

Белорусский национальный технический университет

Факультет технологий управления и гуманитаризации
Кафедра «Иностранные языки»

СОГЛАСОВАНО

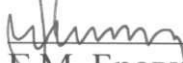
Заведующий кафедрой


О.В. Веремейчик

29 04 2013 г.

СОГЛАСОВАНО

Декан факультета


Г.М. Бровка

29 04 2013 г.

**УЧЕБНО МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО УЧЕБНОЙ
ДИСЦИПЛИНЕ**

«Иностранный язык (английский)»
для специальности 1 - 96 01 01 «Таможенное дело»
специализации 1 - 96 01 01 02 «Экономическое обеспечение
таможенной деятельности»

Составитель: Веремейчик Ольга Валерьевна

Рассмотрено и утверждено

На заседании совета факультета технологий управления и гуманитаризации
29.04.2013 г., протокол № 9.

УДК 811.111(075.8)

ББК 81.2

В 31

Автор-составитель

О.В. Веремейчик, кандидат педагогических наук

Рецензенты электронного издания:

Гимпель Л.П., кандидат педагогических наук, доцент, доцент кафедры
педагогики МГЛУ,

Лукша Т.Г., кандидат филологических наук, доцент, зав. кафедрой
английского языка естественных факультетов БГУ

Учебно-методический комплекс по дисциплине «Иностранный язык (английский)» предназначен для студентов очной формы получения высшего образования, а также преподавателей БНТУ кафедры «Иностранные языки», в целях проведения как аудиторных практических занятий, так и для самостоятельной работы студентов.

Белорусский национальный технический университет
пр-т Независимости, 65, г. Минск, Республика Беларусь

Тел. (017) 292-74-23

E-mail: forlang.bntu@inbox.ru

<http://www.bntu.by>

Регистрационный № БНТУ/ФТУГ 09-42 24 мая 2013 г.

© БНТУ, 2013

© Веремейчик О.В., 2013

© Веремейчик О.В., компьютерный дизайн, 2013

Перечень материалов

1. Учебно-методический комплекс.
2. Документ «Базовые грамматические категории английского языка», размещенный в файле «Prilojenje».

Пояснительная записка

Электронный учебно-методический комплекс по дисциплине «Иностранный язык (английский)» для специальности 1 – 96 01 01 «Таможенное дело» специализации 1 – 96 01 01 02 «Экономическое обеспечение таможенной деятельности» составлен в соответствии с основными положениями Кодекса Республики Беларусь об образовании: от 13 января 2011 г., № 243–3, Республиканской программы «Иностранные языки» от 29. 01. 1998 г. № 129, Концепции обучения иностранным языкам в системе непрерывного образования Республики Беларусь, а также с основными направлениями государственной политики, отраженными в Концепции непрерывного воспитания учащейся молодежи в Республике Беларусь, в плане идеологической и воспитательной работы БНТУ и других государственных программах, нормативно-правовых и инструктивно-методических документах, определяющих приоритетные направления идеологии белорусского государства.

Данный ЭУМК представляет собой программный комплекс по дисциплине «Иностранный язык», назначение которого состоит в обеспечении непрерывности и полноты процесса обучения английскому языку.

Разработанный ЭУМК способствует созданию условий для формирования нравственно зрелой, интеллектуально развитой личности обучающегося, которой присущи социальная активность, гражданская ответственность и патриотизм, приверженность к университетским ценностям и традициям, стремление к профессиональному самосовершенствованию, активному участию в экономической и социально-культурной жизни страны.

Содержание учебно-методического комплекса включает в себя: учебную рабочую программу дисциплины, теоретический и практический разделы, блок контроля знаний, а также справочные материалы (гlossарий таможенных терминов). В содержании теоретического раздела ЭУМК представлены материалы для изучения по учебной дисциплине «Иностранный язык», в составе которых основы грамматики и фонетики английского языка и ключевые лексические единицы, в объеме, предусмотренном учебным планом специальности «Таможенное дело».

Практический раздел ЭУМК включает себя: текстовые материалы с заданиями грамматического и лексического характера; обучающие (действия по образцу), тренировочные и упражнения для самостоятельной работы, как репродуктивного, так и творческого уровня.

Блок контроля знаний ЭУМК содержит обучающе-контролирующие, результативно-итоговые тесты различного уровня сложности, контрольные задания для развития навыков перевода, а также предметно-тематическое содержание экзамена по дисциплине «Иностранный язык». Данный блок обеспечивает возможность самоконтроля обучающегося, его текущей и итоговой аттестации.

Учебно-методический комплекс по дисциплине «Иностранный язык (английский)» предназначен для студентов очной формы получения высшего образования, а также преподавателей БНТУ кафедры «Иностранные языки», в целях проведения как аудиторных практических занятий, так и для самостоятельной работы студентов.

Оглавление

1. Учебная программа по дисциплине.....	7
2. Теория.....	40
2.1 Базовые грамматические категории английского языка	40
2.2 Основы фонетики английского языка	41
2.3 Тематический словарь-минимум (3–9 семестры)	43
Belarussian Customs Service	43
Code of Conduct.....	46
Customs and Trade.....	49
Customs around the World.....	51
Customs Communications.....	55
Customs Conventions.....	57
Customs-XXIst Century	59
Customs Procedures	61
Customs Technologies	63
Customs Valuation	65
Customs Violations	67
Drug Control	69
Dual Channel System	71
Free Zones.....	75
Harmonized System	77
Shipping Manifests.....	79
The Role of Customs.....	80
World Customs Organization.....	82
Working for Customs	84
2.4 Глоссарий международных таможенных терминов	87
2.5 Список рекомендуемой литературы.....	125
2.5.1 Основная литература	125
2.5.2 Дополнительная литература.....	127
3. Практика.....	128
3.1 Информационно-методическая часть.....	128
3.2 Грамматика английского языка (пособие).....	129
3.3 Пособие по развитию навыков делового этикета	130
3.4 Тексты для чтения (1–2 семестры)	131
3.5 Тексты для чтения (3–9 семестры)	161

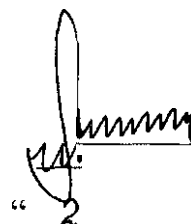
4. Контроль знаний.....	179
4.1 Обучающе-контролирующие тесты	179
4.1.1 Лексико-грамматические тексты	179
4.1.2 Разноуровневые лексико-грамматические тесты	237
Level 1-A	237
Level 1-B.....	273
Level 2.....	293
Level 3-B.....	325
<i>Market Leader Pre-intermediate. Tests</i>	341
Careers.....	341
Companies.....	343
Conflict.....	345
Entertaining	347
Great ideas.....	349
Managing people.....	351
Marketing	353
New business.....	355
Planning.....	357
Products.....	359
Selling online	361
Stress	363
<i>New English File Upper-intermediate. Tests</i>	365
File test 1	365
File test 2	372
File test 3.....	378
File test 4.....	385
File test 5.....	392
File test 6.....	399
File test 7	405
<i>New English File Upper-intermediate. Vocabulary</i>	412
Business and Advertising	412
Clothes and Fashion	412
Crime and Punishment	413
Feelings	413
Illness and Treatment	414

Music.....	414
Personality.....	415
The Body.....	415
The Media	416
Towns and cities.....	416
Weather	417
4.2 Контрольные задания для развития навыков перевода	418
1–2 семестр	418
Belarussian Customs Service	422
Customs and Trade.....	424
Customs Procedures	425
Dual Channel System	427
Free Zones.....	428
Working for Customs	429
Code of Conduct.....	429
Harmonized System	430
4.3 Итоговые тесты	432
1 семестр	432
2 семестр	436
3 семестр	440
4 семестр	444
5 семестр	448
6 семестр	451
7 семестр	454
8 семестр	457
9 семестр	460
4.4 Предметно-тематическое содержание экзамена	464
1 семестр	464
2 семестр	468
4 семестр	472
6 семестр	476
9 семестр	484
Государственный экзамен	495
5. Воспитательно-идеологическая функция учебно-методического комплекса	496

1. Учебная программа по дисциплине

№ УД-ФТУГ 07-07/р

БЕЛОРУССКИЙ НАЦИОНАЛЬНЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ



УТВЕРЖДАЮ

Декан ФТУГ

Г.М. Бровка

26 февраля 2010

«ИНОСТРАННЫЙ ЯЗЫК» (английский)

Учебная программа для специальности:

1 - 96 01 01 «Таможенное дело»

Факультет технологий управления и гуманитаризации Кафедра «Иностранные языки»

Курсы - 1 - 5 Семестры – 1 – 9

1 семестр - экзамен	5 семестр - зачет
2 семестр - экзамен	6 семестр - экзамен
3 семестр - экзамен	7 семестр - зачет
4 семестр - зачет	8 семестр - зачет
	9 семестр - экзамен

Практические занятия - 952 час. В неаудиторная самостоятельная работа студентов – 976 час.

Всего часов
по дисциплине – 1928 час.

Форма получения
высшего образования – дневная

Составили: Т.В. Бруй, преп., Л.Л. Кажемская, преп.


2010 г.

Учебная программа составлена на основе типовой учебной программы «Английский язык как первый иностранный язык», утвержденной Министерством образования Республики Беларусь 22 ноября 2007 г., регистрационный № ТД – Е. 051/тип.

Рассмотрена и рекомендована к утверждению в качестве рабочего варианта на заседании кафедры иностранных языков

15 февраля 2010 г., протокол № 6.

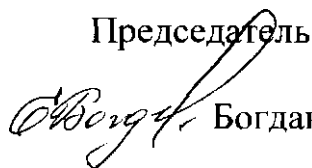
Заведующий кафедрой Кузикевич Г.П.



Одобрена и рекомендована к утверждению Методической комиссией факультета технологий управления и гуманитаризации

26 февраля 2010 г.,
протокол № 4.

Председатель



Богданович Е.Г.

Пояснительная записка

Цели и задачи дисциплины

Вхождение Республики Беларусь в мировое образовательное пространство, активизация межгосударственного взаимодействия в области высшего образования, науки и производства предъявляют принципиально новые требования к качеству высшего профессионального образования и требуют более глубокого осмысления проблем подготовки специалистов. Сегодня специалист различного профиля должен не только владеть основами производства, быть готовым к участию в инновационной деятельности, но и грамотно осуществлять коммуникацию в поликультурной среде.

Данная программа направлена на формирование у будущего специалиста иноязычной коммуникативной компетенции, составляющими которой являются лингвистическая (фонологическая, грамматическая, лексическая, семантическая), когнитивная, социокультурная, дискурсивная, а также профессиональной и социокультурной компетенций.

Целью обучения является овладение английским языком как средством устной и письменной форм общения в различных сферах общественной и профессиональной деятельности в условиях межкультурной коммуникации и как средством социокультурного развития личности и формирования ценностных ориентации через диалог культур родного и иностранного языков.

Основой достижения данной цели является практическое овладение английским языком, которое предполагает формирование у студентов коммуникативной лингвистической, социокультурной и профессиональной компетенции.

Задачами дисциплины выступают:

- подготовить студентов к естественной коммуникации в устной и письменной формах иноязычного общения;
- научить студента применять английский язык для расширения и углубления профессиональных знаний и видеть в нем средство самостоятельного повышения качества своей профессиональной подготовки;
- расширить с помощью английского языка языковую, лингвистическую и социокультурную компетенцию студентов;
- использовать широкие возможности иностранного языка для развития у студентов коммуникативных умений, опыта решения задач, формирования их гражданской позиции, принятия нравственных ценностей и культурно-исторических традиций белорусского народа, гражданско-патриотического и духовно-нравственного воспитания, уважения к культурному наследию.

Занятия по иностранному языку служат формированию и развитию у студентов ценностных ориентации, норм и правил поведения на основе государственной идеологии, идей гуманизма, добра и справедливости.

Требования к освоению дисциплины

В результате изучения дисциплины студент должен **знать**:

- особенности системы изучаемого иностранного языка в его фонетическом, лексическом и грамматическом аспектах (в сопоставлении с родным языком);
- социокультурные нормы бытового и делового общения, а также правила речевого этикета, позволяющие специалисту эффективно использовать иностранный язык как средство общения в современном поликультурном мире;
- историю и культуру стран изучаемого языка.

Студент должен **уметь**:

- вести общение социокультурного и профессионального характера в объеме, предусмотренном настоящей программой;
- читать и переводить литературу по специальности обучаемых (изучающее, ознакомительное, просмотровое и поисковое чтение);
- письменно выражать свои коммуникативные намерения в сферах, предусмотренных настоящей программой;
- составлять письменные документы, используя реквизиты делового письма, заполнять бланки на участие и т.п.;
- понимать аутентичную иноязычную речь на слух в объеме программной тематики.

По окончании курса студент должен:

- владеть основными лингвистическими навыками (базовой лексикой общего языка и языка специальных целей, фонетикой, нормативной грамматикой и синтаксическими структурами английского языка с целью правильного оформления высказывания и понимания речи собеседника;
- обладать достаточно высоким уровнем контроля грамматической правильности и избегать ошибок, которые могут привести к непониманию;
- уметь написать эссе или доклад, в котором доказательства разворачиваются системно, важные моменты, подчеркиваются и приводятся детали, подкрепляющие излагаемую точку зрения, дать оценку разным идеям и вариантам решения проблем, написать эссе или доклад в развитие какой-либо позиции, приводя доводы за и против определенной точки зрения и поясняя плюсы и минусы вариантов решения, синтезировать информацию и аргументы из нескольких источников.
- понимать общее содержание сложных текстов на абстрактные и конкретные темы, в том числе узкоспециальные тексты;
- говорить достаточно спонтанно в целях общения с носителями языка без особых затруднений для любой из сторон;
- делать четкие подробные сообщения на различные темы бытового, общественно-политического, общенаучного и профессионального характера;
- излагать свой взгляд на основную проблему, демонстрируя преимущества и недостатки различных мнений.

Программа основана на положениях Кодекса Республики Беларусь об образовании: от 13 января 2011 г., № 243–3, Республиканской программы «Иностранные языки» от 29. 01. 1998 г. № 129, Концепции обучения иностранным языкам в системе непрерывного образования Республики Беларусь, а также типовой программы «Английский язык как первый иностранный язык», утвержденной Министерством образования Республики Беларусь 22 ноября 2007 г., регистрационный № ТД – Е. 051/тип.

Теоретические основы и принципы

Методической основой изучения иностранного языка является признание социальной природы языка (коммуникативная функция), его роли в осмыслении и познании мира (когнитивная функция), в хранении и передаче культурно-исторического опыта народа (кумулятивная функция).

Педагогической основой организации учебного процесса является личностно-деятельная компетенция, которая означает, что все методические решения по организации учебного материала и управлению учебной деятельностью учитывают потребности, мотивы, способности, уровень интеллекта и другие индивидуально-психологические характеристики личности студентов.

Основными методическими принципами обучения английскому языку студентов специальности «Таможенное дело» являются коммуникативность, познавательно-деятельная направленность, функциональный отбор и организация речевых средств, преемственность и системность отбора учебного материала, культурно-социальная и профессиональная направленность, сознательно-сопоставительный подход к изучению языковых явлений, формирование межкультурной компетенции.

Технологии обучения

Основными *технологиями* обучения, отвечающими целям изучения курса, являются:

- проблемное обучение (проблемное изложение, частично-поисковый и исследовательский методы);
- интерактивные технологии, основанные на активных формах и методах обучения (мозговой штурм, дискуссия, пресс-конференция, спор-диалог, учебные дебаты, круглый стол и др.);
- игровые технологии (деловые, ролевые, имитационные игры);
- рефлексивные технологии (сочинения-эссе, портфолио и др.).

Структура курса

Основной (обязательный) курс обучения английскому языку рассчитан на 442 учебных часа для специальности «Таможенное Дело» в течение I-IV семестров.

В дидактических целях основной курс обучения делится на этапы:

I этап – 1,2 семестры и рассчитан на: 136 часов в 1 семестре, 102 часа во 2 семестре.

II этап – III, IV семестры и рассчитан на: 102 часа в 3 семестре, 102 часа в 4 семестре.

Предлагаемая сетка часов предусматривает интенсификацию обучения английскому языку на начальном этапе, когда систематизируются базовые языковые знания и формируются навыки самостоятельной работы, необходимые студентам на дальнейших этапах обучения.

I и II этапы завершаются курсовыми экзаменами. Количество промежуточных зачетов определены учебными планами факультета, их содержание и форма установлены кафедрой и отражены в рабочей программе.

Помимо курсовых экзаменов и промежуточных зачетов проводится текущий контроль в форме устных опросов по пройденной тематике, тестов, коллоквиумов и контрольных работ. Контрольные работы носят комплексный характер, проверяют уровень как языковых (лексико-грамматических), так и речевых умений и навыков с постепенным увеличением удельного веса последних.

Предусмотрены не менее двух контрольных работ в семестр.

Содержание обучения

Формирование умений и навыков иноязычной речевой деятельности осуществляется в таких сферах общения как:

- сфера межличностного общения (внешность, характер, чувства, семья, проблемы социокультурного общения);
- сфера социально-бытового общения (жилье, питание, сервис);
- сфера социально-политического общения (государственное устройство, гражданин и общество, религия, экономика, политика, международные контакты, проблемы окружающей среды);
- сфера социально-культурного общения (отдых и досуг, развлечения, культура);
- сфера профессионально-делового общения (общие сведения о профессии, современные достижения в области профессиональной деятельности, профессиональные знания и навыки, свой имидж в избранной профессии).

I этап (1 курс)

Данный раздел программы отражает цели и задачи I этапа основного (нормативного) курса обучения английскому языку, охватывает I – II семестры и рассчитан на 250 часов с интенсивностью 8-6 часов аудиторных занятий в неделю.

I этап охватывает 1, 2 семестры и рассчитан: 136 часов в 1 семестре с интенсивностью 8 часов аудиторной работы в неделю и 102 часа во 2 семестре с интенсивностью 6 часов аудиторной работы в неделю.

Курс практики устной и письменной речи в сочетании с изучением практической грамматики на этом этапе должен обеспечить языковую и коммуникативную компетентность будущего специалиста и заложить основу для дальнейшего профессионально-ориентированного владения иностранным языком.

Целями I этапа являются:

– развитие навыков и умений подготовленной и неподготовленной монологической и диалогической речи в таких сферах общения как: 1) сфера межличностного общения, 2) сфера социально-бытового общения, 3) сфера социально-культурного общения.

– овладение системой видо-временных форм английского глагола и иных грамматических структур, предусмотренных этой программой, обеспечение лингвистической компетентности адекватно ситуации общения.

Задачами основного обязательного курса являются:

– корректировка навыков и умений различных видов речевой деятельности, приобретенных в средней школе;

– закрепление и активизация лексико-грамматического материала в данном объеме;

– взаимосвязанное развитие навыков различных видов речевой деятельности;

– формирование умения выражать свое коммуникативное намерение в устном и письменном виде, используя опору на образец;

– формирование навыков социального взаимодействия в рамках ситуаций бытового общения.

Содержание обучения

I этап (1 курс)

Развитие умений иноязычного общения в разных сферах и ситуациях (чтение, говорение, аудирование, письмо).

I. Чтение

По окончании курса студент должен овладеть следующими навыками и умениями:

– уметь правильно читать вслух; знать основы грамматики английского языка, обладать запасом слов, необходимым для понимания текстов средней

трудности и извлекать из текста информацию разной степени полноты (в зависимости от целевой установки);

– владеть всеми видами чтения адаптированной художественной и научно-популярной литературы, в том числе:

а) ознакомительным чтением со скоростью 150 слов в минуту без словаря при количестве неизвестных слов, относящихся к потенциальному словарю, не превышающему 2-3% общего количества слов в тексте;

б) изучающим чтением (количество неизвестных слов не превышает 5-6% общего количества слов в тексте; допускается использование словаря).

Типы упражнений:

– составление вопросов по тексту;

– составление плана прочитанного текста;

– краткий и подробный пересказ текста с опорой на план;

– перевод (передача содержание) русского текста на английский язык;

– замена идиоматических и образных средств выражения в тексте на более простые «неидиоматические» элементы, имеющие тот же смысл (адаптация);

– составление письменного конспекта текста;

– составление собственного текста (в устной и письменной формах) на произвольную тему с использованием выделенных в оригинале слов и выражений;

– подбор иностранных эквивалентов к русским словам и выражениям;

– подбор русских эквивалентов к иностранным словам и выражениям;

– перевод фрагмента статьи (перевод должен быть точным настолько, чтобы не исказить основное содержание текста).

II. Говорение и аудирование

– участие в диалоге в связи с содержанием текста;

– владение речевым этикетом повседневного общения (знакомство, представление, установление и поддержание контакта, запрос и сообщение информации, побуждение к действию, выражение просьбы, согласия / несогласия с мнением собеседника, завершение беседы);

– сообщение информации (подготовленное монологическое высказывание) в рамках страноведческой общенаучной тематики в объеме не менее 15 фраз за 3 минуты в нормальном среднем темпе речи;

– понимание монологического высказывания с длительностью до 3 минут звучания в нормальном среднем темпе речи.

III. Письмо

– фиксация информации, получаемой при чтении, прослушивании текста

– письменная реализация коммуникативных намерений (запрос сведений/данных, информирование, заказ, предложение к действию, выражение просьбы, согласия/несогласия, отказа, извинения, благодарности)

– составление плана, тезисов сообщения

– умение написать сообщение на заданную тему, умение написать частное, деловое письмо (ответ на частное письмо).

Типы упражнений:

Диктант на слова, диктант, диктант-перевод, письменное составление, видоизменение предложений по его образцу, письменное заполнение пропусков, письменный перевод предложений на английский язык, изложение, сочинение по заданному плану, сообщение с использованием исходной информации, составление письма.

Формирование и совершенствование языковых навыков I этап (1 курс)

I. Фонетика

– совершенствование слухопроизносительных навыков, приобретенных в средней школе;

– система гласных и согласных звуков. Долгие и краткие гласные звуки. Словесное ударение, редукция гласных. Транскрипция. Интонация. Интонация общих и специальных вопросов. Фразовое ударение.

II. Лексика

Коррекция и развитие лексических навыков (объем лексического минимума 1000 – 1200 единиц, из них до 800 продуктивно); развитие рецептивных и продуктивных навыков словообразования.

Лексика усваивается в ходе отработки навыков общения в следующих коммуникативных ситуациях:

1. Questions and Answers, Interviews, Social Roles, Quizzes.
2. Personality.
3. Illness and treatment. First aid.
4. National stereotypes. Clothes and fashion.
5. Air travel.
6. Crime and punishment.
7. Weather. Climate.
8. The risk factor. Daily life full of danger.
9. Feelings. Reactions.
10. Arguments. Psychologist's advice.
11. Career
12. Selling online
13. Companies
14. Great ideas
15. Stress
16. Entertaining

III. Грамматика:

Объектом изучения грамматики на 1 курсе (I этапе) являются следующие грамматические темы:

1. Морфология:

- Имя существительное: категория числа и падежа,

словообразовательные модели;

- Артикль: артикль определенный, неопределенный, нулевой;
- Имя прилагательное: категория степеней сравнения, сравнительные конструкции, словообразовательные модели;
- Местоимение: классификация местоимений;
- Числительные: простые, производные и сложные, количественные, порядковые, дробные;
- Наречие, классификация, словообразовательные модели;
- Глагол: временная система активного залога; согласование времен, страдательный залог.

2. Синтаксис:

- Простое предложение: типы простых предложений, порядок слов; специфические конструкции и обороты, особенности значения и структуры, место в предложении второстепенных членов; члены предложения, выраженные инфинитивом и причастием;
- Сложное предложение;
 - Прямая и косвенная речь: принцип перевода в косвенную речь предложений различных типов.

Текущий и итоговый контроль

В конце 1 и 2 семестров проводится экзамен.

Текущий контроль проводится в форме устных опросов по пройденной тематике, переводов текстов, тестов, диктантов и контрольных работ по всем видам речевой деятельности. Объектом контроля являются лексико-грамматические (языковые) и речевые умения и навыки. Проведение контрольных работ предусматривается после прохождения каждой лексической и грамматической темы курса и не менее двух контрольных работ в семестр.

Содержание экзамена (I семестр)

I. Письменная часть:

Лексико-грамматические работы по аспектам языка:

- Грамматика
- Деловой английский

II. Устная часть:

- чтение вслух отрывка аутентичного текста, художественного, общественно-политического или научно-популярного характера (700 знаков);
- ознакомительное чтение текста указанного характера с последующей беседой по затронутым в тексте вопросам и пересказом текста по ключевым предложениям (1300 знаков);

- беседа на одну из пройденных тем с изложением своего мнения по поводу микроситуации общения;
- карточка с лексико-грамматическим переводом: использование активной лексики и грамматических явлений; объем – 4–6 предложений.

Содержание экзамена (II семестр)

I. Письменная часть:

- Лексико-грамматические работы по аспектам языка:
- Грамматика
- Деловой английский

II. Устная часть:

- чтение вслух отрывка аутентичного текста, художественного, общественно-политического или научно-популярного характера (700 знаков);
- ознакомительное чтение текста указанного характера с последующей беседой по затронутым в тексте вопросам и пересказом текста по ключевым предложениям (1500 знаков);
- беседа на одну из пройденных тем с изложением своего мнения по поводу микроситуации общения;
- карточка с лексико-грамматическим переводом: использование активной лексики и грамматических явлений; объем – 6–8 предложений.

II этап (2 курс)

2-й курс представляет собой второй этап основного, нормативного курса обучения английскому языку и рассчитан на III и IV семестры: 102 часа в семестр с интенсивностью 6 часов аудиторной работы в неделю.

Целями данного этапа являются:

- интенсификация обучения иностранному языку;
- дальнейшая систематизация базовых языковых знаний, начатая на 1 курсе;
- переход к специализированному общению;
- формирование навыков самостоятельной работы, необходимых студентам на дальнейших этапах обучения.

Задачи этого этапа:

- совершенствование навыков и умений различных видов речевой деятельности;
- развитие умений выражать свое коммуникативное намерение в устном и письменном виде без опоры на образец в сферах межличностного, социально-бытового и социально-культурного общения;
- совершенствование навыков аудирования и чтения, включая и работу над профессионально-ориентированными текстами;
- развитие навыков социального и профессионального взаимодействия в рамках расширенного количества ситуаций общения;

– приобретение историко- и социокультурных знаний и усвоение правил поведения, характерных для культуры изучаемого языка.

На данном этапе студенты должны **уметь**:

– использовать изученные речевые образцы, давать оценку фактам и событиям;

– вести диалог-беседу, диалог-дискуссию, побуждая собеседника к продолжению разговора, выражая согласие / несогласие и т.д. в ситуациях речевого общения;

– без подготовки включаться в разговор;

– обмениваться информацией в пределах указанных сфер общения.

Содержание обучения II этап (2 курс)

Развитие умений иноязычного общения в разных сферах и ситуациях (чтение, говорение, аудирование, письмо).

I. Чтение

По окончании основного курса студент должен овладеть следующими навыками и умениями:

– Читать, адекватно понимать и переводить оригинальную литературу, в том числе научно-популярную и общеэкономическую;

– Владеть всеми видами чтения, в том числе:

1. Ознакомительным чтением со скоростью 180-200 слов в минуту без словаря при количестве неизвестных слов, относящихся к потенциальному словарю, не превышающих 4-5% общего количества слов в тексте;

2. Изучающим чтением (количество неизвестных слов не превышает 8% общего количества слов в тексте; допускается использование словаря).

Типы упражнений:

– составление вопросов по тексту;

– составление плана прочитанного текста;

– краткий и подробный пересказ текста на иностранном языке;

– замена идиоматичных и образных средств выражения в тексте на более простые «неидиоматические» элементы, имеющие тот же смысл (адаптация);

– составление письменного конспекта текста;

– составление собственного текста (в устной и письменной формах) на произвольную тему с использованием выделенных в оригинале слов и выражений;

– подбор иностранных эквивалентов к русским словам и выражениям;

– подбор русских эквивалентов к иностранным словам и выражениям;

– перевод фрагмента статьи (перевод должен быть точным настолько, чтобы не исказить основное содержание текста).

II. Говорение и аудирование

– участие в диалоге, владение речевым этикетом повседневного общения; выражение определенных коммуникативных намерений, сообщение информации (подготовленное монологическое высказывание в

рамках разговорно-бытовой, страноведческой, общенаучной тематики (в объеме не менее 15 фраз за 3 минуты в нормальном среднем темпе речи);

– понимание монологического или диалогического высказывания в рамках указанных сфер и ситуаций общения длительностью до 3 минут звучания в нормальном среднем темпе речи.

III. Письмо

– фиксация информации, получаемой при чтении, прослушивании текста

– письменная реализация коммуникативных намерений: запрос сведений/данных, информирование заказа, предложение, побуждение к действию, выражение просьбы, согласия/несогласия, отказа, извинения, благодарности, составление плана, тезисов сообщения, доклада, умение написать сообщение на заданную тему, умение написать частное, деловое письмо (ответ на частное письмо);

– перевод с английского языка на русский и с русского на английский язык.

Типы упражнений:

Диктант на слова, диктант, диктант-перевод, письменное составление, видоизменение предложений его образцу, письменное заполнение пропусков, письменный перевод предложений на английский язык, изложение, сочинение по заданному плану, сообщение с использованием исходной информации; составление письма.

Формирование и совершенствование языковых навыков

II этап (2 курс)

I. Фонетика

Совершенствование слухопроизносительных навыков, система гласных и согласных звуков.

Долгие и краткие гласные звука.

Словесное и фразовое ударение.

Интонация. Эмфатическое ударение.

Транскрипция.

II. Лексика:

Развитие лексических навыков (объем лексического минимума 1000-1200 единиц, из них до 1000 продуктивно), развитие рецептивных и продуктивных навыков словообразования.

Лексика усваивается в ходе отработки навыков общения в следующих коммуникативных ситуациях:

1. The Language of our Body. Stage and Screen.
2. The Psychology of Music. Composers. Singers. Bands.
3. Sleep. Dreams. Nightmares. Insomnia. Sleepwalkers.
4. The Media. Breaking News. Reporters and Journalists. Gossips.
5. Making a Presentation. Speaking in Public.
6. Towns and Cities.

7. Science. Are You a Creative Thinker? Famous Scientists.
8. Things that Really Annoy Us. Regrets and Wishes.
9. Business and Advertising.
10. Languages. Borrowings.
11. Marketing.
12. Planning
13. Managing people.
14. Conflict.
15. New business.
16. Products.

III. Грамматика

Предметом изучения грамматики на 2-ом курсе (II этап) являются следующие темы:

1. Морфология

Неличные формы глагола.

Инфинитив и его синтаксические функции. Объектный падеж с инфинитивом. Именительный падеж с инфинитивом.

Причастие и его синтаксические функции. Независимый причастный оборот.

Герундий, основные синтаксические функции герундия и герундиального оборота.

Модальные глаголы и их эквиваленты.

Сослагательное наклонение.

Служебные слова: основные предлоги, союзы, союзные слова, употребляющиеся в языке художественной литературы.

2. Синтаксис

Сказуемые с модальными глаголами

Слова-заменители (слова, группы слов, предложения)

Вводные слова и вводные предложения

Сложноподчиненные предложения с придаточными разного типа.

Текущий контроль

Текущий контроль проводится в форме устного опроса, перевода текстов, диктантов, дискуссий, индивидуальных заданий с отсроченной формой контроля, грамматических коллоквиумов (оперативный контроль) и контрольных работ. Контрольные работы проводятся после прохождения каждой лексической и грамматической темы. Обязательным является проведение не менее двух лексико-грамматических работ в семестр. Предусмотрено проведение тестирования по всем видам речевой деятельности. Срез знаний в виде тестирования проводится в конце каждого семестра.

Итоговый контроль

Лексико-грамматические умения проверяются в виде итоговой лексико-грамматической работы в конце семестра в форме множественного выбора, трансформации предложенных образцов, заполнения пропусков в текстах монологического и диалогического характера. Контроль понимания речи на слух осуществляется в виде теста в конце семестра с выбором правильного варианта (до 6 минут звучания). Контроль навыка чтения проводится в виде:

Теста с выбором правильного варианта;

Как одно из заданий на итоговом занятии;

Как одно из заданий устной части экзамена (III семестр). Контроль навыков письменной речи осуществляется в форме написания изложения.

В конце III семестра проводится экзамен. В конце IV семестра итоговым контролем является зачет.

Содержание экзамена (III семестр)

I. Письменная часть:

- Лексико-грамматические работы по аспектам языка:
- Грамматика
- Деловой английский

II. Устная часть:

- чтение вслух отрывка аутентичного текста, художественного, общественно-политического или научно-популярного характера (700 знаков);
- ознакомительное чтение текста указанного характера с последующей беседой по затронутым в тексте вопросам и пересказом текста по ключевым предложениям (1300 знаков);
- беседа на одну из пройденных тем с изложением своего мнения по поводу микроситуации общения;
- карточка с лексико-грамматическим переводом: использование активной лексики и грамматических явлений; объем – 6–8 предложений.

Содержание зачета (IV семестр)

I. Лексико-грамматический минимум курса:

Форма контроля – контрольная лексико-грамматическая работа в конце семестра.

Задания:

1. заполнить пропуски в тексте монологического и диалогического характера.

2. выбрать правильный вариант.

3. трансформировать данный образец.

II. Аудирование:

Контрольный тест в конце семестра.

Задания:

1. выбрать наиболее правильный ответ.
2. изложить кратко содержание текста.

III. Письмо:

Форма контроля – сочинение-миниатюра в рамках пройденной тематики с подкреплением предложенной дополнительной литературы. Объект контроля – умение сформулировать основную проблему и кратко изложить свое отношение к ней и возможные пути ее решения.

IV. Чтение:

Предлагаются тексты художественного, общенаучного, а также специального характера. Формы контроля - одно из заданий на итоговом контрольном занятии.

Задания:

- чтение вслух отрывка (600-800 знаков), перевод.
- составление плана текста.
- краткое изложение текста по плану (изучающее чтение).

V. Устная практика (устная речевая коммуникация):

Беседа на одну из предложенных тем на зачете. Содержание требований: ответить на вопросы преподавателя, поддержать беседу в рамках предложенных ситуаций.

Специализированный курс I этап – 3 курс (V, VI семестры)

I этап специализированного курса охватывает два семестра – пятый и шестой, с объемом 102 часа в каждом с интенсивностью 6 часов аудиторной работы в неделю.

Спецификой этого этапа является его аналитический характер. Его основная цель – осмысление пройденных грамматических структур, обеспечение постепенного перехода к специализированному общению, чтению текстов по специальности.

Целями I этапа специализированного курса являются:

- активизация всех видов работы с разными типами специальных текстов;
- включение в обучение общеобразовательной (страноведческой) тематики, близкой или необходимой специалистам данного профиля;
- создание основ профессионального подхода к активному владению иностранным языком в области специальности.

Основными задачами этого этапа являются:

- закрепление и развитие приобретенных знаний, умений, навыков активного владения языком в повседневной, общественно-политической и профессиональной сферах устной и письменной форм коммуникации;
- ориентация на творческое применение умений и навыков в условно-неподготовленных и неподготовленных ситуациях;

– формирование и развитие навыков ведения деловой корреспонденции, реферирования и аннотирования профессионально-ориентированных текстов.

Задачи данного этапа решаются путем:

- активизации умений и навыков работы с письменными формами коммуникации;
- расширения запаса специальной лексики;
- активной работы с иноязычной литературой по специальности;
- индивидуального самостоятельного чтения иностранной художественной литературы.

Исходя из целей и задач студенты должны:

- активно овладеть базовой грамматикой и грамматическими структурами, изучение которых предусматривается на данном этапе;
- знать, осмыслить и активно использовать базовую лексику, представляющую нейтральный научный стиль, основную терминологическую лексику своей специальности;
- освоить основные приемы работы со специальными текстами;
- овладеть основами публичной речи, приобрести умение делать сообщения по заданной тематике;
- иметь представление об основных приемах аннотирования, реферирования, перевода литературы по специальности;
- владеть навыками письма, необходимыми для написания эссе, ведения переписки;
- уметь использовать иноязычный материал по специальности в изучении профилирующих дисциплин.

К целевым задачам преподавателя относятся следующие задачи:

- вводить в обучение все основные типы текстов по специальности и учить приемам работы с ними;
- увязывать специальный учебный материал с общеобразовательной тематикой, полезной и интересной для специалиста;
- способствовать включению работ студентов со специальной английской литературой в виды работ по профилирующим дисциплинам (такие, как рефераты, выступления на семинарах, курсовые работы, НИРС и т.п.);
- стимулировать и организовывать поиск и извлечение информации из различных иноязычных источников, а также из источников на родном языке.

