the market, but which doesn't exist at the moment? How important is the quality of something you are buying? Are you prepared to pay more for good-quality products and services?

Read the article from the *Financial Times*.

The gains from growing pains

The best start-up ideas are often the simplest. But entrepreneurs often need to experiment with business models as their ventures grow. For young retail companies, one of the biggest challenges is getting the right mix of outlets as they perfect their products. Christian Rucker, founder of The White Company, which made pretax profits of £2.2m the year before last, is a classic example.

While working as an editor at fashion magazine *Harper's*, Ms Rucker spotted a gap in the market for stylish white bed linen and accessories priced midway between designer labels and mass-market lines. After finding £20,000 from a local government grant and shares inherited from her grandmother, she launched her business in 1994, initially through mail order. Last year, The White Company made sales of £49.5m, up by almost £10m on the previous year.

'Offering choice is part of great customer service,' says Ms Rucker, whose company owns 14 shops, plus space in department stores and franchises in Dubai. 'One channel feeds another. Someone might see something in a store then place an order online. Customers will spend more because you are making it easy for them.'

Having survived the early days, the entrepreneur must find ways of sustaining growth in future, without sacrificing the individuality that attracted their customers in the first place.

Ms Rucker, who aims for sales of £110m by 2011, believes the solution is to improve quality. 'There comes a point when it's easy to drop the quality a little and take a higher profit margin. But, as the quantity goes up, you can actually afford to buy slightly better materials but keep the price [for customers] the same.'

1. Complete this summary with the correct figures from the article.

Ms Rucker started her business in a)_____ with just b)_____. The year before last, her profit before tax was c)_____. And last year, turnover increased by d)_____ to reach e)_____. She has set a sales target of f)_____ by 2011.

2. True or false?

a) Young retail companies have problems finding the right place to sell their products.

b) Ms Rucker works for a fashion magazine.

c) She used a bank loan to set up her company.

d) She believes that customers like choice.

e) It is important to keep a product's unique features when a company expands.

f) Ms Rucker says that quality can only be improved when a product is profitable.

3. Match the words (1-8) with their meanings (a-h).

- | | |
|------------------|----------------------|
| 1 experiment | a) at first |
| 2 venture | b) giving up, losing |
| 3 outlet | c) shop |
| 4 classic | d) try new things |
| 5 midway between | e) activity |
| 6 initially | f) keeping |
| 7 sustaining | g) typical |
| 8 sacrificing | h) in the middle of |

**GREAT IDEAS AND SUCCESS
UNIT 1**

Before you read

Answer these questions.

Can you think of some recent innovative products which are on the market?

Read the article from the *Financial Times*.

How ordinary people generate great ideas

Working out where great ideas come from is one of the big puzzles of modern management. Corporate research laboratories and in-house product development groups are only part of the answer. Innovative products and processes can come from start-ups, competitors, university campuses and ordinary employees.

Eric von Hippel, a professor of management of innovation at the Massachusetts Institute of Technology, has spent three decades studying the role played by customers in shaping new products. The results are nicely summarised in *Democratizing Innovation*, a useful book on what he calls 'user-centered innovation'.

For example, people who do extreme sports such as windsurfing or ice-climbing, play a significant role in the development of equipment which is then mass-produced by manufacturers. Surgical equipment companies are often led towards new products by surgeons who operate using the equipment.

Users are often the first to develop many, and perhaps most, new industrial and commercial products. For example, 3M, the industrial products group, has programmes in place to collect ideas generated by key users. Von Hippel found that these products at 3M were likely to be more innovative, enjoy higher market share, have greater potential to develop into an entire product line.

Mass-producing products developed by key users is only one possible approach. Alternatives include selling toolkits with which customers can build their own creations. For example, International Flavors & Fragrances supplies customers with the tools to design their own food flavours. Users themselves develop the products. These examples revolutionise the traditional division of

labour between producer and consumer. *Democratizing Innovation* shows that the flow of ideas and expertise is more complex.

1. True or false?

- a) Most new ideas come from in-house research.
- b) It took Eric von Hippel three years to write his book.
- c) People who go windsurfing have helped to create new products.
- d) Surgeons are unlikely to be involved in product development.
- e) 3M uses consumers' ideas to create new products,
- f) Von Hippel believes that user-led products are often better than those developed inside a company.
- g) Some companies use toolkits to design their products.
- h) The division of labour between product and consumer has changed.

2. Choose the correct alternative for the word in *italics*.

- a) A *puzzle* is something which is
 - difficult to understand.
 - very interesting.
- b) A *decade* is a period of
 - five years.
 - ten years.
- c) A *key user* is
 - an important consumer.
 - the market leader.
- d) If you *revolutionise* something, you
 - modify it a little.
 - change it completely.
- e) If something is complex, it is quite
 - complicated.
 - big.

- 1 Work in small groups and think of a product you would like to improve. Discuss how you can improve it, explaining:
- why you think it needs changing;
 - what idea(s) you have;
 - what benefits the change(s) will bring.

UNIT 2

Before you read

Answer these questions.

How important do you think it is for big companies to invest in Research and Development? What do you know about General Electric (GE) and its products? How difficult do you think it is to invent something completely new

today? Should companies around the world work together to develop new ideas?

Read the article from the *Financial Times*.

GE keeps innovation under control

General Electric's Global Research Centre covers 550 acres, employs 1,000 PhDs, and has \$500m a year in funding. GE's scientists have to develop new products for one of the world's largest companies, with interests ranging from jet engines and nuclear power stations to microwave ovens and wind turbines,

The research centre's past achievements remind companies they need to keep innovating in order to keep growing. The light bulb, lasers and special glass for optical lenses were all historical breakthroughs when GE researchers developed them. Today, consumers and producers take them for granted.

With globalisation and the emergence of low-cost manufacturing in Asia and elsewhere, companies around the world have discovered that growth only comes from selling better, more advanced products.

Thomas Edison, one of GE's forefathers, would have been proud: a GE research project for jet fighters resulted in an invention which revolutionised the way doctors recognise illnesses.

During the 1980s, scientists at GE's global research centre were looking at ways to improve aircraft controls used by aircraft pilots. Years later, one scientist, who had also worked in a related medical programme, suggested applying the technology to X-rays. By the mid-1990s, GE was studying 'digital X-rays', which give a more accurate view of organs and bones than was previously possible. In 2000, the company began marketing the first digital X-ray machine. The technology is currently used in less than 10 per cent of the one million radiology procedures done every day, but GE believes that it will eventually replace traditional equipment.

GE believes more of its inventions will find uses outside their intended sectors.

1. Match the words and expressions to their meanings

| | |
|------------------|--|
| microwave oven | a) important new discovery |
| wind turbine | b) a machine to cook food quickly |
| achievement | c) a person who started the company long ago |
| remind | d) success |
| breakthrough | e) not recognise the value of something |
| take for granted | f) machine which uses wind to make energy |
| emergence | g) the appearance or arrival of something |
| forefather | h) help remember |

2. Answer these questions.

- How big is GE's Global Research Centre?
- What kind of products does GE produce?
- Which three products pioneered by GE are mentioned?

- d) Who was Thomas Edison?
- e) Give examples of how research in one field lead to innovation in another.

UNIT 3

Before you read

Answer these questions.

How big a problem is stress in the workplace? What are some of the main causes of stress? Do you think it is the responsibility of companies to reduce stress? How would you deal with stress in the workplace?

Read the article from the *Financial Times*.

Investors are turning up the heat on stress

Workplace stress is attracting shareholders' attention. In a report, Henderson Global Investors, which manages £66.5bn (\$117bn) of assets for individuals and institutions, asks companies to do more to deal with the causes of stress and reveal its costs.

A survey of 22 leading UK companies finds that most companies recognise stress as a potential risk to workers' health, but more than one-quarter have no system to assess this risk. Stress has become the biggest cause of sickness absence in Britain. It accounted for 36 per cent of days lost in 2004/05. Jane Goodland, author of the report, says Henderson wants to understand how companies in which they invest are tackling this issue. She believes that preventive approaches to stress management can lead to business benefits.

To highlight the potential costs to individual companies, Henderson created two models – one for the transport and communications sector and another for the retail sector. It calculates the cost of stress-related absence in the transport and communications sector at £18m to £24m a year for a company with 100,000 employees. A retail company of the same size can expect annual costs of £5m to £6m. Previous research shows that larger workplaces appear to experience more stress-related absence per employee than smaller ones.

The BT group has recognised the seriousness of the problem, BT reports that 40 per cent of its work-related ill health is due to stress and mental illness. It has reduced sickness absence and saved costs in so three ways: by reducing the sources of stress; identifying early signs; and helping individuals who are suffering or recovering from stress.

1. True or false?

- a) *Assets* are things of value which belong to a company.
- b) If you reveal something, you hide it from someone.
- c) When you *assess* something, you calculate the value of it.
- d) *Absence* means sickness.
- e) If you are *tackling* a problem, you are dealing with it.
- f) When you want to stop something from happening, you take *preventive* action.

- g) If you *highlight* something, you draw attention to it.
- h) The *source* of a problem is the result of the problem.

2. Number the paragraph headings in the correct order.

- a) One company's method of decreasing absence and costs
- b) Majority of companies are aware of the problem
- c) Examples of savings which could be made
- d) Companies should tell investors the cost of stress
- e) Companies who deal with stress will have advantages

UNIT 4

Before you read

Answer these questions.

Do you think technological developments always make life easier? Do you think that the use of modern technology can cause stress? Why (not)?

Read the article from the *Financial Times*.

Freedom or slavery?

Early morning in California, and Elizabeth Safran, a public relations consultant, is dealing with a huge number of e-mails. Everybody in the small company works from home and relies on e-mail and instant messaging to stay in touch. Elizabeth worries about her work-life balance and thinks that technology 'makes us more productive, but everybody is working all the time – weekends, evenings. It's too much.'

Five o'clock Friday afternoon in the UK, Paul Renucci, managing director of a systems integration company, switches off his computer. He now works at home and is off to pick up his children. In the past, it would take him two hours to get home from the office.

Ms Safran and Mr Renucci represent different sides of a modern problem; the capabilities of the latest communications technologies, such as e-mail, text, instant messaging and videoconferencing, make it difficult to draw the line between work and leisure and raise important questions about the nature of 'flexible working' – where employees can work where and when they choose.

There are three issues here. First, does the rise of portable, networked devices such as the Blackberry and Palm Treo really damage an individual's work and life?

Second, what is the effect of these devices on traditional workplace relationships? And third, how do individuals manage them?

A Microsoft survey found that where flexibility had increased, so had productivity and employee morale, together with lowered stress levels and staff turnover.

However, individuals can suffer technology-related stress as work moves into their free time and from the complexity of the gadgets they must use, such as mobile phones where manufacturers try to persuade customers to upgrade more frequently.

1. True or false?

- a) The staff in Elizabeth Safran's company all work in the head office.
- b) Elizabeth is happy with the way she works.
- c) It takes Paul Renucci a long time to get to work.
- d) It is sometimes hard to separate work and free time.
- e) Technology means that people can work wherever they want.
- f) A Microsoft survey reported that everyone benefits from flexible working.
- g) Technology can be stressful for individuals.

2. Use a word or expression from the article to complete these sentences.

- a) If a company depends on someone, it r_____ on that person.
- b) When you ask someone to stay in t_____, it means you want to see or speak to them again.
- c) The c_____ of a machine is what kind of things it is able to do.
- d) F_____ w_____ describes when you can work where and when you want.
- e) If you can carry a piece of equipment, it is described as P_____.
- f) A d_____ is a small machine which helps you do something.
- g) Everyone needs to work harder – the company wants to improve p_____.
- h) The way staff feel about the company is described as staff m_____.

UNIT 5

Before you read

Answer these questions.

What do you think can cause conflict in the workplace? Do you think that managers should be trained to deal with conflict? What sort of mix of people do you need to make a good team? What different types of leader do you think there are?

Read the article from the *Financial Times*.

Understand your team and the rest is easy

Mark Gerzon, author of *Leading Through Conflict: How Successful Leaders Transform Differences into Opportunities*, has noticed that most things in life involve conflict.

Some of these conflicts emerge when people come together from different backgrounds where views, cultures and beliefs may not be shared by their colleagues. Today some 63,000 companies are operating internationally, employing 90 million people and responsible for a quarter of the world's gross national product.

'We simply cannot manage a whole company, a whole community, and certainly not a whole planet, with leaders who identify with only one part,' he writes. He therefore believes that future corporate leaders will need to be experts in mediation rather than the controlling style of leaders which was apparent during the 20th century.

These controlling leaders always blamed someone else for failures and achieved success only because employees were frightened of losing their jobs. Sadly such methods still exist in some companies.

Similarly, people who question management in companies where employee morale is very low are seen as trouble makers and are often dismissed by the company. But suppose they have a point? Trouble makers are likely to respect a leader with good mediation skills because they feel that someone is listening to their complaints.

One problem with mediation in leadership is that it takes time, something this highly competitive world has little of. That is why the most competitive teams need individuals who are all capable of leadership. People need to talk all the time about their various tasks and work towards the same objective, and any conflicts should be managed in a way that does not disrupt the harmony of the team.

1. True or false?

- a) Mark Gerzon believes that conflict exists in nearly every part of life.
- b) Conflict can occur when people work together.
- c) Leaders need to understand only one part of the company.
- d) 20th-century leaders rarely accepted responsibility for their mistakes.
- e) People who disagree with management feared they will lose their jobs.
- f) Good mediators are likely to be respected by staff.
- g) Using mediation to resolve conflict takes time.
- h) A competitive team needs one good leader.

2. Choose the correct alternatives.

- a) If a manager is good at *mediation*, she/he
 - makes good decisions.
 - is able to resolve conflict.
- b) To *blame* someone is to
 - say they are responsible for a mistake.
 - apologise to them for a mistake.
- c) If employee morale is low, staff are
 - motivated.
 - unhappy.
- d) A *trouble maker* is someone who
 - solves problems.
 - causes problems.

BUSINESS TRAVELLING

UNIT 1

Before you read

1. Answer this question.

Do you like staying in hotels? Why (not)?

2. Match these symbols/abbreviations (1-3) with their meanings (a-c).

- | | |
|--------|------------------------|
| 1 % | a) square metres |
| 2 sq m | b) billion |
| 3 bn | c) per cent/percentage |

Read this article adapted from the *Financial Times*.

Business travel lifts budget hotels

Business travellers want cheaper hotel accommodation these days, and the UK budget hotel market is now worth more than £1 bn.

Whitbread's Premier Travel Inn and Dubai International Capital's Travelodge are the biggest, with about 8,000 more rooms each year on average. Last year, they each added 2,000 rooms, compared with French-based Accor's 449 rooms and Express by Holiday Inn with 356.

A budget hotel room is up to 15-22 sq m, compared with up to 42 sq m for a three- or four-star room. EasyHotels' windowless rooms are 10 sq m, and Yotel, a Japanese-style capsule hotel opening in British airports, offers rooms of only 7 sq m.

The UK budget hotel market has 1,171 hotels and 85,665 rooms. Premier Travel Inn has 38.2% of the UK market, compared with 22.6% for Express by Holiday Inn. There are 25 brands in the UK, down to Sleeperz's single 27-room hotel. The country with the highest percentage of hotel business guests who used a budget hotel last year was France, with 55 per cent, followed by Ireland, Norway and then the UK on 39%.

1. Complete these sentences with words from the article.

- a) A b_____ hotel is a cheap hotel.
- b) A place where you stay is your a_____.
- c) A w_____s room is one with no windows.
- d) A c_____e hotel is one with very small rooms.

2. Match these figures with the items they relate to.

| | |
|--------------------|---|
| 1 1bn | a) number of budget hotels in UK |
| 2 8,000 | b) turnover of UK budget hotel market |
| 3 22m ² | c) Premier Travel's share of UK budget hotel market |
| 4 42m ² | d) size of Easyhotel room |
| 5 10m ² | e) average increase in number of rooms per year |
| 6 1,171 | f) size of three- or four-star hotel room |
| 7 85,665 | g) number of budget rooms in UK |
| 8 38.2% | h) size of biggest budget hotel room |

UNIT 2

Before you read

Answer these questions.

- Do you make your own travel arrangements?
- Do you ever have any problems when you make travel arrangements?
- What are the most important things for you when you book a trip?

Read this article adapted from the *Financial Times*.

Travel clubs: A service that takes the strain

Business travellers who work for big companies usually have a company travel department to book their trips. But independent businesspeople, or those who work for small and medium-sized companies, do not have experts to make the bookings. Travel clubs have developed to help these people.

Globetrotters Club has been looking after leisure travellers for decades. It has 450 to 500 company members worldwide, and the club's newsletter is sent to all members six times a year. Its eNewsletter is e-mailed to more than 11,000 people monthly. Discounts are available to members as well as information and advice.

Another club, Wexas, can get big discounts for its members, because it is a large organisation. Annual corporate membership costs £170. Wexas negotiates discounted rates with 70 of the world's leading airlines; it checks air fares daily and makes special deals and rates available to members. It also books flights with no-frills carriers.

It has special business rates with 34 partner hotel chains covering more than 20,000 hotels in 190 countries. It also has direct contracts with hundreds of selected hotels at further discounts. Perhaps one of its most useful and popular benefits is its airport lounge programme, which, for a small entry charge, gives access to more than 100 lounges worldwide.

1. Find words in the article to complete these sentences.

- If you have your own business, you are an i_____t business person.
- If you know a lot about something, you are an e_____t.
- A m_____y newsletter is one that arrives every month.
- Membership for a year is called an a_____I membership.
- If you do something every day, you do it d_____y.
- Before you agree a price, you usually n_____e with a company.
- A cheap airline is also called a n____-f_____s c_____r.
- A b_____t is something good or an advantage.

2. Decide whether these sentences are true or false.

- Large companies usually have a special department to make travel bookings.
- Travel clubs help business travellers make bookings.
- Globetrotters Club send eNewsletters six times a year.
- Globetrotters Club members live in many different countries.
- Wexas can offer good prices on scheduled airlines.

- f) Wexas cannot book flights on cheap airlines.
- g) Wexas has partner hotels in many countries.

3. Answer these questions.

- 1. Would you like to use a travel club? Why (not)?
- 2. Do you think people need to travel for business these days?
- 3. Do you think travelling is bad for the environment?

4. MARKETS AND PRODUCTS

UNIT 1

Read this article adapted from the *Financial Times*.

Word-of-mouth marketing is the best strategy for Masterfoods

As part of its launch for a new variety of catfood, UK petfood maker Masterfoods last year used a strategy designed by a company called Wildfire, which is based in London. They are specialists in word-of-mouth marketing. The company identified 10,000 consumers likely to give positive word-of-mouth reports to others if they liked the product Whiskas Oh So. These people were then mailed free samples and coupons to pass on to family and friends. To test the success of the strategy, Wildfire contracted Dunnhumby, a company which analyses data. They studied the responses of three groups: people who received the free samples and coupons, people who were then sent the coupons by satisfied users, and a special group who did not receive the mailshot.

According to Ivan Palmer of Wildfire, the results were dramatic. 'Sales of the product among people who received word-of-mouth recommendations plus coupons from their friends were 11 times higher than among the special group.'

1. Complete these sentences with words from the article.

- a) When you put a product on the market for the first time, you l_____ch it.
- b) A s_____y is a formal plan.
- c) A s_____t is someone who has a lot of experience in one area.
- d) M_____d is another word for 'sent'.
- e) Companies send you a s_____e of their product so you can try it.
- f) A c_____n is a printed form giving you a discount on a product.
- g) A m_____t is when you send product information to a lot of people by post.
- h) If the results are d_____c, then they are amazing.