Методические приемы и средства обучения активному владению иностранным языком направлены на данном этапе на усиление самостоятельности и личной инициативы студентов в речемыслительной работе над учебным материалом. Методами обучения на данном этапе становится анализ учебного материала, ретроспекция, его систематизация, сближение с естественными коммуникативными действиями.

Основными организационными формами работы являются:

- аудиторные групповые занятия, причем приоритет отдается таким видам как: семинары, дискуссии, круглые столы, деловые игры,

конференции, презентации и другим аналогам естественных форм коммуникации;

– самостоятельная работа под руководством преподавателя в виде чтения дополнительных текстов по теме с заданиями, просмотра видеоматериалов, выполнения индивидуальных заданий по теме, выполнения лабораторных работ, подборки материалов по теме, обобщения этого материала, отчета о проделанной работе, написания эссе, рефератов, аннотаций, подготовки презентаций;

– групповые практические занятия в мультимедийном компьютерном классе;

– встречи с носителями языка.

Применение ТСО:

Использование кино-, видео-, аудио- и мультимедийных материалов создает максимальную наглядность. Применение ТСО на занятиях позволяет тренировать различные виды речевой деятельности и сочетать их в разных комбинациях (аудирование-говорение, аудирование -письмо, аудирование - чтение, говорение - письмо). Систематическое применение звукозаписи способствует развитию речевого слуха, позволяет унифицировать произносительные навыки и устранять резкие различия в степени подготовленности студентов по иностранному языку. Использование аудио- и видеоматериалов при самостоятельной работе студентов повышает уровень мотивации, создает дополнительный интерес к изучению иностранного языка.

Содержание обучения специализированного курса I этап (3 курс)

I. Чтение:

Владение всеми видами чтения оригинальной литературы, в том числе:

а) ознакомительным чтением со скоростью 180-200 слов в минуту без словаря при количестве неизвестных слов в тексте не более 5% общего количества слов в тексте

б) изучающим чтением (количество неизвестных слов не превышает 8% от общего количества слов в тексте; допускается использование словаря).

II. Говорение:

Сообщение (монологическое высказывание) в объеме не менее 15-18 фраз за 5 минут в нормальном темпе речи.

III. Аудирование:

Понимание сообщения (в монологической форме и в ходе диалога) длительностью до 5 минут звучания в нормальном среднем темпе речи.

VI. Лексика:

Развитие лексических навыков. Объем лексического материала 3000 ед., из них 1500 ед. – продуктивно. Дальнейшее расширение потенциального словаря.

Требования к практическому владению иностранным языком (3 курс V семестр)

I. Чтение:

уметь читать с правильным произношением и интонацией любой незнакомый текст средней трудности.

II. Говорение:

– уметь вести беседу на бытовые, общеполитические и общеэкономические темы, а также делать сообщение по самостоятельному чтению;

– уметь пересказывать содержание прочитанного учебного материала, а также лингво-страноведческие и литературно-художественные тексты;

– уметь передавать на иностранном языке содержание русского текста информационного характера;

– уметь изложить содержание прослушанной аудиозаписи или просмотренного видео- или телефильма.

III. Аудирование:

понимать иностранную речь на слух в беседе с преподавателем, в фоно- и видеозаписи, а также с монитора телевизора.

IV. Перевод:

– уметь переводить устно, без словаря, с иностранного языка на русский несложный текст информационного и лингвострановедческого характера, содержащий знакомую лексику и грамматику;

– уметь переводить со словарем с иностранного языка на русский общеэкономический, лингвострановедческий и литературно-художественный тексты;

– уметь переводить письменно со словарем с русского языка на иностранный текст информационного или лингвистического характера в пределах пройденной грамматики.

V. Письмо:

– владеть навыками письменной речи в пределах изученного материала;

– уметь составить содержание прочитанного в письменном виде (в том числе в форме резюме, реферата и аннотации);

– уметь, написать сообщение по темам специальности.

VI. Анкетирование и реферирование:

Используя рекомендации преподавателя, уметь аннотировать и реферировать общественно-политический текст средней трудности в аудитории в качестве домашнего задания.

VII. Лексика:

знать обязательный лексический минимум в объеме 1800 ед., который усваивается в ходе отработки навыков общения следующих коммуникативных ситуациях.

Предметно-тематическое содержание специализированного курса:

Belarussian Customs Service
Passenger Control
Customs Procedures
Free zones

VIII. Грамматика:

1. Усвоить грамматические формы и конструкции обозначающие:

- характеристику явления, предмета, лица: Participle I, II;
- действия, процесс, состояние: Infinitive, Gerund;
- объект действия: Complex Object, Complex Subject

2. Уметь сравнивать неличные формы глагола. Изучить и систематизировать сложные инфинитивные, герундиальные и причастные формы в активе и пассиве.

Non-Finite Forms of the Verb: 1) General Information; 2) The infinitive -Active, Passive, Perfect, Continuous; 3) Infinitive Constructions: Object with the Infinitive, Subject with the Infinitive Constructions; 4) The Gerund - Indefinite, Perfect; 5) The Participle - Present Participle Active, Past Participle Passive.

Требования к практическому владению иностранным языком 3 курс (VI семестр)

I. Чтение:

уметь читать бегло с правильным произношением и интонацией любой текст бытового, экономического и лингвострановедческого характера.

II. Говорение:

– уметь изложить на иностранном языке содержание прослушанной аудиозаписи или просмотренного фильма на знакомую тематику;

– уметь вести беседу на экономические, лингвострановедческие и бытовые темы;

– уметь делать сообщения на экономические темы и пересказывать содержание художественной литературы

– уметь передать содержание прочитанного русского текста экономического характера.

III. Аудирование:

Понимать иностранную речь на слух в беседе с преподавателем, в фоно- и видеозаписи, с монитора телевизора (информационные сообщения и экономические обзоры).

IV. Перевод:

– уметь переводить с иностранного языка на русский язык и с русского языка на иностранный язык устно без словаря общественно-политический текст информационного характера;

– уметь переводить письменно со словарем с иностранного языка общественно-политический текст средней трудности;

– уметь переводить письменно со словарем с русского на иностранный язык общественно-политический текст средней трудности.

V. Письмо:

– уметь изложить содержание прочитанного или прослушанного текста в сжатой и развернутой форме по плану;

– уметь аннотировать и реферировать общественно-политический, экономический текст;

– уметь написать эссе по заданной или выбранной теме. Уметь написать доклад по теме;

– уметь написать доклад по теме специальности.

VI. Аннотирование и реферирование:

Уметь аннотировать и реферировать тексты общественно-политического, экономического характера.

VII. Лексика:

в объеме 1500 ед. с включением терминологического минимума по специальности усваивается в ходе обработки навыков общения в следующих коммуникативных ситуациях.

Предметно-тематическое содержание специализированного курса (VI семестр):

Customs documents and statistics

Harmonized system

Customs valuation

VIII. Грамматика:

Минимум грамматического содержания материала 6 семестра: усвоение грамматических форм и конструкций обозначающих: отношение к действию, условие действия, образование форм сослагательного наклонения, реальные и нереальные условные предложения, относящиеся к настоящему, прошедшему, будущему времени, инверсия в условных предложениях, Oblique Mood, Subjunctive I, II, Conditionals: Type I - real present, Type II - unreal present, Type III -unreal past, Mixed Conditionals, wishes, Unreal Past, had better, would rather, I'd prefer.

Текущий и итоговый контроль

В начале I этапа специализированного курса (3 курс) проводится зачет, а в конце этапа студенты сдают итоговый экзамен. Текущий контроль проводится в форме:

– устных опросов по пройденной тематике;

– докладов по наиболее актуальным общенаучным и общественно-политическим вопросам с привлечением новейших материалов из общенаучной и специальной периодики;

– переводов текстов по специальности;

- эссе или сочинения-рассуждения по пройденным темам;
- контрольных работ по всем аспектам и видам речевой деятельности с учетом иерархии формируемых навыков на этом этапе и характерных для него сфер общения. Предусматривается не менее двух контрольных работ в семестр.

Содержание зачета (V семестр)

I. Лексико-грамматический минимум курса:

Форма контроля – контрольная лексико-грамматическая работа в конце семестра.

Задания:

1. заполнить пропуски в тексте монологического и диалогического характера.
2. выбрать правильный вариант.
3. трансформировать данный образец.

II. Аудирование:

Контрольный тест в конце семестра.

Задания:

1. выбрать наиболее правильный ответ.
2. изложить кратко содержание текста.

III. Письмо:

Форма контроля – сочинение-миниатюра в рамках пройденной тематики с подкреплением предложенной дополнительной литературы. Объект контроля – умение сформулировать основную проблему и кратко изложить свое отношение к ней и возможные пути ее решения.

IV. Чтение:

Предлагаются тексты художественного, общенаучного, а также специального характера. Формы контроля – одно из заданий на итоговом контрольном занятии.

Задания:

1. чтение вслух отрывка (600-800 знаков), перевод.
2. составление плана текста.
3. краткое изложение текста по плану (изучающее чтение).

V. Устная практика (устная речевая коммуникация):

Беседа на одну из предложенных тем на зачете. Содержание требований: ответить на вопросы преподавателя, поддержать беседу в рамках предложенных ситуаций.

Содержание экзамена на I этапе специализированного курса (VI семестр)

Экзамен предваряется контрольными тестами по всем аспектам и видам речевой деятельности.

I. Письменная часть экзамена:

1. Лексико-грамматический тест (до 100 заданий).
2. Подготовка реферата по теме (тезисов к докладу, аннотации к статье).

II. Устная часть:

1. Чтение и реферированное изложение на английском языке текста (статьи) (1500– 1800 печ. зн.) по специальности с последующей беседой по затронутым в тексте (статье) вопросам и передачей общего содержания текста (статьи) на английском языке;

2. Двусторонний перевод с листа (карточка с лексико-грамматическим переводом: использование активной профессиональной лексики и грамматических явлений; объем до 10 предложений)

Беседа по актуальным проблемам в рамках пройденных тем и ситуаций общения в виде неподготовленных высказываний (реплика/ответ) и аргументированных монологических высказываний.

II этап специализированного курса (VII, VIII, IX семестры)

II этап отражает цели и задачи специализированного курса и охватывает три семестра – седьмой, восьмой и девятый. Курс рассчитан на 102 часа в каждом семестре с интенсивностью 6 часов аудиторных занятий в неделю, до 15% отводится на управляемую самостоятельную работу.

Характерной особенностью данного этапа является переход от навыков репродукции речевых высказываний к их активной продукции и ситуативному варьированию. Данный этап представляет собой новый синтез, т.е. формирование творческих умений, продукцию и ситуативное варьирование речевых высказываний в усложненных условиях и на новом материале.

Целями II этапа специализированного курса являются:

– формирование у студентов коммуникативной компетенции, а также профессиональной компетенции, т.е. формирование способности организовать свою деятельность согласно ситуации общения; овладение умениями делового и профессионального общения в ситуациях производственной, научно и информационной деятельности. Этим этапом завершается подготовка студентов к использованию иностранного языка в профессиональной деятельности специалиста.

Основная задача II этапа специализированного курса – превратить обучение иностранному языку в аналог познавательной деятельности студентов по специальности и один из источников расширения их культурного кругозора, приобщить их к мировой культуре и приблизить их образовательный уровень к европейскому стандарту.

Задачами этого этапа являются:

1. Обучение развернутым аргументированным монологическим высказываниям в контексте профессионального, общественно-политического, общенаучного и повседневного общения.

2. Обучение диалогическим видам публичной речи: ведению дискуссии, деловой беседы, интервью и другим формам организации социально-значимого диалога.

3. Обучение переводу и реферированию текстов специального, общественно-политического, общенаучного характера.

4. Обучение чтению оригинальной художественной литературы, текстов специального и общенаучного содержания.

Целевыми задачами преподавателя на данном этапе являются:

Обучить студентов навыкам использования иностранного языка в работе по специальности по следующим направлениям:

– как источника информации, необходимой для непосредственной работы по специальности;

– как средства коммуникации с зарубежными партнерами;

– как основы дальнейшего послевузовского специального образования (в том числе за рубежом).

Быть организатором обсуждений и дискуссий по самостоятельно-подготовленному студентами материалу.

Разработать систему поощрений работы студентов над языковым материалом, подключая их к реальной научно-исследовательской, учебно-методической работе.

Активизировать использование информации из иноязычных источников в учебно-познавательной деятельности студентов по специальным и смежным дисциплинам

Целевыми задачами студентов являются:

– чтение на иностранном языке по собственному выбору специальной литературы, отрывков из прессы, публицистики, художественной литературы;

– использование материала из иноязычных работ, рефератов, в выступлениях на семинарах, конференциях;

– умение выступать на иностранном языке с рефератом, сообщением, докладом;

– развитие умения использования письма в качестве средства для выполнения учебных задач по письменному переводу, реферированию, аннотированию литературы по специальности, ведению деловой переписки и оформлению документации (с использованием факса, электронной почты и т.д.).

Среди организационных форм на первое место выходит внеаудиторная, самостоятельная работа студентов, управление которой осуществляется с помощью индивидуализированных заданий, учитывающих интересы и мотивацию студентов. Аудиторные занятия – это разные виды работы по самостоятельно подготовленному студентами материалу при четком регулировании этой работы со стороны преподавателя.

Главными обучающими приемами становятся:

- четкая, продуманная организация контролируемой самостоятельной работы студентов (включая разработку индивидуальных планов студентов на определенные отрезки времени);
- проведение аудиторных занятий с управлением самими студентами.

Содержание обучения на II этапе специализированного курса

Требования к практическому владению иностранным языком:

I. Чтение:

Зрелое владение всеми видами чтения литературы разных функциональных стилей и жанров. Студенты должны уметь читать, адекватно переводить оригинальную литературу (в том числе научно-популярную и общеэкономическую). Предлагается текст средней трудности для перевода без словаря со скоростью не менее 150 слов в минуту и сложный текст для перевода без словаря со скоростью 1500 печ. знаков в час (письменный перевод), 1500 печ. знаков за 15 мин. (устный перевод).

II. Аудирование:

Понимание иностранной речи на слух в беседе с преподавателем или носителем языка, в разговоре по телефону, с прослушиванием аудио- и видеоматериалов, при просмотре кинофильмов и телепрограмм.

III. Говорение:

- уметь вести беседу на общественно-политические, экономические и бытовые темы;
- уметь участвовать в дискуссии. Совершенствовать навыки монологической и диалогической речи риторического характера;
- уметь делать сообщения и доклады на общественно-политические, экономические, литературные и лингвострановедческие темы.
- уметь излагать на иностранном языке содержание прослушанного иностранного текста;
- уметь излагать содержание аудио- и видеоматериалов;
- уметь участвовать в диалоге, беседе профессионального характера с выражением различных коммуникативных намерений (совет, сожаление, удивление, уверенность и др.);
- владеть всеми видами монологического высказывания (информирование, пояснение, уточнение, инструкция и т.д.).

IV. Аннотирование и реферирование:

Овладение особенностями языка реферативного текста, умение обобщать основные положения первоисточника при помощи логико-семантического анализа текста, овладение процедурой составления реферата и аннотации.

V. Перевод:

- уметь переводить с листа или на слух общественно-политический, экономический текст (с иностранного языка на русский язык и с русского языка на иностранный язык);

– уметь переводить письменно со словарем с иностранного языка на русский язык специальные тексты, факсы, телексы и материалы электронной почты;

– уметь переводить несложную беседу на экономические темы.

VI. Письмо:

Владеть навыками письменной речи в пределах изученного языкового материала, уметь составить план (конспект) прочитанного текста, изложить содержание прочитанного в форме резюме, владеть навыками написания делового письма.

VII. Лексика:

Дальнейшее развитие лексических навыков. Происходит наращивание словарного запаса во всех трех основных лексических пластах - общей и общенаучной лексики, терминологии по специальности. Основное внимание уделяется правильному употреблению синонимов, многозначных слов, фразеологизмов, интернациональной лексике (в том числе «ложных друзей переводчика»). Основной упор делается на выработку у студентов умения выражать предпочтение и неприятие, аргументировать и отстаивать свою точку зрения, сформулировать просьбу, совет, извинение и т.д. Объем активной лексики по окончании курса – 5000 лекс. единиц, в том числе: общеупотребительная лексика – 2000 лекс. ед., специальная лексика – 500 лекс. ед. по выбранной специальности, сфера делового и профессионального языкового общения – 1700 лекс. ед., потенциальная лексика – 800 ед.

Предметно-тематическое содержание специализированного курса (VII семестр)

Customs and trade
The role of Customs
Working for Customs
Code of Conduct

Предметно-тематическое содержание специализированного курса (VIII семестр)

Customs technologies
Customs Communication. Value of Communication. Benefits of Communication.
Media Relations.
Customs Violations. Customs Offences. Smuggling. Corruption.
Drug Control

Предметно-тематическое содержание специализированного курса (IX семестр)

World Customs Organization

VIII. Грамматика

Развитие грамматических навыков распознавания и понимания форм и конструкций, характерных для конкретного подъязыка делового общения. На данном этапе внимание уделяется грамматике разговорного английского языка, усвоению грамматических средств выражения отношения к высказываемому.

Грамматические явления анализируются при небольшой затрате учебного времени:

Tense system revision. Narrative tenses. Negatives. Questions.

Modals revision. Expressing habit. Adding emphasis. Reported speech revision. Reduced Infinitive.

Грамматические средства связи предложений и абзацев. Логико-смысловые связи: союзы, союзные слова, клишированные словосочетания, вводные обороты и конструкции.

Текущий и итоговый контроль (II этап специализированного курса)

Результаты работы студентов на данном этапе проверяются на зачете – в конце VII и VIII семестров, экзамене – в конце IX семестра. Итоговый контроль за весь курс обучения проводится в виде государственного выпускного экзамена.

Текущий контроль проводится в виде опросов, выступлений на заданную тему, переводов текстов по специальности, дискуссий, презентаций, индивидуальных заданий, композиций. Предусмотрено не менее двух контрольных работ на каждый вид речевой деятельности и две лексико-грамматические работы в семестр. На промежуточном зачете дается не только оценка работы студента преподавателем, но и самооценка своей работы на данном этапе.

Объектами контроля на II этапе специализированного курса являются:

- лексико-грамматические (языковые) умения и навыки;
- речевые умения и навыки с увеличением их удельного веса;
- умения аудирования: а) с выделением логической структуры звучащего текста; б) с определением его модальности (утверждения, возможность, уверенность и т.д.); в) с кратким воспроизведением текста в письменном виде при двукратном прослушивании; г) развертывание диалога в монологическую речь;
- умения и навыки чтения: а) с воспроизведением смысловой структуры текста; б) с выделением главной и второстепенной информации; в) с обобщением фактов, умением делать выводы и заключением по прочитанному;

- умения в устной и письменной форме изложить результаты (основные проблемы) своей курсовой работы;
- умения составлять официальные письма, CV;
- умения реферирования, аннотирования, перевода аутентичных текстов;
- умения писать эссе по предложенной и выбранной тематике;
- умения вести поиск профессиональной информации.

Итоговый контроль в конце VII семестра

Содержание зачета:

Контроль знания лексики и грамматики осуществляется с помощью лексико-грамматической работы в форме множественного выбора, трансформаций предложенных образцов, заполнения пропусков в текстах монологического и диалогического характера. Контроль понимания речи на слух (аудирование) осуществляется в виде теста в конце семестра и предполагает заполнение пропусков, выбор правильного варианта (суждения) в соответствии с содержанием текста (до 6 мин. звучания). Контроль навыка чтения проводится как одно из заданий на итоговом занятии (7-й семестр). Контроль навыка письменной речи осуществляется в форме написания реферата или аннотации текста по специальности. Контроль продуктивных речевых умений включает следующие критерии: 1) темп речи; 2) время реакции при спонтанном общении; 3) степень комбинирования языкового и речевого материала; 4) употребление готовых форм (коммуникативных блоков, идиом); 5) степень сложности синтаксиса; 6) развернутость ответа (сообщения); 7) нестандартность высказывания; 8) количество лексических, грамматических, стилистических ошибок.

Итоговый контроль в конце VIII семестра

Содержание зачета:

Языковые (лексико-грамматические) умения проверяются в виде итоговой лексико-грамматической работы в конце семестра (в форме множественного выбора, трансформаций предложенных образцов, заполнения пропусков в текстах монологического и диалогического характера). Контроль понимания речи на слух осуществляется в виде текста в конце семестра и предполагает заполнение пропусков, выбор правильного варианта (суждения) в соответствии с содержанием текста (до 7 мин. звучания). Контроль навыка письменной речи осуществляется в форме написания доклада, реферирования текста проводится как одно из заданий на зачете. Контроль продуктивных речевых умений осуществляется на импровизированной итоговой дискуссии на одну из пройденных тем и включает: грамматическую и стилистическую нормативность речи, эффективность коммуникативного поведения, реализацию лингвистических и нелингвистических средств убеждения, степень сложности синтаксиса,

развернутость ответа (сообщения), нестандартность высказывания, употребление готовых форм/блоков/идиом.

После итоговых контрольных тестов проводится зачет, который включает неподготовленное высказывание по актуальным проблемам в связи с заданной ситуацией.

Итоговый контроль в конце IX семестра

Содержание экзамена:

I. Письменные экзаменационные работы:

– Лексико-грамматический тест (proficiency test) - 2 акад. часа, 100 заданий.

– Письменный перевод текста по специальности с английского языка на русский со словарем (2000 п. зн., два академических часа);

II. Устный экзамен:

– чтение и реферированное изложение на английском языке текста (статьи) (1500– 1800 печ. зн.) по специальности с последующей беседой по затронутым в тексте (статье) вопросам и передачей общего содержания текста (статьи) на английском языке;

– двусторонний перевод с листа (карточка с лексико-грамматическим переводом: использование активной профессиональной лексики и грамматических явлений; объем до 15 предложений);

– беседа на одну из пройденных тем с изложением своего мнения по поводу микроситуации общения.

Государственный экзамен в конце II этапа, т.е. после полного курса обучения должен определить уровень активного владения иностранным языком.

Требования, предъявляемые на государственном экзамене по английскому языку.

I. Письменные экзаменационные работы:

– Лексико-грамматический тест (proficiency test) - 2 акад. часа, 100 заданий.

– Письменный перевод текста по специальности с английского языка на русский со словарем (2000 п. зн., два академических часа);

II. Устный экзамен:

– чтение и реферированное изложение на английском языке русского текста из газеты или журнала (1500– 1800 печ. зн., 10 мин.) с последующей беседой по проблематике статьи;

– ознакомительное чтение текста (статьи) (1500– 1800 печ. зн.) по специальности с последующей беседой по затронутым в тексте (статье) вопросам и передачей общего содержания текста (статьи) на английском языке.

– беседа на одну из пройденных тем с изложением своего мнения по поводу микроситуации общения.

Примерные критерии оценки знаний

За основу оценки берется 1 смысловая ошибка (искажение содержания, ошибочный термин). К другим ошибкам относятся: ритмико-мелодическая, лексическая, синтаксическая и грамматическая. Три ритмико-мелодические ошибки, две лексические, синтаксические или грамматические ошибки приравниваются к одной смысловой ошибке.

При оценке реферирования текста с русского языка (белорусского / на английский используются те же критерии, что и при оценке перевода с английского языка на русский, т. е. учитываются грамматические, лексические, синтаксические ошибки, к которым могут быть добавлены стилистические неточности перевода. Повторяющиеся ошибки считаются за одну

Основная литература

1. Alexander, L.G. Longman English Grammar / L. G. Alexander. – Longman, 2003. – 374 p.
2. Collins Cobuild English Grammar Exercises. Cambridge University Press, 1991.
3. Cotton, D. Market Leader / D. Cotton, D. Falvey, S. Kent; Intermediate Business English Course Book. New edition. – Pearson Longman, 2009. – 176 p.
4. Cotton, D. Market Leader / D. Cotton, D. Falvey, S. Kent; Pre- intermediate Business English Course Book. New edition. – Pearson Longman, 2007. – 160 p.
5. Cunningham S., Moor P. Cutting Edge Advanced. Longman, 2003.
6. Emmerson, P. Business Vocabulary Builder. The words and phrases you need to succeed. Intermediate to upper-intermediate / P. Emmerson. – Macmillan Publishers Limited, 2009. – 176 p.
7. Evans V. Round-up English Grammar Practice 5, 6. Longman, 1998.
8. Foley, M. Longman Advanced Learners' Grammar. A self-study reference and practice book with answers / M. Foley, D. Hall. – Longman, 2005. – 384 p.
9. Fowler W.S. First Certificate English, 1976.
10. Fuch M., Bonner M. Focus on Grammar. A High-Intermediate Course for Reference and Practice. Second Course for Reference and Practice. Second Edition. Longman, 2000.
11. Gertrass G. Creative Grammar Practice. Longman, 1992.
12. Gordon E.M., Krylova LP. A Grammar of Present-day English. M., 1980.
13. Hartlye B. and Viney P. American Streamline for advanced students (Destinations). Oxford University Press, 1985.
14. Karnevskaya E.B. Developing Strategies in Reading Comprehension Book 1,2. Minsk State Linguistic University, 2004.
15. Longman dictionary of contemporary English: 2 Volumes. – Longman Group UK, 1999. – Vol. 1 A–L. – 626 p.; Vol. 2 M–Z. –

16. McCarthy M., O'Dell F., English Vocabulary in Use. Advanced. Cambridge University Press, 2002.
17. McKellen, J.S. Test Your Business English General Usage / J.S. McKellen. – London: Penguin Books, 1990. – 95 p.
18. Murphy R. English Grammar in Use (Intermediate). Cambridge University Press, 1992.
19. Oxenden, Clive. New English File / C. Oxenden, Ch. Latham-Koenig; Upper-intermediate student's book. – Oxford University Press, 2008. – 160 p.
20. Oxenden, Clive. New English File / C. Oxenden, Ch. Latham-Koenig; Upper-intermediate work book. – Oxford University Press, 2008. – 80 p.
21. Prodromou L. Grammar and Vocabulary for First Certificate. Longman, 1999.
22. Pyle M.A., Munoz Page. Test of English as a Foreign Language. Preparation Guide. Lincoln, Nebraska, 2000.
23. Science in the News. VOA Special English, 1989.
24. Soars John and Liz. Headway Intermediate, Upper Intermediate. Students's Book, Teacher's Book, Workbook. Oxford University Press. 1998, 2000.
25. Soars Liz & John. Headway New Intermediate. Oxford University Press, 1996.
26. Strutt P. Longman Business English Usage / P. Strutt. – Longman Group UK, 2001. – 321 p.
27. **Веремейчик, О.В. Грамматика английского языка. Деловой контекст (English Grammar. Business Context): пособие для студентов вузов / О.В. Веремейчик. – Минск: БНТУ, 2010. – 104 с.**
28. **Веремейчик, О.В. Оцените свой уровень делового этикета: методическое пособие для студентов вузов / О. В. Веремейчик, О. С. Жук. – Минск: БНТУ, 2012. – 64 с.**
29. **Графова, Л.Л. Учебник английского языка для таможенников / Л.Л. Графова, С.В. Арзуманян, Т.П. Лазарева. – М.: Высш. шк, 1998. – 687 с.**
30. **Толостухова В.Ф., Сидоренко Г.Ц. Английский язык. Бизнес- курс, Учебное пособие для студентов вузов. Мн.: Тетра системс, 2001.**

Дополнительная литература

1. Baker, A. Ship or Sheep? An Intermediate English Pronunciation Course. Cambridge University Press, 1994. – 168 p.
2. Brook-Hart, G. Complete CAE / G. Brook-Hart, S. Haines. – Cambridge University Press, 2009. – 32 p.
3. Coe, N. Oxford Living Grammar. An Intermediate Course / N. Coe. – Oxford: Oxford University Press, 2009. – 180 p.
4. Evans, V. FCE Practice Exam papers For the Revised Cambridge FCE Examination / V. Avans. – Express Publishing, 2008. –
5. Evans, V. Mission 1 / V. Evans. – Express Publishing, 2000. – 217 p.

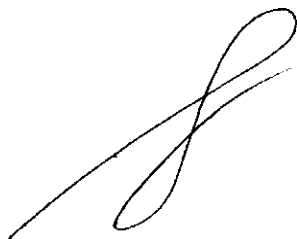
6. Evans, V. Practice Exam papers For the Cambridge FCE Examination / V. Evans. – Express Publishing, 2008. – 176 p.
7. Fuchs, M. Focus on Grammar. An Intermediate Course for Reference and Practice / M. Fuchs, M. Bauner, M. Westheimer; 2nd ed. – Longman, 2000. – 415 p.
8. Gairns, R. Oxford Word Skills Advanced / R. Gairns, S. Redman. – Oxford University Press, 2010. – 258 p.
9. Hartlye, American Streamline for advanced students / B. Hartley, P. Viney; Student book. – Oxford University Press, 1996. – 80 p.
10. Jones, L. New Progress in First Certificate Self-study **Student's book** / L. Jones. – Cambridge University Press, 2000. – 209 p.
11. Karnevsкая, E.B. Developing Strategies in Reading Comprehension: Book 2 // **Английский язык. Стратегии понимания текста: учебное пособие. Часть 2.** – Минск: Высшая школа, 2011. – 256 с.
12. Kenny, N. First Certificate Practice Tests Plus with Key: New Edition / N. Kenny. – Longman, 2008. – 176 p.
13. Loughed, L. Longman Preparation Series for the New TOEIC Test / L. Loughed; 4th ed. – Pearson Longman, 2008. – 273 p.
14. Mann, M. Destination. Grammar and Vocabulary. With keys. C1 / M. Mann, S. Taylore-Knowles. – Macmillian Publishers Limited, 2008. – 212 p.
15. Obee, B. Upstream Upper Intermediate B 2+ : student's book / B. Obee, V. Evans; 3rd impr. – Newbury: Express Publishing, 2003. – 264 p.
16. Pyle, M. A. Test of English as a Foreign Language. Preparation Guide / M. Pyle, P. Munoz. – Lincoln, Nebraska, 2001. – 6601 p.
17. Side, R. Grammar and Vocabulary for Cambridge Advanced and Proficiency / R. Side, G. Wellman. – 2nd ed. – Longman, 2000. – 183 p.
18. Simmons. Mastering the FCE Examination / A. Simmons. – Burnington Books, 2008. – 219 p.

Программа переутверждена: на заседании кафедры от 16 мая 2012 протокол № 11
Заведующий кафедрой



А.А. Плащинский

на заседании методической комиссии ФТУГ от 11 июня 2012 протокол № 6
Председатель методической комиссии



Е.Б. Якимович

2. Теория

2.1 Базовые грамматические категории английского языка

Слово «**грамматика**» в английском языке употребляется в двух основных значениях:

1) правила построения слов и предложений, присущих данному языку; в этом значении грамматика означает то же самое, что и грамматический строй языка;

2) теоретическая наука, обобщающая знания о грамматическом строе английского языка.

Грамматика – наука о языке, т. е. один из разделов языкознания (лингвистики). Грамматика подразделяется на морфологию и синтаксис:

Морфология – раздел языкознания, изучающий строение и изменение слов.

Синтаксис – раздел языкознания, изучающий соединение слов в сочетания и предложения.

Грамматические категории в английском языке отвлеченны, абстрактны, они обобщают многие слова, выделяя в них одинаковые смысловые и формальные стороны и признаки. Можно выделить четыре основных типа грамматических категорий:

1) Грамматические категории слов объединяют и отождествляют по какому-то общему признаку большие классы слов. Сюда относятся грамматические категории частей речи, рода, качественности, относительности прилагательных и т. д.

2) Грамматические категории словесных форм объединяют и отождествляют по какому-то общему признаку большие классы словесных форм, т. е. тех видоизменений слова, которые известны как формы времени, числа, лица.

3) Грамматические категории словесных позиций объединяют и отождествляют по какому-то общему признаку полнозначные слова, занимающие одно и то же место в высказывании (подлежащее, сказуемое, вводность, обособление).

4) Грамматические категории словесных конструкций объединяют и отождествляют по какому-то общему признаку различные высказывания. Таким общим признаком являются повторяющиеся стандартные схемы высказываний (предложение).

Дополнительная информация представлена в документе «Базовые категории английского языка», который размещен в файле «Prilojenie».