2. Match the statements below (a-e) with the three companies (A-C).

A. Masterfoods; B. Wildfire; C. Dunnhumby

- a) It is located in London.
- b) It found 10,000 potential customers.
- c) It makes food for pets.
- d) It checked how successful the advertising was.
- e) It thought the results were amazing.

3. Complete the sentences below with the verbs from the box.

| | | | | |
|------|-------|------------|-------|------|
| buys | makes | recommends | sells | uses |
|------|-------|------------|-------|------|

- a) A customer the product.
- b) The producer.....the product.
- c) A retailer.....the product.
- d) A consumer.....the product.
- e) A customer.....the product to other people.

UNIT 2

Before you read

Answer these questions.

- Do you ever buy magazines? Why (not)?
- Which magazines do you like?

Read this article adapted from the *Financial Times*.

Women's magazine is surprisingly successful

Candis is probably the most popular women's magazine you don't know. It does not appear in any newsagent's and is not advertised on television, yet it sells more than *Elle*, *Vogue*, *Company* and *Grazia*.

The women's magazines market is strongly competitive. Monthlies, such as *Candis*, have been under particular pressure recently as women's weeklies have increased. Yet *Candis* is the UK's eighth-biggest selling women's monthly. The magazine is different from almost every other women's title because you can only buy it on subscription, and it is still 100-percent owned by the family that started it. It supports charities, giving 10 per cent of subscription revenue to healthcare and community projects. Up to now, it has given more than £50m.

We did a lot of research to see why members buy the magazine,' says the Marketing Director. 'They like to spend time sitting down reading a magazine that they know is helping someone at the same time.' Until recently, their sales people still sold the magazine door-to-door. But this was becoming more difficult. However, *Candis* sold best when there was face-to-face contact with the customer. So they tried selling the magazine in shopping centres, and this has been quite successful and will continue.

1. Complete these sentences with words from the article.

- a) If the market is c_____, there are many companies offering similar products.
- b) Magazines which are sold every week are called w_____s.
- c) If you join a club, you pay a s_____n each year.
- d) R_____e is money which you earn from work or selling.
- e) C_____y projects are ones which help local people.
- f) If you do r_____, you find out as much as you can about something.
- g) Visiting people's houses to sell a product is selling d____-to-d_____.

2. Decide whether these sentences are true or false.

- a) You can buy *Candis* in any newsagents.
- b) *Candis* sells more magazines than *Elle* or *Vogue*.
- c) *Candis* comes out every week.
- d) It is a family-owned magazine.
- e) It gives money to charities.
- f) Research shows that members like the magazine because it supports charities.

UNIT 3

Before you read

Match these words to their meanings.

- | | | |
|-----------------|---------|---|
| 1. to stand out | a) | standard; not designed for one particular person |
| 2. flashy | b) | covered with something on its surface |
| 3. encrusted | c) | designed for one particular person |
| 4. emerging | d) | to be easy to notice because of being different or |
| 5. custom-made | special | |
| 6. off-the-peg | e) | expensive-looking; made to impress other people |
| | f) | beginning to have a lot of power in trade and finance |

Read this article adapted from the *Financial Times*.

Welcome to Moscow, city of the gold Rolls-Royce

There are more and more super-rich people in Russia, and they have expensive tastes. Last year, they spent \$2.5bn on imported new luxury cars. They want the most exclusive cars – models that stand out in a traffic jam.

One foreign vehicle salesman says: 'Russia is a place where the rich find it quite normal to buy two or three cars at once, even if they are just flashy, summer toys'. Daimler Chrysler has a lot of rivals in that niche market, but its Russian prospects still look extremely bright. Last year, the company celebrated a record 92-per-cent increase in Russian sales. It put a new Mercedes model encrusted with Swarovski crystals on display in its Moscow showroom. The ice-blue crystals add €300.000 to the price of the Mercedes SL500, one of the fastest sports cars in the world. In Russia, the most expensive cars sell best, and Russian big spenders do not ask for credit! Alexandra Melnikova, an automobile analyst, says Russians love of flashy cars is no different from that in other emerging economies such as China, where the way you look is very important.

Spending is in, and saving is out. A luxury car has become absolutely necessary for Russian businessmen in a market here, she says: 'It is important to compete on the same level.' If you drive an off-the-peg luxury car, not enough people will look at you. Nearly all of Rolls-Royce's Russian clients insist on something custom-made. The first gold Rolls-Royce is already in Moscow!

1. Choose the correct answers to complete these sentences.

1. The number of very rich people in Russia is
a) going down. b) increasing. c) stable.
2. Last year, DaimlerChrysler's sales In Russia were.....the year before.
a) the same as b) lower than c) higher than
3. According to Alexandra Melnikova, the situation in Russia is.....that in China.
a) similar to b) different from c) better than
4. Many Russian businesspeople want a custom-made car because
a) they all dream of a gold Rolls-Royce.
b) they want to compete on the same level as the Chinese.
c) standard luxury cars are not impressive enough.

UNIT 4

Before you read

Answer these questions.

In what ways can technology help to save lives?

Read the article from the *Financial Times*.

Raymarine to launch 12 new products

Raymarine, the marine electronics group, is to launch 12 new products this year, including a device that uses the satellite positioning system to pinpoint anyone falling overboard.

The company also expects continuing strong sales of the E-series of navigation products, launched a year ago. These products use one screen to display information such as navigation charts, fish-finding equipment and engine performance.

Last year, the company moved most of its production from Portsmouth to Hungary, where all its printed circuit boards are now made. It expects to complete the transfer of all production facilities to Hungary by the end of this year.

The restructuring led to charges of £10.9m for the year to December, leaving pre-tax profit at £8.1m, compared with £5.3m for the previous year. However, adjusted operating profits rose 38 per cent to £19.4m (£14.1m) after a rise in sales from £106.3m to £121.9m.

FT Comment:

This is both a restructuring story and one of the few successful consumer electronics stories. The fact that the company was still manufacturing anything in the UK shows how old-fashioned it was, and the outsourcing to Hungary should add at least £5m to profits next year and £10m the following year. It should also enable the company to lift its market share in a market that is expanding as more people retire and have money to spend on leisure. In the US, for example, many of those who move to Florida and take up boating love spending their money on such equipment. Profits this year are expected to be about £21m, rising to £28.5m next

year.

1. Match the words (1-8) with their meanings (a-h).

- | | |
|---------------|-------------------------------|
| 1. marin | 1. stop working |
| 2. pinpoint | 2. relocation |
| 3. overboard | 3. free time |
| 4. navigation | 4. make a slight change |
| 5. transfer | 5. locate |
| 6. adjust | 6. connected to the sea |
| 7. retire | 7. into the sea (from a boat) |
| 8. leisure | 8. finding the direction |

2. Choose the correct word from the box to complete the summary.

| |
|---|
| abroad expanding launch manufacturing operating outsourcing overboard restructuring retire |
|---|

Raymarine produces electronic devices for use on boats. One of its new products can signal when someone has gone a).....The company is now moving its b)..... to Hungary. The c)..... has been expensive, but a lot of money should be saved by d)..... to Hungary. The market is e)..... because more people in the USA are buying boats when they f).....

UNIT 5

Before you read

Answer these questions.

Do companies need to come up with new products all the time to be successful? Do you look for healthy products when you shop? Do you think that all food companies should change their products to more healthy ones?

Read the article from the *Financial Times*.

Kraft gives products healthy makeover

Ever since it was invented by Kraft Foods in 1937, packaged macaroni and cheese has been the ultimate American comfort food. In the past six months, Kraft has been reinventing 'Supermac' with a version made with healthy ingredients.

Kraft believes that many of its famous products – like Ritz crackers, introduced in 1934, Kool-Aid powdered soft drinks and Jell-O instant pudding – must be brought up to date to take advantage of the 'health and wellness' trend in

the food industry. Food companies typically charge customers more for 'healthy' products. And Kraft needs such customers more than most of its rivals.

Its products like 'Supermac', aimed at the middle-income consumer, are the most vulnerable to private-label competition. It has also struggled to maintain the right price gap between its brands and non-branded competition.

Kraft risks being left out as consumers buy more expensive products – a trend highlighted by Campbell Soup's success with more expensive soups sold in cartons and marketed as 'restaurant' quality.

Roger Deromedi, Kraft chief executive, admits Kraft could be doing better. However, Mr Deromedi says the launch of new products carrying premium prices – such as luxury Carte D'Or chocolate launched last quarter in the UK and Germany – has improved sales mix. Also, new product revenues jumped by 50 per cent in two years, driven by new items like DiGiorno microwaveable frozen pizzas.

Kraft also plans to target older consumers with higher spending and has been eliminating slower-selling product lines. 'It's reinventing the brands within the categories that exist. That is the power of our company – the strength of our brands.'

1. True or false?

- a) Packaged macaroni cheese was first sold in 1937.
- b) Kraft is changing its products because of changes in the market.
- c) Healthy products are cheaper than less healthy products.
- d) One of Kraft's competitors is Campbells.
- e) Sales of Campbell's restaurant-quality soups were poor.
- f) Completely new products are doing less well than expected.
- g) Kraft plans to improve the slower-selling products.

2. Choose the correct meaning for the words in *italics*.

- a) If you give something a *makeover*, you
 - change its look or content.
 - promote the product in a different way.
- b) The *ultimate... comfort food* means
 - the best food to make you feel happy.
 - the highest-quality food possible.
- c) A *version* of something' means
 - an unusual design of something.
 - a different type of something.
- d) If something is *vulnerable*, it is
 - likely to be in danger.
 - dangerous to people.
- e) If you *struggle* to do something, you
 - find it hard to do it.
 - enjoy trying to do it.

- f) *Premium* prices means
- discounted prices.
 - more expensive prices.
- g) If you *eliminate* something, you
- sell it cheaply.
 - remove it.

COMPANIES

UNIT 1

Before you read

1. **Match the words (1-6) to their meanings (a-f).**
 2. a group of products of the same type that a company makes
 3. the money a company has after paying tax and other costs
 4. who knows a lot about fashion and the modern world
 5. that you can destroy without making the environment dirty
 6. things like toothpaste, soap, shampoo, etc.
 7. money that a business gets from selling goods over a period of time
- a) toiletries
 - b) sophisticated
 - c) revenues
 - d) a range
 - e) biodegradable
 - f) net income

2. Look through the article below and complete this fact file:

Name_____, Location_____, Chief Executive_____, Type of products_____, Number of products: _____, Revenues:_____

Read this article adapted from the *Financial Times*.

Natura aims to expand internationally

Natura is a fast-growing Brazilian cosmetics and toiletries company which started as a small laboratory in a garage in Sao Paulo 37 years ago. Today, it is trying to go international.

Natura picked France as the first country outside Latin America to try out its ideas. 'We wanted to choose a sophisticated market where people want things to be very good,' says Alessandro Carlucci, Natura's Chief Executive. 'We wanted a test that was tough,' Mr Carlucci says the experiment was successful. Within five years, he says, Natura wants to have at least 10 per cent of its revenues coming from outside Brazil, compared with 3 percent now. Apart from Brazil and its small operation in France, Natura currently sells its cosmetics in a few other South American countries.

It sells a range of 600 soaps, shampoos, skin-care lotions and similar products. All of them are based on about 900 natural ingredients, sourced mostly

from farmers in the Amazon rainforest. The company promotes itself as an 'ethical' company that works with growers who harvest their products in an environmentally sensitive way. It also uses biodegradable packaging. 'What makes them different from other companies is their corporate values. They really want to make the world a better place,' says Mauro Cunha, Chief Investment Officer at Franklin Templeton Investimentos Brasil. Results are good. In the first nine months, revenues were up 21 per cent to R\$2.7bn (US \$1.3bn). The income rose 33 per cent to R\$344m.

1. Answer these questions.

1. Where does Natura sell its products?
2. What is the company's target for the next five years?
3. Where does the company get the ingredients for its products?
4. What makes Natura an 'ethical' company?
5. Why did Natura choose France to find out how successfully it could expand abroad?

2. Match the words (1-5) to the nouns (a-e) to make word partnerships used in the article.

- a) values; b) ingredients; c) lotion; d) executive; e) company
1. a fast-growing; 2. chief; 3. corporate; 4. skin-care; 5. natural.

UNIT 2

Read this article adapted from the *Financial Times*.

Thomas Cook looks at eastern expansion

Thomas Cook said it hopes to move into Russia, China, India and other south-east Asian countries because of higher fuel costs and taxes on people who travel by air in UK. 'The Russian market is an obvious opportunity for us, because Russians go to Turkey and Egypt, where we operate,' the chief executive said. 'There are also opportunities in growing markets, such as China, India and other far-east countries.' The company said UK bookings were lower than previously, and it expects winter bookings to be about 5 per cent lower, as it stops operating unprofitable holidays.

The group reported a strong performance in Scandinavian markets and at another company in the group, Airlines Germany. In Scandinavia, summer bookings this year were 2 per cent above the previous year, with similar passenger numbers and average selling prices up 2 per cent. Bookings for winter look strong.

In Europe, bookings for summer this year were 6 per cent lower than the year before, with average selling prices 2 per cent higher. In North America, this year's summer bookings were 32 per cent lower than last year.

1. Match the sentence halves to make true statements according to the article.

1. were very low this year.
2. travel to Turkey and Egypt.
3. plans to move into south-east Asian markets.
4. are 6% lower than the year before.
5. has very high fuel costs and taxes for travellers.
6. are doing very well at the moment.
7. thinks that fewer people plan to travel in winter.

- a) Thomas Cook
- b) The UK
- c) Russian people
- d) Thomas Cook
- e) Scandinavian markets
- f) European bookings
- g) North American booking

2. Complete this table.

| Verb | Noun |
|---------|------------------|
| expand | <i>expansion</i> |
| operate | |
| | performance |
| | booking |

3. Complete these sentences with the words from the table in Exercise 2.

- a) We need toour holiday soon.
- b) The manufacturing.....is moving overseas next year.
- c) We hope to.....into new markets next year.
- d) Our financial.....was very good last year.

UNIT 3

Before you read

1. Answer these questions.

- What kind of drinks are popular in your country?
- Is whisky a luxury product in your country?

2. Choose the correct word in *italics* to make true sentences.

- a) If you invest in a company, you *put money into/take money from* the company.
- b) The most recent figures are the *oldest/newest* figures.
- c) A traditional market is *a usual/an unusual* market.
- d) If you have concerns about something, you are *happy/worried* about it.
- e) An ageing population is one which is *growing bigger/getting older*.

Read this article adapted from the *Financial Times*.

Whisky galore in the Scotch renaissance

The drinks group, Diageo, which produces Johnnie Walker whisks, plans to invest £100m in expanding its whisky operations in Scotland to meet demand from growing markets such as Brazil, Russia, India, China and Mexico.

Global demand for whisky continues to increase strongly, according to the Scotch Whisky Association, with exports rising by 4 per cent two years ago – the most recent figures available. The total value of Scotch whisky exports rose 4 per cent on the previous year. They reached £2.36bn – the industry's third-best annual performance.

However, whisky producers still have a problem in their traditional markets of Europe and North America, as middle-aged drinkers drink less because of concerns about health and higher taxes. A recent analysis shows that the ageing European population prefers both the more expensive products to drink at home and cheaper products which they can buy in supermarkets.

The Scotch Whisky Association said sales to China increased from £200m in 2000 to £46m two years ago. 'The economy is growing, and new consumers want to try top international products such as whisky.' Whisky sales to India were worth £25m, where consumer demand for Scotch whisky was high.

1. Decide whether these sentences are true or false.

- a) Diageo makes Johnnie Walker whisky.
- b) Diageo plans to spend £100m in Brazil and Russia.
- c) Mexico is one of the growing markets for whisky.
- d) The Scottish Whisky Association says more people around the world want to buy whisky.
- e) The newest information the association has is from two years ago.
- f) Europeans and North Americans drink more whisky now than before.
- g) Sales in China increased dramatically.
- h) Sales in India were worth £46 million.

2. Complete the sentences with the words below.

analysis consumers demand increased prefer worth

- a)from customers is growing every month.
- b) We have done a careful.....of the market and know our product will sell.
- c) Our.....tell us that they want to have more natural products.
- d) Most older people.....to drink at home these days.
- e) Total export sales last year were.....\$50 million.
- f) Sales to China also.....by about 15%.

UNIT 4

Read the article adapted from the *The Economist*.

Boo hoo!

More bad news for the struggling internet giant, this time from Japan.

After *Yahoo!* rejected *Microsoft's* offer of \$31 a share in February, there has

been more bad news. Growth in Internet advertising, *Yahoo!*'s main source of revenue, is slowing as the economy slows down. Its share price has fallen below \$13. The brightest treasure in *Yahoo!*'s empire has long been its Japanese branch, in which it has a 34% stake. But now even this jewel is losing its shine.

In September *Yahoo! Japan* reported that its online-auction site had experienced a huge hacker attack. Criminals used hijacked accounts to sell counterfeit luxury goods. The auction site is the country's biggest, with some 16m goods listed at any time (around ¥740 billion or \$6.5 billion).

Last month the company agreed to repay the money which was lost by the number of its users. This started loads of further complaints, as other users wanted compensation too. *Yahoo! Japan* says it does not know how so many usernames were stolen and advised users to change their passwords.

The security breach is terrible news. Users are unlikely to use a site they no longer trust to protect their personal information. And *Yahoo! Japan* faces other problems. *Google* is catching up, revenue growth is slowing and managers are leaving the company. Its share price has fallen by 50% in the past six months.

1. True or false?

1. *Yahoo!*'s share price has fallen to \$13.
2. The weakest firm in *Yahoo!*'s empire has long been its Japanese branch.
3. The company said it was ready to refund the losses of its users.
4. In September *Yahoo! Japan* reported that its head-office had experienced a huge hacker attack.
5. Users like to use a site they no longer trust.

2. Match the words with their meanings.

- | | |
|----------------|--|
| 1. reject | a) fake |
| 2. revenue | b) a diamond or a precious stone |
| 3. share | c) to decline or to refuse |
| 4. jewel | d) money you receive after you sell something covering your expenses on it |
| 5. counterfeit | e) one of the equal parts in which the business is divided |

UNIT 5

Before you read

Answer these questions.

Do you think that company structures (business models) need to change frequently? Why (not)? Do you think companies have to operate internationally to grow? What potential risks do you think companies face when they set up in another country for the first time?

Read the article from the *Financial Times*.

A foreign way to avoid dying at home

Tony Jones has made his money by fixing things, including changing his business model to cope with a 'dying' UK manufacturing industry.

He created Advanced Total Services (ATS) in the 1990s, a business that repaired the electronics on industrial machinery. He sold ATS for £4m in 1998, but soon started a new company, Lektronix, operating in the same market as ATS, but which aimed to expand faster by modifying the business model.

ATS had eight offices across the UK so local people were near factories. However, Lektronix only had three, focusing on the larger manufacturers. Consequently, Lektronix generated the same sales volume as ATS with a third of the number of customers and significantly lower operating costs.

Lektronix faced two big challenges. Firstly, it had created its own competition, ATS, and secondly it was dealing with a smaller market as British manufacturers either closed or moved abroad. Overseas expansion was attractive, because in many markets there was no competition. The main problem was Mr Jones's lack of experience in international expansion.

His first target market was the Czech Republic. He decided to test the market by visiting potential customers. He spent three days visiting 20 companies, and his first local recruit was one of his cab drivers who had a background in sales. The rest of the Czech team was found through a local employment agency run by a Briton who spoke Czech.

The most difficult part was taking the first step, according to Mr Jones. 'Once you commit to doing it, you will meet people who know people who can help.'