2.2 Основы фонетики английского языка

Четыре типа чтения английских гласных букв в ударных слогах (сводная таблица)

Буквы Тип чтения	a [eɪ]	o [əʊ]	e [i:]	i [aɪ]	y [waɪ]	u [ju:]
I	[eɪ] name	[əʊ] note	[i:] be			[ju:] tune
II	[æ] flat	[ɒ] not	[e] pen			[ʌ] cup
III	[ɑ:] large	[ɔ:] fork				
IV	[eə] Mary	[ɔ:] more	[iə] here			[juə] during

Сводная таблица чтения диграфов

Диграф	Звук	Пример
ee	[i:]	bee, meet
ea	[i:]	tea, meat
oo	[u:]	zoo, food
oo	[u]	book, cook
ou	[aʊ]	out, count
ow	[aʊ]	how, now, town
ow	[əʊ]	own, snow

Сводная таблица чтения буквосочетаний согласных

Буквосочетание	Звук	Пример
ck	[k]	back, duck
(t)ch	[tʃ]	chess, much
sh	[ʃ]	she, fish
th	[ð]	this, with
th	[θ]	thin, math, tenth
ng	[ŋ]	song, bring
nk	[ŋk]	pink, drink
wh	[w]	when, white
wh	[h]	who, whole
kn	[n]	knife, knock
wr	[r]	write, wrong
ph	[f]	phone, elephant

Сводная таблица чтения сочетаний гласных и согласных

Буквосочетание	Звук	Пример
o+ld	[əʊ]	cold, gold
i+ld	[aɪ]	wild, child
i+nd	[aɪ]	kind, find
igh	[aɪ]	high, night
a + группа согласных	[ɑ:]	class, past, ask, plant
a+ll	[ɔ:]	all, ball, wall
al+k	[ɔ:]	talk, walk, chalk
w+a	[ɔ]	want, was

2.3 Тематический словарь-минимум (3–9 семестры)

Belarussian Customs Service

1. fiscal	фискальная, налоговая (бюджетная) функция
2. law enforcement	правоприменение, правоохранительная функция
3. to originate	происходить, возникать
4. seal	печать
5. to verify	подтверждать, проверять
6. Customs tariffs, duties and taxes	таможенные тарифы, пошлины и налоги
7. to collect duties	собирать пошлины
8. to levy	взимать, облагать налогом
9. to collect taxes for the transportation of goods through the boundaries	собирать налоги для транспортировки товара через границы
10. principedom	княжество
11. to keep out contraband	не допускать контрабанды
12. to limit / restrict the import of foreign goods	ограничить импорт иностранных товаров
13. to defend / protect national producers	защитить национальных производителей
14. significant	значительный, существенный
15. to carry out functions	выполнять (осуществлять) функции
16. foreign trade regulation	регулирование внешней торговли
17. market economy regulation	регулирование рыночной экономики
18. tariff method	тарифный метод
19. non-tariff method	нетарифный метод
20. collection and keeping of Customs statistics concerning foreign trade	сбор и хранение таможенной статистики по вопросам внешней торговли
21. regulation of economic activities	регулирование экономической деятельности
22. link between the internal economy and world markets	связь между внутренней экономикой и мировыми рынками
23. to guard	охранять
24. to create Customs legislation	создать таможенное законодательство
25. provisions and regulations	положения и регулятивы, постановления и правила (нормы)
26. to be of the world standards	соответствовать мировым стандартам
27. integration (disintegration)	объединение (распад)
28. to police the border	охранять границу

29. multi-functioning Customs Service	
30. to take a deserving place in market economy	
31. rapprochement [ræ'prɔʃmə:ŋ]	(fr.) восстановление или возобновление дружественных отношений (особ. между государствами)
32. to become a full and equal member of the world community	
33. to introduce changes	вносить изменения
34. strive	стараться, прилагать усилия
35. to promote and facilitate the economic development	способствовать (поддерживать) и содействовать экономическому развитию
36. legitimate trade	законная торговля
37. a Customs check-point	таможенный пункт
38. to set up	учреждать, устанавливать
39. facilitate the flow of freight	способствовать (содействовать) потоку груза
40. to reduce the amount of lost freight	уменьшить количество потерянного груза
41. up-to-date Customs technology	
42. transmit and receive preliminary electronic information	передавать и получать предварительную электронную информацию
43. to speed up the customs process	ускорить таможенный процесс
44. a network of freight transport services	сеть услуг по грузовым перевозкам
45. freight shipper	грузоотправитель
46. all-embracing service	полное (всеобъемлющее) оказание услуг
47. warehouse	склад
48. subject to	подлежащий
49. exceed	превышать
50. to bring in goods valued up to...\$	ввозить товары стоимостью до ...
51. exempt from	освобожденный (от)
52. goods intended for	товары, предназначенные для
53. to be (not) intended for smth	предназначаться для чего-либо
54. to prevent drug smuggling	предотвращать контрабанду наркотиков
55. anti-drug alliance	союз по борьбе с незаконным оборотом наркотиков
56. close cooperation	тесное сотрудничество
57. to enter into the anti-drug alliance	вступить в союз по борьбе с незаконным оборотом наркотиков
58. vigilance	бдительность

59. to increase vigilance	увеличить бдительность
60. to detect smuggling and fraud	обнаруживать(выявлять) контрабанду и мошенничество
61. compliance	согласие
62. with distinction and determination	с уважением (признанием) и решимостью
63. total commitment	полная приверженность
64. consistent enthusiasm, dedication and loyalty	последовательный, стойкий энтузиазм, преданность и верность
65. assist	содействовать
66. targeted training and technical assistance	целенаправленное обучение и техническая помощь
67. to demonstrate commendable ability	демонстрировать похвальную способность
68. to tackle	энергично (с усердием) браться за что-либо
69. an interception	задержание, перехват
70. to elicit support from innocent	вызывать поддержку у невиновных
71. intelligence	информация
72. to collect the due amount of tax and duty at the right time and protect legitimate trade from unfair competition	собирать надлежащее количество налогов и сборов в нужное время и защищать законную торговлю от недобросовестной конкуренции
73. outstanding debt	непогашенный долг, непогашенная задолженность
74. identify tax avoidance opportunities and take appropriate corrective actions	выявить возможности уклонения от уплаты налогов и принимать соответствующие корректирующие действия (соотв. меры по ликвидации последствий)
75. impose	налагать
76. maintain revenue	поддерживать доход
77. to minimize the impact of illicit trade	свести к минимуму последствия незаконной торговли
78. to improve the effectiveness of drug enforcement, with particular emphasis on commercial smuggling and disrupting the international supply of drugs	повысить (улучшить) эффективность контроля за оборотом наркотиков, с особым акцентом на коммерческой контрабанде и разрушении международной поставки наркотиков.
79. maintain anti-drug activities	поддерживать антинаркотическую деятельность
80. bilateral	двусторонний

Code of Conduct

1. code of conduct	кодекс поведения
2. to esteem [is'ti:m]	уважать, почитать; считать, рассматривать; давать оценку
3. to destroy an efficient functioning	разрушать эффективную (результативную) работу
4. to diminish the ability of the Customs Service to accomplish its mission	уменьшать / ослаблять возможность таможенных служб выполнять свою задачу
5. a corrupt Customs Service	коррупцированная таможенная служба
6. to deliver a revenue	осуществлять поступление дохода
7. to be efficient in the fight against illicit trafficking	эффективно бороться против незаконной торговли
8. to obstruct [əb'strʌkt] the growth of legitimate trade	препятствовать росту законной торговли
9. to hinder economic development	препятствовать экономическому развитию
10. to inspire public confidence in the integrity of the service	вселять общественную уверенность в правильности (честности) услуг
11. to be in line with smb's expectations	идти в ногу с ч-л ожиданиями
12. courteous ['kə:tjəs]	вежливый, обходительный, учтивый
13. efficient [i'fiʃ(ə)nt]	действенный, результативный; рациональный, целесообразный; умелый, подготовленный, квалифицированный (о человеке)
14. the nature of ultimate ['ʌltimət] value	сущность основных ценностей
15. to determine standards of personal and professional behavior	определять стандарты личного и профессионального поведения
16. to obey the law	подчиняться закону
17. stick to rules and regulations	
18. to provide a framework for appropriate conduct	предоставлять стереотип для соответствующего поведения
19. to perform official duties with skills, care, diligence [ˈdɪlɪʒ(ə)n(t)s] and impartiality [ˈɪmpɑ:ʃi'æliiti]	выполнять официальные обязанности со сноровкой(мастерством), тщательно (осторожно), прилежно (усердно) и объективно (беспристрастно)
20. to use authority in a fair and unbiased way	использовать власть справедливо и беспристрастно
21. to take(improper) advantage	использовать в своих интересах, злоупотреблять (незаконно)

22. criminal offences	криминальные правонарушения
23. to comply with the law	подчиняться (соблюдать) закон / соответствовать закону
24. to breach the law	нарушать закон
25. to lead to prosecution [ˌɒprəsiˈkjuːʃən]	приводить к судебному преследованию
26. to administer	осуществлять
27. to be regarded most gravely ['greivli]	считаться наиболее серьезными
28. to accept bribes	брать взятки
29. to be subject to disciplinary [ˈdisəplɪn(ə)ri] action	подвергаться дисциплинарному взысканию
30. proceedings [prəˈsiːdɪŋ]	(proceedings) работа, деятельность (комиссии); судебное разбирательство (a divorce proceedings – бракоразвод)
31. to offer benefits	предлагать выгоду
32. an attempt to influence a decision which an officer is required to take	попытка повлиять на решение, которое необходимо принять служащему
33. to promote a culture which includes such values as honesty, fairness, accountability, professionalism and integrity	содействовать развитию культуры, которая включает в себя такие ценности, как честность, справедливость, ответственность, профессионализм и порядочность
34. strictness	строгость, точность
35. to involve rewards and punishments	включать вознаграждения и наказания
36. to demonstrate an exemplary level of personal ethics	демонстрировать образцовый уровень персональной этики
37. to be above reproach	быть выше упреков / безупречный
38. to be apt [æpt] to think of etiquette [ˈetɪkət]	быть склонным думать об этикете ...
39. an exaction [ɪgˈzækʃ(ə)n] of taste	требование вкуса
40. a system of rules and conventions	система правил и традиций (правил поведения)
41. highly stratified society	сильно расслоенное общество
42. an elaboration [ɪˈlæbəˈreɪʃən]	развитие, совершенствование
43. to keep the unworthy ignorant	держат недостойных в незнании
44. to contrive [kənˈtraɪv]	придумывать, изобретать; разрабатывать
45. to hand down	передавать младшим поколениям передавать по наследству
46. an immutable [ɪˈmjuːtəbl] law	неизменный, постоянный закон

47. nature's nobleman	аристократ по природе
48. a thoroughbred ['θʌrəbred] man	хорошо воспитанный человек
49. decency	достойное поведение, приличие, достоинство
50. merely ['miəli] propriety of speech	только правильность речи
51. trustworthiness	надежность
52. a precept ['pri:sept]	правило поведения, принцип; заповедь
53. to ingrain	фиксировать (в уме), запечатлевать (в памяти)
54. to be considerate [kən'sid(ə)rət]	быть внимательным к другим; деликатным, тактичным
55. to deal discreetly [di'skri:tli]	действовать осторожно, осмотрительно
56. to cheat	жульничать, мошенничать, ловчить
57. to cheat smth. (out) of smb.	выманить, выудить что-л. у кого-л.
58. in duty	из чувства долга, по долгу службы (пользуясь должностными обязанностями)
59. to jail	заключать в тюрьму
60. a trial	судебное разбирательство; судебный процесс
61. by deception	при помощи обмана, жульничества
62. a specimen count	пункт обвинительного акта
63. to raid	1 совершать налёт, набег, рейд, облаву; вторгаться; понижать курс
64. mock	фальшивый, фиктивный; мнимый; ложный; шуточный; репетиционный (о пробном экзамене, проводящимся перед основным)
65. a case officer	должностное лицо, рассматривающее иск; следователь по делу
66. agent community	представитель общественности
67. versatile ['vzətəil]	многогранный, разносторонний
68. eminent ['eminənt]	видный, выдающийся, знаменитый; занимающий высокое положение, высокопоставленный; замечательный, удивительный
69. adherence	приверженность; верность
70. uprightness	честность
71. to indicate by insignia [in'signia]	указывать, обозначать при помощи знаков отличия
72. a deviation [ˌdi:vi'eɪʃ(ə)n]	отклонение (от курса, маршрута, нормы)
73. interlace [ˌɪntə'leɪs]	переплетать, сплетать; переплетаться, сплетаться

1. to promote free trade among nations	содействовать свободной торговле между странами
2. restrictive policies	ограничительная политика, принципы
3. to secure the wealth and power of the state	охранять, защищать богатство и мощь государства
4. to impose price and wage controls	установить контроль над ценами и оплатой труда
5. to foster national industries	способствовать развитию национальной промышленности
6. to promote exports of finished goods and imports of raw materials	содействовать экспорту готовой продукции и импорту сырья
7. to prohibit export of raw materials	запрещать экспорт сырья
8. liberty of production and trade	право на свободную торговлю и производство
9. to remove trade restrictions	устранять, ликвидировать торговые ограничения
10. excessively high and prohibited Customs duties	чрезмерно высокие и запретительные таможенные пошлины
11. to charge high rates on the goods	взимать высокие ставки, налоги, цены на товары
12. transport costs	транспортные расходы
13. protective duties	охранные пошлины
14. to remain faithful to the principle of free trade	оставаться верным принципу свободной торговли ,
15. the development of multilateral trade agreements and other forms of international economic cooperation	развитие многосторонних торговых соглашений и других форм международного экономического сотрудничества
16. GATT 17. General Agreement on Tariffs and Trade 18. GATT takes the form of a multilateral trade agreement setting forth the principles under which the countries shall negotiate a substantial reduction in Customs tariffs and other impediments to trade and elimination of discriminatory practices in international trade. GATT has become a charter governing almost	Генеральное соглашение по таможенным тарифам и торговле ГАТТ принимает форму многостороннего торгового соглашения излагающего принципы, в соответствии с которым страны должны договориться о существенном сокращении таможенных тарифов и других препятствий для торговли и устранение дискриминационных практик в международной торговле. ГАТТ стало уставом, руководящим почти всей мировой

all world trade.	торговлей.
19. to interfere with international transactions	вмешиваться в международные операции (сделки)
20. to bar	препятствовать, запрещать, мешать
21. to limit the permissible volume of imports	ограничить допустимый объем импорта
22. to restrain	ограничивать, сдерживать
23. to feel impelled	чувствовать себя обязанным, принужденным
24. to set aside	отложить, отменять, отклонять
25. to impose a common tax on goods entering the territory	ввести общий налог на товары, ввозимые на территорию
26. to shield domestic production from foreign competition	защитить отечественное производство от иностранной конкуренции
27. keep out	не допускать, не впускать, не позволять
28. to yield revenue	получать, давать доход
29. in physical terms	в натуральном, в физическом выражении
30. to obtain a windfall	получить неожиданные деньги, удачу
31. ad valorem tariffs	адвалорные тарифы
32. accord [ə'kɔ:d]	согласовываться, соответствовать
33. oppression [ə'preʃən]	1) притеснение, угнетение, гнет 2) угнетенность; подавленность
34. discord ['dɪskɔ:d]	разногласие, разлад; раздоры
35. be in need of international attention	нуждаться в международном внимании
36. to be at loggerheads ['lɒgəhedz]	быть на ножах, быть в натянутых отношениях, ссориться с кем-л.
37. nuclear proliferation	распространение ядерного оружия
38. to lay down laws	формулировать, устанавливать законы
39. disrupt	разрушать
40. to take decisive steps	предпринять решительные шаги
41. defining feature	характерная, определяющая черта
42. friction	трения, разногласия
43. impediment	препятствие, помеха
44. to be fully immune from barriers	быть полностью свободным, застрахованным от барьеров
45. to benefit from	извлечь выгоду из
46. to compete in the market on equal terms	конкурировать на рынке на равных условиях

Customs around the World

1. outcome	результат, последствие, исход
2. to keep in touch	
3. to implement changes	осуществлять изменения
4. an initiative on closer strategic work	инициатива о более тесной стратегической работе
5. to complement cooperation on enforcement matters	дополнять сотрудничество по вопросам исполнения
6. to exchange experience	
7. to undertake joint initiatives in key areas	предпринять совместные инициативы в ключевых областях
8. to focus on trade and passenger facilitation	сосредоточить внимание на упрощении (содействии) торговли и пассажирообороте
9. to understand each other's approaches to compliance management and risk testing	понять подходы друг друга к управлению рисками и соблюдению тестирования
10. to strike the right balance between the need to control and the ability to provide a service	найти правильный баланс между необходимостью контроля и возможностью предоставления услуг
11. to fulfill the essential role of collecting and protecting revenue and assisting with financial, trade and foreign policy, while at the same time protecting society, combating smuggling and fraud	выполнять важную роль по сбору и защите доходов и оказания финансовой помощи, помощи в торговле и внешней политики, и в то же время защищать общество, осуществляя борьбу с контрабандой и мошенничеством
12. to devise	придумывать, изобретать
13. Customs organizations must become more self-reliant through better use of resources, strengthening their management capabilities and devising appropriate systems, processes and structures	Таможенные организации должны стать более самостоятельными путем более эффективного использования ресурсов, укрепления их потенциала в области управления и разработки соответствующих систем, процессов и структур
14. account for	отвечать за что-либо
15. to introduce strategic management techniques into Custom's management policy	ввести стратегические методы управления в таможенную политику управления
16. to modernize human resources through a wide range of meetings and seminars	модернизировать человеческие ресурсы посредством широкого круга встреч и семинаров
17. to research new electronic data	исследовать новые технологии

interchange technologies to automate existing manual, paper-based Customs release system	электронного обмена данными для автоматизации существующей ручной, бумажной системы таможенного выпуска товаров
18. to amalgamate and broaden some existing systems to form an integrated EDI system	объединить и расширить некоторые существующие системы для формирования интегрированной системы электронного обмена данными
19. to stem from	происходить
20. to draft legislation in accordance with universally accepted concepts and practices, including those reflected in Kyoto Convention	разработать законодательство в соответствии с общепринятыми концепциями и практикой, в том числе и с теми, которые отражены в Киотской конвенции
21. risk analysis techniques make it possible to guarantee facilitation to genuine travelers and consignments without unduly compromising enforcement against illegal activities	методы анализа рисков позволяют гарантировать содействие подлинным (настоящим) путешественникам и грузам без чрезмерного ущерба для мер в отношении незаконной деятельности
22. to be in agreement with Conventions and Agreements, referred to facilitation for travelers, tourists and temporary admission of commodities	быть в соответствии с конвенциями и соглашениями, (в которых говорится о) упомянутых в отношении содействия путешественникам, туристам и временному ввозу товаров
23. to optimize operational procedures	оптимизировать эксплуатационные процедуры
24. to make a significant contribution	внести значительный (существенный) вклад
25. to promote the concept of «public service»	содействовать реализации концепции «государственной службы»
26. to seek efficiency by optimization of human, material and financial resources	добиваться эффективности путем оптимизации человеческих, материальных и финансовых ресурсов
27. to motivate officials to support the modernization plan by adapting the management plan and by progressively improving working conditions	мотивировать должностных лиц в поддержку плана модернизации путем адаптации к плану управления и постепенного улучшения условий труда
28. to ensure that working practices keep pace with developments in the national and international environment	обеспечить (гарантировать), чтобы методы работы (шли наравне с, не отставали от) разработок на национальном и международном уровне (в национальной и международной среде)

29. to attain objectives	достигать целей
30. to bandy about	обсуждать
31. to underscore values	подчеркнуть значение (ценности)
32. to develop initiatives that meet clients' needs within the limits imposed by the law	разрабатывать инициативы, которые отвечают потребностям клиентов в пределах, установленных законом
33. revamp ['ri:'væmp]	реконструкция, починять, поправлять, ремонтировать
34. to be more approachable	быть более доступным
35. to be inspired by the desire to make the national Customs Service truly a world class Customs Service	быть вдохновлен(а) желанием сделать национальную таможенную службу поистине службой мирового класса
36. to hold high esteem	питать большое уважение
37. to attain a high level of cooperation through the provision of appropriate machinery for communicating suggestions, complaints and other forms of feedback	достичь высокого уровня сотрудничества путем предоставления соответствующих механизмов для обсуждения предложений, жалоб и других форм обратной связи
38. to be capable of processing all documents electronically within minutes and be able to release goods in a matter of hours	быть в состоянии обрабатывать все документы в электронном виде в течение нескольких минут и быть в состоянии выпустить товар в считанные часы (за несколько часов)
39. to adopt international standards for procedures, forms and codings	принять международные стандарты для процедур, форм и кодировки
40. In order to provide quality service to the Business Community while generating maximum revenue for government, Customs Service shall be equipped with modern building facilities and office equipment	В целях обеспечения качественного обслуживания бизнес-сообщества при создании максимального дохода для правительства, таможенная служба должна быть оснащена современными удобствами зданий и офисной техникой
41. Benchmarking is the process of measuring an organization's internal processes then identifying, understanding, and adapting outstanding practices from other organizations considered to be best-in-class. Most business processes are common throughout industries. For example; NASA has the same	<p>Бенчмаркинг (Сравнительный анализ) – процесс измерения внутренних процессов организации, затем выявление, понимание и адаптация выдающийся практик из других организаций, которые считаются лучшими в своем классе.</p> <p>Бенчмаркинг (англ. Benchmarking) — это процесс определения, понимания и адаптации имеющихся примеров</p>

<p>basic Human Resources requirements for hiring and developing employees as does American Express. British Telecom has the same Customer Satisfaction Survey process as Brooklyn Union Gas. These processes, albeit (хотя) from different industries, are all common and can be benchmarked very effectively. It's called "getting out of the box".</p>	<p>эффективного функционирования компании с целью улучшения собственной работы. Он в равной степени включает в себя два процесса: оценивание и сопоставление. Обычно за образец принимают «лучшую» продукцию и маркетинговый процесс, используемые прямыми конкурентами и фирмами, работающими в других подобных областях, для выявления фирмой возможных способов совершенствования её собственных продуктов и методов работы. Бенчмаркинг можно рассматривать как одно из направлений стратегически ориентированных маркетинговых исследований.</p>
<p>42. to drive down costs</p>	<p>снизить затраты</p>
<p>43. to endow with</p>	<p>наделить чем-либо</p>
<p>44. to develop an organizational structure that would enable the Belarusian Customs Service and its employees to make maximum contribution to the nation</p>	<p>разработать организационную структуру, которая позволила бы белорусской таможенной службе и ее сотрудникам принести (внести) максимальный вклад стране</p>
<p>45. to enable Customs to meet the challenges of the 21-st century as a more efficient, and adaptable organization with high employee involvement</p>	<p>Позволить таможенной службе ответить на вызовы 21-го века, как более эффективной и адаптируемой организации с высокой степенью вовлеченности сотрудников</p>
<p>46. to accentuate [æk'sentjueɪt]</p>	<p>делать ударение, подчеркивать, выделять, ставить ударение</p>
<p>47. to reach the dual objectives of exercising efficient control and keeping trade moving as fast and smoothly as possible</p>	<p>достичь двойной цели: осуществления эффективного управления и ведения торговли двигаясь, так быстро и гладко, как это возможно</p>

Customs Communications

1. Customs administrations	Таможенные управления
2. to enforce economic provisions	следить за выполнением (приводить в исполнение) экономических положений (постановлений)
3. to combat ['kɒmbæt]	бороться
4. to maintain the appropriate balance	поддерживать соответствующий баланс (равновесие)
5. well-trained, motivated, and informed officers	хорошо обучаемые, мотивированные, и информированные служащие
6. to apply the laws fairly, efficiently and effectively	применять законы справедливо, эффективно и фактически
7. a sound organization	здоровая (нормальная) / сильная организация
8. to apply the law clearly and consistently	применять закон четко и последовательно
9. to ensure compliance with the laws and regulations they enforce	гарантировать соответствие законам и регуляторам, которое они осуществляют
10. to ensure consistency	гарантировать последовательность
11. a high level of compliance with the laws	высокий уровень соответствия с законами
12. totality of activities such as inquiries, officer conduct and simplified procedures	все количество действий, таких как запросы, поведение чиновника и упрощенные процедуры
13. to measure business and public acceptance	сравнивать (соизмерять, оценивать) деловое и общественное принятие (одобрение, восприятие)
14. to identify emerging issues	идентифицировать находящиеся на стадии становления проблемы
15. to contribute to overall image	способствовать созданию полного образа
16. operational environmental situations	производственные ситуации с учетом внешних обстоятельств
17. to call for its own subsystem of communication	требовать свою собственную подсистему коммуникаций
18. policy making	выработка тактики
19. delivery of quality service	оказание качественной услуги
20. perception	восприятие, ощущение; осмысление, осознание, понимание
21. businesses' ability to comply with Customs requirements	способность фирм выполнять требования Таможни

22. to enable	давать возможность, право
23. to minimize inconveniences	минимизировать неудобства
24. relevant	значимый; существенный; важный
25. to disseminate [di'semineit]	распространять
26. to provide staff with a forum	предоставлять штату форум (свободная дискуссия)
27. to instil confidence	внушать, вселять уверенность
28. to complement ['kɒmplɪment]	дополнять
29. to allot [ə'lɒt]	предоставлять, выделять
30. proactive and reactive	превентивный и реактивный (проактивное (упреждающее действие) и отвечающее (реагирующее действие))
31. unduly [ʌn'dju:li]	чрезмерно; неуместно; неоправданно
32. to blemish	повреждать, портить; наносить урон
33. to abide by	оставаться верным (кому-л. / чему-л.) б) следовать (чему-л.); действовать в соответствии с (чем-л.); придерживаться (чего-л.)
34. non-discretionary element	недискреционный (не предоставляющий свободы действий в какой-л. области) элемент
35. overwhelming [ˌəʊvə'welmiŋ] priority	огромный(подавляющий) приоритет
36. insidious [ɪn'sidiəs] threat	хитрая, коварная; действующая тайно угроза
37. a courier ['kuriə]	гонец, курьер, нарочный, посыльный, рассыльный
38. constant vigilance ['vɪdʒɪləns(t)s]	постоянная бдительность
39. jeopardize ['dʒepədəɪz]	подвергать опасности, рисковать
40. divulge [daɪ'vʌldʒ]	разглашать, раскрывать, обнародовать
41. to trash out problems	избавляться от проблем
42. linkage ['lɪŋkɪdʒ]	соединение, сцепление; взаимозависимость, взаимосвязь
43. disseminate [di'semɪneɪt] information	распространять (учение, взгляды) информацию

Customs Conventions

1. to lay down the law	формулировать закон, устанавливать закон
2. a continuous effort to standardize and harmonize Customs formalities with the aim of simplifying and facilitating international trade	непрерывное (постоянное) усилие по стандартизации и унификации таможенных формальностей, с целью упрощения и облегчения международной торговли
3. intergovernmental worldwide organization competent in Customs matters	межправительственная международная организация, компетентная в вопросах таможенной службы
4. to carry out numerous studies on the principal Customs procedures	проводить многочисленные исследования по основным таможенным процедурам
5. to gather all existing temporary admission facilities under a single instrument	
6. to provide a framework for dealing with	обеспечить основу для работы с
7. to be subjected to systematic review	подвергаться систематическому обзору
8. to the detriment of	в ущерб чему-либо
9. to retain	удерживать; поддерживать, сохранять
10. rigid	жесткий, твердый
11. to keep abreast of current requirements	идти в ногу с современными требованиями
12. imperative	обязательство, императив
13. to be of particular significance/importance	иметь (представлять) особое значение
14. prudent	благоразумный, предусмотрительный, осторожный
15. discreet	благоразумный, предусмотрительный, осторожный
16. compelling	непреодолимый, убедительный
17. judicious [dʒu:'dɪʃəs]	здравомыслящий, рассудительный
18. expedient [ɪks'pi:djənt]	подходящий, надлежащий, целесообразный
19. indispensable	незаменимый
20. treaty	договор
21. concord	соглашение, договор
22. to endorse [ɪn'dɔ:s]	подтверждать, одобрять; поддерживать

23. to enact	предписывать; вводить закон; постановлять
24. turn down	отвергать
25. to back	поддерживать; подкреплять; субсиди- ровать
26. to decline	отклонять
27. to commence [kə'mens]	начинать(ся)
28. to coincide with	совпадать, соответствовать
29. obstructive	препятствующий
30. procedures covered by the Kyoto Convention	процедуры, охватываемые Киотской конвенции
31. to exploit	использовать в своих интересах
32. to deter	удерживать
33. to deplete	истощать, исчерпывать
34. to take appropriate actions	
35. to take account of	учитывать
36. on the advice of	
37. gross domestic product	валовой внутренний продукт
38. gross foreign debt	валовой внешний долг
39. to experience difficulties	
40. to comprehend	понимать, постигать, уразуметь
41. to convey	выражать (идею)
42. tremendous increase in global trade	
44. to accommodate	приспосабливать, согласовывать

1. to remain competitive in the global economy and changing political environment	оставаться конкурентоспособным в мировой экономике и меняющейся политической обстановке
2. to be the expert authority on the movement of goods across national boundaries	быть экспертным органом по вопросам перемещения товаров через национальные границы
3. enforcement activities	правоохранительная деятельность
4. to reduce burdens	уменьшить трудности (бремя, нагрузку)
5. to abandon	отказываться от, оставлять
6. obsolete	устаревший, отживший
7. to pursue fraud vigorously	преследовать мошенничество активно (решительно)
8. to take maximum advantage of technical progress	максимально использовать преимущества технического прогресса
9. application of risk assessment techniques	применение методов оценки рисков
10. interpersonal skills	навыки межличностного общения
11. core competences	ключевые компетенции
12. dissemination	распространение
13. acquisition	приобретение
14. bar code	штрих-код
15. invariably	неизменно
16. aspire	стремиться
17. unattainable	недостижимый, недостижимый
18. quest	поиск, искомый предмет
19. since time immemorial	с незапамятных времен
20. strive for	стремиться к
21. boil down to	сводиться к
22. pros and cons	за и против
23. feasibility	осуществимость, возможность
24. inflict	наносить, налагать, назначать
25. yield	доход, доходность
26. to compel	заставлять, вынуждать, принуждать
27. to circumvent ['sə:kəm'vent]	обмануть, обойти, перехитрить, расстраивать, опрокидывать (планы)
28. to introduce and apply a risk-analysis system of the same standard to optimize the effectiveness and the efficiency of Customs control	внедрять и применять систему риск-анализа единого (одного и того же) стандарта для оптимизации эффективности и результативности таможенного контроля

29. against the background	на фоне
30. to operate common procedures using internationally accepted trading instruments, such as the WTO Valuation and Origin Agreements and the Harmonized System of Nomenclature	оперировать общими процедурами с использованием международно признанных торговых инструментов, таких как соглашений ВТО и оценки происхождения товаров и номенклатуры гармонизированной системы
31. selection based on risk analysis techniques using all available intelligence including information from legitimate trade	Выбор на основе методов анализа рисков с использованием всех доступных сведений, включая информацию от законной торговли
32. a demand for greater efficiency	спрос на большую эффективность
33. to devise new and faster methods of collecting taxes and exercising controls with minimum delays to legitimate business and travelers	разработать новые и более быстрые методы сбора налогов и осуществление контроля с минимальными задержками для законного бизнеса и туристов
34. to carry out a detailed study of the changes to be made	осуществить подробное изучение изменений, которые должны быть внесены
35. to realize the significance of the reduction of trade barriers in order to enhance the free flow and smooth movement of world trade	понимать важность снижения торговых барьеров для улучшения свободного потока товаров и плавного движения мировой торговли
36. simple and transparent Customs procedures	простые и прозрачные таможенные процедуры
37. to develop automated system of pricing information as part of a risk assessment programme for checking declarations and conducting post-clearance controls	разработать автоматизированную систему информации о ценах как часть программы оценки риска для проверки деклараций и проведения пост-таможенного контроля
38. to equip smb. with skills	
39. impetus ['impitəs]	(движущая) сила; побуждение, толчок, импульс, стимул;
40. to give an impetus to smth.	стимулировать что-л.

Customs Procedures

1. clearance	очистка
2. outright	прямой
3. warehousing	складирование
4. temporary admission	временный беспошлинный ввоз
5. obligation	обязательство
6. to obtain	получать
7. lodgement of goods declaration	подача декларации товаров
8. supporting documents	подтверждающие документы
9. import license	лицензия на импорт
10. certificate of origin	сертификат происхождения
11. chargeable taxes	взымаемые налоги
12. to defer	отложить
13. accompanying documents	сопроводительные документы
14. assessment of import duties	оценка импортных пошлин
15. release of goods	выпуск товаров
16. regulatory provision	регулятивная норма
17. to accomplish	осуществить
18. to designate	обозначить, определить
19. to correlate	соотносить
20. to consign	передать на консигнацию (комиссионную продажу за границу)
21. dutiable goods	облагаемые пошлиной товары
22. diamond	алмаз
23. antiques	антиквариат
24. works of art	произведения искусства
25. auspice	эгида
26. premises	помещение
27. merit	заслуживать
28. dignity	достоинство
29. facility	средство
30. grant	предоставлять
31. external trade	внешняя торговля
32. temporarily	временно
33. application	применение
34. dispose	располагать
35. utilize	использовать
36. entrepot trade	перевалочный пункт торговли
37. marketable quality	товарное качество
38. sorting	сортировка
39. grading	классификация

40. breaking bulk	дробление партий
41. tertiary services	третичные услуги
42. to renegotiate sales	пересмотреть продажи
43. favourable terms	льготные условия
44. exemption	изъятие
45. targeted output	целевой выход (выпуск)
46. incurring duty	
47. transshipment	перегрузка
48. enable	позволять
49. consolidate	укреплять
50. consignment	накладная, партия товара
51. subsequently	в дальнейшем
52. inward processing procedure	процедура внутренней переработки
53. drawback of import duties	недостаток импортных пошлин
54. await	ожидать
55. cash flow	денежный поток
56. entitle	давать право
57. to discharge of furnished financial guarantees	для выполнения финансовых гарантий
58. destruction	уничтожение
59. abandonment to the Exchequer	отказ в казну
60. bonded	хранящийся на таможенных складах
61. pertaining	относящийся
62. the holder of the authorization	владелец торговой лицензии
63. authenticity	подлинность
64. inquiries	расспросы
65. handling	обращение, манипулирование
66. sniff	нюхать
67. sources of ignition	источники воспламенения
68. goggles	очки защитные
69. beverage	напиток
70. tax stamp	отметка об уплате налога
71. exemption	изъятие, освобождение
72. aggregate	объединять, совокупный
73. transparency	прозрачность
74. fluidity	текучесть
75. inevitable	неизбежный
76. outwardly	внешне
77. evidence	доказательства
78. wares	изделия
79. gulf	бездна
80. burden	груз
81. verification	проверка

Customs Technologies

1. to experiment with sophisticated technologies	проводить экспериментальные исследования при помощи современных технологий
2. to <u>aid</u> in accomplishing various tasks	помогать (оказывать помощь, поддержку; способствовать,) при выполнении различных заданий
3. to automate [ə:'tɒməɪt] different processes	Автоматизировать различные процессы
4. EDI (electronic data interchange)	электронный обмен данными
5. data transmission	передача данных, передача информации
6. imagery system	устройство или система формирования изображений
7. computerized imagery system	компьютеризированная система формирования изображений
8. to capture photographic data in an electronic format	сохранять фотографические данные на электронном носителе
9. to build databases of contraband concealment methods	формировать базу данных способов сокрытия контрабанды
10. wanted persons	лица, объявленные в розыске
11. copyright	копирайт(авторское право)
12. fingerprints	отпечатки пальцев
13. to retrieve	отыскать, вернуть себе; взять обратно
14. to notify a user	извещать, уведомлять пользователя
15. a workstation	общий термин для обозначения ПК, используемых в сетевой среде или среде клиент-сервер
16. Automated Targeting System for maritime cargo	автоматизированная система определение объектов для морских грузов
17. to be compatible with	совместимый, сочетаемый
18. to increase the efficiency of the narcotics and commercial compliance targeting units	увеличить эффективность подразделений по определению соответствующих коммерческих и наркообъектов
19. to download, sort, screen	загружать, сортировать, изображать на экране
20. to concentrate inspectional enforcement assets on...	сконцентрировать инспекционные ср-ва по соблюдению правопорядка
21. artificial intelligence	искусственный интеллект
22. to derive the best selection of	производить (получать) лучший отбор

targets	целей
23. to target high-risk goods and importers	выявлять товары высокого риска и их импортеров
24. ACROSS (the Accelerated Commercial Release Operations Support System)	система поддержки ускоренного коммерческого релиза
25. release data	данные для выпуска груза
26. predetermined ['pri:di'ttə:mɪnd] profile	заранее установленная характеристика
27. to examine meticulously [mə'tɪkjələsli]	проверять тщательно; педантично
28. a manual system	описание системы
29. to feed data into a computer	вводить данные в компьютер
30. cargo selectivity system	система избирательности грузов (подсистема таможенной системы обработки информации, определяющая способ проверки каждой конкретной партии товара)
31. fraudulent practices	мошеннические практики
32. deskbound	канцелярский (о сотруднике) deskbound staff - канцелярские служащие 2) сидячий, бумажный (о работе)
33. ADP (Advanced Data Processing)	усовершенствованная обработка данных
34. to support a wide range of customs operations	оказывать поддержку широкому спектру таможенных операций
35. inventory control	управление имуществом; управление материально-техническими ресурсами
36. to utilize computer techniques	использовать компьютерные технологии
37. to decrease hardware costs	уменьшать стоимость ПК
38. merging of data processing and telecommunications technologies	слияние обработки данных и телекоммуникационных технологий
39. feasibility of using ADP techniques	возможность (обоснованность) использования методов автоматической обработки
40. feasible, cost-effective and appropriate	обоснованный, рентабельный и соответствующий
41. to accrue [ə'kru:]	увеличиваться, накапливаться, нарастать, прибавляться, добавляться,
42. to harness ['hɑ:nɪs]]	использовать (в определенных целях и по возможности полностью), приспособлять (под что-л. / для чего-л.)
43. hither and thither	сюда и туда
44. to maximize the use	использовать в максимальной степени

45. electronic submission	предоставление в электронном виде
---------------------------	-----------------------------------

Customs Valuation

1. customs valuation	определение таможенной стоимости
2. assessment	обложение; сумма обложения (налогом); оценка
3. to produce revenue	производить доход
4. a means of encouraging and protecting domestic industry	средство поощрения (содействия) и защиты отечественной промышленности
5. licensing arrangements	меры по лицензированию (лицензионные соглашения)
6. the application of preference system	применение систем преференций
7. to have a restrictive effect	иметь ограничительный эффект
8. multilateral trade negotiations	многосторонние торговые переговоры
9. major trade policy initiatives	основные инициативы торговой политики
10. progressive dismantling of obstacles to trade	постепенная ликвидация препятствий торговле
11. a system of Customs valuation based on the actual price of the imported goods	система определения таможенной стоимости на основе фактической цены импортируемых товаров
12. to enter into force	вступить в силу
13. to provide a fair, uniform and neutral system for the valuation of goods	обеспечить справедливую, равномерную и беспристрастную систему оценки товаров
14. a system that conforms to commercial realities	система, которая соответствует коммерческим реалиям
15. outlaw	лишать законной силы, запрещать
16. arbitrary or fictitious Customs value	Спорная или фиктивная таможенная стоимость
17. valuation rules	правила определения таможенной стоимости
18. give greater precision	давать (предоставлять) большую точность
19. subject to certain adjustments	подлежащий определенным корректировкам
20. transaction value	стоимость сделки
21. provide for	предусматривать
22. under auspices ['ɔ:spɪsɪ:z]	под чьим-л. покровительством
23. to commit oneself	принимать (брать) на себя обязательство
24. to implement and apply	осуществлять и применять
25. a decisive contribution to	решающий вклад в
26. harmonization and standardization	гармонизация и стандартизация правил оценки таможенной стоимости

[ˌstændədaɪ'zeɪʃən] of Customs valuation rules	
27. to take the opportunity to emphasize	воспользоваться возможностью, чтобы подчеркнуть
28. sound comprehensive legislation	основательное всеобъемлющее законодательство
29. irreproachable	безукоризненный
30. fruitless attempts	безуспешные попытки
31. to apply the GATT Valuation Agreement	применять Соглашение ГАТТ по оценке таможенной стоимости
32. outwardly	внешне
33. inwardly	внутренне

Article VII of the General Agreement on Tariffs and Trade laid down (формулировать) **the general principles for an international system of valuation.**

The Agreement stipulates that customs valuation shall be based on the actual price of the goods to be valued, which is generally shown on the invoice. This price, plus adjustments for certain elements, is called the transaction value. This is the first and most important method of valuation set out in the Agreement.