1. Use the correct form of words from the article.

- a) If a machine breaks down, you have to r_____r it.
- b) An industry which is disappearing is said to be d_____ g.
- c) If you c_____e a company, you start or set one up,
- d) When sales are falling, we say your market share is d_____g.
- e) We m_____y a plan or system when the situation changes.
- f) A difficult situation can be called a c_____e.
- g) A company needs to r_____t good staff if it wants to succeed.
- h) People who might be your customers are known as p_____l customers.

2. True or false?

- a) ATS is owned by Tony Jones.
- b) Lektronix provides a similar service to ATS.
- c) Mr Jones set up Lektronix in exactly the same way as ATS.
- d) Lektronix has far more customers than ATS.
- e) Lektronix's operating costs are not as high as those of ATS.
- f) Many manufacturers in the UK have closed down.
- g) The market in other countries is very competitive.
- h) Mr Jones went to the Czech Republic to see what he could setup.
- 1) Mr Jones employed most of the Staff there himself.

Упражнения для самостоятельной работы студентов

1. Change the sentences using the Present Perfect.

1. I am eating my breakfast. 2. We are drinking water. 3. He is bringing them some meat and vegetables. 4. You are putting the dishes on the table. 5. They are having tea. 6. She is taking the dirty plates from the table. 7. The children are putting on their coats. 8. The students are writing a dictation. 9. My friend is helping me to solve a difficult problem. 10. I am learning a poem. 11. She is telling them an interesting story. 12. Kate is sweeping the floor. 13. The waiter is putting a bottle of lemonade in front of him. 14. Susan is making a new dress for her birthday party. 15. She is opening a box of chocolates.

2. Put the verbs in brackets into the Present Continuous or Present Perfect.

1. What are you (to talk) about? 2. We have just (to talk) about it. 3. He has just (to say) something about it. 4. She is (to tell) them some interesting story. 5. He has (to tell) us nothing about it. 6. She has (to tell) them some stories about dogs. 7. We have (to have) two lessons today. 8. They are (to have) a meeting. 9. She has not (to speak) yet. 10. They have (to ask) me several questions. 11. He has already (to learn) the rule. 12. I am (to write) an exercise. 13. What is he (to do)? — He is (to read) a newspaper. 14. Have you (to read) any stories by Jack London? 15. What are you (to do) here? — I am (to write) a letter to my friends. 16. Who has (to write) this article?

3. Put the verbs in brackets into the Present Perfect or Past Simple.

1. We (to travel) around Europe last year. 2. My father knows so much because he (to travel) a lot. 3. I (to see) Pete today. 4. She (to see) this film last Sunday. 5. Alex (to meet) his friend two hours ago. 6. I just (to meet) our teacher. 7. The children already (to decide) what to do with the books. 8. Yesterday they (to decide) to help their grandmother. 9. Helen speaks French so well because she (to live) in France. 10. She (to live) there last year. 11. The rain (to stop) and the sun is shining in the sky again. 12. The rain (to stop) half an hour ago. 13. Mary (to buy) a new hat. 14. I (to buy) a pair of gloves yesterday. 15. The wind (to blow) off the man's hat, and he cannot catch it. 16. The weather (to change), and we can go for a walk.

4. Put the verbs in brackets into the Present Perfect and complete the short answers.

1. I (be) to the dentist. 2. You (have) breakfast? ~ Yes, I ... 3. The post (come)? ~ Yes, it... 4. You (see) my watch anywhere? ~ No, I'm afraid I ... 5. Someone (wind) the clock? ~ Yes, Tom ... 6. I (not finish) my letter yet. 7. He just (go) out. 8. Someone (take) my bicycle. 9. The phone (stop) ringing. 10. You (hear) from her lately? - No, I ... 11. I just (wash) that floor. 12. The cat (steal) the fish. 13. You (explain) the exercise? ~ Yes, I... 14. There aren't any buses because the

drivers (go) on strike. 15. You (have) enough to eat? ~ Yes, I (have) plenty, thank you. 16. Charles (pass) his exam? ~ Yes, he ...

5. Complete the second sentence so it has a similar meaning to the first sentence. Use the present perfect and the verb in brackets.

- a) Jane doesn't work at this company now. – Jane... this company (leave).
- b) This is the first time I've been to the United States. – I ... to the US before (never, be).
- c) That's strange! My wallet isn't here! – That's strange! My wallet ... (disappear).
- d) I saw a friend of yours a few moments ago. – I... a friend of yours (just, see).
- e) I'm still writing this report. – I... this report yet (finish).
- f) We started working here three years ago. – We... for three years (be).
- g) Is this your first visit to Latin America? – Have you... there before (be)?
- h) Is Anna still out of the office? – ... Anna... back yet (come)?

6. Complete the second sentence so it has a similar meaning to the first sentence. Use the verbs from the box.

| |
|--|
| have eaten, have been, has gone, haven't seen (x2), have left, have forgotten, haven't finished |
|--|

- a) I'm sorry, but Rachel Dawson isn't here. – I'm sorry but Rachel Dawson... out (go).
- b) I last saw David in 1996. – I... since 1996.
- c) I came to live here three months ago. – I... here three months.
- d) How stupid of me! My laptop is still in the car. – How stupid of me! I... my laptop in the car.
- e) I'm still reading this report. – I ... reading this report yet.
- f) This is the first time I've eaten snails. – I... never... snails before.
- g) I don't remember Helen's phone number. – I... Helen's phone number.
- h) The last time I saw Margaret was Monday. – I... since Monday.

7. Put the verbs in brackets into the Present Perfect or Simple Past.

1. This is my house. – How long you (live) here?— I (live) here since 1970. 2. He (live) in London for two years and then (go) to Edinburgh. 3. You (wear) your hair long when you were at school? ~ Yes, my mother (insist) on it. 4. But when I (leave) school I (cut) my hair and (wear) it short ever since. 5. Shakespeare (write) a lot of plays. 6. My brother (write) several plays. He just (finish) his second tragedy. 7. I (fly) over Loch Ness last week. – You (see) the Loch Ness monster? 8. I (not see) him for three years. I wonder where he is. 9. He (not smoke) for two weeks. He is trying to give it up. 10. Chopin (compose) some of his music in Majorca. 11. When he (arrive)? – He (arrive) at 2.00. 12. You (lock) the door before you left the house? 13. I (read) his books when I was at school. I (enjoy) them very much. 14. I can't go out because I (not finish) my work. 15. I never (drink) whisky. – Well, have some now. 16. I (write) the letter but I can't find a stamp.

8. Complete the sentences. Use the Present Perfect.

1. How long _____ you _____ (use) this car? You should buy a newer one.
2. How long _____ you _____ (know) her?
3. (You are retired now.) How long _____ you _____ (work) as a deputy chief executive officer?
4. Since leaving school, both men _____ (work) in fast food restaurants.
5. They _____ (live) in the same town all their lives.
6. Both the brothers _____ (be married) to a woman called Linda for several years before divorcing her in 2005.
7. She _____ (study) tourism for 3 years at university. Now she is a travel agent.
8. I _____ (start) learning English 5 years ago.

9. Insert the appropriate word and complete the sentences.

Use: for, since, ago, (always), all one's life, how long

1. Both of them _____ (suffer) tension headaches _____ they were young.
2. I _____ (know) her _____.
3. Jan _____ (have an accident) – they've taken her to hospital.
4. Jan _____ (have an accident) – don't worry, she's okay now.
5. I _____ (see) her this morning (now it's evening).
6. I _____ (see) her today – she looks tired and exhausted.
7. I _____ (live) in New York _____.
8. He _____ (live) in Europe _____.

10. Put the verbs in brackets into the Present Perfect. Use contractions where possible. The first one has been done for you

1. Are you sure it isn't working? Have you tried (you/try) it?
2. I... (never/see) such a boring presentation.
3. Luckily, our customers... (not/complain) about the price rise.
4. We... (already/spend) quite a lot of money on this project.
5. ... (they/reply) to your last email?
6. I... (not/get) the figures to hand – can I call you back later?
7. Unemployment... (go/up) by 2% since January.
8. I'm sorry, she's not here. She... (just/leave).
9. Their shares (fall) by 15% since the merger.
- 10.... (you/ever/take) *the Eurostar* to Brussels?

11. Put the verbs in brackets into the correct tenses (Conditional I).

1. If I see him, I (give) him a lift.
2. If I find your passport I (telephone) you at once.
3. The police (arrest) him if they catch him.
4. If he (read) in bad light, he will ruin his eyes.
5. Someone (steal) your car if you leave it unlocked.
6. What will happen if my parachute (not open)?
7. If he (wash) my car I'll give him £10.

8. If you put on the kettle, I (make) the tea.
9. He'll be late for the train if he (not start) at once.
10. If you come late, they (not let) you in.
11. Unless he (sell) more, he won't get much profit.
12. Ice (turn) to water if you heat it.
13. Unless you are more careful, you (have) an accident.
14. Tell him to ring me up if you (see) him.
15. If I tell you a secret, you (promise) not to tell it to anyone else?
16. If he (like) the house, will he buy it?

12. Complete each sentence 1-6 with an ending a)-f).

- | | |
|---|-----------------------------------|
| 1. Please take a seat until | a) you leave. |
| 2. They won't accept our order unless | b) Dr Rihal is ready to see you. |
| 3. Helen wants to see you before | c) we give a bank guarantee. |
| 4. As soon as Helen arrives | d) finish, we can talk. |
| 5. I can't wait! This time next week I'll | e) I'll ask her to phone you. |
| 6. Will you wait a moment? When I'll | f) be lying on a beach in Greece. |

13. Choose the correct variants and translate the sentences.

1. If we 're/we would be late, they'll start/they'd start without us.
2. If we will take/take a taxi, we'll arrive/we arrive sooner.
3. If we worked/would work for ADC, we'll get/we'd get a better salary.
4. If we don't hurry/won't hurry, we would be/we'll be late.
5. If you change/are changing your mind, give me/you will give me a ring.
6. Unless you click/would click on that icon, it didn't/it won't print out.
7. If I lend/will lend you this book, when do you return/will you return it?
8. If you heard/hear anything in the next few days, let me/letting me know.