For cases in which there is no transaction value, or where the transaction value is not acceptable as the customs value because the price has been distorted as a result of certain conditions, the Agreement lays down five other methods of customs valuation, to be applied in the prescribed hierarchical order. Overall the following six methods are considered in the Agreement:

- Method 1: *transaction value*
- Method 2: *transaction value of identical goods* – метод определения таможенной стоимости по цене сделки с идентичным товаром
- Method 3: *transaction value of similar goods* – метод определения таможенной стоимости с однородными товарами
- Method 4: *deductive method* – метод на основе вычитания стоимости
- Method 5: *computed method* – метод на основе сложения (метод определения таможенной стоимости путем вычисления)
- Method 6: *fall-back method* – резервный метод (метод уступки)

Customs Violations

1. customs violations	таможенные преступления
2. customs offences	нарушения таможенных правил
3. to detain goods	задерживать товары
4. to impose a fine	налагать штраф
5. to change a certain itinerary	изменить определенный маршрут (схему)
6. to seize goods	захватить товары
7. the persons concerned	заинтересованные лица
8. competent authorities	компетентные органы
9. the forfeiture ['fɔ:fiʃə] of means of transport	конфискация видов транспорта
10. to evade duties and taxes	уклоняться от пошлин и налогов
11. breach of the statutory or regulatory provisions	нарушение установленных законом или регулирующих положений
12. to bring before the tribunals [traɪ'bjʊ:n(ə)] or courts of law	представлять перед трибуналами или судами, действующих по нормам общего права
13. to confer [kən'fɜ:] upon	предоставлять (кому-л.), наделять (кого-л.)
14. investigatory powers	следственные органы; следственные полномочия
15. to search smb./smth.	обыскивать, производить обыск, искать
16. to empower	уполномочивать, снабжать полномочиями
17. to take precautionary [prɪ'kɔ:ʃ(ə)n(ə)ri] measures	предпринять меры предосторожности
18. to apply a penalty in respect of smb./smth	применять (облагать) штраф в отношении кого-либо/чего-либо
19. a fraudulent intent	намерение обмануть; тайный умысел; умысел на мошенничество
20. to arise [ə'raɪz]; arose, arisen	возникать, появляться
21. an inadvertent [ɪnəd'vɜ:(r)tənt] error	небрежный, случайный, непреднамеренный, неумышленный, непреднамеренная ошибка
22. through force majeure [ˌfɔ:s mə'ʒɔ]	из-за форс-мажорных (чрезвычайных) обстоятельств
23. other circumstances beyond the control of the persons concerned	другие обстоятельства, находящиеся вне контроля (не зависящие от) заинтересованных лиц ;
24. an alleged [ə'leɪd(ə)d] offence	предполагаемое преступление
25. to contravene [kəntrə'vi:n] the legal provisions	преступать, нарушать правовые нормы (законные положения)

26. to be liable to forfeiture	подвергаться конфискации
27. to produce evidence	предъявлять, представить доказательства
28. to convey [kən'vei] the goods under Customs control	передавать товары для Таможенного контроля
29. unduly [ʌn'dju:li] repaid	чрезмерно уплаченные
30. a motive ['məʊtɪv]	мотив, побуждение, повод, стимул
31. to entice [in'taɪs] new prospects	соблазняться новыми перспективами
32. to incur [in'kɜ:]	подвергаться (чему-л.) навлекать на себя
33. a trusted associate [ə'səʊʃiət]	Надежный компаньон, доверенное лицо
34. a tedious ['ti:diəs] business	трудоемкий, длительный
35. an obvious detrimental detrimental [ɔ'detrɪ'ment(ə)l] effect	очевидное пагубное влияние
36. an insidious [in'sidiəs] effect	коварное (тайно действующее) влияние
37. an influx ['ɪnflʌks]	приток, наплыв
38. an extortion [ɪk'stɔ:ʃ(ə)n]	вымогательство
39. a placement	помещение капиталов, вложение капитала размещение займов
40. cash proceeds ['prəʊsi:dz]	поступление, сумма (денег), доход
41. layering ['leiərɪŋ]	расслаивание, расслоение
42. to disguise the audit trail	маскировать, утаивать, скрывать аудиторский след (учет)
43. integration	объединение в одно целое; интеграция
44. apparent legitimacy	кажущаяся, мнимая законность
45. laundered proceeds	«отмытые» деньги
46. to overlap [əʊvə'læp]	частично покрывать, перекрывать; частично совпадать

Drug Control

1. to abuse drugs	злоупотреблять наркотиками
2. illicit drug production	незаконное производство наркотиков
3. trafficking	незаконная торговля
4. to be immune to	быть невосприимчивым к чему-либо
5. devastating problems	огромные проблемы
6. to intimidate [ɪn'tɪmɪdeɪt]	запугивать, пугать, устрашать
7. enforcement officers	работники правопорядка
8. erratic [ɪ'rætɪk]	странный, неустойчивый, беспорядочный, рассеянный (о мыслях, взглядах и т. п.)
9. adverse [ˈædvə:s]	неблагоприятный, враждебный, вредный
10. vulnerability	уязвимость, ранимость
11. to flourish	процветать, преуспевать; быть в расцвете
12. upsurge [ʌp'sɜ:dʒ]	подъем, рост, повышение
13. draft	законопроект, составлять план
14. countermeasures	контрмеры
15. to accede to [æk'si:d]	примыкать, присоединяться к
16. to adopt comprehensive measures against drug trafficking and drug abuse	принимать комплексные меры по борьбе с незаконным оборотом наркотиков и злоупотреблением наркотиками
17. to prevent the escalation of drug abuse and illicit trafficking	предотвратить увеличение злоупотребления наркотиками и незаконного оборота
18. to reduce the level of drug-related crime	снизить уровень наркопреступности
19. to promote treatment and rehabilitation [ˈri:əʊbɪlɪ'teɪʃən] for drug addicts	способствовать лечению и реабилитации для наркозависимых
20. to strengthen controls over drugs	укреплять контроль над наркотиками
21. interdict ['ɪntədɪkt]	запрещать
22. to expand drug control contacts and cooperation at the international level	расширять контакты по контролю над наркотическими средствами и сотрудничество на международном уровне
23. to raise public awareness	повышать уровень осведомленности общественности
24. to combat the widespread epidemic of violence	бороться с широкомасштабной эпидемией насилия
25. upheaval [ʌp'hi:vəl]	сдвиг
26. timely exchange of information	своевременный обмен информацией

27. crucial ['kru:ʃəl]	решающий (о моменте, опыте); критический (о периоде)
28. curb	сдерживать, обуздывать
29. to provide material assistance	оказывать материальную помощь (поддержку)
30. to be under way	находиться в стадии подготовки
31. enhance [ɪn'hɑ:ns]	усиливать, увеличивать
32. to stem the tide	идти против течения
33. to intercept ['ɪntəsept] drug trafficking	помешать (задерживать; отрезать, преградить путь, останавливать) незаконному обороту наркотиков
34. diminish	уменьшать, ослаблять
35. to prevent drug smuggling	предотвратить контрабанду наркотиков
36. vicious ['vɪʃəs]	порочный, ужасный
37. menace ['menəs]	угроза, опасность
38. tough surveillance [sə:'veɪləns] under surveillance	жесткий надзор, наблюдение (за подозреваемым в чем-л.); под надзором (особ. полиции)
39. peddler	нелегальный торговец наркотиками
40. to seize	конфисковать, налагать арест (на что-л.)
41. to plead guilty	признать себя виновным
42. bail	залог, поручительство
43. to be involved with	быть вовлеченным в
44. to carry out a controlled delivery	проводить контролируемую поставку
45. to enact a new anti-drug law	принять (ввести в действие) новый антинаркотический закон
46. to encourage international cooperation by the provision of technical aid, equipment and training	поощрять (содействовать, стимулировать) международное сотрудничество путем оказания технической помощи, оборудо- ванием и обучением

Dual Channel System

1. to declare	декларировать
2. dual-channel system	система двойного коридора
3. to simplify customs control	упростить таможенный контроль
4. to be subject to	подлежащий, зависящий, быть подверженным
5. to deal efficiently with	заниматься решением (проблемы) рационально
6. corresponding increase in the number of staff	соответствующий рост количества сотрудников
7. a spot check	выборочная проверка
8. to enable	делать возможным, давать право
9. to be incompatible with smth.	быть несовместимым с чем-либо
10. application of other controls	применение других видов контроля
11. circumstances	обстоятельства
12. to accomplish	выполнять
13. to require full control	требовать полного контроля
14. to admit	допускать
15. free of import duties and taxes	беспошлинно
16. prohibitions and restrictions	запреты и ограничения
17. to be clearly and distinctively marked	обозначать понятно и заметно (различно)
18. the basic distinctive marking	главное отличительное обозначение
19. to be identified by an inscription	идентифицировать при помощи надписи
20. to be sufficiently well informed	быть хорошо и в достаточной мере информированным
21. by means of posters or panels	при помощи объявлений и табло
22. a leaflet	листочек, тонкая брошюра
23. to be available to the public	быть общедоступным
24. to cause congestion	служить причиной для возникновения «пробок», заторов
25. to distribute through (agencies)	распространять через (агентства)
26. baggage delivery area	место выдачи багажа
27. baggage reclaim tags	бирка для получения багажа
28. interested bodies	заинтересованные органы
29. to be clearly sign-posted	быть четко обозначенным
30. entrance	вход
31. exit	выход
32. to establish reasons	установить причины
33. to ascertain	выяснять, устанавливать

34. frequency	частота
35. drug production or suspect areas	районы, где производятся наркотики и подозрительные районы
36. a smuggler	контрабандист
37. customs allowances	таможенные нормы
38. to be engaged in smth	заниматься чем-либо
39. legitimate business	законный бизнес
40. to relate to up-to-date transactions	иметь отношение к текущим сделкам
41. to be suspicious of smb/smth	относится с недоверием (подозрением) к кому-либо или чему-либо
42. articles of personal nature	личные вещи
43. to conceal	скрывать, утаивать, маскировать
44. to check baggage for concealments	проверять багаж на сокрытие (наличие тайника)
45. to examine articles regularly	осматривать вещи методично (размеренно)
46. tinned goods	консервированные товары
47. toiletries ['toilitrēz]	туалетные принадлежности
48. cigarette cartons	пачки сигарет
49. to overlook the commonplace	пропустить (просмотреть) общие места (ничем не примечательные)
50. to carry out a search of smb	проводить обыск, таможенный досмотр кого-либо
51. suspicion about smb.	подозрение относительно кого-либо
52. to adopt a positive approach	усвоить позитивный подход
53. in the public eye	в глазах общественности
54. to act with courtesy and diplomacy	действовать вежливо (учтиво) и дипломатично
55. to be firm	быть непоколебимым, непреклонным, решительным
56. to be fair	быть честным, справедливым
57. to be confident	быть уверенным
58. to be drawn into arguments	быть втянутым в спор
59. to seek assistance or advice from smb.	искать помощь или совет у кого-либо
60. helpful hints	полезные советы
61. clearly defined areas	четко обозначенная область (территория)
62. contents and container	содержимое и емкость (контейнер)
63. to be worthy of closer attention	стоит обращения более пристального внимания
64. to place out of the passenger's reach	поместить вне досягаемости пассажира
65. to facilitate examination	для облегчения досмотра ...

66. a comprehensive selection of tools and other equipment	полный набор инструментов и другого оборудования
67. to be at smb's disposal	находиться в чьем-либо распоряжении
68. to exercise care	проявлять осторожность
69. to minimize damage	сводить к минимуму ущерб
70. to establish value	установить ценность (важность)
71. precautions (pl)	меры предосторожности
72. accomplishment	выполнение
73. drug interdiction	препятствование ввозу наркотика
74. a surveyor	таможенник
75. a keen interest	острый интерес
76. illicit entry	незаконный ввоз
77. prohibited and harmful substances	запрещенные и вредные вещества
78. frolication	распространение
79. illegal practices	противозаконная практика
80. on the subject	по поводу
81. a challenge	вызов, проблема
82. in the face of	перед лицом, вопреки
83. expansive border areas	обширная пограничная территория
84. to be in vanguard	находиться в авангарде
85. to strive (strove, striven)	стараться
86. a revenue man	служащий таможни
87. to search a vehicle	таможенный досмотр транспортного средства
88. cargo search	таможенный досмотр груза
89. X-ray machine	рентгеновская установка
90. entire	полный, целый, весь
91. a valuable tool	дорогостоящее оборудование (инструмент)
92. to detect narcotics	обнаружить наркотики
93. seizure ['si:ʒə]	захват, конфискация
94. cocaine [kəu'keɪn]	кокаин
95. marijuana ['mæri'hwa:nə]	марихуана
96. steel frames	стальные рамы
97. flatbed trailer	безбортовой трейлер
98. a tire	шина (автомобильная)
99. an adjacent [ə'dʒeɪs(ə)nt] bay	смежный пролет (помещение)
100. to utilize	использовать, употреблять
101. conventional means	обычные (традиционные) средства
102. canine ['keɪnain], ['kænain]	собачий, псиный
103. a density meter	плотномер

104. a laser range finder	лазерный светодальномер
105. a fiberoptic scope	волоконно-оптический прибор
106. a metal saw	пила по металлу
107. a tire breakdown machine	механизм для вскрытия шин
108. a cutting torch	газовый резак
109. accompanied (unaccompanied) cargo	сопровождаемый (несопровождаемый) груз
110. to do away with	покончить с чем-либо
111. a milestone	веха
112. to lay down	составлять, устанавливать
113. hastily	поспешно
114. to summon	позвать, вызвать
115. covert ['kʌvə]	тайный, скрытый
116. surveillance [sə:'veɪləns]	надзор, наблюдение
117. sniffer dogs	собака-одоролог (нюхач)
118. to encounter	встретиться, столкнуться (неожиданно)
119. a ground for detention	основание для задержания
120. resin ['rezɪn]	смола
121. resinous substance	смолистое вещество
122. cannabis ['kænəbɪs] resin	марихуана, гашиш
123. evidence	доказательство, свидетельство
124. to preserve	сохранять, сберегать
125. to obtain evidence by questioning	получать доказательства путем допроса
126. a detainee	задержанный
127. to carry drugs internally	перевозить наркотики внутри себя
128. a cover	ширма, прикрытие
129. a cache [kæʃ]	тайник

Free Zones

1. facilities	благоприятные условия; льготы; возможности
2. customs-privileged facilities	благоприятные в таможенном отношении условия
3. to neutralize the cost-rising effects of tariffs and other regulatory measures	нейтрализовать повышение стоимости в результате введения тарифов и других регулирующих мер
4. institute procedures	вводить, устанавливать процедуры
5. costly	дорогостоящий
6. cumbersome ['kʌmbəsəm]	обременительный
7. to provide concessions	предоставлять льготы, идти на уступки
8. preservation of goods	сохранение товара
9. handling	обращение (с кем-л., с чем-л.)
10. marketable quality	товарный вид
11. to undertake operations	предпринимать операции
12. to break bulk	начинать разгрузку
13. assembly operations	монтажные работы, сборочные операции
14. in free circulation	в свободном обращении
15. eliminate	устранять, исключать
16. export incentives	экспортные стимулы, стимулирование экспорта
17. to incorporate in national legislation	включить в национальное законодательство
18. to offer products on foreign markets at competitive prices	
19. to provide employment opportunities	обеспечить занятость, обеспечить возможности для трудоустройства
20. foreign exchange	иностранная валюта
21. Outright exportation	прямой / полный экспорт
22. Customs warehousing	
23. Drawback	процедура возврата
24. Temporary admission of goods	временный ввоз
25. to undergo depreciation	подвергаться (претерпевать) амортизации,
26. Temporary admission for inward processing	Временный ввоз для переработки на таможенной территории
27. Temporary admission for outward processing	Временный ввоз для переработки вне таможенной территории
28. pending subsequent disposal	в ожидании последующей утилизации
29. ground work	подготовительная работа
30. to call for	требовать

31. to count on	рассчитывать на
32. consignor	грузоотправитель
33. consignee [ˌkɒnsaɪ'ni:]	грузополучатель
34. gross weight	вес брутто
35. defer	откладывать
36. overhead costs	накладные расходы
37. to determine the proper rate of duty	определить правильную ставку пошлины
38. from the production site to the point of consumption	от места производства к месту потребления
39. hazardous ['hæzədəs] materials	опасные материалы
40. pick and pack operations	
41. disposal of damaged goods	

Harmonized System

1. inconsistent	противоречивый, несовместимый
2. toll	сбор, пошлина
3. goods classification system	система классификации товаров
4. tax treatment	налоговый режим
5. span	охватывать
6. under the heading ['hedɪŋ]	под заголовком
7. uniform statistical nomenclature	единая статистическая номенклатура
8. a common framework for Customs tariffs	общая основа для таможенных тарифов
9. put forward	предлагать
10. to make considerable amendments	делать / вносить значительные поправки/изменения
11. reflect	отражать
12. shortcomings	недостатки
13. reveal	показывать, обнаруживать
14. trade documentation data	данные по торговой документации
15. designation and coding of countries	обозначение и кодирование стран
16. hauling requirements	требования транспортировки
17. under the auspices ['ɔ:spɪsi:z]	под эгидой
18. indispensable	необходимый, обязательный
19. evasion	уклонение
20. distortion	искажение
21. on account of	из-за
22. to take account of	принимать в расчет
23. vigorous efforts	энергичные усилия
24. to sustain success	поддерживать успех
25. obsolete ['ɒbsəli:t]	вышедший из употребления; устарелый
26. on the initiative of	
27. multilateral agreement	многостороннее соглашение
28. mutual assistance	взаимная помощь
29. to resolve international problems	решать международные проблемы
30. to facilitate the uniform application of the HS	способствовать единообразному применению ГС
31. with a view to	с целью
32. crucial ['kru:ʃəl] role	решающая роль
33. on the agenda	в повестке дня

Shipping Manifests

1. manifest <i>documents supplied by shipping companies which contain information such as the origin and destination of the goods, which can give vital clues to a customs officer's assessment</i>	декларация судового груза, манифест документы, предоставляемые судоходными компаниями, которые содержат такую информацию, как происхождение и назначение груза, которые могут дать жизненно важную подсказку для оценки таможенного офицера
2. advanced container terminal	передовой контейнерный терминал
3. accommodate vessels	принимать суда
4. to undertake credibility checks	провести проверку достоверности
5. to assess risks	оценивать риски
6. shipping entries	отгрузочные документы
7. to identify suspect containers for examination	выявлять подозрительные контейнеры для экспертизы
8. to make credibility checks on incoming traffic	
9. to target containers for examination	определять контейнер для экспертизы
10. risk testing	проверка на степень риска
11. high-risk containers medium-risk containers low-risk containers	
12. to make checks on companies/suppliers	
13. seizure ['si:zə]	захват, конфискация, наложение ареста
14. infested products	зараженные продукты
15. hazardous ['hæzədəs] substances	опасные вещества
16. to adhere to stringent checks	придерживаться строгих проверок
17. EDI Electronic Data Interchange	Электронный обмен данными

The Role of Customs

1. to live in a rapidly changing world	жить в быстро меняющемся мире
2. to regard as commonplace	рассматривать как обычное явление
3. to be scarcely ['skɛəslɪ] conceivable [kən'si:vəbl]	быть маловероятным, едва возможным
4. from a perspective [pə'spektɪv]	с точки зрения
5. diverse [daɪ've:s]	разный, многообразный
6. the enforcement of commercial policy	контроль за применением (соблюдение) торговой политики
7. through the implementation of	посредством (через) выполнение, осуществление
8. preferential trade agreements	преференциальные торговые соглашения
9. operation of quotas	воздействие (действие) квот
10. the application of public health and safety legislation	применение законодательства по вопросам здравоохранения и общественной безопасности
11. a quarantine ['kwɔrənti:n] control	карантинный надзор
12. counterfeiting ['kauntəfɪt] and piracy ['paɪrəsɪ] legislation	законодательство по вопросам фальсификаций и нарушений авторских прав
13. external trade statistics	статистика внешней торговли
14. deferred [dɪ'fɜ:d] payment of duty	уплата пошлин в рассрочку, отсроченная уплата налога
15. to lead inevitably [i'nevɪtəbli] to smth.	неизбежно привести к чему-либо
16. increase in the complexity of Customs regulations	увеличение запутанностей в таможенных инструкциях
17. procedure manual	процедурная инструкция (описывает порядок осуществления действий, выполнения заданий)
18. to apply a fairly simplified tariff schedule	применять довольно упрощенный перечень тарифов
19. a lack of uniformity in the application of the law	отсутствие единообразия (согласованности) в применении закона
20. the circumvention [ɔ:sə:kəm'venʃən] of Customs law	обход таможенного закона
21. fraud	обман, мошенничество
22. evasion of duties	увиливание от налогов
23. acute [ə'kju:t] problems	острые проблемы

24. to meet the increased enforcement problem	удовлетворять возросшие проблемы по соблюдению правопорядка (закона)
25. to dispense [di'spen(t)s with	обходиться без чего-либо
26. the dangers of inefficient Customs Services	явления недействительных (неэффективных) таможенных служб
27. illegal cross-border movements of goods	незаконное перемещение товаров через границу
28. assume [ə's(j)u:m] new dimensions [dai'menʃən]	принимать (обретать) новые размеры
29. circumvention of sensitive trade regulations	обход чувствительных торговых правил
30. a market-driven economy	рыночная экономика
31. to be taught to analyze words, reactions and gestures	учатся анализировать слова, реакцию и жесты
32. to use a psychological approach on suspicious passengers	применять психологический метод (подход) к подозрительным пассажирам
33. to require long and arduous ['ɑ:djuəs] questioning and searches	требовать длительного и напряженного (ревностного) допроса и таможенного досмотра
34. to admit the wrongdoing	признавать совершение правонарушения
35. state-of-the-art drug detection techniques	современные методы выявления наркотиков
36. military-style combat-training	военная и боевая подготовка
37. to consider oneself unfairly treated	считать, что с вами обошлись несправедливо
38. to be capable of telling a souvenir from a work of art	суметь распознать сувенир от предмета искусства

World Customs Organization

1. compliance	согласие
2. wellbeing	благополучие
3. drug enforcement techniques	методы по борьбе с наркотиками
4. to fulfill mission	
5. the harmonization and uniform application of simplified and effective Customs procedures	согласование и единообразное применение упрощенных и эффективных таможенных процедур
6. reinforce	укреплять, усиливать
7. endeavour	стараться, прилагать усилия
8. to combat Customs and other trans-border offences	
9. to meet the challenges of the modern business environment	решать проблемы современной деловой среды
10. to adapt to changing circumstances	адаптироваться к изменяющимся обстоятельствам
11. to foster human resources development	содействовать развитию ресурсов человеческого потенциала
12. sharing of best practices	обмена передовым опытом
13. to further	способствовать, содействовать
14. to undertake activities	осуществлять деятельность
15. to forge ahead	продвигаться вперед
16. to develop a framework	разработать структуру, основу
17. to pave the way for	проложить путь для
18. to keep pace with	идти в ногу с
19. to be intolerant of time consuming and complicated border controls	быть нетерпимыми к трудоемким (занимающими много времени) и сложным мерам пограничного контроля
20. incur [ɪn'kʌ:]	терпеть убытки, нести потери
21. to implement changes to meet modern demands	вносить изменения, чтобы соответствовать современным требованиям
22. ingrained	укоренившийся, прочно укоренившийся
23. to cause resentment	вызывать возмущение
24. to help through	помогать посредством
25. cohesive [kəu'hi:sɪv]	связующий
26. to examine the strengths and weaknesses	изучить сильные и слабые стороны
27. to put into action	ввести в действие, претворить в жизнь
28. to set out	намереваться
29. potential benefits	потенциальные преимущества
30. overheads	накладные расходы

31. to offer the opportunity to meet the challenging demands of today's highly competitive and rapidly changing world	предоставить возможность для решения сложных требований жесткой конкуренции и быстро меняющегося мира
32. at short notice	немедленно, в короткий срок
33. to endorse [ɪn'dɔːs]	подтверждать, одобрять
34. to submit information	предоставлять информацию
35. to widen Customs cooperation throughout Europe	расширять таможенное сотрудничество по всей Европе
36. to be at the forefront ['fɔːfrʌnt]	быть в центре, быть в авангарде
37. to call for	требовать, предусматривать
38. to monitor precursor [pri:'kɜːsə] chemicals	контролировать химические прекурсоры
39. precursor	предтеча, предшественник, предвестник
40. diverse [daɪ'vɜːs]	разнообразный, разный
41. to have prime responsibility	
42. the detection and interdiction of contraband	обнаружение и пресечение контрабанды
43. to halt the flow of illicit drugs	остановить поток незаконных наркотиков

Working for Customs

1. knowledgeable ['nɒlɪdʒəbl]	хорошо осведомлённый, информированный
2. sensible	благоразумный, здравомыслящий; здравый
3. malicious [mə'lɪʃəs]	злобный, злой, злонамеренный
4. biased ['baɪəst]	необъективный, предвзятый, пристрастный; to be biased against smb. иметь предубеждение против кого-л.
5. superficial [ˌsʃu:pə'fɪʃəl]	внешний, неглубокий, поверхностный
6. arrogant ['ærəɡənt]	1) заносчивый, высокомерный, надменный; 2) самонадеянный, преувеличивающий свои возможности
7. catty ['kæti]	злобный, язвительный
8. intuitive [ɪn'tju:ɪtɪv]	интуитивный, подсознательный
9. cunning	1) хитрый, лукавый, коварный 2) изысканный, очаровательный
10. exacting [ɪg'zæktɪŋ]	требовательный; придирчивый; суровый, взыскательный, строгий (exacting teacher, exacting requirements)
11. gibberish ['ɡɪbərɪʃ]	невнятная, непонятная, бессвязная речь; тарабарщина; неграмотная речь
12. shrewd [ʃru:d]	1) сообразительный, быстро и легко схватывающий 2) проницательный, 3) практичный
13. to dismantle [dɪs'mæntl]	1) раздевать, снимать 2) разбирать, демонтировать (оборудование) 3) разоружать 4) разрушать, сносить
14. a wide-ranging job	громадная, широкомасштабная работа
15. to be accountable for smth.	Отвечать за что-либо
16. a steer	намёк, подсказка, совет, руководство к действию
17. to be in regular contact with	
18. a great lodgment of paper	большое скопление бумага
19. to deal with thick complaints	
20. to relish	1) получать удовольствие, наслаждаться 2) любить, одобрять
21. to launch initiatives	выступать с инициативами
22. to find a balance between the law enforcing role and what public expects from Customs	

23. respond to changing requirements	
24. to do the best of somebody's ability	прилагать все усилия
25. to do overtime	
26. to perceive [pə'si:v]	1) воспринимать, понимать, осознавать; постигать 2) ощущать, различать, чувствовать
27. inevitably	неизбежно, неминуемо
28. to be in a shambles ['ʃæmblz]	1) разруха 2) беспорядок, хаос; путаница, неразбериха
29. to work: a) for work's sake b) for the fun of it c) out of keen interest d) to gain authority e) for self fulfillment	работать: <ul style="list-style-type: none"> • ради работы • ради веселья, забавы • из-за пристального интереса • чтобы завоевать власть • ради чувства удовлетворения
30. to mistrust	не доверять; подозревать; сомневаться;
31. to have autonomy [ɔ:'tɒnəmɪ]	иметь независимость
32. to work under pressure	
33. . a red tape job	канцелярская работа
34. a torture ['tɔ:tʃə]	пытка
35. to be repetitive	(периодически) повторяться
36. to do general support work	
37. a highly motivating and interesting area of work	
38. to deal with transfers	
39. to treat each individual differently but fairly	
40. to complete a probationary [prə'beɪʃnəri] year	завершить испытательный год
41. to take on more responsibility	принимать на себя больше ответственности
42. to feel confident in smb's work	
43. to help traders to understand the VAT regulations and to ensure that they are following the correct procedures	помогать трейдерам понять правила НДС и гарантировать, что они следуют правильным процедурам
44. to keep abreast of the latest developments	быть в курсе последних событий
45. to provide regular computer-generated reports	регулярно представлять компьютерные отчеты
46. to deal with the calculation of	иметь дело с расчетом акциза

Excise Duty	
47. to deal with people face-to-face	
48. to handle telephone enquiries	обрабатывать телефонные запросы/звонки
49. to feel part of the team	
50. to broaden experience	
51. to repay any VAT claimed by business travellers	погашение/выплата НДС, востребованного бизнес-путешественниками
52. to process claims	
53. to empower	уполномочивать, давать полномочия
54. frustrated	разочарованный
55. resentful	обиженный
56. contemptuous [kən'temptjuəs]	презрительный; пренебрежительный, высокомерный
57. decision-making ability	
58. encounter	сталкиваться
59. to be trained to a peak of professionalism	

2.4 Глоссарий международных таможенных терминов

№	<p>Изначально опубликован Всемирной таможенной организацией под названием: ГЛОССАРИЙ МЕЖДУНАРОДНЫХ ТАМОЖЕННЫХ ТЕРМИНОВ http://wcoomdpublications.org/downloadable/download/sample/sample_id/5/ Всемирная таможенная организация Rue du marche 30 B-1210 Брюссель Бельгия Tel.: +32 (0)2 209 92 11 Fax: +32 (0)2 209 92 92 E-mail: information@wcoomd.org Web site: http://www.wcoomd.org Дата издания Май 2006 © 2006 Всемирная таможенная организация. Все права защищены.</p>	<p>Originally published by WCO in English under the title: GLOSSARY OF INTERNATIONAL CUSTOMS TERMS http://wcoomdpublications.org/downloadable/download/sample/sample_id/5/ World Customs Organization. Rue du marche 30 B-1210 Brussels Belgium Tel.: +32 (0)2 209 92 11 Fax: +32 (0)2 209 92 92 E-mail: information@wcoomd.org Web site: http://www.wcoomd.org Date of publication May 2006 Rights and permissions Copyright © 2006 World Customs Organization All rights reserved. Requests and inquiries concerning translation, reproduction and adaptation rights should be addressed to copyright@wcoomd.org.</p>
1.	<p>АДВАЛОРНЫЕ ПОШЛИНЫ И НАЛОГИ Пошлины и налоги, исчисляемые на основе стоимости.</p>	<p>AD-VALOREM DUTIES AND TAXES Duties and taxes which are calculated on the basis of value.</p>

2.	<p>АДМИНИСТРАТИВНОЕ УРЕГУЛИРОВАНИЕ ТАМОЖЕННОГО ПРАВОНАРУШЕНИЯ</p> <p>Процедура, установленная национальным законодательством, в соответствии с которой таможенная служба уполномочена урегулировать таможенное правонарушение либо посредством предписания по нему, либо на основе компромисса.</p> <p>Примечание</p> <p>Административное урегулирование таможенного правонарушения описано в Приложении Н.2 к Киотской конвенции 1974 г. и в Специальном приложении Н, глава 1, измененной Киотской конвенции.</p>	<p>ADMINISTRATIVE SETTLEMENT OF A CUSTOMS OFFENCE</p> <p>The procedure laid down by national legislation under which the Customs are empowered to settle a Customs offence either by ruling thereon or by means of a compromise settlement.</p> <p>Note</p> <p>Administrative settlement of a Customs offence is dealt with in Annex H.2 to the Kyoto Convention of 1974 and Specific Annex H, Chapter 1 of the revised Kyoto Convention.</p>
3.	<p>АССОЦИАЦИЯ, ВЫДАЮЩАЯ ДОКУМЕНТЫ</p> <p>Ассоциация, уполномоченная таможенными органами власти на выдачу карнетов АТА, СРД или МДП, которая непосредственно или опосредованно является частью гарантирующей цепи.</p> <p>Примечания</p> <p>1. Термины “гарантирующая цепь”, “гарантирующая ассоциация” и “выдающая документы ассоциация” взаимосвязаны.</p> <p>2. Выдающая документы ассоциация должна быть утверждена таможенным органом власти Договаривающейся стороны, на территории которой она учреждена.</p>	<p>ISSUING ASSOCIATION</p> <p>An association which is approved by the Customs authorities to issue ATA, CPD or TIR carnets and which is affiliated directly or indirectly to a guaranteeing chain.</p> <p>Notes</p> <p>1. There is a link between the terms “Guaranteeing chain”, “Guaranteeing association” and “Issuing association”.</p> <p>2. The issuing association must be approved by the Customs authorities of the Contracting Party on whose territory it is established.</p>
4.	<p>ВЕЩИ ЭКИПАЖА</p> <p>Вещи повседневного пользования или другие изделия, принадлежащие экипажу, перевозимые на борту транспортного средства, которые могут потребовать декларирования таможенному органу.</p> <p>Примечания:</p> <p>1. В Приложении к Конвенции по упрощению международных морских перевозок, Лондон, 1965, предусмотрено декларирование вещей экипажа (Образец IMO FAL, Форма 4).</p> <p>2. Требуемая таможенной службой декларация может быть представлена в устной или письменной форме.</p>	<p>CREW'S EFFECTS</p> <p>Items in everyday use and any other articles belonging to the crew, carried on board a means of transport, and which may be required to be declared to Customs.</p> <p>Notes</p> <p>1. The Annex to the Convention on Facilitation of International Maritime Traffic, London, 1965, provides for a Crew's effects declaration (Model Form IMO FAL Form 4).</p> <p>2. The declaration required by the Customs may be oral or in written form.</p>
5.	<p>ВЗАИМНАЯ АДМИНИСТРАТИВНАЯ ПОДДЕРЖКА</p> <p>Меры, принимаемые таможенной администрацией от лица или при содействии с другой таможенной администрацией для правильного применения таможенного законодательства и для предотвращения, расследования или пресечения таможенных правонарушений.</p>	<p>MUTUAL ADMINISTRATIVE ASSISTANCE</p> <p>Measures taken by a Customs administration on behalf of or in collaboration with another Customs administration for the proper application of Customs law and for the prevention, investigation and repression of Customs offences.</p>

6.	<p>ВНУТРЕННИЕ ПЕРЕВОЗКИ Перевозка пассажиров или грузов, отправляющихся с таможенной территории для прибытия на ту же таможенную территорию.</p> <p>Примечания 1. В том же значении используется термин 'внутренняя транспортировка'. 2. Для внутренних перевозок могут использоваться средства транспорта, находящиеся под процедурой временного допуска, как предусмотрено Таможенной конвенцией о контейнерах, 1972, и Стамбульской конвенцией (Приложения В.3. и С).</p>	<p>INTERNAL TRAFFIC The carriage of persons embarked or goods loaded in the Customs territory for disembarkation or unloading within the same Customs territory.</p> <p>Notes 1. The term 'internal transport' is also used with the same meaning. 2. Means of transport under a temporary admission procedure may be used in internal traffic, as provided for by the Customs Convention on Containers, 1972, and the Istanbul Convention (Annexes B.3. and C).</p>
7.	<p>ВОЗВРАТ Сумма импортных пошлин и налогов, возвращаемая под процедурой возврата(*). (*) Приложение Е.4. к Киотской конвенции 1974 г. и Специальное приложение F, глава 3, измененной Киотской конвенции.</p>	<p>DRAWBACK Amount of import duties and taxes repaid under the drawback procedure (*). (*) Annex E.4. to the Kyoto Convention of 1974 and Specific Annex F, Chapter 3 of the revised Kyoto Convention.</p>
8.	<p>ВОЗВРАТ ПЛАТЕЖА Полный или частичный возврат пошлин и налогов, уплаченных в отношении товаров, а также полное или частичное освобождение от пошлин и налогов, если они еще не уплачены(*). (*) Генеральное приложение, глава 2, измененной Киотской конвенции.</p>	<p>REPAYMENT The refund, in whole or in part, of duties and taxes paid on goods and the remission, in whole or in part, of duties and taxes where payment has not been made (*). (*) General Annex, Chapter 2 of the revised Kyoto Convention.</p>
9.	<p>ВРЕМЕННЫЙ ДОПУСК Таможенная процедура, под которой определенные товары могут быть ввезены на таможенную территорию с условным освобождением, полным или частичным, от уплаты импортных пошлин и налогов; такие товары должны импортироваться для определенной цели и должны предназначаться для реэкспорта в течение установленного срока, не претерпев никаких изменений, за исключением обычного износа в результате их использования(*). (*) Специальное приложение G, глава 1, измененной Киотской конвенции.</p>	<p>TEMPORARY ADMISSION The Customs procedure under which certain goods can be brought into a Customs territory conditionally relieved totally or partially from payment of import duties and taxes; such goods must be imported for a specific purpose and must be intended for re-exportation within a specified period and without having undergone any change except normal depreciation due to the use made of them (*). (*) Specific Annex G, Chapter 1 of the revised Kyoto Convention.</p>
10.	<p>ВРЕМЕННОЕ ХРАНЕНИЕ ТОВАРОВ Хранение товаров под таможенным контролем в помещениях и огороженных или неогороженных местах (склады временного хранения), утвержденных таможенной службой, в ожидании подачи декларации на товары.</p> <p>Примечание Временное хранение описано в Приложении А.2. к Киотской конвенции 1974</p>	<p>TEMPORARY STORAGE OF GOODS Storing of goods under Customs control in premises and enclosed or unenclosed spaces specified by the Customs (temporary stores) pending lodgement of the Goods declaration.</p> <p>Note Temporary storage is dealt with in Annex A.2. to the Kyoto Convention</p>

	г. и Специальном приложении А, глава 2, измененной Киотской конвенции.	of 1974 and in Specific Annex A, Chapter 2 of the revised Kyoto Convention.
11.	ВСЕМИРНЫЙ ПОЧТОВЫЙ СОЮЗ Межправительственная организация, созданная в 1874 году согласно Бернскому договору в качестве «Объединенного почтового союза», который в 1878 году был переименован во «Всемирный почтовый союз (ВПС)» и который с 1948 года является специализированным учреждением ООН(*). (* Специальное приложение J, глава 2, измененной Киотской конвенции.	THE UNIVERSAL POSTAL UNION The inter-governmental organization founded in 1874 by the Treaty of Bern as the “General Postal Union” which, in 1878, was renamed the “Universal Postal Union (UPU)” and which since 1948 has been a specialized agency of the United Nations(*). (* Specific Annex J, Chapter 2 of the revised Kyoto Convention.
12.	ВЫПУСК ТОВАРОВ Действие таможенной службы, разрешающее лицам, которых это касается, распоряжаться товарами, в отношении которых осуществляется очистка (*). (* Генеральное приложение, глава 2, измененной Киотской конвенции.	RELEASE OF GOODS The action by the Customs to permit goods undergoing clearance to be placed at the disposal of the persons concerned(*). (* General Annex, Chapter 2 of the revised Kyoto Convention.
13.	ГАРАНТИРУЮЩАЯ АССОЦИАЦИЯ Ассоциация, утвержденная таможенной службой Договаривающейся стороны международного соглашения, которая гарантирует уплату любых сумм, подлежащих уплате в соответствии с условиями данного соглашения, таможенной службе указанной Договаривающейся стороны и которая является частью гарантирующей цепи. Примечания 1. Гарантирующие ассоциации учреждаются в соответствии с международными соглашениями, направленными на облегчение временного допуска или международного транзита товаров, например, Конвенция о временном допуске, Стамбульская конвенция, Конвенция МДП. 2. Термины 'гарантирующая цепь', 'гарантирующая ассоциация' и 'выдающая документы ассоциация' взаимосвязаны.	GUARANTEEING ASSOCIATION An association which is approved by the Customs of a Contracting Party to an international agreement to guarantee the payment of any sums legally due, under the terms of this agreement, to the Customs of that Contracting Party, and which is affiliated to a guaranteeing chain. Notes 1. Guaranteeing associations are established under international agreements destined to facilitate temporary admission or international transit of goods, for example the ATA, Istanbul and TIR Conventions. 2. There is a link between the terms 'guaranteeing chain', 'guaranteeing association' and 'issuing association'.
14.	ГАРАНТИРУЮЩАЯ ЦЕПЬ Схема гарантий, администрирование которой осуществляет международная организация, филиалами которой являются гарантирующие ассоциации. Примечания 1. Гарантирующие цепи обычно устанавливаются международными соглашениями, направленными на облегчение временного допуска или международного транзита товаров, например, Конвенция о временном допуске, Стамбульская конвенция, Конвенция МДП. 2. Термины 'гарантирующая цепь', 'гарантирующая ассоциация' и 'выдающая	GUARANTEEING CHAIN A guaranteeing scheme administered by an international organization to which guaranteeing associations are affiliated. Notes 1. Guaranteeing chains are usually established under international agreements destined to facilitate temporary admission or international transit of goods, for example the ATA, Istanbul and TIR Conventions. 2. There is a link between the terms 'guaranteeing chain', 'guaranteeing

	документы ассоциация' взаимосвязаны.	association' and 'issuing association'.
15.	<p>ГАРАНТИЯ</p> <p>То, что обеспечивает удовлетворяющим таможенную службу образом выполнение обязательств перед таможенной службой. Гарантия описывается как «генеральная», когда она обеспечивает выполнение обязательств, вытекающих из различных операций.</p> <p>Примечание Гарантия обычно предоставляется в виде депозита или юридического обязательства (обязательства). Как правило, требуется поручительство по обязательству.</p>	<p>SECURITY</p> <p>That which ensures to the satisfaction of the Customs that an obligation to the Customs will be fulfilled. Security is described as "general" when it ensures that the obligations arising from several operations will be fulfilled.</p> <p>Note Security usually takes the form of a deposit or of a legal obligation (a bond). A surety to the bond is usually required.</p>
16.	<p>ГЕНЕРАЛЬНАЯ АВИАЦИОННАЯ ДЕКЛАРАЦИЯ</p> <p>Декларация, соответствующая положениям Приложения 9 Конвенции о международной гражданской авиации (Чикаго, 1944). Генеральная декларация является основным документом о прибытии и отбытии, предоставляющим информацию о самом самолете и краткую информацию о маршруте, экипаже, пассажирах и состоянии здоровья.</p>	<p>AIRCRAFT GENERAL DECLARATION</p> <p>Declaration conforming to the provisions of Annex 9 to the Convention on International Civil Aviation, Chicago 1944. The general declaration is the basic document on arrival and departure providing information concerning the aircraft itself and summary information relating to the itinerary, crew, passengers and health.</p>
17.	<p>ГЕНЕРАЛЬНАЯ ДЕКЛАРАЦИЯ НА КОРАБЛЬ</p> <p>Декларация (IMO FAL форма 1), соответствующая положениям Приложения к Конвенции по упрощению морских перевозок, Лондон, 1965. Генеральная декларация является основным документом о прибытии и отбытии, предоставляющим информацию о самом корабле и краткую информацию о грузе, экипаже, пассажирах и маршруте.</p>	<p>SHIP'S GENERAL DECLARATION</p> <p>Declaration (IMO FAL Form 1) conforming to the provisions of the Annex to the Convention on Facilitation of Maritime Traffic, London, 1965. The general declaration is the basic document on arrival and departure providing information concerning the ship itself and summary information relating to the cargo, crew, passengers and voyage.</p>
18.	<p>ГРУЗОВАЯ ДЕКЛАРАЦИЯ</p> <p>Информация, предоставленная до или по прибытии или отбытии транспортного средства коммерческого пользования, которая содержит требуемые таможенной службой сведения, касающиеся груза, ввозимого на или вывозимого с таможенной территории.</p> <p>Примечания: 1. Характер и содержание грузовой декларации могут варьироваться в зависимости от страны в соответствии с используемыми коммерческими транспортными средствами. Сведения о грузе могут включать: вид, количество, знаки и номера упаковок, краткое описание товаров, брутто-массу и т.д. В некоторых странах эти сведения можно представить в электронном виде.</p>	<p>CARGO DECLARATION</p> <p>Information submitted prior to or on arrival or departure of a means of transport for commercial use that provides the particulars required by the Customs relating to cargo brought to or removed from the Customs territory.</p> <p>Notes 1. The nature and contents of Cargo declarations may vary from country to country according to the commercial means of transport used. The particulars of the cargo (freight) may include kind, number, marks and numbers of packages, brief description of the goods, gross weight, etc. In some countries, these particulars may be submitted by electronic means.</p>

	<p>2. Грузовые декларации часто называют «манифестами», в некоторых странах вместо грузовой декларации принимают авиационные грузовые манифесты, судовые манифесты или товарные манифесты. Грузовая декларация иногда также называется «freight (может также переводится как фрахт) declarations».</p> <p>3. Приложение к Конвенции по упрощению морских перевозок (Лондон, 1965) также предусматривает использование грузовых деклараций (форма образца IMO FAL, форма 2). В отношении воздушного транспорта соответствующая декларация называется «грузовой манифест» (форма образца по Конвенции по международной гражданской авиации (Чикаго, 1944)).</p> <p>4. Впоследствии могут подаваться декларации на товары в отношении отдельных поставок, охваченных грузовыми декларациями.</p> <p>5. Определение грузовой декларации приводится в Специальном приложении А, главы 1 и 2 измененной Киотской конвенции.</p>	<p>2. Cargo declarations are often referred to as "manifests"; in some countries Aircraft cargo manifests, Ship's manifests or Goods manifests are accepted in place of the Cargo declarations. Cargo declarations are also sometimes referred to as freight declarations.</p> <p>3. The Annex to the Convention on Facilitation of International Maritime Traffic, London, 1965, provides for a Cargo declaration (Model Form IMO FAL Form 2). With regard to air transport, the corresponding declaration is called Cargo manifest (Model Form as on International Civil Aviation, Chicago, 1944)</p> <p>4. Goods declarations may subsequently be presented in respect of the individual consignments covered by the Cargo declarations.</p> <p>5. Cargo declaration is defined in Specific Annex A, Chapters 1 and 2 of the revised Kyoto Convention.</p>
19.	<p>ГРУЗОВАЯ ДЕКЛАРАЦИЯ См. Cargo declaration.</p>	<p>FREIGHT DECLARATION See Cargo declaration.</p>
20.	<p>ГРУЗОВОЙ МАНИФЕСТ Список товаров, составляющих груз (фрахт), перевозимых транспортным средством или транспортной единицей. Грузовой манифест, в котором приводятся коммерческие сведения о товарах, такие как номера транспортного документа, грузоотправители, грузополучатели, маркировка (знаки и номера), количество и вид упаковок, описания и количество товаров, может использоваться вместо грузовой декларации.</p> <p>Примечание Примерами грузовых манифестов являются авиационные грузовые манифесты, судовые манифесты, товарные манифесты и «бордеро» (дорожные перевозки).</p>	<p>CARGO MANIFEST A listing of the goods comprising the cargo (freight) carried in a means of transport or in a transport-unit. The Cargo manifest which gives the commercial particulars of the goods, such as transport document numbers, consignors, consignees, marks and numbers, number and kind of packages, descriptions and quantities of the goods, may be used in place of the Cargo declaration.</p> <p>Note Examples of Cargo manifests are Aircraft cargo manifests, Ship's manifests, Goods manifests and "bordereaux" (road traffic).</p>
21.	<p>ДАТА ПЛАТЕЖА Дата, на которую пошлины и налоги подлежат уплате(*). (* Генеральное приложение, глава 2, измененной Киотской конвенции.</p>	<p>DUE DATE The date when payment of duties and taxes is due (*). (* General Annex, Chapter 2 of the revised Kyoto Convention.</p>
22.	<p>ДЕКЛАРАНТ Любое лицо, которое декларирует товары, или от чьего имени такое декларирование производится (*). (* Генеральное приложение, глава 2, измененной Киотской конвенции.</p>	<p>DECLARANT Any person who makes a Goods declaration or in whose name such a declaration is made (*). (* General Annex, Chapter 2 of the revised Kyoto Convention.</p>

23.	<p>ДЕКЛАРАЦИЯ НА ТОВАРЫ Заявление, составленное по установленной таможенной службой форме, в котором заинтересованные лица указывают таможенную процедуру, подлежащую применению в отношении товаров, и представляют сведения, заявление которых требует таможенная служба для применения этой процедуры. Примечание Заинтересованными лицами могут быть: импортер, экспортер, владелец, грузополучатель, перевозчик и т.д. товаров или их юридический (законный) представитель, в зависимости от страны, которой это касается.</p>	<p>GOODS DECLARATION A statement made in the form prescribed by Customs, by which the persons interested indicate the Customs procedure to be applied to the goods and furnish the particulars which the Customs require to be declared for the application of that procedure. Note The persons interested may be the importer, the exporter, the owner, the consignee, the carrier, etc., of the goods or their legal representative, according to the country concerned.</p>
24.	<p>ДЕКЛАРАЦИЯ НА ПРИПАСЫ Документы, содержащие сведения, касающиеся припасов, перевозимых на борту транспортного средства, подлежащие представлению по требованию таможенной службы. Примечание Приложение к Конвенции по упрощению международных морских перевозок, Лондон, 1965, содержит положения о декларации на припасы, находящиеся на корабле (форма образца IMO FAL форма 3). Как правило, требуется подробный перечень следующих припасов в декларации на находящиеся на корабле припасы: наркотические средства для медицинского использования, табачные изделия, пиво, спиртные напитки, вина. В некоторых странах требуется предоставление некоторой или всей информации в декларацию на груз, находящийся на корабле. Приложение к Конвенции Международной морской организации содержит положения, ограничивающие условия, в соответствии с которыми может требоваться предоставление декларации на припасы, в то время как Приложение 9 к Конвенции о международной гражданской авиации, Чикаго, 1944 г., предполагает отмену таких требований в отношении припасов, остающихся на борту самолета. В Приложении А.4. к Киотской конвенции 1974 г. учтены положения указанных выше инструментов.</p>	<p>STORES DECLARATION Documents providing the particulars concerning stores carried on board the means of transport, to be presented as required by the Customs. Note The Annex to the Convention on Facilitation of International Maritime Traffic, London, 1965, provides for a Ship's stores declaration (Model Form IMO FAL Form 3). Usually only the following stores need to be listed in detail in the Ship's stores declaration: narcotics for medical use, tobacco products, beer, spirits, wines. Some countries require some or all of the information to be incorporated in the Ship's cargo declaration. The Annex to the IMO Convention contains provisions limiting the conditions under which the presentation of Stores declaration can be required, whilst Annex 9 to the Convention on International Civil Aviation, Chicago, 1944, provides for the abolition of such requirement in respect of stores remaining on board an aircraft. Annex A.4. to the Kyoto Convention of 1974 takes into account the provisions of the above instruments.</p>
25.	<p>ДЕКЛАРАЦИЯ О ПРИБЫТИИ ИЛИ ДЕКЛАРАЦИЯ ОБ ОТБЫТИИ Любая декларация, составляемая или представляемая таможенной службе по прибытии или при отбытии транспортных средств коммерческого пользования лицом, ответственным за это транспортное средство коммерческого пользования, и содержащая необходимые сведения, касающиеся этого транспортного средства коммерческого пользования, а</p>	<p>DECLARATION OF ARRIVAL or DECLARATION OF DEPARTURE Any declaration required to be made or produced to the Customs upon the arrival or departure of means of transport for commercial use, by the person responsible for the means of transport for commercial use, and containing the necessary particulars relating to the means of transport</p>

	также маршрута, груза, припасов, экипажа или пассажиров (*). (* Специальное приложение J, глава 3, измененной Киотской конвенции.	for commercial use and to the journey, cargo, stores, crew or passengers (*). (* Specific Annex J, Chapter 3 of the revised Kyoto Convention.
26.	ДЕКЛАРАЦИЯ О ПРОИСХОЖДЕНИИ Соответствующая отметка о происхождении товаров, сделанная в связи с их экспортом изготовителем, производителем, поставщиком, экспортером или иным компетентным лицом в коммерческом счете или любом другом документе, имеющем отношение к этим товарам(*). (* Приложение D.2. к Киотской конвенции 1974 г. и Специальное приложение K, главы 2 и 3, измененной Киотской конвенции.	DECLARATION OF ORIGIN An appropriate statement as to the origin of the goods made, in connection with their exportation, by the manufacturer, producer, supplier, exporter or other competent person on the commercial invoice or any other document relating to the goods (*). (* Annex D.2. to the Kyoto Convention of 1974 and Specific Annex K, Chapters 2 and 3 of the revised Kyoto Convention.
27.	ДЕПОЗИТ Предварительно уплаченная сумма денег (французское: “consignation”), или документы о правах собственности, неименные облигации и т.д. представленные в качестве гарантии уплаты указанных пошлин, налогов или других взимаемых сумм.	DEPOSIT A sum of money provisionally paid (French : “consignation”) , or title deeds, bearer bonds, etc. lodged as security for the payment of such duties, taxes or other sums as may become chargeable.
28.	ДОКУМЕНТ Любой носитель, предназначенный для хранения и на самом деле хранящий запись информационных элементов, к нему могут относиться магнитные ленты и диски, микрофильмы и т.д. Примечание Определение этого термина приведено в Приложении J.1. Киотской конвенции 1974 г.	DOCUMENT Any medium designed to carry and actually carrying a record of data entries, it includes magnetic tapes and disks, microfilms, etc. Note This term is defined in Annex J.1. to the Kyoto Convention of 1974.
29.	ДОКУМЕНТАЛЬНОЕ ПОДТВЕРЖДЕНИЕ ПРОИСХОЖДЕНИЯ Сертификат о происхождении, удостоверенную декларацию о происхождении или декларацию о происхождении (*). (* Приложение D.2. к Киотской конвенции 1974 г. и Специальное приложение K, главы 2 и 3, измененной Киотской конвенции.	DOCUMENTARY EVIDENCE OR ORIGIN A certificate of origin, a certified declaration of origin or a declaration of origin (*). (* Annex D.2. to the Kyoto Convention of 1974 and Specific Annex K, Chapters 2 and 3 of the revised Kyoto Convention.
30.	ДОСМОТР И ОБЫСК ТРАНСПОРТНЫХ СРЕДСТВ Операции, при которых таможенные служащие посещают транспортные средства для: (а) получения информации от лица, несущего ответственность за транспортное средство и проверки коммерческих, транспортных или других документов, касающихся транспортного средства, груза, припасов, экипажа и пассажиров; и (б) инспекции, проверки и обыска транспортных средств.	BOARDING AND SEARCH OF MEANS OF TRANSPORT The operations under which means of transport are visited by the Customs for: (a) collection of information from the person responsible for the means of transport and examination of commercial, transport or other documents concerning the means of transport, the cargo, stores, crew and passengers; and (b) inspection, examination and search of the means of transport.

31.	<p>ЖАЛОБА Акт, посредством которого лицо, непосредственно затронутое решением или бездействием таможенной службы и считающее себя понесшим в результате этого ущерб, обращается в компетентный орган с требованием о его возмещении.</p> <p>Примечание Жалоба по таможенным вопросам описана в Приложении Н.1. к Киотской конвенции 1974 г. и в Генеральном приложении, глава 10, измененной Киотской конвенции.</p>	<p>APPEAL The act by which a person who is directly affected by a decision or omission of the Customs and who considers himself to be aggrieved thereby seeks redress before a competent authority.</p> <p>Note Appeal in Customs matters is dealt with in Annex H.1. to the Kyoto Convention of 1974 and the General Annex, Chapter 10 of the revised Kyoto Convention.</p>
32.	<p>ЗАПРЕТЫ НА ТОВАРЫ Товары, импорт или экспорт которых запрещен законом.</p>	<p>PROHIBITIONS OF GOODS Goods whose importation or exportation is prohibited by law.</p>
33.	<p>ЗОНА СВОБОДНОЙ ТОРГОВЛИ Образование, сформированное из таможенных территорий союза государств и имеющее в завершающей стадии следующие характеристики: - отсутствие таможенных пошлин для продуктов, произведенных в любой из стран данной зоны, - каждое государство сохраняет свой таможенный тариф и таможенное законодательство, - каждое государство данной зоны остается автономным в вопросах таможенной и экономической политики, - торговля базируется на применении правил происхождения, принимая во внимание различные таможенные тарифы и при условии предотвращения отклонений в торговле, - отсутствие ограничительных подзаконных актов о торговле внутри зоны свободной торговли.</p>	<p>FREE TRADE AREA Entity formed by the Customs territories of an association of States and having in its ultimate state the following characteristics: - the elimination of Customs duties in respect of products originating in any of the countries of the area, - each State retains its Customs tariff and Customs law, - each State of the area remains autonomous in matters of Customs and economic policy, - trade is based on the application of rules of origin, to take account of the different Customs tariffs and prevent deflection of trade, - the elimination of restrictive regulations of commerce within the free trade area.</p>
34.	<p>ИСЧИСЛЕНИЕ ПОШЛИН И НАЛОГОВ Определение суммы пошлин и налогов, подлежащих уплате.</p> <p>Примечание Исчисление пошлин и налогов описано в Генеральном приложении, глава 4, измененной Киотской конвенции.</p>	<p>ASSESSMENT OF DUTIES AND TAXES Determination of the amount of duties and taxes payable.</p> <p>Note Assessment of duties and taxes is dealt with in the General Annex, Chapter 4 of the revised Kyoto Convention.</p>
35.	<p>КАРНЕТ ВРЕМЕННОГО ДОПУСКА Международный таможенный документ, выпущенный в соответствии с Конвенцией о временном допуске и Стамбульской конвенцией, который содержит действующую по всему миру гарантию и может использоваться</p>	<p>ATA CARNET An international Customs document which, issued under the terms of the ATA Convention and the Istanbul Convention, incorporates an internationally valid guarantee and may be used, in lieu of national</p>

	<p>вместо национальных таможенных документов и в качестве гарантии для импортных пошлин и налогов для обеспечения временного допуска товаров и, если это необходимо, транзита товаров. Его могут принять для контроля временного экспорта и реимпорта товаров, но в этом случае международная гарантия не применяется.</p> <p>Примечания:</p> <ol style="list-style-type: none"> 1. Карнет временного допуска может, в принципе, и не использоваться для временного допуска транспортных средств (см. Комментарий 2 к статье 1, Приложение А Стамбульской конвенции). 2. Вместо «импортных пошлин и налогов» в Конвенции по временному допуску используется термин «импортные пошлины», содержание которого соответствует выражению, приведенному ранее в данном глоссарии. 	<p>Customs documents and as security for import duties and taxes, to cover the temporary admission of goods and, where appropriate, the transit of goods. It may be accepted for controlling the temporary exportation and re-importation of goods but, in this case, the international guarantee does not apply.</p> <p>Notes</p> <ol style="list-style-type: none"> 1. The ATA carnet may not, in principle, be used for the temporary admission of means of transport (See Commentary 2 to Article 1, Annex A of the Istanbul Convention). 2. Instead of "import duties and taxes" the ATA Convention uses the term "import duties", giving it the same scope as the Glossary gives to the former expression.
36.	<p>КАРНЕТ CPD Международный таможенный документ, который включает действующую по всему миру гарантию и может быть использован вместо национальных таможенных документов, а также в качестве обеспечения импортных пошлин и налогов для временного допуска транспортных средств и, где это необходимо, транзита транспортных средств. Он может быть принят при контроле временного экспорта и реимпорта транспортных средств, но в этом случае международные гарантии не применяются.</p> <p>Примечание: Карнет CPD (карнет прохождения таможи) выпускается в соответствии с условиями Стамбульской конвенции, Таможенной конвенции о временном импорте частных дорожных транспортных средств, Таможенной конвенции о временном импорте коммерческих дорожных транспортных средств и Таможенной конвенции о временном импорте для частного пользования самолетов и прогулочных катеров.</p>	<p>CPD CARNET An international Customs document which incorporates an internationally valid guarantee and may be used, in lieu of national Customs documents and as security for import duties and taxes, to cover the temporary admission of means of transport and, where appropriate, the transit of means of transport. It may be accepted for controlling the temporary exportation and re-importation of means of transport but, in this case, the international guarantee does not apply.</p> <p>Note The CPD (Carnet de Passage en Douane) carnet is issued under the terms of the Istanbul Convention, the Customs Convention on the temporary importation of private road vehicles, the Customs Convention on the temporary importation of commercial road vehicles and the Customs Convention on the temporary importation for private use of aircraft and pleasure boats.</p>
37.	<p>КИОТСКАЯ КОНВЕНЦИЯ Выражение, которое, как правило, используется для обозначения Международной конвенции об упрощении и гармонизации таможенных процедур, принятой Советом таможенного сотрудничества в Киото в 1973.</p>	<p>KYOTO CONVENTION The expression commonly used to refer to the international Convention on the simplification and harmonization of Customs procedures adopted by the Customs Co-operation Council in Kyoto in 1973.</p>
38.	<p>ИЗМЕНЕННАЯ КИОТСКАЯ КОНВЕНЦИЯ Выражение, которое обычно используется для ссылки на Международную конвенцию об упрощении и гармонизации таможенных процедур</p>	<p>REVISED KYOTO CONVENTION The expression commonly used to refer to the international Convention on the simplification and harmonization of Customs procedures</p>

	(измененную), принятую Советом таможенного сотрудничества в Брюсселе в 1999.	(amended), adopted by the Customs Co-operation Council in Brussels in 1999.
39.	КЛАССИФИКАЦИЯ ТОВАРОВ ПО ТАРИФУ Определение тарифной субпозиции по тарифной номенклатуре, в которой следует классифицировать определенные товары.	TARIFF CLASSIFICATION OF GOODS Determination of the tariff subheading in a tariff nomenclature under which particular goods should be classified.
40.	КОЛИЧЕСТВЕННАЯ КВОТА Любое заданное количество определенных товаров, разрешенное к импорту или экспорту в течение указанного периода, по окончании которого нельзя будет импортировать или экспортировать какое-либо дополнительное количество указанных товаров.	QUANTITATIVE QUOTA Any pre-set quantity, authorized for importation or exportation of given goods, during a specified period, beyond which no additional quantity of these goods can be imported or exported.
41.	КОММЕРЧЕСКОЕ МОШЕННИЧЕСТВО Любое нарушение законодательства или регулятивных норм, ответственность за соблюдение которых несет таможенная служба, совершенное для того, чтобы: - избежать или попытаться избежать уплаты пошлин/сборов/налогов при перемещении коммерческих товаров; и/или - уклониться или попытаться уклониться от любых запретов или ограничений, применяемых к коммерческим товарам; и/или - получить или попытаться получить любые возвраты или субсидии или другие выплаты, получение которых не было должным образом санкционировано; и/или - получить или попытаться получить нелегальное коммерческое преимущество, нарушающее принципы и практики законной торговой конкуренции. Примечание Список видов коммерческих нарушений включен в главу II Руководства по мерам борьбы с коммерческими нарушениями Совета таможенного сотрудничества.	COMMERCIAL FRAUD Any offence against statutory or regulatory provisions which Customs is responsible for enforcing, committed in order to : - evade, or attempt to evade, payment of duties/levies/taxes on movements of commercial goods; and/or - evade, or attempt to evade, any prohibition or restrictions applicable to commercial goods; and/or - receive, or attempt to receive, any repayments, subsidies or other disbursements to which there is no proper entitlement; and/or - obtain, or attempt to obtain, illicit commercial advantage injurious to the principle and practice of legitimate business competition. Note A list of commercial fraud case types is included in Chapter II of the CCC Manual on measures to combat commercial fraud.
42.	КОМПЕНСИРУЮЩИЕ ПРОДУКТЫ Продукты: (a) полученные на территории страны в результате изготовления, переработки или ремонта товаров, в отношении которых разрешено использование процедуры переработки на таможенной территории; или (b) полученные за границей в результате изготовления, переработки или	COMPENSATING PRODUCTS Products : (a) obtained within a country resulting from the manufacturing, processing or repair of the goods for which the use of the inward processing procedure is authorized; or

	<p>ремонта товаров, в отношении которых разрешено использование процедуры переработки на таможенной территории (*).</p> <p>Примечание В некоторых странах продукты, полученные в результате обработки импортированных, экспортированных товаров или товаров внутреннего производства, идентичных по описанию, качеству и техническим характеристикам товарам, находящимся под процедурой временного допуска для переработки на таможенной территории или под процедурой временного экспорта для переработки вне таможенной территории, в зависимости от случая, могут рассматриваться как компенсирующие продукты (в противопоставление эквивалентным товарам).</p> <p>(*) Приложения E.6. и E.8. к Киотской конвенции 1974 г. и Специальное приложение B, глава 2, и Специальное приложение F, главы 1 и 2, измененной Киотской конвенции.</p>	<p>(b) obtained abroad and resulting from the manufacturing, processing or repair of goods for which the use of the outward processing procedure is authorized(*).</p> <p>Note In some countries the products obtained from the treatment of imported, exported or domestic goods identical in description, quality and technical characteristics to those temporarily admitted for inward processing or temporarily exported for outward processing, as the case may be, are deemed to be compensating products (setting-off with equivalent goods).</p> <p>(*) Annexes E.6. And E.8. to the Kyoto Convention of 1974 and Specific Annex B, Chapter 2 and Specific Annex F, Chapters 1 and 2 of the revised Kyoto Convention.</p>
43.	<p>КОНВЕНЦИЯ НАЙРОБИ (ИЗМЕНЕННАЯ) Выражение, которое, как правило, используется для обозначения международной Конвенции по взаимной административной поддержке для предотвращения, расследования или пресечения таможенных правонарушений, принятой Советом таможенного сотрудничества в Найроби в 1977.</p>	<p>NAIROBI CONVENTION (amended) The expression commonly used to refer to the international Convention on mutual administrative assistance for the prevention, investigation and repression of Customs offences adopted by the Customs Co-operation Council in Nairobi in 1977.</p>
44.	<p>КОНВЕНЦИЯ О ВРЕМЕННОМ ДОПУСКЕ Данное выражение обычно используется для обозначения Таможенной конвенции о карнете временного допуска товаров (ATA Convention), принятой Советом таможенного сотрудничества в Брюсселе в 1961.</p>	<p>ATA CONVENTION The expression commonly used to refer to the Customs Convention on the ATA carnet for the temporary admission of goods (ATA Convention) adopted by the Customs Co-operation Council in Brussels in 1961.</p>
45.	<p>КОНТЕЙНЕР Любая единица транспортного оборудования (подъемный контейнер, съемная цистерна или другая аналогичная конструкция): (i) полностью или частично закрытая, образующая отделение для хранения товаров, (ii) стационарного характера, соответственно, достаточно прочная для частого использования, (iii) специально предназначенная для упрощения перевозки товаров одним или несколькими видами транспорта без промежуточной перегрузки,</p>	<p>CONTAINER An article of transport equipment (lift-van, movable tank or other similar structure) : (i) fully or partially enclosed to constitute a compartment intended for containing goods, (ii) of a permanent character and accordingly strong enough to be suitable for repeated use, (iii) specially designed to facilitate the carriage of goods, by one or more modes of transport, without intermediate reloading,</p>

	<p>(iv) предназначенная для быстрой упаковки, в частности, при перемещении из одного вида транспорта в другой, (v) рассчитанная на легкость заполнения и опустошения, и (vi) общим объемом в один кубический метр или более. "Контейнер" включает принадлежности и оборудование, предназначенные для такого вида контейнеров, при условии, что такие принадлежности и оборудование перевозятся вместе с контейнером. Термин "контейнер" не должен включать транспортные средства, принадлежности или отдельные части транспортных средств, либо упаковку или поддоны. "Съемные корпуса" следует рассматривать как контейнеры.</p> <p>Примечания 1. Условия временного допуска контейнеров описаны в Стамбульской конвенции (Приложение В.3.) и в Таможенной конвенции по контейнерам, 1972. В последней Конвенции также определены условия принятия контейнеров для внутренней перевозки под таможенной печатью. 2. В Таможенной конвенции по международной перевозке товаров с применением книжки МДП (1975 г.) также описано использование контейнеров при международном таможенном транзите.</p>	<p>(iv) designed for ready handling, particularly when being transferred from one mode of transport to another, (v) designed to be easy to fill and to empty, and (vi) having an internal volume of one cubic metre or more. "Container" shall include the accessories and equipment of the container, appropriate for the type concerned, provided that such accessories and equipment are carried with the container. The term "container" shall not include vehicles, accessories or spare parts of vehicles, or packaging or pallets. "Demountable bodies" shall be regarded as containers.</p> <p>Notes 1. Temporary admission facilities for containers are dealt with in the Istanbul Convention (Annex B.3.) and in the Customs Convention on Containers, 1972. The latter Convention also stipulates the conditions for the acceptance of containers for international transport under Customs seal. 2. The Customs Convention on the international transport of goods under cover of TIR carnets, 1975, also deals with the use of containers in international Customs transit.</p>
46.	<p>КОНТРАБАНДА Таможенное правонарушение, состоящее в перемещении товаров через таможенную границу любым нелегальным способом, тем самым избегая таможенного контроля(*).</p> <p>Примечания 1. Этот термин также может включать определенные нарушения таможенного законодательства в отношении переработки и перемещения товаров внутри таможенной территории. 2. В некоторых странах: - Концепция нелегального перемещения товаров через границу не является обязательной особенностью контрабанды. - Правонарушение не считается контрабандой, если оно совершено непреднамеренно.</p>	<p>SMUGGLING Customs offence consisting in the movement of goods across a Customs frontier in any clandestine manner, thereby evading Customs control (*).</p> <p>Notes 1. This term may also cover certain violations of Customs legislation relating to the possession and movement of goods within the Customs territory. 2. In certain countries : - The concept of clandestine movement of goods across frontiers is not a mandatory feature of smuggling. - An offence is not defined as smuggling unless it is intentional. (*) Nairobi Convention.</p>

	(*) Конвенция Найроби.	
47.	<p>КОНТРОЛЬ НА ОСНОВЕ МЕТОДОВ АУДИТА</p> <p>Меры, позволяющие таможенной службе убедиться в правильности заполнения деклараций и достоверности указанных в них сведений путем проверки имеющихся у лиц, которых это касается, соответствующих книг учета, документации, бизнес системы и коммерческой информации.</p> <p>Примечание</p> <p>Контроль на основе методов аудита описан в Генеральном приложении, глава 6, измененной Киотской конвенции.</p>	<p>AUDIT-BASED CONTROL</p> <p>Measures by which the Customs satisfy themselves as to the accuracy and authenticity of declarations through the examination of the relevant books, records, business systems and commercial data held by persons concerned.</p> <p>Note</p> <p>Audit-based control is dealt with in the General Annex, Chapter 6 of the revised Kyoto Convention.</p>
48.	<p>КРИТЕРИЙ СУЩЕСТВЕННОЙ ПЕРЕРАБОТКИ</p> <p>Критерий, в соответствии с которым при определении происхождения, страной происхождения считается страна, в которой была выполнена последняя существенная операция по изготовлению или переработке, признанная достаточной для придания товару основного свойства (*).</p> <p>(*) Приложение D.1. к Киотской конвенции 1974 г. и Специальное приложение К, глава 1, измененной Киотской конвенции.</p>	<p>SUBSTANTIAL TRANSFORMATION CRITERION</p> <p>The criterion according to which origin is determined by regarding as the country of origin the country in which the last substantial manufacturing or processing, deemed sufficient to give the commodity its essential character, has been carried out(*).</p> <p>(*) Annex D.1. to the Kyoto Convention of 1974 and Specific Annex K, Chapter 1 of the revised Kyoto Convention.</p>
49.	<p>ЛИЦО</p> <p>Как физическое, так и юридическое лицо, если в контексте не оговорено иное(*).</p> <p>(*) Генеральное приложение, глава 2, измененной Киотской конвенции.</p>	<p>PERSON</p> <p>Both natural and legal persons, unless the context otherwise requires(*).</p> <p>(*) General Annex, Chapter 2 of the revised Kyoto Convention.</p>
50.	<p>ЛИЧНЫЕ ВЕЩИ</p> <p>Все предметы (новые или бывшие в употреблении), в которых пассажир может иметь разумную потребность для его или ее личного пользования во время поездки с учетом всех обстоятельств этой поездки, но исключая любые товары, импортируемые или экспортируемые для коммерческих целей(*).</p> <p>(*) Специальное приложение J, глава 1, измененной Киотской конвенции.</p>	<p>PERSONAL EFFECTS</p> <p>All articles (new or used) which a traveller may reasonably require for his or her personal use during the journey, taking into account all the circumstances of the journey, but excluding any goods imported or exported for commercial purposes (*).</p> <p>(*) Specific Annex J, Chapter 1 of the revised Kyoto Convention.</p>
51.	<p>МАГАЗИНЫ БЕСПОШЛИННОЙ ТОРГОВЛИ</p> <p>Помещение, находящееся под таможенным контролем, в котором можно приобрести товары, освобожденные от таможенных пошлин и налогов.</p> <p>Примечание</p> <p>Некоторые страны ограничивают продажу освобожденных от пошлин товаров пассажирам, отбывающим за границу. (См. Рекомендацию от 16 июня 1960, касающуюся магазинов беспошлинной торговли).</p>	<p>DUTY-FREE SHOPS</p> <p>A premise under Customs control (-) at which goods may be acquired free of Customs duties and taxes.</p> <p>Note</p> <p>Some countries limit the sale of tax-free goods to travellers leaving for abroad. (See the Recommendation of 16 June 1960 concerning taxfree shops).</p>