14. Complete the sentences (Conditional I).

1. If they (promote) the brand better, they (get) a market share.
2. If your second interview (go) well, I'm sure they (offer) you the job.
3. If my train (not come) late, I (be) in Paris at six.
4. If you (tell) me what you want, I (get) it for you at the airport.
5. If we (send) the goods by sea, the transport costs (be) much lower.
6. When anyone from Head Office (visit), they (stay) in a five star hotel.
7. If you (enter) the date in the wrong format, the computer (not recognize) the information.

15. Put the verbs in brackets into the correct tenses (Conditional II).

1. If I had a fax, I (send) it myself.
2. If I (know) his address, I'd give it to you.
3. He (look) a lot better if he shaved more often.
4. If he worked more slowly he (not make) so many mistakes.
5. I shouldn't drink that wine if I (be) you.

6. More tourists would come to this country if it (have) a better climate.
7. If I were sent to prison you (visit) me?
8. If someone (give) you a helicopter what would you do with it?
9. I (buy) shares in that company if I had some money.
10. If you (not belong) to a union you couldn't get a job.
11. If I (win) a big prize in a lottery I'd give up my job.
12. I could tell you what this means if I (know) Greek.
13. If everybody (give) £1 we would have enough.
14. He might get fat if he (stop) smoking.
15. I (be) ruined if I bought her everything she asked for.
16. I could get a job easily if I (have) a degree.

16. Translate into English. Use the Past Simple Active or the Past Simple Passive.

1. Я рассказал – Мне рассказали.
2. Я показал – Мне показали
3. Она привела – Ее привели
4. Мы спросили – Нас спросили
5. Мы ответили – Нам ответили
6. Мы послали – Нас послали
7. Они дали — Им дали
8. Он помог – Ему помогли
9. Он посоветовал – Ему посоветовали
10. Он забыл – Его забыли
11. Он вспомнил – Его вспомнили
12. Мы пригласили – Нас пригласили
13. Он позвал – Его позвали

17. Use the verbs in brackets in the Present, Past or Future Simple Passive.

1. Bread (to eat) every day.
2. The letter (to receive) yesterday.
3. Nick (to send) to Moscow next week.
4. I (to ask) at the lesson yesterday.
5. I (to give) a very interesting book at the library last Friday.
6. Many houses (to build) in our town every year.
7. This work (to do) tomorrow.
8. This text (to translate) at the last lesson.
9. These trees (to plant) last autumn.
10. We (to invite) to a concert last Saturday.
11. My question (to answer) yesterday.
12. Hockey (to play) in winter.
13. Mushrooms (to gather) in autumn.

18. Translate into English using the Present, Past or Future Simple Passive.

1. Мне расскажут — Мне рассказали — Мне рассказывают
2. Мне покажут — Мне показали — Мне показывают
3. Ее привели — Ее приводят — Ее приведут
4. Нас спросили — Нас спрашивают — нас спросят
5. Нам ответили — нам отвечают — нам ответят
6. Нас послали — нас посылают — нас пошлют
7. Им дали — им дают — им дадут
8. Ему помогли — Ему помогают — Ему помогут.

19. Put the verbs in brackets into the right form

1. The porter will (bring, be brought) your luggage to your room.
2. Your luggage will (bring, be brought) up in the lift.
3. You may (leave, be left) your hat and coat in the cloak-room downstairs.
4. They can (leave, be left) the key with the clerk downstairs.
5. From the station they will (take, be taken) straight to the hotel.
6. Tomorrow he will (take, be taken) them to the Russian Museum.
7. At the station they will (meet, be met) by a man from the travel bureau.
8. She will (meet, be met) them in the hall upstairs.

20. Translate into English

1. Он каждый день рассказывает нам что-нибудь интересное.
2. Ему каждый день рассказывают что-нибудь интересное.
3. Я часто посылаю письма друзьям.
4. Меня часто посылают на юг.
5. Я всегда хвалю моих друзей.
6. Меня всегда хвалят дома.
7. Мы часто вспоминаем вас.
8. Нас часто вспоминают в деревне.
9. Меня часто приглашают в кино.
10. Он пишет много писем.
11. Когда в вашей семье пьют чай?

21. Rewrite each sentence with a passive verb as in the example.

Example: The authorities have closed the casino. — The casino has been closed.

1. People all over the world speak English.
2. The local authorities have finally opened the new motorway.
3. Someone left this umbrella in reception.
4. They have just serviced all our machines.
5. They printed some business cards with the new logo.
6. They refused my request for credit.

22. Rewrite each sentence with a passive verb as in the example.

1. Example: Someone checked these figures for me last week. — These figures were checked for me last week.

2. They grow much less coffee in Colombia these days. – These days much less coffee...
3. Someone delivered this package this morning. – This package was...
4. They've put up interest rates again. – Interest rates have been...
5. We'll discuss your idea in the meeting tomorrow. – Your idea will be...
6. The technician installed some new software on my PC yesterday. – Yesterday... on my PC.
7. Tokyo is my place of birth. – I... in Tokyo.
8. When is your date of birth? – When exactly... born?
9. Someone stole Peter's car last week. – ... stolen last week.
10. Did anyone tell Alex about the meeting? – Was Alex... about the meeting?

23. Complete the sentences below with *should* (следует) or *shouldn't* (не следует) and a phrase from the box.

| | | | |
|--------------------------|---------------------------|-------------------------|-----------------|
| prepare well | speaking to our boss | find a part-time job | lose your nerve |
| waste so much money | buy an expensive computer | be late | |
| develop a better website | stay three days | go to the job interview | |

1. Our online business is bad. We...
2. Our team is working too many hours. We...
3. The meeting is very important. We...
4. She wants to visit a lot of customers in Spain. She...
5. He has a lot of debts. He...
6. We have to cut costs. You...
7. You need this job. You...
8. This presentation is very important. We...
9. I don't have money to pay for my university course. I...
10. Try to keep calm when your boss is shouting at you. You...

24. Give the opposite advice by using *should*, *shouldn't* or *I don't think*.

Example: I think he should go to Paris next week. – *I don't think he should go to Paris next week.*

1. You should buy a franchise.
2. She shouldn't take the customers to an expensive restaurant.
3. I think we should launch the new product now.
4. My boss thinks it is too late to send the report now.
5. We should order online.
6. You shouldn't apply for a higher-paid job.
7. You shouldn't be careful with your cash on holidays.
8. The country's car industry should put a little effort into research and development.
9. I think we should expand into European markets.
10. If you are highly qualified, you shouldn't ask for promotion.

25. Use the notes to write suggestions to a colleague going on a business trip for the first time.

Example: *You shouldn't write on business cards.*

| | |
|-------------------------|---|
| write on business cards | be late |
| use surnames | come on time |
| give an expensive gift | drink a lot at the business lunch |
| shake hands | look your colleagues straight in the eyes |

26. Complete the sentences with *had better*.

- a) I need some money. I'd better go to the bank.
- b) John is expecting you to phone him. You... better do it now.
- c) Shall I leave the window open? – No, you'd better... it.
- d) We'd better ... as soon as possible, the train won't wait for us.
- e) The government had better ... something about the problem.
- f) You'd better ... start thinking about yourself.
- g) The boss ... better raise our wages.
- h) You'd better ... some sport – you are getting fat.
- i) The computer won't switch on – you'd ... take it to the repair shop.
- j) He had... call me Blake – I don't like when he calls me by my first name.

27. Read the situations and write sentences with *had better*. Use the words in brackets.

Example: You're going out for a walk with Tom. It might rain. You say to Tom: (an umbrella) We'd better take an umbrella.

1. Jack has cut himself. It's quite a bad cut. You say to him: You ... (a plaster)
2. You and Ann plan to go to a restaurant this evening. It's a very popular restaurant. You say to Ann: We... (reserve)
3. Jill doesn't look very well – not well enough to go to work. You say to her: You... (work)
4. You received your phone bill four weeks ago but you haven't paid it yet. If you don't pay very soon, you could be in trouble. You say to yourself: I... (pay)
5. You want to go out but you're expecting an important phone call. You say to your friend: I... (go out)
6. You and Fiona are going to the theatre. You've missed the bus and you don't want to be late. You say to Fiona: We... (a taxi)

28. Put in *had better* or *should*. Sometimes either is possible.

Example:

I have an appointment in ten minutes. *I'd better* go now or I'll be late.

It's a great film. You *should* go and see it. You'll really like it.

1. I... get up early tomorrow. I've got a lot to do.
2. When people are driving, they ... come more often.
3. She'll be upset if we don't' invite her to the wedding, so we ... invite her.
4. The biscuits are delicious. You ... try one.
5. I think everybody... learn a foreign language.

29. Which do you prefer? Write sentences using *I prefer (something) to (something else)*. Put the verbs into the correct form where necessary.

Example: (drive/travel by train) I *prefer driving to travelling* by train.

(tennis/football) I prefer...

(phone people/write letters) I... to...

(go to the cinema/watch films or TV) ...

Now write these sentences using the structure *I prefer to (do something) rather than...*

Example: I prefer to drive rather than travel by train.

30. Write sentences using *than* and *rather than*.

Example: (get a taxi/walk home) I'd prefer to get a taxi *rather than* walk home. =
I'd *rather* get a taxi *than* walk home.

1. (go for a swim/play tennis) I'd rather...

2. (wait a few minutes/leave now) I'd rather...

3. (eat at home/go to a restaurant) I'd prefer...

4. (think about it/decide now) I'd rather...

31. Write sentences using *I'd prefer* or *I'd rather* + one a phrase from the box:

eat at home get a taxi go alone go for a swim listen to some music stand
think about it for a while wait a few minutes wait till later

- | | |
|---------------------------------------|--------------------------------------|
| 1. Shall we walk home? | (prefer) I'd prefer to get a taxi. |
| 2. Do you want to eat now? | (rather) I'd rather wait till later. |
| 3. Shall we watch TV? | (prefer) |
| 4. What about a game of tennis? | (rather) |
| 5. Shall we leave now? | (rather) |
| 6. Do you want to go to a restaurant? | (prefer) |
| 7. I think we should decide now? | (rather) |
| 8. Would you like to sit down? | (rather) |
| 9. Do you want me to come with you? | (prefer) |

32. Write a few recommendations for visiting your or some other town/city/place. Use as many of the following phrases as you can:

- You must see...
- You should visit...
- It's famous for...
- It's one of the most beautiful ... in...
- It's aboutkilometres from.....
- It takes about ...hours to get there.
- It's on the way to Moscow
- is separated into two parts.
- It's often known as...
- It is considered to be...

- It's situated on the River Dnieper.
- It is another famous tourist attraction
- The scenery is superb.
- I'd (I would) really recommend you to ...
- I wouldn't recommend you to ...
- You must try the local wine/the local pizza...
- Be really careful with your wallet/on the streets

Revision

1. Fill in the verb to be in the correct form.

- I ... a student.
- ... your sister an accountant? No, she
- ... this your laptop? – Yes, it
- My aunt ... an office-worker.
- All my friends... from one city.

2. Complete the sentences with have got, has got, hasn't got, haven't got.

Ruth is 18. She 1)... black hair and brown eyes. She 2)... two brothers, but she 3)... any sisters. One of her brothers is married and he 4)... one kid. Ruth lives with her parents in a flat. Her parents 5)... a car, an old Ford. She can drive too but she 6)... a car.

3. Write questions about Ruth using have got in the correct form and answer them.

- У нее есть машина?
- Есть ли у родителей Рут старый «форд»?
- У нее много братьев?
- Есть ли у нее сестры?
- Есть ли у нее машина?

4. Translate into Russian. Pay attention to the underlined pronouns.

- Сколько стоят эти джинсы?
- Сколько стоит этот телевизор?
- Сколько стоит тот CD-плеер?
- Сколько стоят те сапоги?

5. Use the possessive case to transform the following sentences.

Example: the goods of this firm – this firm's goods

- a) The room of my friend.
- b) The poems of Pushkin.
- c) The letter of Pete.
- d) The room of the boys

6. Fill in the possessive pronouns.

- a) Do you like... present?
- b) I really like... new car.
- c) When are we moving to... new house?
- d) Oliver has got two sisters. ... sisters are married.
- e) The cat opened ... eyes and said "meow!".

7. Make up questions and answer them.

- a) What/your/address/is?
- b) How/you/old/are?
- c) How/sisters/many/have/got/you?
- d) Where/from/you/are?
- e) What/nationality/is/your?

8. Write the following sentences in the 3d person singular, Present Simple.

Example: They trade on the Russian markets. – The company trades on the Russian market.

- a) They write a test. (The student)
- b) You watch too much sport on TV. (Your boy/girlfriend)
- c) Do you like coffee with milk? (your mother)
- d) I don't use a computer. (The secretary)

9. Write the sentences using the verb in the brackets in the Present Simple.

Put the adverbs into their places in the sentences

- a) Tina (miss) the bus to college. (sometimes)
- b) We (have) a holiday in August. (usually)
- c) Jim and Helen (go) to the bar. (often)
- d) I (sing) in the shower. (often)
- e) Ted (play) football on Sunday. (sometimes)
- f) You (finish) your work. (never)
- g) Our boss (wear) a tie. (always)

10. Copy the story about the Inditex group using the verbs in the brackets in the Present Simple or Present Continuous.

The Inditex group (own) six fashion chains including Zara. It (have) around 1,500 stores worldwide. It (operate) in 44 countries. Inditex (employ) 27,000 people and (have) more than 200 fashion designers. Currently, the fashion designers (work) on next year's designs. The Inditex group (do) very well at the moment, and it (try) to become a global fashion leader. Amancio Ortega, the founder of Inditex, also (invest) in property and hotels. Most of this year's investment (stay) in Spain.

11. Write the four forms of the verbs.

Example:

| infinitive | Past Simple | Participle II | Participle I |
|------------|-------------|---------------|--------------|
| get | got | got | getting |
| play | played | played | playing |

Be, begin, become, bring, buy, cut, do, eat, fall, feel, find, found, give, go, have, read, rise, set, sing, wear, win, write, want, stay, marry, put, stop, drop, carry, play.

12. Put the sentences in the Past Simple into the negative form and make general questions (общий вопрос).

Example: We went down Alphabet Street to Ginger Street. – We didn't go down Alphabet Street to Ginger Street. Did you go down Alphabet Street to Ginger Street?

- He did a lot of work.
- They carried out a big survey.
- There were a lot of disasters in the 20th century.
- The actress gave a great performance in the Aldwych in London.
- Hobbs was a founding partner in the Atlantic Financial Markets.
- They got out of the place.

13. Put the sentences into the Present Perfect and Past Continuous.

Example: I am eating my breakfast. (Я завтракаю) – (Present Perfect) I have eaten my breakfast. (Past Continuous) I was eating my breakfast.

- We are waiting for the negotiations to start.
- He is offering to the company some interesting ideas.
- You are putting the new machines into operation.
- They are having a meeting.
- She is doing research in IT.
- The employees are demanding a pay rise.
- The students are earning money as part-time workers.

14. Put in somebody, anybody, nobody or everybody.

- a) Has ... in this group got a laptop?
- b) ... left a magazine in the conference-room yesterday.
- c) The question was so difficult that ... could answer it.
- d) I am afraid I shan't be able to find ... in the office now: it is too late.
- e) ... knows that water is necessary for life.
- f) Is there ... here who knows Spanish?
- g) You must find ... who can help you.
- h) ... knew anything about America before Columbus discovered it.

15. Make the sentences negative and interrogative (questions).

- a) They have done something.
- b) He has given them some money.
- c) You have brought something for us.
- d) I have taken some English books from you.
- e) She was reading something.
- f) He has written a letter to somebody.
- g) There are some parks in this town.
- h) There are some good book shops in our district.

16. Put in somewhere, anywhere, everywhere, nowhere.

- a) I put my passport... yesterday and now I can't find it – Of course, that is because you leave your things
- b) I cannot find my glasses ... I always put them ... and then look for them for hours.
- c) You must go ... next summer – you look tired.
- d) Did you go ... on Sunday? – No, ...
- e) Let's go The weather is fine.

17. Translate into English.

- a) Много молока, много воды, много дней, много снега, много лет, много картин, много музыки, много студентов, много чая.
- b) Мало домов, мало чая, мало окон, мало бумаги, мало кофе, мало статей, мало радости, мало сока, мало книг, мало цветов, мало друзей, мало офисов.
- c) Немного денег, мало денег, несколько стульев, мало стульев, несколько песен, мало песен, несколько человек, мало воды, мало воздуха, мало столов, несколько минут, несколько кошек, немного удачи, несколько дней, мало работы, немного соли, несколько машин, немного сахара, мало яиц, мало сыра.

18. Put in much, many, little or few.

- a) I know I very ... about this marketing strategy. I'm just a student.
- b) The employees of the company ask too ... questions to their bosses. They want

to know everything.

- c) You do not make ... mistakes in your spelling. Do you work hard at it? —Oh, yes, I do, I work very ...
- d) Does your sister read ...? — Yes, she does. And your brother? —Oh, he doesn't. He has so ... books, but he reads very ...
- e) Have you ... work to do today? — No, not very ...
- f) Walk quicker, please. We have very ... time.
- g) I am sorry to say, I have read very ... books by Walter Scott.

19. Put in little/a little or few/a few.

- a) I have ... money, so we can drop in into the café.
- b) I have ... money, so we cannot anywhere.
- c) This student works very ..., that's why she knows nothing.
- d) He did not like it at the camp: he had very ... friends there.
- e) This lemon drink is sour; if you put ... sugar in it, it will be sweeter.
- f) The hall was almost empty: there were ... people in it.
- g) I can't buy this expensive tour: I have too ... money.
- h) She left and returned in ... minutes.

20. Make these sentences interrogative (questions).

Example: There is a picture on the wall. Is there a picture on the wall?

- a) There is a lift in the house.
- b) There is some bread on the plate.
- c) There are a few cups on the table.
- d) There is much furniture in the hall.
- e) There was a big diagram on the wall.
- f) There were many seminars last week.
- g) There will be a lot of people at the conference.
- h) Soon there will be free Wi-Fi in our hostel.

21. Make these sentences negative.

- a) There is some coffee in my cup.
- b) There is some cheese in the fridge.
- c) There were old buildings in the city.
- d) There will be a lot of exams next term.
- e) There will be a seminar next week.
- f) There will be a new sporting complex in a year.

22. Answer the questions.

- a) How many days are there in January?
- b) How many minutes are there in an hour?
- c) How many rooms are there in your flat?
- d) How many students are there in your group?
- e) How much money is there in your wallet?

- f) How much water is there in the kettle?
- g) What is there on the table?
- h) In whose room are there two windows?

23. Ask questions to the words in bold.

- a) There is a **big** park in the centre of the city.
- b) There are **two** reasons for that.
- c) There are **twelve** months in a year.
- d) There were **50 000** roubles in my bag.
- e) There will be no wars **in future**.
- f) There will be a party **tomorrow**.

24. Use the adjectives in the brackets in the suitable form (degrees of comparison).

- a) Oil is (light) than water.
- b) A plane is (fast) than a car.
- c) Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box.
- d) He worked (hard) and (hard) as the end of the term came nearer.
- e) The (tall) trees in the world grow in California.
- f) Bobby was a (quiet) child. He was (quiet) than his sister.
- g) Who is the (attentive) student in your group?
- h) It is spring. Every day the air becomes (warm), everything gets (green and fresh).
- i) This is the (beautiful) view I have ever seen in my life.