52.	МАРШРУТ, ОДОБРЕННЫЙ ТАМОЖЕННОЙ СЛУЖБОЙ Любая дорога, железная дорога, судоходное русло, воздушная линия и любой другой маршрут (трубопровод и т.д.), который должен использоваться для импорта, таможенного транзита и экспорта товаров.	CUSTOMS APPROVED ROUTE Any road, railway, waterway, airway and any other route (pipeline, etc.), which must be used for the importation, Customs transit and exportation of goods.
53.	ОБЯЗАТЕЛЬСТВО Действие, совершенное в надлежащей юридической форме, посредством которого лицо берет на себя обязательство перед таможенной службой о выполнении или невыполнении какого-то определенного действия.	BOND An undertaking in due legal form, by which a person binds himself to the Customs to do or not to do some specified act.
54.	ОБРАЗЦЫ Изделия, представляющие особую категорию товаров, которые уже были произведены или являются образцами товаров, производство которых предполагается; данный термин не включает идентичные товары, ввезенные тем же лицом или направленные отдельному грузополучателю, в таком количестве, что в целом они уже не представляют собой «образцы» в соответствии с их обычным коммерческим использованием. Примечание Условия временного допуска образцов описаны в Приложении В.3. к Стамбульской конвенции.	SAMPLES Articles which are representative of a particular category of goods already produced or are examples of goods the production of which is contemplated; the term does not include identical articles brought in by the same individual, or sent to a single consignee, in such quantity that, taken as a whole, they no longer constitute samples under ordinary commercial usage. Note Temporary admission facilities for samples are dealt with in Annex B.3. to the Istanbul Convention.
55.	ОБРАЗЦЫ, НЕ ИМЕЮЩИЕ КОММЕРЧЕСКОЙ ЦЕННОСТИ Изделия, которые рассматриваются таможенной службой, как имеющие ничтожно малую ценность, и которые подлежат использованию только с целью получения заказов на товары того вида, который они представляют (*). Примечание В отношении таких изделий, как правило, предоставляется освобождение от импортных пошлин и налогов. В Приложении В.2. к Киотской конвенции 1974 г., рекомендуется в качестве образцов, не имеющих коммерческой ценности, рассматривать следующее: (а) сырье и продукты таких размеров, которые делают их непригодными для любых других целей, кроме демонстрации; (б) изделия из недрагоценных металлов, прикрепляемые к картам или расфасованные в качестве образцов обычным для торговли способом, при условии представления не более одного образца каждого размера и вида; (с) сырье и продукты, а также изделия из таких продуктов и сырья, приведенные в состояние непригодности посредством дробления, перфорации, несмываемой разметки или любым другим эффективным	SAMPLES OF NO COMMERCIAL VALUE Articles which are regarded by the Customs to be of negligible value and which are to be used only for soliciting orders for goods of the kind they represent (*). Note Such articles are normally allowed relief from import duties and taxes. In Annex B.2. to the Kyoto Convention of 1974, it is recommended that the following should be regarded as samples of no commercial value : (a) raw materials and products of such dimensions that they are useless except for purposes of demonstration; (b) articles of non-precious materials affixed to cards or put up as samples in the manner usual in the trade, provided that there is not more than one of each size or kind; (c) raw materials and products, and articles of such materials or products, rendered useless, except for purposes of demonstration, by

	<p>методом, представленные для других целей, кроме демонстрации;</p> <p>(d) продукты, которые не могут быть расфасованы как образцы, не имеющие коммерческой стоимости, в соответствии с пунктами (a) - (c) выше и которые состоят из:</p> <p>(1) нерасходуемых товаров, имеющих индивидуальную ценность, не превышающую \$5 долларов США, при условии представления не более одного образца отдельного качества и вида;</p> <p>(2) расходуемые товары индивидуальной ценности, не превышающей \$5 долларов США, даже если они полностью или частично состоят из образцов одного и того же качества или вида, при условии, что их количество и способ упаковки не позволяют использовать их в другом качестве, кроме образцов.</p> <p>(*). Международная конвенция об упрощении импорта коммерческих образцов и рекламного материала (Женева, 1952).</p>	<p>slashing, perforation, indelible marking or by any other effective method;</p> <p>(d) products which cannot be put up as samples of no commercial value in accordance with paragraphs (a) to (c) above and which consist of :</p> <p>(1) non-consumable goods of an individual value not exceeding US\$5, and provided there is not more than one sample of each kind or quality;</p> <p>(2) consumable goods of an individual value not exceeding US\$5, even if they consist wholly or partly of samples of the same kind or quality, provided the quantity and the manner in which they are put up preclude their being used otherwise than as samples.</p> <p>(*). International Convention to facilitate the importation of commercial samples and advertising material (Geneva, 1952).</p>
56.	<p>ОГРАНИЧЕНИЕ НА ТОВАРЫ</p> <p>Установленное законом правовое требование о предоставлении и утверждении заявления или другого документа (помимо документа для таможенных целей) в качестве предварительного условия импорта или экспорта.</p>	<p>RESTRICTION OF GOODS</p> <p>A legal requirement by law for the submission and approval of an application or other document (other than for Customs purposes) as a prior condition to importation or exportation.</p>
57.	<p>ОПИСАНИЕ ПО ТАРИФУ</p> <p>Описание изделия или продукта в соответствии с терминологией, используемой в тарифной номенклатуре.</p>	<p>TARIFF DESCRIPTION</p> <p>Description of an article or product in accordance with the terminology used in the tariff nomenclature.</p>
58.	<p>ОСВОБОЖДЕНИЕ ОТ ИМПОРТНЫХ ПОШЛИН И НАЛОГОВ</p> <p>Очистка товаров для внутреннего потребления с освобождением от импортных пошлин и налогов, независимо от их обычной тарифной классификации, или пошлин и налогов, обычно подлежащих уплате, при условии, что они импортируются в определенных условиях и для определенных целей.</p> <p>Примечание</p> <p>Освобождение от импортных пошлин и налогов специально описано в Приложении В.2. к Киотской конвенции 1974 г. и Специальном приложении В, глава 3, измененной Киотской конвенции.</p>	<p>RELIEF FROM IMPORT DUTIES AND TAXES</p> <p>Clearance of goods for home use free of import duties and taxes, irrespective of their normal tariff classification or normal liability, provided that they are imported in specified circumstances and for specified purposes.</p> <p>Note</p> <p>Relief from import duties and taxes is dealt with specifically in Annex B.2. to the Kyoto Convention of 1974 and in Specific Annex B, Chapter 3 of the revised Kyoto Convention.</p>
59.	<p>ОТМЕНА ИМПОРТНЫХ ПОШЛИН И НАЛОГОВ</p> <p>Отмена уплаты, полная или частичная, импортных пошлин и налогов в тех случаях, когда оплата еще не была произведена.</p> <p>Примечание</p>	<p>REMISSION OF IMPORT DUTIES AND TAXES</p> <p>The waiver of payment, in whole or in part, of import duties and taxes where payment has not been made.</p> <p>Note</p>

	Отмена импортных пошлин и налогов описано в Приложении F.6. к Киотской конвенции 1974 г. Указанное Приложение также охватывает возврат, полный или частичный, импортных пошлин и налогов, выплаченных за товары, заявленные для внутреннего потребления.	Remission of import duties and taxes is dealt with in Annex F.6. to the Kyoto Convention of 1974. That Annex also covers the refund, in whole or in part, of import duties and taxes paid on goods declared for home use.
60.	ОТМЫВАНИЕ ДЕНЕГ (ЛЕГАЛИЗАЦИЯ ДЕНЕГ) Отмывание денег представляет собой процесс, посредством которого нелегальные источники доходов скрываются при помощи финансовых операций или любым другим способом, придающим им вид законных.	MONEY LAUNDERING Money laundering is the process by which the illegal source of proceeds is concealed by means of financial transactions or any other means to make it appear legitimate.
61.	ОЧИСТКА Совершение таможенных формальностей, необходимых для введения товаров во внутреннее потребление, для их экспорта или для помещения под иную таможенную процедуру (*). (*). Генеральное приложение, глава 2, измененной Киотской конвенции.	CLEARANCE The accomplishment of the Customs formalities necessary to allow goods to enter home use, to be exported or to be placed under another Customs procedure(*). (*). General Annex, Chapter 2 of the revised Kyoto Convention.
62.	ОЧИСТКА ДЛЯ ВНУТРЕННЕГО ПОТРЕБЛЕНИЯ Таможенная процедура, которая предусматривает, что импортированные товары поступают в свободное обращение на таможенной территории после уплаты любых взимаемых импортных пошлин и налогов и выполнения всех необходимых таможенных формальностей. Примечание Очистка для внутреннего потребления описана в Приложении В.1. к Киотской конвенции 1974 г. и в Специальном приложении В, глава 1, измененной Киотской конвенции.	CLEARANCE FOR HOME USE The Customs procedure which provides that imported goods enter into free circulation in the Customs territory upon the payment of any import duties and taxes chargeable and the accomplishment of all the necessary Customs formalities. Note Clearance for home use is dealt with in Annex B.1. to the Kyoto Convention of 1974 and Specific Annex B, Chapter 1 of the revised Kyoto Convention.
63.	CN22/23 Формы специальной декларации для почтовых отправок в соответствии с описанием в действующих актах Всемирного почтового союза (*). (*). Специальное приложение J, глава 2, измененной Киотской конвенции.	CN22/23 The special declaration forms for postal items as described in the Acts of the Universal Postal Union currently in force(*). (*). Specific Annex J, Chapter 2 of the revised Kyoto Convention.
64.	ПРАВА ИНТЕЛЛЕКТУАЛЬНОЙ СОБСТВЕННОСТИ Следующие права: 1. Авторское право и аналогичные права; 2. торговые знаки: любые знаки, включая слова, наименования, буквы, цифры, символы и комбинации цветов или комбинации указанных элементов, используемые производителем или продавцом для идентификации его товаров и отличия их от производимых или продаваемых другими; 3. географические показатели, посредством которых можно	INTELLECTUAL PROPERTY RIGHTS The following rights : 1. Copyright and related rights; 2. trademarks : any sign, including words, names, letters, numerals, figurative elements and combinations of colours, or combinations of these used by a manufacturer or merchant to identify its goods and distinguish them from those manufactured or sold by others; 3. geographical indications, which identify a good as originating in the territory of a State, or a region or locality in that territory, where a given

	<p>идентифицировать товар как произведенный на территории Государства, или региона или района указанной территории, на которой данное качество, репутация или другие характеристики товара приписываются главным образом его географическому происхождению;</p> <p>4. промышленные модели;</p> <p>5. патенты, доступные для любых изобретений, в тех случаях, когда разработка продуктов или процессов во всех технологических областях при условии их новизны имеет изобретательский уровень и их возможно применить в промышленности;</p> <p>6. проектирование рисунка (топография) интегральной схемы: либо защищенный рисунок, либо интегральная схема, в которую включен защищенный рисунок;</p> <p>7. защита скрытой информации, такой как коммерческая тайна и прочей конфиденциальной деловой информации.</p> <p>Примечания</p> <p>1. Определение данного термина приводится Всемирной организацией по защите прав интеллектуальной собственности.</p> <p>2. Это общее определение, и таможенным администрациям следует обратиться к Соглашению о связанных с торговлей аспектам прав интеллектуальной собственности (TRIPS), включающему торговлю контрафактными товарами, при применении законодательства в отношении прав интеллектуальной собственности.</p>	<p>quality, reputation or other characteristic of the good is essentially attributable to its geographical origin;</p> <p>4. industrial designs;</p> <p>5. patents which shall be available for any inventions, whether products or processes, in all fields of technology, provided that they are new, involve an inventive step and are capable of industrial application;</p> <p>6. layout-design (topographies) of integrated circuits : either a protected layout-design or an integrated circuit in which a protected layout-design is incorporated;</p> <p>7. protection of undisclosed information such as trade secrets and other business confidential information.</p> <p>Notes</p> <p>1. This term is defined by the World Intellectual Property Organization.</p> <p>2. This is an overall definition, and Customs administrations should refer to the Agreement on the Trade-Related Aspects of Intellectual Property Rights (TRIPS), including trade in counterfeit goods, in their application of legislation relating to intellectual property rights.</p>
65.	<p>ПЕРЕВОЗЧИК</p> <p>Лицо, фактически осуществляющее транспортировку товаров или осуществляющее руководство, или ответственное за использование транспортного средства (*).</p> <p>(*). Приложение А.1. к Киотской конвенции 1974 г. и Специальное приложение А, глава 1, и Специальное приложение J, глава 4, измененной Киотской конвенции.</p>	<p>CARRIER</p> <p>The person actually transporting goods or in charge of or responsible for the operation of the means of transport(*).</p> <p>(*). Annex A.1. to the Kyoto Convention of 1974 and Specific Annex A, Chapter 1 and Specific Annex J, Chapter 4 of the revised Kyoto Convention.</p>
66.	<p>ПЕРЕРАБОТКА ВНЕ ТАМОЖЕННОЙ ТЕРРИТОРИИ</p> <p>Таможенная процедура, под которой товары, находящиеся в свободном обращении на таможенной территории, могут быть временно экспортированы для изготовления, переработки или ремонта за рубежом и в дальнейшем реимпортированы с полным или частичным освобождением от импортных пошлин и налогов(*).</p>	<p>OUTWARD PROCESSING</p> <p>The Customs procedure under which goods which are in free circulation in a Customs territory may be temporarily exported for manufacturing, processing or repair abroad and then re-imported with total or partial exemption from import duties and taxes (*).</p> <p>(*). Specific Annex F, Chapter 2 of the revised Kyoto Convention.</p>

	(*) Специальное приложение F, глава 2, измененной Киотской конвенции.	
67.	<p>ПЕРЕРАБОТКА ТОВАРОВ ДЛЯ ВНУТРЕННЕГО ПОТРЕБЛЕНИЯ Таможенная процедура, под которой импортированные товары до их очистки для внутреннего потребления и под таможенным контролем могут изготавливаться, перерабатываться или обрабатываться до такой степени, что сумма импортных пошлин и налогов, применимых к полученным таким образом продуктам, становится меньше той, которая была бы применена к импортированным товарам(*). (* Специальное приложение F, глава 4, измененной Киотской конвенции.</p>	<p>PROCESSING OF GOODS FOR HOME USE The Customs procedure under which imported goods may be manufactured, processed or worked, before clearance for home use and under Customs control, to such an extent that the amount of the import duties and taxes applicable to the products thus obtained is lower than that which would be applicable to the imported goods (*). (* Specific Annex F, Chapter 4 of the revised Kyoto Convention.</p>
68.	<p>ПЕРЕРАБОТКА НА ТАМОЖЕННОЙ ТЕРРИТОРИИ Таможенная процедура, под которой определенные товары могут быть ввезены на таможенную территорию с условным освобождением от уплаты импортных пошлин и налогов на основании того, что такие товары предназначены для изготовления, переработки или ремонта и последующего экспорта(*). (* Специальное приложение F, глава 1, измененной Киотской конвенции.</p>	<p>INWARD PROCESSING The Customs procedure under which certain goods can be brought into a Customs territory conditionally relieved from payment of import duties and taxes, on the basis that such goods are intended for manufacturing, processing or repair and subsequent exportation (*). (* Specific Annex F, Chapter 1 of the revised Kyoto Convention.</p>
69.	<p>ПОГРАНИЧНАЯ ЗОНА Область таможенной территории, прилегающая к сухопутной границе, размер которой определяется национальным законодательством и границы которой служат для определения отличия пограничных перевозок от других перевозок. Примечание Определение данного термина приведено в Приложениях В.8 и D Стамбульской конвенции.</p>	<p>FRONTIER ZONE An area of the Customs territory adjacent to the land frontier, the extent of which is determined in national legislation and whose limits serve to distinguish frontier traffic from other traffic. Note This term is defined in Annexes B.8 and D to the Istanbul Convention.</p>
70.	<p>ПОГРАНИЧНЫЕ ПЕРЕВОЗКИ Импорт и экспорт, осуществляемые населением пограничной зоны между двумя прилегающими пограничными зонами. Примечания 1. К пограничным перевозкам могут применяться специальные таможенные подзаконные акты. 2. Таможенные условия, применяемые к пограничным перевозкам, описаны в Приложениях В.8. и D к Стамбульской конвенции и в Приложении F.3. к Киотской конвенции 1974 г. И в Специальном приложении J.1 к измененной Киотской конвенции.</p>	<p>FRONTIER TRAFFIC Importations and exportations carried out by frontier zone inhabitants between two adjacent frontier zones. Notes 1. Frontier traffic may be subject to special Customs regulations. 2. Customs facilities applicable to frontier traffic are dealt with in Annexes B.8. and D to the Istanbul Convention and in Annex F.3. to the Kyoto Convention of 1974 and Specific Annex J.1 to the revised Kyoto Convention.</p>

71.	<p>НАСЕЛЕНИЕ ПОГРАНИЧНОЙ ЗОНЫ Лица, являющиеся резидентами или учрежденные в пограничной зоне. Примечания 1. Определение данного термина приведено в Приложениях В.8 и D к Стамбульской конвенции. 2. Как физические, так и юридические лица могут считаться населением пограничной зоны.</p>	<p>FRONTIER ZONE INHABITANTS Persons established or resident in a frontier zone. Notes 1. This term is defined in Annexes B.8 and D to the Istanbul Convention. 2. Both natural and legal persons qualify as frontier zone inhabitants.</p>
72.	<p>ПОДДОН Устройство, на нижнюю платформу которого может быть помещено некоторое количество товаров для формирования единицы груза в целях его транспортировки или перемещения или складирования с помощью механических устройств. Устройство сделано из двух платформ, разделенных опорами, или из одной платформы на опорах, его общая высота сокращена до минимума, пригодного для перемещения вилкой автопогрузчиков или тележек с поддонами; оно может иметь надстройку. Примечание Определение этого термина приведено в Приложении В.3. к Стамбульской конвенции.</p>	<p>PALLET A device on the deck of which a quantity of goods can be assembled to form a unit load for the purpose of transporting it, or of handling or stacking it with the assistance of mechanical appliances. This device is made up of two decks separated by bearers, or of a single deck supported by feet; its overall height is reduced to the minimum compatible with handling by fork lift trucks or pallet trucks; it may or may not have a superstructure. Note This item is defined in Annex B.3. to the Istanbul Convention.</p>
73.	<p>ПОЛНЫЙ ЭКСПОРТ Таможенная процедура, применимая к товарам, которые, находясь в свободном обращении, убывают с таможенной территории и предназначаются для постоянного нахождения за ее пределами(*). (*) Специальное приложение С, глава 1, измененной Киотской конвенции.</p>	<p>OUTRIGHT EXPORTATION Customs procedure applicable to goods which, being in free circulation, leave the Customs territory and are intended to remain permanently outside it (*). (*) Specific Annex C, Chapter 1 of the revised Kyoto Convention.</p>
74.	<p>ПОРУЧИТЕЛЬСТВО Действие, посредством которого поручитель принимает на себя обязательства перед таможенной службой.</p>	<p>GUARANTEE Undertaking by which the surety assumes obligations towards the Customs.</p>
75.	<p>ПОЧТОВЫЕ ОТПРАВЛЕНИЯ Письменная корреспонденция и посылки в соответствии с описанием в действующих актах Всемирного почтового союза, отправляемые почтой или для почтовых служб(*). (*) Специальное приложение J, глава 2, измененной Киотской конвенции.</p>	<p>POSTAL ITEMS Letter-post and parcels, as described in the Acts of the Universal Postal Union currently in force, when carried by or for postal services(*). (*) Specific Annex J, Chapter 2 of the revised Kyoto Convention.</p>
76.	<p>ПОЧТОВАЯ ПИСЬМЕННАЯ КОРРЕСПОНДЕНЦИЯ Письма, почтовые открытки, печатные документы, литература для слепых и небольшие посылки, обозначенные как «письменная корреспонденция» в действующих актах Почтового союза (*).</p>	<p>LETTER-POST ITEMS Letters, postcards, printed papers, literature for the blind and small packets described as letter-post items in the Acts of the Universal Postal Union currently in force (*).</p>

	<p>Примечание</p> <p>В соответствии с актами Всемирного почтового союза определенные элементы почтовой письменной корреспонденции требуют представления таможенной декларации по форме CN22/CN23.</p> <p>(*) Приложение F.4. к Киотской конвенции 1974 г. и Специальное приложение J, глава 2, измененной Киотской конвенции.</p>	<p>Note</p> <p>According to the Acts of the Universal Postal Union certain letter-post items are required to be accompanied by a Customs declaration form CN22/CN23 as appropriate.</p> <p>(*) Annex F.4. to the Kyoto Convention of 1974 and Specific Annex J, Chapter 2 of the revised Kyoto Convention.</p>
77.	<p>ПОЧТОВЫЕ ПОСЫЛКИ</p> <p>Предметы, называемые «почтовые посылки» в действующих актах Всемирного почтового союза(*).</p> <p>Примечание</p> <p>В соответствии с актами Всемирного почтового союза почтовые посылки требуют представления таможенной декларации по форме CN22/CN23</p> <p>(*) Приложение F.4. к Киотской конвенции 1974 г.</p>	<p>POSTAL PARCELS</p> <p>Items called postal parcels within the meaning of the Acts of the Universal Postal Union currently in force (*).</p> <p>Note</p> <p>According to the Acts of the Universal Postal Union postal parcels are required to be accompanied by a Customs declaration form CN22/CN23</p> <p>(*) Annex F.4. to the Kyoto Convention of 1974.</p>
78.	<p>ПОЧТОВАЯ СЛУЖБА</p> <p>Государственная или частная организация, уполномоченная правительством оказывать международные услуги, регулируемые действующими актами Всемирного почтового союза(*).</p> <p>(*) Специальное приложение J, глава 2, измененной Киотской конвенции.</p>	<p>POSTAL SERVICE</p> <p>A public or private body authorized by the government to provide the international services governed by the Acts of the Universal Postal Union currently in force (*).</p> <p>(*) Specific Annex J, Chapter 2 of the revised Kyoto Convention.</p>
79.	<p>ПОШЛИНЫ И НАЛОГИ</p> <p>Импортные пошлины и налоги и/или экспортные пошлины и налоги(*).</p> <p>(*) Генеральное приложение, главы 2 и 4, измененной Киотской конвенции.</p>	<p>DUTIES AND TAXES</p> <p>Import duties and taxes and/or export duties and taxes (*).</p> <p>(*) General Annex, Chapters 2 and 4 of the revised Kyoto Convention.</p>
80.	<p>ПРЕДЪЯВЛЕНИЕ ТОВАРОВ ТАМОЖЕННОЙ СЛУЖБЕ</p> <p>Действие по представлению товаров соответствующим таможенным органам власти в местах, назначенных или приемлемых для указанных таможенных органов, для совершения таможенных формальностей.</p> <p>Примечание</p> <p>Само по себе предъявление товаров таможенной службе является одной из таможенных формальностей.</p>	<p>PRODUCTION OF GOODS TO THE CUSTOMS</p> <p>The act of presenting goods to the competent Customs authorities, at the place designated or accepted by them, for completion of the Customs formalities.</p> <p>Note</p> <p>The production of goods to the Customs is itself one of the Customs formalities.</p>
81.	<p>ПРОВЕРКА ТОВАРА</p> <p>Физическая проверка товаров таможенной службой в целях установления соответствия характера, происхождения, состояния, количества и стоимости товара сведениям, указанным в декларации на товары(*).</p> <p>(*) Генеральное приложение, глава 2, измененной Киотской конвенции.</p>	<p>EXAMINATION OF GOODS</p> <p>Physical inspection of goods by the Customs to satisfy themselves that the nature, origin, condition, quantity and value of the goods are in accordance with the particulars furnished in the Goods declaration (*).</p> <p>(*) General Annex, Chapter 2 of the revised Kyoto Convention.</p>
82.	<p>ПРОФЕССИОНАЛЬНОЕ ОБОРУДОВАНИЕ</p> <p>Оборудование, необходимое для выполнения призвания, торговой или</p>	<p>PROFESSIONAL EQUIPMENT</p> <p>Equipment necessary for the exercise of the calling, trade or profession</p>

	<p>профессиональной деятельности лица, прибывающего в страну для работы по профессии в указанной стране.</p> <p>Примечания 1. Данное оборудование включает оборудование, приведенное в списках примеров в: (а) Приложениях А, В и С Таможенной конвенции о временном допуске профессионального оборудования, Брюссель, 1961; (б) Приложении В.2 Стамбульской конвенции, 1990. 2. В странах, где применяется система АТА, как правило для временного допуска профессионального оборудования принимаются карнеты АТА</p>	<p>of a person who enters a country to exercise his or her profession in that country.</p> <p>Notes 1. This equipment includes the equipment set out in the illustrative lists in : (a) Annexes A, B and C to the Customs Convention on the temporary importation of professional equipment, Brussels, 1961; (b) Annex B.2 to the Istanbul Convention, 1990. 2. In countries where the ATA system is applied, ATA carnets are as a rule accepted for the temporary admission of professional equipment.</p>
83.	<p>ПРОЦЕДУРА ВОЗВРАТА Таможенная процедура, предусматривающая при экспорте товаров возврат (полный или частичный) в отношении импортных пошлин и налогов, взятых с товаров или материалов, содержащихся в них или использованных при их производстве(*). (*). Приложение Е.4. к Киотской конвенции 1974 г. и Специальное приложение F, глава 3, измененной Киотской конвенции.</p>	<p>DRAWBACK PROCEDURE The Customs procedure which, when goods are exported, provides for a refund (total or partial) to be made in respect of the import duties and taxes charged on the goods, or on materials contained in them or consumed in their production (*). (*). Annex E.4. to the Kyoto Convention of 1974 and Specific Annex F, Chapter 3 of the revised Kyoto Convention.</p>
84.	<p>ПРОЦЕДУРА ХРАНЕНИЯ НА ТАМОЖЕННОМ СКЛАДЕ Таможенная процедура, в соответствии с которой импортированные товары хранятся под таможенным контролем в установленном месте (на таможенном складе) без уплаты импортных пошлин и налогов.</p> <p>Примечания 1. Таможенные склады могут быть предназначены для общего пользования (общественные таможенные склады) или для пользования исключительно отдельных лиц (частные таможенные склады). 2. Процедура хранения на таможенном складе описана в Приложении Е.3. к Киотской конвенции 1974 г. И в Специальном приложении D, глава 1, измененной Киотской конвенции.</p>	<p>CUSTOMS WAREHOUSING PROCEDURE Customs procedure under which imported goods are stored under Customs control in a designated place (a Customs warehouse) without payment of import duties and taxes.</p> <p>Notes 1. Customs warehouses may be for general use (public Customs warehouses) or for the use of specified persons only (private Customs warehouses). 2. The Customs warehousing procedure is dealt with in Annex E.3. to the Kyoto Convention of 1974 and Specific Annex D, Chapter 1 of the revised Kyoto Convention.</p>
85.	<p>РЕИМПОРТ Импорт на таможенную территорию товаров, ранее экспортированных с указанной территории.</p>	<p>RE-IMPORTATION Importation into a Customs territory of goods previously exported from that territory</p>
86.	<p>РЕИМПОРТ В НЕИЗМЕННОМ СОСТОЯНИИ Таможенная процедура, в соответствии с которой экспортированные товары могут быть приняты для внутреннего потребления с освобождением от</p>	<p>RE-IMPORTATION IN THE SAME STATE The Customs procedure under which goods which were exported may be taken into home use free of import duties and taxes, provided they</p>

	<p>импортных пошлин и налогов при условии, что они не подвергались никаким операциям по изготовлению, обработке или ремонту за рубежом, а также при условии обязательной уплаты любых сумм, взимаемых вследствие возврата или возмещения или условного освобождения от пошлин и налогов, либо любых субсидий или других сумм, предоставленных в связи с экспортом. Товарами, допускаемыми к реимпорту в неизменном состоянии, могут быть товары, которые находились в свободном обращении или являлись компенсирующими продуктами (*).</p> <p>(*) Специальное приложение В, глава 2, измененной Киотской конвенции.</p>	<p>have not undergone any manufacturing, processing or repairs abroad and provided that any sums chargeable as a result of repayment or remission of or conditional relief from duties and taxes or of any subsidies or other amounts granted in connection with exportation must be paid. The goods that are eligible for re-importation in the same state can be goods that were in free circulation or were compensating products (*).</p> <p>(*) Specific Annex B, Chapter 2 of the revised Kyoto Convention.</p>
87.	<p>РЕШЕНИЕ Акт индивидуального характера, которым таможенная служба принимает решение по вопросу, предусмотренному таможенным законодательством(*). (*). Генеральное приложение, глава 2, измененной Киотской конвенции.</p>	<p>DECISION The individual act by which the Customs decide upon a matter relating to Customs law (*). (*). General Annex, Chapter 2 of the revised Kyoto Convention.</p>
88.	<p>РЕЭКСПОРТ Экспорт с таможенной территории товаров, ранее импортированных на указанную территорию.</p>	<p>RE-EXPORTATION Exportation from a Customs territory of goods previously imported into that territory.</p>
89.	<p>СВОБОДНАЯ ЗОНА Часть таможенной территории Договаривающейся стороны, в пределах которой любые прибывшие на нее товары обычно рассматриваются, в том, что касается импортных пошлин и налогов, как товары, находящиеся за пределами таможенной территории.</p> <p>Примечания 1. Коммерческие и промышленные свободные зоны могут отличаться друг от друга. На коммерческие свободные зоны товары допускаются для последующей реализации и их переработка или производство, как правило, запрещается. Допущенные в промышленные свободные зоны товары могут подвергаться санкционированным операциям по переработке. 2. Свободные зоны описаны в Приложении F.1. к Киотской конвенции. 3. В некоторых странах свободные зоны также имеют различные другие названия, такие как "свободные порты", "свободные склады" или "зарубежные торговые зоны". (*). Специальное приложение D, глава 2, измененной Киотской конвенции.</p>	<p>FREE ZONE A part of the Customs territory of a Contracting Party where any goods introduced are generally regarded, insofar as import duties and taxes concerned, as being outside this territory.</p> <p>Notes 1. A distinction may be made between commercial and industrial free zones. In commercial free zones, goods are admitted pending subsequent disposal and processing or manufacture is normally prohibited. Goods admitted to industrial free zones may be subjected to authorised processing operations. 2. Free zones are dealt with in Annex F.1. to the Kyoto Convention. 3. In some countries free zones are also known under various other names, such as "free ports", "free warehouses" or "foreign trade zones". (*). Specific Annex D, Chapter 2 of the revised Kyoto Convention.</p>
90.	<p>СЕРТИФИКАТ О ПРОИСХОЖДЕНИИ Документ определенной формы, идентифицирующий товары, в котором орган власти или организация, уполномоченная его выдавать, однозначно</p>	<p>CERTIFICATE OF ORIGIN A specific form identifying the goods, in which the authority or body empowered to issue it certifies expressly that the goods to which the</p>

	<p>Примечание Этот термин определен в Приложении А Стамбульской конвенции.</p>	<p>Note This term is defined in Annex A to the Istanbul Convention.</p>
94.	<p>СПЕЦИАЛЬНЫЕ ПОШЛИНЫ И НАЛОГИ Пошлины и налоги, которые исчисляются не на основе стоимости.</p> <p>Примечание Основой для исчисления может быть, например: брутто или нетто масса, количество изделий, объем, длина, процентное содержание спирта.</p>	<p>SPECIFIC DUTIES AND TAXES Duties and taxes which are calculated on a basis other than value.</p> <p>Note The basis for calculation may be, for example : gross or net weight, the number of items, the volume, the length, the alcoholic strength by volume.</p>
95.	<p>СРОЧНЫЕ ПОСТАВКИ Товары, требующие ускоренной очистки в первоочередном порядке по причине: - их природы; - их обоснованно срочной необходимости.</p> <p>Примечание Срочные поставки должны рассматриваться в первую очередь, и в отношении них должна применяться ускоренная очистка.</p>	<p>URGENT CONSIGNMENTS Goods which require rapid clearance as a matter of priority due to: - their nature; - their meeting a fully justified urgent need.</p> <p>Note Urgent consignments should be granted priority and rapid clearance.</p>
96.	<p>СТАМБУЛЬСКАЯ КОНВЕНЦИЯ Выражение, которое, как правило, используется для обозначения Конвенции о временном допуске, принятой Советом таможенного сотрудничества в Стамбуле в 1990.</p>	<p>ISTANBUL CONVENTION The expression commonly used to refer to the Convention on temporary admission, adopted by the Customs Co-operation Council in Istanbul in 1990.</p>
97.	<p>СТРАНА ПРОИСХОЖДЕНИЯ ТОВАРОВ Страна, в которой товары были произведены или изготовлены в соответствии с критериями, предусмотренными для целей применения таможенного тарифа, количественных ограничений или любых других мер, применяемых к торговле (*).</p> <p>Примечание В этом определении слово "страна" может включать группу стран, регион или часть страны. (*). Приложение. D.1. к Киотской конвенции 1974 г. и Специальное приложение К, глава I измененной Киотской конвенции.</p>	<p>COUNTRY OF ORIGIN OF GOODS Country in which the goods have been produced or manufactured, according to the criteria laid down for the purposes of application of the Customs tariff, of quantitative restrictions or of any other measure related to trade (*).</p> <p>Note In this definition the word "country" may include a group of countries, a region or a part of a country. (*). Annex. D.1. to the Kyoto Convention of 1974 and Specific Annex K, Chapter 1 of the revised Kyoto Convention.</p>
98.	<p>АГЕНТ ТАМОЖЕННОЙ ОЧИСТКИ Лицо, которое осуществляет подготовку к таможенной очистке товаров и</p>	<p>CUSTOMS CLEARING AGENT A person who carries on the business of arranging for the Customs</p>

	<p>которое непосредственно ведет дела с таможенной службой от имени другого лица (*).</p> <p>Примечания 1. Примерами агентов таможенной очистки являются таможенные агенты, таможенные брокеры и транспортные агенты. 2. В некоторых странах требуется утверждение или лицензирование таможенной службой таможенных агентов или таможенных брокеров. 3. См. Также термин "третья сторона". (*) Приложение G.2. к Киотской конвенции 1974 г.</p>	<p>clearance of goods and who deals directly with the Customs for and on behalf of another person (*).</p> <p>Notes 1. Examples of Customs clearing agents are Customs agents, Customs brokers and freight forwarders. 2. Some countries require that Customs clearing agents or Customs brokers be approved or licensed by the Customs. 3. See also the term "Third party". (*) Annex G.2. to the Kyoto Convention of 1974.</p>
99.	<p>ТАМОЖЕННАЯ ГРАНИЦА Граница таможенной территории.</p>	<p>CUSTOMS FRONTIER The boundary of a Customs territory.</p>
100.	<p>ТАМОЖЕННАЯ ДЕКЛАРАЦИЯ Любое заявление или действие (составленное/совершенное) в любой форме, предписанной или принимаемой таможенной службой, предоставляющее требуемые таможенной службой сведения или информацию.</p> <p>Примечания: 1. Данный термин включает в себя декларации, составленные при помощи электронных средств связи. 2. Этот термин охватывает также действия, совершение которых требуется от пассажиров в рамках системы двойного коридора (красного/зеленого).</p>	<p>CUSTOMS DECLARATION Any statement or action, in any form prescribed or accepted by the Customs, giving information or particulars required by the Customs.</p> <p>Notes 1. This term includes declarations made through electronic means. 2. This term also covers action required on the part of passengers under the dual-channel (red/green) system.</p>
101.	<p>ТАМОЖЕННОЕ ЗАКОНОДАТЕЛЬСТВО Положения законов и подзаконных актов, касающиеся импорта, экспорта, перемещения или хранения товаров, применение и обеспечение исполнения которых возложено непосредственно на таможенную службу, а также любые нормативные акты, изданные таможенной службой в пределах ее установленных законом полномочий (*).</p> <p>Примечание Таможенное законодательство как правило включает положения, касающиеся: - функций, полномочий и ответственности таможенной службы, а также прав и обязанностей лиц, которых это касается, - различных таможенных процедур, наряду с условиями и формальностями, связанными с их применением,</p>	<p>CUSTOMS LAW The statutory and regulatory provisions relating to the importation, exportation, movement or storage of goods, the administration and enforcement of which are specifically charged to the Customs, and any regulations made by the Customs under their statutory powers(*).</p> <p>Note Customs law generally includes provisions concerning: - the functions, powers and responsibilities of the Customs, as well as the rights and obligations of the persons concerned, - the various Customs procedures, together with the conditions and formalities relating to their application,</p>