25. Put the following words into the correct categories in the chart.

| | | | | | | | |
|--------------------------|-----------|-------------|-------------|-------------|-----------------|----------------|-------------|
| Africa | Asia | Baltic Sea | Broadway | Brazil | Channel Islands | China | Far |
| East | | Hilton | | Holiday Inn | India | London | Middle East |
| Netherlands | New York | | Oxfordshire | | Pennsylvania | | Avenue |
| Philippines | Punjab | Ritz | Sahara | Texas | Thames | United Kingdom | |
| United States of America | Vancouver | West Indies | | | | | |

| No article | The |
|-------------------------------|---|
| Continents and most countries | Countries whose name includes unions or plurals |
| States and counties | Geographical features and most geographical regions |
| Towns and cities | Island groups |
| Most streets | Hotels |

Приложение 1

Irregular Verbs

Таблица неправильных глаголов

| Verb | Past Simple | Past Participle | |
|-----------|--------------|-----------------|-------------------------------------|
| arise | arose | arisen | <i>возникать, подниматься</i> |
| be | was, were | been | <i>быть</i> |
| bear | bore | born | <i>носить, нести</i> |
| beat | beat | beaten | <i>бить, колотить, побеждать</i> |
| become | became | become | <i>становиться</i> |
| begin | began | begun | <i>начинать</i> |
| bend | bent | bent | <i>сгибать, гнуть</i> |
| bet | bet | bet/betted | <i>держать пари</i> |
| bind | bound | bound | <i>связывать; привязывать</i> |
| bite | bit | bitten/bit | <i>кусать(ся)</i> |
| bleed | bled | bled | <i>истекать кровью</i> |
| blow | blew | blown | <i>дуть</i> |
| break | broke | broken | <i>ломать</i> |
| breed | bred | bred | <i>разводить (животных)</i> |
| bring | brought | brought | <i>приносить</i> |
| broadcast | broadcast | broadcast | <i>вещать (по радио, ТВ)</i> |
| build | built | built | <i>строить</i> |
| burn | burnt/burned | burnt/burned | <i>гореть; обжигать</i> |
| burst | burst | burst | <i>лопаться, взрываться</i> |
| buy | bought | bought | <i>покупать</i> |
| can | could | been able to | <i>иметь способность ч-т делать</i> |
| catch | caught | caught | <i>ловить, поймать</i> |
| choose | chose | chosen | <i>выбирать</i> |
| come | came | come | <i>приходить</i> |
| cost | cost | cost | <i>стоить</i> |
| creep | crept | crept | <i>ползать; красться</i> |

| | | | |
|---------|----------------|----------------|-------------------------------------|
| cut | cut | cut | <i>резать</i> |
| deal | dealt | dealt | <i>иметь дело (с); вести дела</i> |
| dig | dug | dug | <i>копать</i> |
| do | did | done | <i>делать</i> |
| draw | drew | drawn | <i>чертить; тянуть</i> |
| dream | dreamt/dreamed | dreamt/dreamed | <i>мечтать; видеть во сне</i> |
| drink | drank | drunk | <i>пить</i> |
| drive | drove | driven | <i>водить, вести (машину)</i> |
| eat | ate | eaten | <i>есть, кушать</i> |
| fall | fell | fallen | <i>падать</i> |
| feed | fed | fed | <i>кормить; содержать</i> |
| feel | felt | felt | <i>чувствовать</i> |
| fight | fought | fought | <i>бороться, драться</i> |
| find | found | found | <i>находить, обнаруживать</i> |
| flee | fled | fled | <i>убегать, сбежать</i> |
| fly | flew | flown | <i>летать, пролетать</i> |
| forbid | forbade | forbidden | <i>запрещать, препятствовать</i> |
| forget | forgot | forgotten | <i>забывать</i> |
| forgive | forgave | forgiven | <i>прощать</i> |
| freeze | froze | frozen | <i>морозить, замораживать</i> |
| get | got | got | <i>доставать, добираться</i> |
| give | gave | given | <i>давать</i> |
| go | went | gone | <i>идти, ходить; ехать</i> |
| grind | ground | ground | <i>молоть</i> |
| grow | grew | grown | <i>расти</i> |
| hang | hung | hung | <i>висеть</i> |
| have | had | had | <i>иметь</i> |
| hear | heard | heard | <i>слышать</i> |
| hide | hid | hidden | <i>прятать(ся), скрывать(ся)</i> |
| hit | hit | hit | <i>ударять, поражать</i> |
| hold | held | held | <i>держать; владеть</i> |
| hurt | hurt | hurt | <i>ранить; причинить боль</i> |
| keep | kept | kept | <i>держать; хранить; беречь</i> |
| kneel | knelt | knelt | <i>становиться на колени</i> |
| know | knew | known | <i>знать</i> |
| lay | laid | laid | <i>класть, положить</i> |
| lead | led | led | <i>вести, возглавлять</i> |
| lean | leant/leaned | leant/leaned | <i>наклонять, нагибать</i> |
| leap | leapt/leaped | leapt/leaped | <i>прыгать</i> |
| learn | learnt/learned | learnt/learned | <i>учить, изучать</i> |
| leave | left | left | <i>оставлять, покидать, уходить</i> |
| lend | lent | lent | <i>одалживать</i> |
| let | let | let | <i>позволять</i> |
| lie | lay | lain | <i>лежать</i> |
| light | lit/lighted | lit/lighted | <i>освещать; прояснять</i> |
| lose | lost | lost | <i>(по)терять</i> |
| make | made | made | <i>делать</i> |
| mean | meant | meant | <i>значить</i> |
| meet | met | met | <i>встречать</i> |
| pay | paid | paid | <i>платить</i> |
| put | put | put | <i>класть, положить</i> |
| read | read | read | <i>читать</i> |
| ride | rode | ridden | <i>ездить (верхом)</i> |
| ring | rang | rung | <i>звонить; звенеть</i> |
| rise | rose | risen | <i>вставать, подниматься</i> |
| run | ran | run | <i>бегать</i> |
| say | said | said | <i>сказать</i> |
| see | saw | seen | <i>видеть</i> |
| seek | sought | sought | <i>искать</i> |
| sell | sold | sold | <i>продавать</i> |
| send | sent | sent | <i>посылать</i> |
| set | set | set | <i>устанавливать</i> |

| | | | |
|------------|---------------|---------------|--|
| sew | sewed | sewn/sewed | <i>шить</i> |
| shake | shook | shaken | <i>трясти</i> |
| shine | shone | shone | <i>светить</i> |
| shoot | shot | shot | <i>стрелять; снимать (на камеру)</i> |
| show | showed | shown | <i>показывать</i> |
| shrink | shrank | shrunk | <i>уменьшать(ся), садить(ся)</i> |
| shut | shut | shut | <i>закрывать(ся), запира́ть</i> |
| sing | sang | sung | <i>петь</i> |
| sink | sank | sunk | <i>тонуть</i> |
| sit | sat | sat | <i>сидеть</i> |
| sleep | slept | slept | <i>спать</i> |
| slide | slid | slid | <i>скользить; поскользнуться</i> |
| smell | smelt/smelled | smelt/smelled | <i>пахнуть; обонять</i> |
| speak | spoke | spoken | <i>говорить</i> |
| speed | sped/speeded | sped/speeded | <i>мчаться, спешить</i> |
| spell | spelt/spelled | spelt/spelled | <i>произносить по буквам</i> |
| spend | spent | spent | <i>проводить; тратить</i> |
| spill | spilt/spilled | spilt/spilled | <i>проливать(ся), разливать(ся)</i> |
| spin | spun | spun | <i>прясть; крутить(ся)</i> |
| spit | spat | spat | <i>плевать(ся); брызгать</i> |
| split | split | split | <i>расщеплять; ракалывать(ся)</i> |
| spoil | spoil/spoiled | spoil/spoiled | <i>портить</i> |
| spread | spread | spread | <i>распространять(ся)</i> |
| spring | sprang | sprung | <i>прыгать, скакать; отскочить</i> |
| stand | stood | stood | <i>стоять</i> |
| steal | stole | stolen | <i>красть</i> |
| stick | stuck | stuck | <i>втыкать; закалывать; липнуть</i> |
| sting | stung | stung | <i>жалить, жечь, кусаться</i> |
| strike | struck | struck | <i>ударять, наносить удар, бить</i> |
| swear | swore | sworn | <i>клясться; ругаться</i> |
| sweep | swept | swept | <i>мести, подметать</i> |
| swim | swam | swum | <i>плыть, плавать, купаться</i> |
| swing | swung | swung | <i>качать(ся); вертеть(ся)</i> |
| take | took | taken | <i>брать</i> |
| teach | taught | taught | <i>учить, преподавать</i> |
| tear | tore | torn | <i>рвать, разрывать</i> |
| tell | told | told | <i>рассказывать</i> |
| think | thought | thought | <i>думать</i> |
| throw | threw | thrown | <i>бросать</i> |
| understand | understood | understood | <i>понимать</i> |
| wake | woke | woken | <i>будить</i> |
| wear | wore | worn | <i>носить (одежду)</i> |
| weave | wove/weaved | woven/weaved | <i>ткать, плести</i> |
| weep | wept | wept | <i>плакать</i> |
| win | won | won | <i>выигрывать, побеждать</i> |
| wind | wound | wound | <i>вить(ся), изгибаться, заводить (часы)</i> |
| write | wrote | written | <i>писать</i> |

ОГЛАВЛЕНИЕ

| | |
|--------------------|----|
| Раздел 1 | 3 |
| Раздел 2 | 10 |
| Приложение 1 | 80 |

**Новикова Татьяна Сергеевна,
Сычева Елена Михайловна**

ПРОФЕССИОНАЛЬНЫЙ ИНОСТРАННЫЙ ЯЗЫК

**Методические рекомендации с заданиями для магистров
направления подготовки «Менеджмент»**

Формат А4 Печатных листов 5,25.

ФГБОУ ВО Смоленская ГСХА
21400, Смоленск, ул. Б. Советская, 10/2