	<p>- факторов, относящихся к импортным или экспортным пошлинам и налогам, - характера и юридических последствий таможенных правонарушений, - способов и средств апелляции. (*) Генеральное приложение, глава 2, измененной Киотской конвенции.</p>	<p>- the factors relating to the application of import and export duties and taxes, - the nature and legal consequences of Customs offences, - the ways and means of appeal. (*) General Annex, Chapter 2 of the revised Kyoto Convention.</p>
102.	<p>ТАМОЖЕННЫЙ ИЛИ ЭКОНОМИЧЕСКИЙ СОЮЗ Союз, учрежденный состоящими в нем членами Совета таможенного сотрудничества (ВТО) и Объединенных наций, или его специализированные агентства, который компетентен принимать собственное законодательство, обязательное для исполнения его членами, по вопросам, регулируемым Конвенцией, к которой он хочет присоединиться, а также который компетентен принимать в соответствии со своими внутренними процедурами решения о подписании, ратификации или присоединении к указанному международному инструменту. Примечание Содержание термина “Таможенный или экономический союз” изложено в нескольких Конвенциях, составленных Организацией Объединенных Наций, в определении термина “региональная экономическая интеграционная организация”.</p>	<p>CUSTOMS OR ECONOMIC UNION A Union constituted by and composed of Members of the CCC (WCO), of the United Nations or its specialized agencies, which has competence to adopt its own legislation that its binding on its Members, in respect of matters governed by the Convention to which it wishes to accede, and has competence to decide, in accordance with its internal procedures, to sign, ratify or accede to that international instrument.</p> <p>Note The content of the term “Customs or Economic Union” is included in several Conventions, drawn up within the United Nations, under the term “regional economic integration organization”.</p>
103.	<p>ТАМОЖЕННЫЙ КОНТРОЛЬ Меры, применяемые таможенной службой для обеспечения соблюдения таможенного законодательства (*). Примечание Меры могут быть общими, например, применяемыми ко всем товарам, ввозимым на таможенную территорию, или могут быть специально касающимися, например: (а) места нахождения товаров; (б) природы товаров (связанной с высокой ставкой пошлины и т.д.); (в) таможенной процедуры, применяемой к товарам (таможенного транзита и т.д.). (*) Генеральное приложение, главы 2 и 6 измененной Киотской конвенции.</p>	<p>CUSTOMS CONTROL Measures applied by the Customs to ensure compliance with Customs law(*). Note The measures may be general, e.g., in relation to all goods entering the Customs territory, or may be specifically related to, e.g.: (a) the location of the goods; (b) the nature of the goods (liable to a high rate of duty, etc.); (c) the Customs procedure applied to the goods (Customs transit, etc.). (*) General Annex, Chapters 2 and 6 of the revised Kyoto Convention.</p>
104.	<p>ТАМОЖЕННАЯ МОРСКАЯ ЗОНА Морская территория, находящаяся под контролем таможенной службы в соответствии с ее внутренним законодательством.</p>	<p>CUSTOMS MARITIME ZONE The sea area under the control of the Customs in accordance with their domestic legislation.</p>

	<p>Примечание 1 Морская территория под контролем таможенной службы может включать зону, распространяющуюся до территориальных морей.</p>	<p>Note 1 The sea area under Customs control may also include a zone continuous to the territorial sea.</p>
105.	<p>ТАМОЖЕННОЕ МОШЕННИЧЕСТВО Любое действие, посредством которого лицо обманывает или пытается обмануть таможенную службу и тем самым избегает или пытается избежать полной или частичной уплаты пошлин и налогов или применения запретов или ограничений, приведенных в таможенном законодательстве, или пытается получить любые преимущества, противоречащие таможенному законодательству, тем самым совершая таможенное правонарушение (*). Примечания 1. В некоторых странах обман таможенной службы считается таможенным мошенничеством только в том случае, если он совершен преднамеренно. 2. Обман посредством бездействия может рассматриваться или не рассматриваться как таможенное мошенничество. 3. В некоторых странах или на таможенных территориях некоторые нарушения законодательства или нормативных актов, соблюдение которых обеспечивает таможенные администрации по поручению других правительственных агентств, не считаются таможенным мошенничеством. (*). Конвенция Найроби.</p>	<p>CUSTOMS FRAUD Any act by which a person deceives, or attempts to deceive, the Customs and thus evades, or attempts to evade, wholly or partly, the payment of duties and taxes or the application of prohibitions or restrictions laid down by Customs law or obtains, or attempts to obtain, any advantage contrary to Customs law, thereby committing a Customs offence (*). Notes 1. In some countries, deceiving Customs constitutes Customs fraud only when it is intentional. 2. Deceit through an act of omission may or may not be regarded as Customs fraud. 3. In some countries or Customs territories, certain offences against statutory and regulatory provisions enforced or administered by Customs administrations on behalf of other government agencies are not considered as Customs fraud. (*). Nairobi Convention.</p>
106.	<p>ТАМОЖЕННЫЙ ОРГАН Административное подразделение таможенной службы, компетентное в совершении таможенных формальностей, а также здания, сооружения или другие территории, определенные для этой цели компетентными органами(*). (*). Генеральное приложение, глава 2, измененной Киотской конвенции.</p>	<p>CUSTOMS OFFICE The Customs administrative unit competent for the performance of Customs formalities, and the premises or other areas approved for that purpose by the competent authorities (*). (*). General Annex, Chapter 2 of the revised Kyoto Convention.</p>
107.	<p>ТАМОЖЕННЫЙ ОРГАН ОТБЫТИЯ Любой таможенный орган, в котором начинается операция таможенного транзита(*). (*). Специальное приложение E, глава 1, измененной Киотской конвенции.</p>	<p>CUSTOMS OFFICE OF DEPARTURE Any Customs office at which a Customs transit operation commences (*). (*). Specific Annex E, Chapter 1 of the revised Kyoto Convention.</p>
108.	<p>ТАМОЖЕННЫЙ ОРГАН НАЗНАЧЕНИЯ Любой таможенный орган, в котором заканчивается операция таможенного транзита (*). (*). Специальное приложение E, глава 1, измененной Киотской конвенции.</p>	<p>CUSTOMS OFFICE OF DESTINATION Any Customs office at which a Customs transit operation is terminated (*). (*). Specific Annex E, Chapter 1 of the revised Kyoto Convention.</p>

109.	<p>ТАМОЖЕННАЯ ПЛОМБА Набор, состоящий из пломбы и креплений, которые соединяются вместе обеспечивающим безопасностью способом. Таможенные пломбы прикрепляются в соответствии с определенными таможенными процедурами (в частности, таможенным транзитом) как правило для того, чтобы предотвратить или сделать заметным любое несанкционированное действие в отношении опечатанных изделий.</p> <p>Примечание Таможенные пломбы как правило крепятся к упаковкам, контейнерам, грузовым отделениям средств транспорта и т.д. Они также могут использоваться в качестве средств идентификации самих товаров.</p>	<p>CUSTOMS SEAL An assembly consisting of a seal and a fastening which are joined together in a secure manner. Customs seals are affixed in connection with certain Customs procedures (Customs transit, in particular) generally to prevent or to draw attention to any unauthorized interference with the sealed items.</p> <p>Note Customs seals are generally affixed to packages, containers, load compartments of means of transport, etc. They may also be used as means of identification of the goods themselves.</p>
110.	<p>ТАМОЖЕННОЕ ПРАВОНАРУШЕНИЕ Любое нарушение или попытка нарушения таможенного законодательства(*). (*) Конвенция Найроби и Приложение H.2. к Киотской конвенции 1974 г. и Специальное приложение H, глава 1, измененной Киотской конвенции.</p>	<p>CUSTOMS OFFENCE Any breach, or attempted breach, of Customs law (*). (*) Nairobi Convention and Annex H.2. to the Kyoto Convention of 1974 and Specific Annex H, Chapter 1 of the revised Kyoto Convention.</p>
111.	<p>ТАМОЖЕННАЯ ПРОЦЕДУРА Применяемая таможенным органом обработка товаров, которые находятся под таможенным контролем.</p> <p>Примечания 1. Ссылка на "товары" включает транспортные средства. 2. Существуют различные виды таможенных процедур, которые приводятся в Киотской конвенции: очистка для внутреннего использования, таможенное складирование, внутренняя обработка (обработка на таможенной территории), временный допуск, таможенный транзит и т.д.</p>	<p>CUSTOMS PROCEDURE Treatment applied by the Customs to goods which are subject to Customs control.</p> <p>Notes 1. The reference to "goods" includes means of transport. 2. There are various Customs procedures which are dealt with in the Kyoto Convention : clearance for home use, Customs warehousing, inward processing, temporary admission, Customs transit, etc.</p>
112.	<p>ТАМОЖЕННАЯ СЛУЖБА Государственная служба, ответственная за выполнение таможенного законодательства и взимание пошлин и налогов, а также применение иных законов и нормативных актов, касающихся импорта, экспорта, перемещения или хранения товаров(*). Примечания 1. Этот термин также используется, когда имеется в виду какая-либо часть</p>	<p>CUSTOMS The Government Service which is responsible for the administration of Customs law and the collection of duties and taxes and which also has the responsibility for the application of other laws and regulations relating to the importation, exportation, movement or storage of goods(*). Notes 1. This term is also used when referring to any part of the Customs</p>

	<p>таможенной службы или ее главный орган или подразделения. 2. Этот термин также используется в качестве прилагательного в связи с должностными лицами таможенной службы, пошлинами и налогами или контролем товаров, либо любым другим вопросом, относящимся к компетенции таможенной службы (должностное лицо таможенной службы, таможенные пошлины, таможенный орган, таможенная декларация). (*) Генеральное приложение, глава 2 измененной Киотской конвенции.</p>	<p>Service or its main or subsidiary offices. 2. This term is also used adjectivally in connection with officials of the Customs, duties and taxes or control on goods, or any other matter within the purview of the Customs (Customs officer, Customs duties, Customs office, Customs declaration). (*) General Annex, Chapter 2 of the revised Kyoto Convention.</p>
113.	<p>ТАМОЖЕННЫЙ СОЮЗ Образование, формирующее таможенную территорию, заменяющую две или более территории и имеющее в завершающей стадии следующие характеристики: - общий таможенный тариф и общее или гармонизированное таможенное законодательство для применения данного тарифа; - отсутствие любых таможенных пошлин и аналогичных сборов при торговле между странами, входящими в состав таможенного союза, теми товарами, которые были полностью произведены в указанных странах или в отношении которых были соблюдены все формальности, касающиеся импорта, и были собраны или обеспечены гарантией таможенные пошлины и аналогичные сборы и если в отношении них не был применен полный или частичный возврат таких пошлин и сборов. - отсутствие ограничительных подзаконных актов о торговле внутри таможенного союза.</p>	<p>CUSTOMS UNION Entity forming a Customs territory replacing two or more territories and having in its ultimate state the following characteristics : - a common Customs tariff and a common or harmonized Customs legislation for the application of that tariff; - the absence of any Customs duties and charges having equivalent effect in trade between the countries forming the Customs Union in products originating entirely in those countries or in products of other countries in respect of which import formalities have been complied with and Customs duties and charges having equivalent effect have been levied or guaranteed and if they have not benefited from a total or partial drawback of such duties and charges. - the elimination of restrictive regulations of commerce within the Customs Union.</p>
114.	<p>ТАМОЖЕННЫЙ ТРАНЗИТ Таможенные процедуры, в соответствии с которыми товары транспортируются под таможенным контролем из одного таможенного органа в другой.</p> <p>Примечания 1. Таможенная служба разрешает транспортировку товаров под таможенным транзитом по своей территории: (a) от органа прибытия на таможенную территорию до органа выезда с таможенной территории (сквозной транзит); (b) от органа прибытия на таможенную территорию до внутреннего таможенного органа (ввозной транзит); (c) от внутреннего таможенного органа до органа выезда с таможенной</p>	<p>CUSTOMS TRANSIT Customs procedures under which goods are transported under Customs control from one Customs office to another.</p> <p>Notes 1. The Customs normally allow goods to be transported under Customs transit in their territory: (a) from an office of entry into the Customs territory to an office of exit from the Customs territory (through transit); (b) from an office of entry into the Customs territory to an inland Customs office (inward transit); (c) from an inland Customs office to an office of exit from the Customs</p>

	<p>территории (внешний транзит); (d) от одного внутреннего таможенного органа до другого внутреннего таможенного органа (внутренний транзит2). Таможенное транзитное перемещение, описанное в пунктах а – с выше, определяется термином "международный таможенный транзит", когда оно проходит в рамках единой операции таможенного транзита, в ходе которой пересекается одна граница или более в соответствии с односторонним или многосторонним соглашением. 2. Таможенный транзит описан в Приложении Е.1. к Киотской конвенции 1974 г., в Специальном приложении Е, глава 1, измененной Киотской конвенции и в Таможенной конвенции по международной перевозке товаров с применением книжки МДП, 1975.</p>	<p>territory (outward transit); (d) from one inland Customs office to another inland Customs office (interior transit). Customs transit movements as described in (a) - (c) above are termed "international Customs transit" when they take place as part of a single Customs transit operation during which one or more frontiers are crossed in accordance with a bilateral or multilateral agreement. 2. Customs transit is dealt with in Annex E.1. to the Kyoto Convention of 1974, Specific Annex E, Chapter 1 of the revised Kyoto Convention and the Customs Convention on the international transport of goods under cover of TIR carnets, 1975.</p>
115.	<p>ОПЕРАЦИЯ ТАМОЖЕННОГО ТРАНЗИТА Транспортировку товаров под таможенным транзитом из органа отбытия в орган назначения (*). (*). Приложение Е.1. к Киотской конвенции 1974 г. и Специальное приложение Е, глава 1, измененной Киотской конвенции.</p>	<p>CUSTOMS TRANSIT OPERATION Transport of goods from an office of departure to an office of destination under Customs transit (*). (*). Annex E.1. to the Kyoto Convention of 1974 and Specific Annex E, Chapter 1 of the revised Kyoto Convention.</p>
116.	<p>ТАМОЖЕННЫЕ ФОРМАЛЬНОСТИ Все операции, которые должны совершаться лицами, которых это касается, и таможенной службой в целях соблюдения таможенного законодательства(*). Примечания 1. Эти формальности могут включать формальности, связанные с фитосанитарными, ветеринарными, иммиграционными, валютными нормами и нормами, касающимися лицензирования. 2. Таможенные формальности, связанные с различными таможенными процедурами и практиками, приводятся в Киотской конвенции. (*). Генеральное приложение, глава 2 измененной редакции Киотской конвенции.</p>	<p>CUSTOMS FORMALITIES All the operations which must be carried out by the persons concerned and by the Customs in order to comply with the Customs law (*). Notes 1. These formalities may include those relating to phytosanitary, veterinary, immigration, currency and licensing regulations. 2. The Customs formalities in connection with various Customs procedures and practices are dealt with in the Kyoto Convention. (*). General Annex, Chapter 2 of the revised Kyoto Convention.</p>
117.	<p>ТАРИФНАЯ КВОТА Любая заданная стоимость или количество, установленные для импорта или экспорта определенных товаров с понижением обычных таможенных пошлин в указанный период, по истечении которого любое дополнительное количество данных товаров может импортироваться или экспортироваться с уплатой обычных таможенных пошлин и налогов.</p>	<p>TARIFF QUOTA Any pre-set value or quantity, authorized for importation or exportation of given goods, during a specified period, with a reduction of the Customs duties, and beyond which any additional quantity of these goods can be imported or exported by paying normal Customs duties.</p>
118.	<p>ТАРИФНАЯ НОМЕНКЛАТУРА Любая система классификации и кодирования, введенная национальными</p>	<p>TARIFF NOMENCLATURE Any classification and coding system introduced by national</p>

	<p>администрациями или таможенными или экономическими союзами для определения товаров или групп родственных товаров для целей таможенного тарифа.</p> <p>Примечания 1. В настоящее время тарифные номенклатуры большинства стран основаны на Номенклатуре Гармонизированной системы описания и кодирования товаров (как правило, называемой «Номенклатура Гармонизированной системы»), которая состоит из Основных правил интерпретации, примечаний к разделам и группам и списка товарных позиций, изложенного в систематическом порядке. 2. Некоторые страны и таможенные или экономические союзы комбинируют в одной системе требования к таможенному тарифу и внешней торговой статистике.</p>	<p>administrations or Customs or Economic Unions to designate commodities or groups of related commodities for Customs tariff purposes.</p> <p>Notes 1. At present, a majority of countries base their tariff nomenclatures on the Nomenclature of the Harmonized Commodity Description and Coding System (generally referred to as the Harmonized System Nomenclature), which comprises General Rules for its interpretation, Section and Chapter Notes and a list of headings arranged in systematic order. 2. Some countries and Customs or Economic Unions combine in one system the requirements for Customs tariff and for external trade statistics.</p>
119.	<p>ТАРИФНОЕ ОГРАНИЧЕНИЕ (УСТУПКА) Любая заданная стоимость или количество, установленные для импорта или экспорта определенных товаров с понижением обычных таможенных пошлин в указанный период, при превышении которых предоставление указанного тарифного понижения может быть приостановлено до конца рассматриваемого периода.</p>	<p>TARIFF CEILING Any pre-set value or quantity, authorized for importation or exportation of given goods, during a specified period, with a reduction of the normal Customs duties, and beyond which the granting of the said tariff reduction may be suspended until the end of the period in question.</p>
120.	<p>ТАРИФНАЯ ТОВАРНАЯ ПОЗИЦИЯ (ИЛИ СУБПОЗИЦИЯ) Текстовое обозначение в тарифной номенклатуре отдельного товара или отдельной группы родственных товаров.</p> <p>Примечания 1. Для простоты ссылки для каждой тарифной позиции (или субпозиции) установлено кодовое обозначение, которое используется, в том числе и для таможенных деклараций. Для тех стран или таможенных или экономических союзов, которые используют тариф, основанный на Номенклатуре Гармонизированной системы описания и кодирования товаров (как правило, называемой «Номенклатура Гармонизированной системы»), таким кодовым обозначением может быть код товарной позиции или субпозиции в Номенклатуре Гармонизированной системы описания и кодирования товаров. 2. В некоторых странах используется термин “тарифная статья” вместо “тарифная товарная позиция”.</p>	<p>TARIFF HEADING (OR SUBHEADING) The textual designation in a tariff nomenclature of a single commodity or a single group of related commodities.</p> <p>Notes 1. For ease of reference, each tariff heading (or subheading) is identified by a code number which is used, inter alia, for the purposes of Customs declarations. For those countries or Customs or Economic Unions using a tariff based on the Nomenclature of the Harmonized Commodity Description and Coding System (generally referred to as the Harmonized System Nomenclature), this code number may be the heading or subheading number in the Nomenclature of the Harmonized Commodity Description and Coding System. 2. In certain countries the term “Tariff item” is used instead of “Tariff heading”.</p>

121.	ТОВАРЫ В СВОБОДНОМ ОБРАЩЕНИИ Товары, распоряжение которыми может осуществляться без ограничений со стороны таможенной службы (*). (*). Специальное приложение В, главы 1 и 2, измененной Киотской конвенции.	GOODS IN FREE CIRCULATION Goods which may be disposed of without Customs restriction (*). (*). Specific Annex B, Chapters 1 and 2 of the revised Kyoto Convention.
122.	ТОВАРЫ, ЭКСПОРТИРУЕМЫЕ С УВЕДОМЛЕНИЕМ О ПРЕДПОЛАГАЕМОМ ВОЗВРАЩЕНИИ «Товары, экспортируемые с уведомлением о предполагаемом возвращении» означают товары, обозначенные декларантом как предполагаемые к реимпорту, в отношении которых таможенной службой могут быть предприняты меры по идентификации с целью облегчить реимпорт в неизменном состоянии (*). (*). Специальное приложение В, глава 2, измененной Киотской конвенции.	GOODS EXPORTED WITH NOTIFICATION OF INTENDED RETURN 'Goods exported with notification of intended return' means goods specified by the declarant as intended for re-importation, in respect of which identification measures may be taken by the Customs to facilitate re-importation in the same state (*). (*). Specific Annex B, Chapter 2 of the revised Kyoto Convention.
123.	ТРАНЗИТНЫЙ ОРГАН Таможенный орган, через который проходит импорт или экспорт товаров в ходе операции таможенного транзита (*). (*). Приложение E.1. к Киотской конвенции 1974 г. and Специальное приложение E, глава 1, измененной Киотской конвенции.	OFFICE EN ROUTE Customs office where goods are imported or exported in the course of a Customs transit operation (*). (*). Annex E.1. to the Kyoto Convention of 1974 and Specific Annex E, Chapter 1 of the revised Kyoto Convention.
124.	ТРАНЗИТНОЕ РАЗРЕШЕНИЕ НА ВЫВОЗ ТОВАРА С ТАМОЖЕННОГО СКЛАДА Национальный таможенный документ, предоставляющий полномочия по доставке товаров под таможенным транзитом без предварительной уплаты импортных пошлин и налогов, как правило, содержащий все сведения, необходимые для исчисления, если это необходимо, импортных пошлин и налогов, и (устанавливающий) обязательства, предусмотренные гарантией, по предоставлению товаров в таможенный орган назначения с нетронутыми таможенными печатями.	TRANSIT BOND-NOTE National Customs document providing authority for goods to be conveyed in Customs transit without prior payment of import duties and taxes, generally containing all the particulars necessary for the assessment, where appropriate, of import duties and taxes, and an undertaking, covered by security, to produce the goods at the Customs office of destination with Customs seals intact.
125.	ТРАНСПОРТНАЯ ЕДИНИЦА Любое средство транспортировки товаров, подходящее для использования во время операции таможенного транзита или под таможенной печатью. Примечания: 1. Термин «транспортная единица» означает: (а) контейнеры, внутренним объемом в 1 кубический метр или более, включая съемные корпуса;	TRANSPORT-UNIT Any means of transporting goods suitable for use in a Customs transit operation or under Customs seal. Notes 1. The term transport-unit means : (a) containers having an internal volume of one-cubic metre or more,

	<p>(б) дорожные транспортные средства, в том числе прицепы и полуприцепы; (в) железнодорожные пассажирские или грузовые вагоны; (г) лихтеры, баржи и другие средства водного транспорта; и (д) воздушные суда (*) (*) Специальное приложение Е, глава 1 измененной Киотской конвенции. 2. Утверждение транспортной единицы для перевозки товара под таможенной печатью описано в различных международных инструментах, например, в Киотской конвенции 1974 (Приложение Е.1.), в Таможенной конвенции по контейнерам (1972) и в Таможенной конвенции по международной перевозке товаров с применением книжки МДП (Конвенция МДП) (1975).</p>	<p>including demountable bodies; (b) road vehicles, including trailers and semi-trailers; (c) railway coaches or wagons; (d) lighters, barges and other vessels; and (e) aircraft (*). (*) Specific Annex E, Chapter 1 of the revised Kyoto Convention. 2. Approval of transport -units for transport of goods under Customs seal is dealt with in various international instruments, for example, the Kyoto Convention of 1974 (Annex E.1.), the Customs Convention on Containers, 1972, and the Customs Convention on the international transport of goods under cover of TIR carnets (TIR Convention), 1975.</p>
126.	<p>ТРАНСПОРТНЫЕ СРЕДСТВА КОММЕРЧЕСКОГО ПОЛЬЗОВАНИЯ Любые средства водного транспорта (включая самоходные или несамоходные лихтеры и баржи, а также суда на подводных крыльях), судно на воздушной подушке, воздушное судно, дорожное транспортное средство (включая прицепы, полуприцепы и комбинированные транспортные средства) или единицу железнодорожного подвижного состава, которые используются для транспортировки лиц за вознаграждение или для промышленной или коммерческой транспортировки товаров за вознаграждение или бесплатно. Примечания: 1. Таможенные формальности, применяемые к транспортным средствам коммерческого пользования приводятся в приложении А.3. к Киотской Конвенции от 1974 г. И в Специальном приложении J, глава 3 измененной Киотской конвенции. Эти приложения охватывают транспортные средства коммерческого пользования, которые используются при международных перевозках. Определение «транспортных средств коммерческого пользования» в этих двух приложениях включает стандартные запасные части, принадлежности и оборудование, а также содержащиеся в их стандартных баках смазочные материалы и топливо, перевозимые вместе с транспортным средством коммерческого пользования. 2. В некоторых странах термин «conveyance» («транспортное средство») используется в том же значении, что и «транспортное средство коммерческого пользования».</p>	<p>MEANS OF TRANSPORT FOR COMMERCIAL USE</p> <p>Any vessel (including lighters and barges, whether or not shipborne, and hydrofoils), hovercraft, aircraft, road vehicle (including trailers, semi-trailers and combinations of vehicles) or railway rolling stock, which is used for the transport of persons for remuneration or for the industrial or commercial transport of goods, whether or not for remuneration.</p> <p>Notes 1. Customs formalities applicable to means of transport for commercial use are dealt with in Annex A.3. to the Kyoto Convention of 1974 and Specific Annex J, Chapter 3 of the revised Kyoto Convention. Those Annexes cover means of transport for commercial use which are used in international traffic. The definition of “means of transport for commercial use” in those Annexes includes normal spare parts, accessories and equipment, as well as lubrication oils and fuel contained in the normal tanks, when carried with the means of transport for commercial use. 2. In some countries, the term “conveyance” is used with the same</p>

	3. См. Комментарий 3 к статье 1, приложение С Стамбульской конвенции.	meaning as “means of transport for commercial use”. 3. See Commentary 3 to Article 1, Annex C of the Istanbul Convention.
127.	ТРАНСПОРТНЫЕ СРЕДСТВА ЛИЧНОГО ПОЛЬЗОВАНИЯ Дорожные транспортные средства и прицепы, катера и воздушные суда вместе с их запасными частями и стандартными принадлежностями и оборудованием, импортируемые или экспортируемые исключительно для личного пользования соответствующим лицом, а не для транспортировки лиц за вознаграждение или промышленной или коммерческой транспортировки товаров за вознаграждение или бесплатно. Примечание Таможенные льготы, применяемые к транспортным средствам личного пользования приводятся в приложении F.3. Киотской конвенции 1974 г. И в Специальном приложении J, главе 1 измененной Киотской конвенции. Эти приложения охватывают личные транспортные средства, которые импортируются и экспортируются путешественниками.	MEANS OF TRANSPORT FOR PRIVATE USE Road vehicles and trailers, boats and aircraft, together with their spare parts and normal accessories and equipment, imported or exported exclusively for personal use by the person concerned and not for the transport of persons for remuneration or the industrial or commercial transport of goods, whether or not for remuneration. Note Customs facilities applicable to means of transport for private use are dealt with in Annex F.3. to the Kyoto Convention of 1974 and in Specific Annex J, Chapter 1 of the revised Kyoto Convention. These Annexes cover private means of transport which are imported or exported by travellers.
128.	ТРЕТЬЯ СТОРОНА Любое лицо, непосредственно взаимодействующее с таможенной службой от имени и по поручению другого лица в связи с импортом, экспортом, перемещением или хранением товаров(*). (*) Генеральное приложение, глава 2, измененной Киотской конвенции.	THIRD PARTY Any person who deals directly with the Customs, for and on behalf of another person, relating to the importation, exportation, movement or storage of goods (*). (*) General Annex, Chapter 2 of the revised Kyoto Convention.
129.	УДОСТОВЕРЕННАЯ ДЕКЛАРАЦИЯ О ПРОИСХОЖДЕНИИ Декларация о происхождении», удостоверенная органом власти или организацией, уполномоченной на это (*). (*) Приложение D.2. к Киотской конвенции 1974 г. и Специальное приложение K, главы 2 и 3, измененной Киотской конвенции.	CERTIFIED DECLARATION OF ORIGIN A declaration of origin certified by an authority or body empowered to do so (*). (*) Annex D.2. to the Kyoto Convention of 1974 and Specific Annex K, Chapters 2 and 3 of the revised Kyoto Convention.
130.	УПАКОВКА Все изделия и материалы, используемые или подлежащие использованию в том состоянии, в котором они были импортированы, для упаковки, защиты, хранения или разделения товаров, за исключением упаковочных материалов, таких как солома, бумага, стекловата, стружка и т.д., импортированные навалом. Также исключаются контейнеры и поддоны. Примечания 1. Условия временного допуска упаковки приведены в Таможенной	PACKINGS All articles and materials used, or to be used, in the state in which they are imported, to pack, protect, stow or separate goods, excluding packing materials such as straw, paper, glasswool, shavings, etc., when imported in bulk. Containers and pallets are also excluded. Notes 1. Temporary admission facilities for packings are dealt with in the Customs Convention on the temporary importation of packings, and in

	<p>конвенции о временном импорте упаковок и в Приложении В.3. к Стамбульской конвенции.</p> <p>2. Конвенция об оценке товаров для таможенных целей и Соглашение о применении Статьи VII ГАТТ 1994 (как правило, называемое «Соглашением ВТО по таможенной стоимости») содержат положения, касающиеся обработки упаковки для целей оценки.</p> <p>3. Основное правило 5 (б) интерпретации Гармонизированной системы (Международной конвенции о Гармонизированной системе описания и кодирования товаров) содержит положения о тарифной классификации упаковочных материалов и упаковочных контейнеров.</p> <p>4. В случае применения специальных пошлин и налогов вес упаковки включается в подлежащий обложению пошлиной вес, брутто массу или нетто массу, в зависимости от случая.</p>	<p>Annex B.3. to the Istanbul Convention.</p> <p>2. The Convention on the valuation of goods for Customs purposes and the Agreement on Implementation of Article VII of the GATT 1994 (commonly referred to as the WTO Agreement on Customs Valuation) contains provisions dealing with the treatment of packings for valuation purposes.</p> <p>3. General Rule 5 (b) for the Interpretation of the Harmonized System (International Convention on the Harmonized Commodity Description and Coding System) contains provisions on the tariff classification of packing materials and packing containers</p> <p>4. In the case of specific duties and taxes, the weight of packings is included in the dutiable weight, gross weight or net weight, as the case may be.</p>
131.	<p>УРЕГУЛИРОВАНИЕ НА ОСНОВЕ КОМПРОМИССА</p> <p>Соглашение, в соответствии с которым таможенная служба, будучи на то уполномоченной, отказывается от проведения процессуальных действий в отношении таможенного правонарушения при соблюдении лицом (лицами), причастным(и) к данному правонарушению, определенных условий.</p> <p>Примечания</p> <p>1. Урегулирование таможенного правонарушения на основе компромисса описано в Приложении Н.2. к Киотской конвенции 1974 г. и в Специальном приложении Н, глава 1, измененной Киотской конвенции.</p> <p>2. См. Также "Административное урегулирование таможенного правонарушения".</p>	<p>COMPROMISE SETTLEMENT</p> <p>An agreement under which the Customs, being so empowered, consent to waive proceedings in respect of a Customs offence subject to compliance with certain conditions by the person(s) implicated in that offence.</p> <p>Notes</p> <p>1. Compromise settlement of a Customs offence is dealt with in Annex H.2. to the Kyoto Convention of 1974 and Specific Annex H, Chapter 1 of the revised Kyoto Convention.</p> <p>2. See also "Administrative settlement of a Customs offence".</p>
132.	<p>ЧАСТИЧНОЕ ОСВОБОЖДЕНИЕ</p> <p>Освобождение от уплаты части или всей суммы импортных пошлин и налогов, которые в другом случае подлежат уплате, после прохождения товарами очистки для внутреннего потребления, на дату их помещения под процедуру временного допуска.</p> <p>Примечание</p> <p>Определение данного термина приведено в Приложении Е Стамбульской конвенции.</p>	<p>PARTIAL RELIEF</p> <p>Relief from payment of a part of the total amount of import duties and taxes which would otherwise be payable had the goods been cleared for home use on the date on which they were placed under the temporary admission procedure.</p> <p>Note</p> <p>This term is defined in Annex E to the Istanbul Convention.</p>
133.	<p>ЭКВИВАЛЕНТНАЯ КОМПЕНСАЦИЯ</p> <p>Система, позволяющая под определенными таможенными процедурами</p>	<p>EQUIVALENT COMPENSATION</p> <p>System allowing, under certain Customs procedures, the exportation or</p>

	<p>экспортировать или импортировать товары, идентичные по типу, описанию, качеству и техническим характеристикам товарам, импортированным или экспортированным ранее(*).</p> <p>Примечания 1. В контексте Конвенции ЕСЕ (<u>Европейской экономической комиссии</u>) по таможенной обработке контейнеров для жидкости, используемых при международных перевозках данный термин означает систему, позволяющую реэкспортировать или реимпортировать контейнер того же типа, что и импортированный или экспортированный ранее. 2. В некоторых странах данная система позволяет применять только временный допуск для процедуры переработки на таможенной территории или временный экспорт для процедуры переработки вне таможенной территории при условии представления компенсирующих продуктов, полученных из товаров, эквивалентных экспортированным или импортированным товарам. 3. В некоторых странах данная система также может применяться к товарам, которые будут импортироваться или экспортироваться. (*) См. Рекомендации к главам 1 и 2 Специального приложения F измененной Киотской конвенции.</p>	<p>importation of goods identical in type, description, quality and technical characteristics to those previously imported or exported (*).</p> <p>Notes 1. In the context of the ECE Convention on Customs treatment of pool containers used in international transport, this term means the system that allows the re-exportation or re-importation of a container of the same type as that of another container previously imported or exported. 2. In certain countries, this system only allows a temporary admission for inward processing procedure or a temporary exportation for outward processing procedure to be discharged on presentation of a compensating product obtained from goods equivalent to those that have been exported or imported. 3. In certain countries, this system can also be applied to goods that will be imported or exported. (*) See the Guidelines to Chapters 1 and 2 of Specific Annex F to the Revised Kyoto Convention.</p>
134.	<p>ЭКВИВАЛЕНТНЫЕ ТОВАРЫ Товары, идентичные по описанию, качеству и техническим характеристикам товарам, импортированным или экспортированным для переработки на таможенной территории или вне таможенной территории (*).</p> <p>Примечания 1. Этот термин или это понятие используется в Приложениях Е.4. (возврат), Е. 6 (временный допуск для переработки на таможенной территории), Е.7. (беспшлинная замена товаров) и Е.8. (временный экспорт для переработки вне таможенной территории) к Киотской конвенции 1974 г. (*) Специальное приложение F, главы 1 и 2, измененной Киотской конвенции.</p>	<p>EQUIVALENT GOODS Goods identical in description, quality and technical characteristics to those imported or exported for inward or outward processing (*).</p> <p>Notes 1. This term or this concept is used in Annexes E.4. (drawback), E. 6 (temporary admission for inward processing), E.7. (duty-free replacement of goods) and E. 8. (temporary exportation for outward processing) to the Kyoto Convention of 1974. (*) Specific Annex F, Chapters 1 and 2 of the revised Kyoto Convention.</p>
135.	<p>ЭКСПОРТ (ЭКСПОРТИРОВАНИЕ) Действие, посредством которого товары вывозятся с таможенной территории или которое приводит к убытию товаров с таможенной территории(*). (*) Специальное приложение С, глава 1, измененной Киотской конвенции.</p>	<p>EXPORTATION The act of taking out or causing to be taken out any goods from the Customs territory (*). (*) Specific Annex C, Chapter 1 of the revised Kyoto Convention.</p>

136.	<p>ЭКСПОРТНЫЕ ПОШЛИНЫ И НАЛОГИ Таможенные пошлины и все иные пошлины, налоги или сборы, взимаемые при или в связи с экспортом товаров, за исключением любых сборов, величина которых ограничивается приблизительной стоимостью оказанных услуг или которые взимаются таможенной службой по поручению другого государственного органа(*). (*) Генеральное приложение, глава 2 измененной Киотской конвенции.</p>	<p>EXPORT DUTIES AND TAXES Customs duties and all other duties, taxes or charges which are collected on or in connection with the exportation of goods, but not including any charges which are limited in amount to the approximate cost of services rendered or collected by the Customs on behalf of another national authority (*). (*) General Annex, Chapter 2 of the revised Kyoto Convention.</p>
	<p>Перевод осуществлен Секретариатом Комиссии таможенного союза ЕврАзЭС в 2010 г. Секретариат несет ответственность за качество перевода и его соответствие оригиналу.</p>	<p>Translated by the Secretariat of the Commission of the Customs Union of the Belarus Republic, Kazakhstan Republic and Russian Federation of the Eurasian Economic Community. The quality of translation and its adherence to the official text is the responsibility of the Secretariat of the Commission of the Customs Union of the Belarus Republic, Kazakhstan Republic and Russian Federation of the Eurasian Economic Community.</p>

2.5 Список рекомендуемой литературы

2.5.1 Основная литература

1. Богацкий, И.С. Бизнес-курс английского языка: словарь-справочник / И.С. Богацкий, Н.М. Дюканова; под общ. ред. И.С. Дюканова. – 5-е изд., испр. – Киев: Логос, 2002. – 352 с.
2. Брюховец, Н.А. Английский язык: менеджмент, маркетинг, таможенное дело: Учеб. для вузов / Н.А. Брюховец, Л.П. Чахоян. – СПб.: Профессия, 2003. – 286 с.
3. Веремейчик, О.В. Грамматика английского языка. Деловой контекст (English Grammar. Business Context): пособие для студентов вузов / О.В. Веремейчик. – Минск: БНТУ, 2010. – 104 с.
4. Веремейчик, О.В. Оцените свой уровень делового этикета: методическое пособие для студентов вузов / О. В. Веремейчик, О. С. Жук. – Минск: БНТУ, 2012. – 64 с.
5. Графова, Л.Л. Учебник английского языка для таможенников / Л.Л. Графова, С.В. Арзуманян, Т.П. Лазарева. – М.: Высш. шк, 1998. – 687 с.
6. Крылова, И.П. Сборник упражнений по грамматике английского языка: учеб. пособие для ин-ов и фак. иностр. яз. / И.П. Крылова. – 12-е изд. – М.: КДУ, 2007. – 432 с. – На англ. яз.
7. Кодекс Республики Беларусь об образовании: от 13 января 2011 г., № 243–З. – Минск: Нац. центр правовой информ. Респ. Беларусь, 2011. – 400 с.
8. Лазаренко, А.М. Сосредоточьтесь на экономике = Focus on Economics: учеб. пособие для студентов / А.М. Лазаренко. – Минск: Лексис, 2003. – 208 с.
9. Макарова, Е.В. Английский язык. Интенсивный курс подготовки к экзамену / Е.В. Макарова, Т.В. Пархамович, И.Ф. Ухванова. – 2-е изд. – Минск: Попурри, 2007. – 192 с.
10. Макарова, Е.В. Набери 100 баллов! (Английский язык: централизованное тестирование) / Е.В. Макарова, Т.В. Пархамович, И.Ф. Ухванова. – Минск: Попурри, 2006. – 160 с.
11. Практическая грамматика английского языка: учеб. пособие / Е.Б. Курочкина [и др.]; под ред. Е.Б. Корневской, З.Д. Курочкиной. – 2-е изд., доп. – Минск: Аверсэв, 2008. – 480 с.
12. Тесты по грамматике, аудированию и чтению Tests grammar, listening, reading: пособие для подгот. к письм. экзаменам по англ. яз. / И.И. Панова, Е.Б.Карневская, Е.А.Мисуно. – Мн.: ОДО "Аверсэв", 2001. – 254 с.
13. Толстоухова, В.Ф. Английский язык. Бизнес-курс (Business English): учеб. пособие для студентов вузов / В.Ф. Толстоухова, Г.И. Сидоренко. – Изд-е 2-е, стереотип. – Минск: ТетраСистемс, 2001.– 208 с.

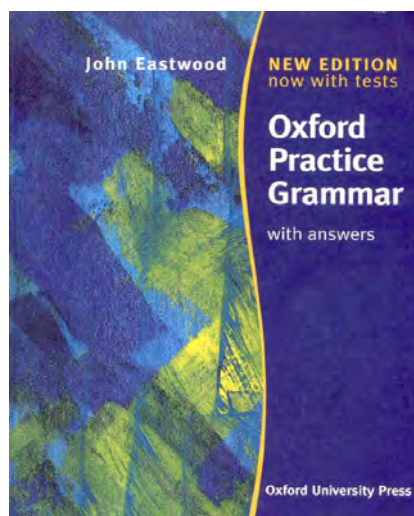
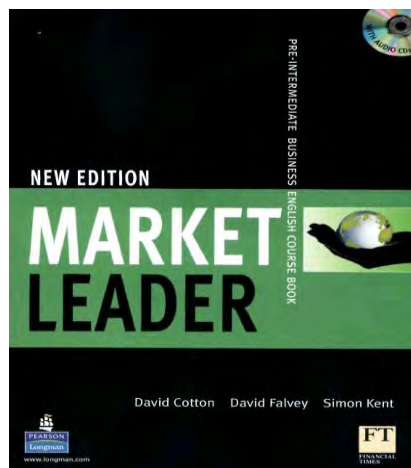
14. Хорень, Р. В. Английский язык. Лексико-грамматические тесты / Р.В. Хорень. – Минск: Вышэйшая школа, 2005. – 270 с.
15. Шевелева, С.А. Английский для юристов: учеб. пособие для вузов. – М.: ЮНИТИ-ДАНА, 2003. – 495 с.
16. Alexander, L.G. Longman English Grammar / L. G. Alexander. – Longman, 2003. – 374 p.
17. Eastwood, J. Oxford Practice Grammar / J. Eastwood. – Oxford University Press, 2002. – 434 p.
18. Emmerson, P. Business Vocabulary Builder. The words and phrases you need to succeed. Intermediate to upper-intermediate / P. Emmerson. – Macmillian Publishers Limited, 2009. – 176 p.
19. Evans, V. Grammarway. English Grammar book / V. Evans, J. Dooley. – Express Publishing, 1999. – 224 p.
20. Evans, V. Round up 6. New and updated / V. Evans. – Express Publishing, 2008. – 268 p.
21. Foley, M. Longman Advanced Learners' Grammar. A self-study reference and practice book with answers / M. Foley, D. Hall. – Longman, 2005. – 384 p.
22. Longman dictionary of contemporary English: 2 Volumes. – Longman Group UK, 1999. – Vol. 1 A–L. – 626 p.; Vol. 2 M–Z. – 321 p.
23. Cotton, D. Market Leader / D. Cotton, D. Falvey, S. Kent; Intermediate Business English Course Book. New edition. – Pearson Longman, 2009. – 176 p.
24. Cotton, D. Market Leader / D. Cotton, D. Falvey, S. Kent; Intermediate Business English Work Book. New edition. – Pearson Longman, 2009. – 85 p.
25. Cotton, D. Market Leader / D. Cotton, D. Falvey, S. Kent; Pre- intermediate Business English Course Book. New edition. – Pearson Longman, 2007. – 160 p.
26. Cotton, D. Market Leader / D. Cotton, D. Falvey, S. Kent; Pre- intermediate Business English Work Book. New edition. – Pearson Longman, 2007. – 80 p.
27. Mann, M. Destination. Grammar and Vocabulary. B2 / M. Mann, S. Taylore-Knowles. – Macmillian Publishers Limited, 2008. – 212 p.
28. Oxenden, Clive. New English File / C. Oxenden, Ch. Latham-Koenig; Upper-intermediate student's book. – Oxford University Press, 2006. – 160 p.
29. Oxenden, Clive. New English File / C. Oxenden, Ch. Latham-Koenig; Upper-intermediate work book. – Oxford University Press, 2006. – 80 p.

2.5.2 Дополнительная литература

1. Крылова, И.П. Сборник упражнений по грамматике английского языка: учеб. пособие для ин-ов и фак. иностр. яз. / И.П. Крылова. – 12-е изд. – М.: КДУ, 2007. – 432 с.
2. Петрашкевич, Н.П. Функциональная грамматика английского языка: учеб. пособие для студентов специальности «Современные иностранные языки» учреждений, обеспечивающих получение высш. образования / Н.П. Петрашкевич, Л.Г. Шелег, И.В. Дмитриева. – 5-е изд. – Минск: Лексис, 2009. – 264 с.
3. Brieger, N. Test Your Professional English. Law / N. Brieger. – Longman, 2009. – 104 p.
4. Brook-Hart, G. Complete CAE / G. Brook-Hart, S. Haines. – Cambridge University Press, 2009. – 32 p.
5. Evans, V. Practice Exam papers For the Cambridge FCE Examination / V. Evans. – Express Publishing, 2008. – 176 p.
6. Fuchs, M. Focus on Grammar. An Intermediate Course for Reference and Practice / M. Fuchs, M. Bauner, M. Westheimer; 2nd ed. – Longman, 2000. – 415 p.
7. Gairns, R. Oxford Word Skills Advanced / R. Gairns, S. Redman. – Oxford University Press, 2010. – 258 p.
8. Jones, L. New Progress in First Certificate Self-study **Student's book** / L. Jones. – Cambridge University Press, 2000. – 209 p.
9. Kenny, N. First Certificate Practice Tests Plus with Key: New Edition / N. Kenny. – Longman, 2008. – 176 p.
10. Loughheed, L. Longman Preparation Series for the New TOEIC Test / L. Loughheed; 4th ed. – Pearson Longman, 2008. – 273 p.
11. Mann, M. Destination. Grammar and Vocabulary. With keys. C1 / M. Mann, S. Taylore-Knowles. – Macmillian Publishers Limited, 2008. – 212 p.
12. McCarthy, M. English Vocabulary in Use: Advanced / M. McCarthy, O'Dell F. – Cambridge University Press, 2006. – 320 p.
13. McKellen, J.S. Test Your Business English General Usage / J.S. McKellen. – London: Penguin Books, 1990. – 95 p.
14. Pyle, M. A. Test of English as a Foreign Language. Preparation Guide / M. Pyle, P. Munoz. – Lincoln, Nebraska, 2001. – 6601 p.
15. Side, R. Grammar and Vocabulary for Cambridge Advanced and Proficiency / R. Side, G. Wellman. – 2nd ed. – Longman, 2000. – 183 p.
16. Simmons. Mastering the FCE Examination / A. Simmons. – Burnington Books, 2008. – 219 p.
17. Strutt P. Longman Business English Usage / P. Strutt. – Longman Group UK, 2001. – 321 p.
18. Swan, M. Practical English Usage / M. Swan. – Oxford University Press, 2005. – 653 p.

3. Практика

3.1 Информационно-методическая часть



3.2 Грамматика английского языка (пособие)

Министерство образования
Республики Беларусь

БЕЛАРУССКИЙ НАЦИОНАЛЬНЫЙ
ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ

Кафедра иностранных языков

О.В. Веремейчик

ENGLISH GRAMMAR
(Business Context)

ГРАММАТИКА АНГЛИЙСКОГО ЯЗЫКА.
ДЕЛОВОЙ КОНТЕКСТ

Пособие для студентов вузов

Минск
БНТУ
2010

УДК 811.111.81'36 (075.8)
ББК81.2Англ я7
В31

Рецензенты:

канд. филол. наук, доцент, доцент кафедры
иностраных языков № 1 БГУИР С.И. Лягушевич;
канд. пед. наук, доцент кафедры общей и дошкольной
педагогике БГПУ Н.С. Самсонова

Веремейчик, О.В.

В31 English Grammar. Business Context. Грамматика
английского языка. Деловой контекст: пособие для студентов вузов
/ О.В. Веремейчик. – Минск: БНТУ, 2010. – 104 с.

ISBN 978-985-525-

Пособие содержит тренировочные упражнения по курсу грамматики современного английского языка. Цель пособия – закрепление активного владения грамматическими конструкциями, необходимыми в устной и письменной речи.

Предназначено для студентов всех экономических специальностей дневной, вечерней и заочной формы обучения, а также для широкого круга лиц, самостоятельно изучающих деловой английский язык. Может быть использовано в качестве дополнительного материала на интенсивных курсах.

УДК 811.111.81'36 (075.8)
ББК81.2Англ я7

ISBN 978-985-525-

© Веремейчик О.В., 2010
© БНТУ, 2010

CONTENTS

ВВЕДЕНИЕ.....	5
PART 1. GRAMMAR EXERCISES.....	6
Tenses	
1.1. Present Forms.....	6
1.2. Past Forms.....	8
1.3. Future Forms.....	13
The Passive.....	15
Infinitive / The -ing form.....	16
Participles.....	19
Conditionals.....	20
Modal Verbs.....	26
Nouns.....	31
Articles.....	33
Adjectives / Adverbs.....	37
Word Formation.....	39
Quantifiers.....	43
Prepositions.....	46
Text Connectors.....	53
Supplementary exercises.....	60
PART 2. DIFFICULT WORDS.....	67
2.1. Bargain vs Bargaining vs Rebate vs Reduction vs Refund vs Discount.....	67
2.2. Borrow vs Lend vs Loan vs Overdraft.....	68
2.3. Bull vs Bear vs Stag.....	69
2.4. Earnings vs Income vs Revenue vs Expenses vs Profit.....	70
2.5 Effective vs Efficient.....	72
2.6. Economy vs Economics vs Economic vs Economical vs Economize.....	73
2.7. Hire vs Rent vs Let vs Lease vs Charter.....	74
2.8. Offer vs Suggest vs Propose.....	76
2.9. Politics vs Policy.....	77
2.10. Price vs Rate vs Charge vs Fee vs Commission.....	78
2.11. Salary vs Wages vs Perks.....	81
2.12. Travel vs Trip vs Journey vs Voyage vs Tour.....	81

Supplementary exercises	82
SOURCES OF REFERENCE	89
SUPPLEMENTS.....	91
Supplement 1.....	91
Supplement 2.....	97
Supplement 3.....	99

ВВЕДЕНИЕ

Учебное пособие "English Grammar (Business Context)" имеет своей целью развитие и совершенствование грамматических навыков и представляет собой комплекс тренировочных упражнений по различным аспектам современной грамматики английского языка.

Пособие состоит из двух частей. Первая часть представлена упражнениями, количество которых по каждой теме определяется как объемом самой темы, так и степенью трудности ее усвоения обучаемыми. Материалом для упражнений служат предложения и связанные отрывки, взятые из аутентичной деловой и экономической литературы и отобранные таким образом, чтобы, с одной стороны, тренировать и закреплять то или иное грамматическое правило, а с другой – расширять и пополнять лексический запас в сфере бизнеса, служить образцом хорошего делового английского языка.

Материал упражнений имеет познавательную ценность в страноведческом плане: обучаемые узнают, как принято вести себя и говорить в определенных ситуациях, когда находишься среди деловых людей, говорящих по-английски.

Вторая часть пособия содержит общеупотребительные слова в сфере бизнеса, которые имеют схожее лексическое значение и часто с трудом разграничиваются в деловом контексте. Слова расположены в алфавитном порядке с краткими комментариями и последующими упражнениями, обеспечивающими практику в их употреблении.

В пособии имеются три приложения, которые содержат список основных различий между американским и английским вариантами современного английского языка в общеупотребительной лексике, деловой и финансовой терминологии; список аббревиатур организаций, играющих важную роль в международной торговле; список общеупотребительных сокращений в деловом контексте.

Данное пособие рекомендовано лицам, владеющим основами нормативной грамматики и имеющими определенный запас общеупотребительной лексики в сфере бизнеса. Пособие предназначено для студентов всех экономических специальностей дневной, вечерней и заочной формы обучения, а также для широкого круга лиц, самостоятельно изучающих деловой английский язык.

Автор

PART 1.
GRAMMAR EXERCISES

TENSES

1.1. Present Forms

Exercise 1. A Choose a verb and decide whether it should be in the present simple or present continuous.

manufacture	receive	have	look	stay
interview	include	try	expand	
answer	hold	change		

1. I...**at** the Continental Hotel whenever I'm in Hong Kong.
2. ABC plc...**a wide variety of adhesives**.
3. Consumer research has identified a new trend; more and more people...**to Sunkist**.
4. The prices...**full insurance cover**.
5. Our firm...**fast; 35% growth in only two years**.
6. We...**a department meeting every fortnight**.
7. A receptionist...**all incoming calls and...routine enquiries**.
8. We...**branches in most major cities**.
9. Mr. Prescott...**the candidates right now**.
10. We...**for a new Media Sales Manager**.
11. Our engineer...**to detect the cause** of the fault.

B Simple or continuous?

P & S 1(**be**) a chain of department stores with branches in many cities in the UK. Each store 2(**sell**) a variety of goods from textiles to kitchen utensils to furniture, P & S 3(**employ**) over 3,000 people and 4(**have**) a **turnover of over £75 m. The firm 5(grow) rapidly and at present 6(recruit) more highly qualified personnel to run its new brunch in Maidstone, Kent.**

Exercise 2. Complete this e-mail. Write the verbs in brackets in the correct tense (Present simple or continuous).

Hi Sam,

We 1 _____ (have) a fantastic time here in Beijing. The conference itself 2 _____ (not start) until next Wednesday, so I 3 _____ (take) the opportunity to learn some Chinese. In fact, I 4 _____ (attend) a conversation class every morning, and I think I 5 _____ (make) good progress. Klaus and Ana 6 _____ (not stay) at the same hotel. We 7 _____ (see) each other at head office every afternoon. We 8 _____ (meet) a lot of interesting people there and 9 _____ (talk) about the future of our companies. People here 10 _____ **(like) to look ahead, and that's great.** Tomorrow afternoon, we 11 _____ (meet) Sarah Li to discuss our investment options. I 12 _____ **(not think) it's going to be very easy, so** I 13 _____ (need) to be prepared.

We 14 _____ (wish) you were here with us already. 15 _____ you _____ (arrive) next Thursday as planned?

Talk soon,

Max

Exercise 3.

A Put the verbs in brackets in either the present simple or present continuous:

We 1 (have) a great deal of difficulty with this order and I 2 (admit) that the delivery date is unlikely to be respected. However I 3 (realize) that you need rapid delivery and we 4 (do) our best to ensure that the goods will arrive by the end of April.

In the circumstances I 5 (agree) that payment terms should be modified. I 6 (suggest) a reduction of 2.5 per cent on the unit price.

I 7 (assure) you that we will take the necessary steps to avoid any future delay and 8 (promise) to supervise the satisfactory completion of your orders personally.

B Put the verbs into the correct forms:

We 1 (have) offices in most European capitals and 2 (think) of opening one in Budapest shortly. I 3 (think) this will help us to improve our performance in Hungary. In addition, we 4 (try) to do better in

Romania and Bulgaria but 5 (doubt) whether it will be possible in the near future.

I 6(confirm) that I 7 (spend) a couple of weeks in Germany in the spring and will be able to meet you in Berlin during the first week of April. In the meantime I 8 (send) our latest report on the situation in Eastern Europe under separate cover. If you 9 (need) any further information please let me know.

1.2. Past Forms

Exercise 1. Write the verbs in brackets in the correct tense (Past simple and past continuous).

The other day, I 1——— (sit) in a meeting when I started to feel ill. We 2 —— (discuss) a difficult problem at the time: we needed to **increase the number of staff, but there wasn't enough space in the office** for any new workers. Everyone 3 —— (think) it was too expensive to rent more office space. Because I was unwell, I 4 —— (decide) to leave and take some work home with me. While I 5 —— (walk) home, the solution suddenly came to me: **why not let people work from home some of the time? That way, we wouldn't need so much office space and we could employ more people.**

Exercise 2. This is an extract from the Chairperson's speech at the Annual General Meeting. Change the verbs in the brackets, using the past continuous or past simple.

...and if you remember at that time our sales 1 (go down), we 2 (lose) market share, we 3 (not invest) enough in Research & Development, we 4 (not train) our staff in order for them to use the new technologies that 5 (become) available. In addition, our competitors 6(put) a lot of effort into their own new products and 7 (dictate) market trends. Then, at about the time I 8 (become) your Chairman, we 9 (decide) that we 10 (have to) do something. So, we 11 (make) the decision to make a three-for-one rights issue, we 12 (expand) our Training Department, and we 13 (commit) **more money to R & D...**

Exercise 3. Complete the text with the appropriate time expressions.

So far this year
Since 2006
Over the past month
Last month

never
at the end of December
during the past 12 months
a year ago

We have 1 _____ had it so good! 2 _____ the nation's consumer spending has increased by 10 per cent. However, despite this encouraging news, the volume of retail sales fell back by 2 per cent 3 _____, though it was still 6 per cent higher than 4 _____.

The real incomes of those in work are still rising. Average earnings in the private sector were 8 per cent higher than they were 5 _____. This compares with retail price inflation which has not been as low 6 _____.

7 _____, industrial output has continued to decline but the volume of production has shown an encouraging rise of 1 per cent 8 _____.

Exercise 4. Read the newspaper article and choose the correct verb form in the brackets.

Figures published today by the Department of Trade show that unemployment 1 (fell/has fallen) by 0.9 % over the last three months. According to the Minister, this decrease can be explained by the government's successful economic policy which 2 (led to/has led to) more job creation in small businesses. In addition, these statistics show that so far this year the production of manufactured goods 3 (increased/has increased) by 1.5% and exports 4 (rose/have risen) by 2.1%. Figures for the same period last year 5 (were/have been) 0.9% and 0.4% respectively.

A week ago the Prime Minister 6 (announced/has announced) a drop of 0.5% in interest rates. Since then the Stock Market 7 (reacted/has reacted) accordingly with the FT 30 Index now standing at 1772. Last night, at a banquet given in the Guildhall in the City of London, the Minister 8 (underlined/has underlined) the importance of using this opportunity to boost private investment in industry.

Exercise 5. Choose the present perfect or the past simple in each case. Use the following verbs:

Explain be ask meet
tell send

Dear Sue,

While I 1—— in Italy recently I 2—— lucky to be able to make an appointment with Mr. Carlucci of Fontana S.A. We 3—— briefly in Milan on the day of my departure and he 4—— some of the changes in their distribution network. In particular, he 5—— me that I should deal with him directly and not worry about complicated administrative procedures.

I am now back in the office and I 6—— him our catalogue and samples as he seems interested in placing a firm order. In addition, I 7—— Miss. Parker to make sure he receives the latest list of prices by the end of next week. If there are any further developments I will let you know.

Exercise 6. Choose the present perfect or the past simple. Use the following verbs:

Appear say prevent keep
write praise have be

Dear Martin,

Thank you for your phone call yesterday. It is true that I 1—— not 2—— to you for quite some time. This letter should try to put you in the picture.

As I 3—— on the phone the launch of the X100 cloth cutter in Singapore last winter 4—— rather low-key. Competitors' machines are manufactured locally and aggressively marketed at attractive prices. Up until now, imported machines 5—— subject to 30% duty and 25% sales tax. So we find it difficult to gain market share.

To date, the major disadvantage for us 6—— our inability to find a motivated agent to push our products. We 7—— our profit margin low to make the price to the customer reasonable but so far this 8—— us from discounting or granting high commission rates. And yet the trade

press is favourable. An article which 9 _____ in last month's Textile Technology 10 _____ the X100 highly.

All for now. I hope you 11 _____ more success in your part of the world. Keep in touch.

Exercise 7. Write the verbs in brackets in the correct tense (Past simple and present perfect).

A: Where can we take Mr Chen when he comes to visit us in London next month?

B: We could take him to see some of the sights.

A: Hmm. He 1 _____ (visit) London several times, so I think he 2 _____ (see) most of the sights already.

B: What about the theatre?

A: I 3 _____ (take) him to the theatre last year. Unfortunately, his **English wasn't very good, and he 4 _____ (not understand) very much.**

B: But perhaps his English 5 _____ (improve) since then.

Exercise 8. Underline the correct forms in italics. Each verb form is used once.

So far this year we 1 saw/have seen a lot of volatility in the financial markets. The current situation in the world economy 2 is causing/had caused a great deal of uncertainty in the minds of investors. No-one knows that the future 3 will bring/is bringing. Last year things were different: everyone 4 has been/was optimistic and the markets 5 were rising/have risen. Of course we know now that our current problems 6 have already begun/had already begun well before last year.

Exercise 9. Complete these memories by putting the verbs into the correct form: past simple, past continuous or past perfect.

I remember that occasion very well – it was while I 1 _____ (work) Omnitel. It was in the afternoon – I 2 _____ (just/finish) lunch – and I 3 _____ (write) a report at my desk. I 4 _____ (get) an SMS on my mobile phone – it was from a headhunting agency, inviting me to call them. I 5 _____ (be) very surprised because I 6 _____ (not/contact)

any agencies like that. Anyway, I 7 _____ (wait) until no-one 8 _____ (listen) and then I 9 _____ (call) them. I'm sure they 10 _____ (wait) for my call because they were immediately very friendly. They said they 11 _____ (already/find out) a lot about me by doing a Google search on my name, and that they 12 _____ (want) to have a meeting with me.

Exercise 10. Use the past simple, the past perfect or the past perfect continuous to complete this passage about a particularly tiring day at work.

A

Last Monday morning at 9.30, after I 1 (deal with) the mail, I 2 (go) to a finance meeting but our accountant 3 (not prepare) the relevant figures so that 4 (be) a waste of time. Then I 5 (see) Polly. Apparently, she 6 (ask) to see me all week about a personal problem. I 7 (spend) an hour with her. She said she 8 (see) the Personnel Manager already but he 9 (tell) her to see me! She explained that she 10 (have) a lot of trouble with Mr. Harris who apparently treats her unfairly. After that I 11 (see) three customers, one of whom 12 (say) he 13 (not receive) an order and I 14 (have to) investigate that. I 15 (find out) that the dispatch department 16 (not send) it off. A "computer error". Then I 17 (go) to a planning meeting. Sales 18 (be) a lot worse than we 19 (forecast) probably because our competitors 20 (launch) a very similar product just three months prior to our own. And so it went on. I 21 (leave) the office at 7.00 physically and mentally worn out. And when I 22 (get) home I suddenly 23 (realize) that I 24 (not eat) all day.

B

This passage is about a success story in an area of Britain particularly affected by high unemployment. Use these verbs and decide whether to use the past simple, past perfect or past perfect continuous in each case.

grab	lose	be (*5)	launch
become	listen	disappear	encourage
spend	close	have	join

In 2002 Ironworks 1 _____ its huge steel plant in the industrial heart of the North East. This 2 _____ not an isolated moment of disaster for the region as jobs 3 _____ since the mid-90s, but 4 _____ a major blow

to the local economy and by 2004 over a quarter of the town's men and women 5 ——— their jobs.

It 6 ——— into this economic climate that Phillipa Miles and Tony Peters came with the firm conviction that there 7 ——— a gap in the slimming foods market waiting to be filled. Peters 8 ——— years in marketing with a food manufacturer, Miles 9 ——— a successful career in international advertising. The financiers 10 ——— The local Industrial Development Agency which 11 ——— set up to help to create businesses in the area also 12 ——— the project. Immediately 350 jobs for redundant iron workers 13 ——— available in the manufacture of low **calorie foods and drinks. Originally aiming for a turnover of £1.5m, that** figure has grown to more than 10 times that amount, with a phenomenal growth of 35% a year. By 2005, Peters 14 ——— a large slice of the slimming foods market in the UK. And in 2007 they 15 ——— a new product line – low calories crisps and snacks. These products really hit the market after Peters and Miles 16 ——— forces with Robert James, Managing Director of the Northern Brewery. As a result of this **partnership they now have access to the vast £2.5 billion**-a-year pub food market and their slimming snacks may well turn out to be a feast.

1.3. Future Forms

Exercise 1. Underline the two possible time words in italics.

1. Our local representative will contact you *when* / until / as soon as you arrive.

2. **Don't make a decision before** / until / while you've read the contract.

3. **Laura will supervise the work while** / when / after I'm away.

4. **Before** / When / As soon as you arrive tomorrow, I'll give you a copy of the report.

5. **We'll visit the production unit during** / as soon as / when we have time.

Exercise 2. Choose the correct form of the verb.

1. **We give you / We'll give you an extra discount on any repeat order.**

2. **The President is to inaugurate / 'll inaugurate the new center on February 11.**

3. **"Why have you started packing your suitcase?" – I'll take / I'm going to take the first plane back, that's why.**

4. **"I've just realized I can't be free any other day except Wednesday. And as you've got another appointment then we can't see each other until next month." – "No, Wednesday is OK, I'll cancel / I'm going to cancel it".**

Exercise 3. Complete the sentences using one of these verbs in the future simple tense: a) permit, be, have, employ, do; b) make, check, motivate, give, influence, make. Mind the use of the active or passive voice.

A 1. Our generalization ... more useful if it can be quantified.

2. **Our generalization ... economists to predict the size of the tax cut which will be required to increase incomes.**

3. **Different characteristics of forms of ownership ... implications for the operation of the firm.**

4. **The strategic decisions determine the areas in which the company's resources ...**

5. **Strategy formulation and implementation deal with how one ... business both in general and very specific terms.**

B 6. **The general manager ... decisions that subordinates cannot make.**

7. **Many managers believe workers ... to achieve organizational goals by satisfying their fundamental needs for material survival.**

8. **Every now and then he ... to see whether or not the ship is on course.**

9. **The interest rate ... by the interest rate which is quoted from time to time by the bank of England.**

10. **A rise in the interest rate ... borrowing more expensive and saving more attractive.**

11. Banks ... normally statements to both deposit and current account holders about once every three months.

Exercise 4. The following dialogue is a discussion between two people about pricing. For 1–10 use the correct form of the verb in brackets. For 11–15 use words of your own choice.

A: ...**Yes I see, but if we cut our prices then they 1 (be) cheaper** than the competition and if our prices are cheaper, we 2 (sell) more and we'll have a greater share of the market.

B: Perhaps, but if you 3 (reduce) your prices, your competitors will do the same and you 4 (not have) a greater market share at all. If all the companies making computer software like yours cut their prices, everybody's profit margins 5 (go down). There's another thing. If you work to lower profit margins, then your shareholders 6 (not be) pleased because if you 7 (make) less profit, you'll have to reduce the final dividend. And if shareholders don't get a return on their capital, they 8 (not invest). And if they don't invest you 9 (not have) a company at all!

A: OK, we can raise prices.

B: Possibly, but if you put your prices up, you 10 (price) yourselves out of the **market. And if your competitors' prices are lower than yours,** then you 11 — anything. And if you don't sell anything, you 12 — out of a job!

A: So we have got to make a decision. If we wait to see how the market reacts it 13 — too late. We have to lead the market.

B: Why don't you see Antonio tomorrow! Ask him if he thinks you can keep prices at their present levels. If he 14 — "No" then I 15 — him myself.

The Passive

Exercise 1. Complete each sentence with a verb in the passive form.

1. We will launch our new range next summer.

Our new range — next summer.

2. They have not tested the new medicine yet.

The new medicine — yet.

3. They designed this new sports car in Japan.

This new sports car _____ in Japan.

4. We cannot ship the goods until they receive payment.

The goods _____ until we receive payment.

5. We are redesigning our website.

Our website _____.

6. Millions of people use our toiletries every day.

Our toiletries _____ by millions of people every day.

Exercise 2. Complete the sentences with passive forms of the verbs in brackets.

1. The new office furniture _____ (deliver) yesterday. 2. There **wouldn't be so many complaints all the time if the goods** _____ (pack) more carefully. 3. All our documents _____ (translate) into Spanish and English, and this always makes our work easier. 4. If the machine breaks down again, our new chocolates _____ (not / produce) in time.

Exercise 3. Rewrite these sentences using a passive form to avoid "I", "you", and "we".

1. We can use the same strategy for other products in the range.

2. In section 2.4 I will consider the environmental impact of these changes.

3. You can only do this after the machines have been serviced.

4. I should emphasize that these results are only provisional.

Infinitive / The -ing form

Exercise 1. Match these sentence halves.

1. Many people say they just can't afford

2. The copier broke down completely because we had put off

3. The wise consumer doesn't mind

a) calling these engineer servicefor weeks.

b) paying that extra bit of money for a product that will last.

c) to buy low-quality products.

- | | |
|---|--------------------------------------|
| 4. I had to accept a replacement because they refused | d) to give me my money back. |
| 5. If any of the goods are faulty, we promise | e) to replace them at no extra cost. |

Exercise 2. Choose the correct verb from in italics.

1. I avoid to travel / travelling during the rush hour.
2. Would you mind to tell / telling her straight away?
3. They have offered to send / sending a replacement.
4. I can't delay to break / breaking the bad news any longer.
5. We expect to receive / receiving an answer soon.
6. People tend to take / taking long weekends during the month of May.
7. He promised to contact / contacting me as soon as he could.
8. He denies to represent / representing any of our competitors.

Exercise 3. Complete the sentences with either the infinitive or gerund of the verb to order.

1. If their after-sales service **doesn't improve**, we'll stop ... **from them**.
2. **We plan ... larger quantities in the** future if the quality remains constant.
3. **For our autumn collection**, we've decided ... **the finest silks from** Central Asia.
4. We can't launch our new model in September as planned because **we forgot ... before the summer holiday**.
5. Our stocks are running low, **so don't delay ...**

Exercise 4. In these sentences two of the verbs are possible and one is incorrect. Tick the two correct verbs.

1. **He ... to review our quality procedures.**
 a) promised b) delayed c) wanted
2. **I ... improving reliability.**
 a) undertook b) suggested c) recommended
3. **I ... to meet the Quality director.**

- | | | |
|--|----------------|-------------|
| a) decided | b) didn't mind | c) arranged |
| 4. She ... to check the larger order. | | |
| a) refused | b) put off | c) failed |
| 5. We ... to invest in new machinery. | | |
| a) consider | b) hope | c) plan |

Exercise 5. Match these sentence halves.

- | | |
|--|--|
| 1. The board recommends | a) to make mistakes with this big order. |
| 2. The factory can't afford | b) to turn around the company's reputation in the coming year. |
| 3. The Research and Development Department should consider | c) producing the faulty product. |
| 4. The new Chief Executive promised | d) outsourcing some of the company's functions. |
| 5. The factory stopped | e) to accept our apology for the fault. |
| 6. The customer refused | f) changing its policy on product testing. |

Exercise 6. Choose the most appropriate form of the verb from the brackets to complete these sentences.

1. **He** stopped (working / to work) on the project after three months because of ill-health.
2. She was driving in a hurry but she stopped (answering / to answer) her mobile phone.
3. Did you remember (calling / to call) the customer yesterday?
4. I can't remember (offering / to offer) you a replacement.
5. The sales assistant forgot (giving / to give) the customer a discount.
6. The customer forgot (completing / to complete) the five-year guarantee form.

Exercise 7. Change the form of the verb in brackets.

A

Thank you for your inquiry and I apologise for 1 (not reply) earlier.

We are pleased to inform you that some of the articles you wish 2 (purchase) are in stock. However, some items are at present

unobtainable. If you do not mind 3 (wait) we will endeavour 4 (obtain) them from other sources.

I advise you 5 (order) rapidly as these articles are extremely popular and we expect 6 (sell) most of them within a week. If you decide 7 (order) please let me know.

B

Re the proposed modification to the Airlite Cloth Cutter, I had hoped 1 (improve) the machine's precision but it appears to be rather difficult from a technical point of view and would involve 2 (spend) quite a lot of money. I personally feel it is worth 3 (make) the changes and I am sure we can afford 4 (spend) a little more on the design. What do you think?

Alister

PS. I almost forgot 5 (contact) Mrs Smith from SNTC. She says they have stopped 6 (produce) the Vacubrite equipment so it's no good 7 (place) an order with them. She suggested 8 (get) in touch with Ugalima Pty and seems 9 (think) they are of the right quality. Why don't you try 10 (give) them a ring?

Participles

Exercise 1. Complete the sentences. Use a present or past participle.

1. **Current assets include cash within an ... cycle. (operate)**
2. **The persons ... accounting reports are termed the users of accounting information. (receive)**
3. **The standards ... in the preparation of an accounting report must relate to the information needs of the users. (employ)**
4. **The prospective customers include both individuals ... for themselves and organizations. (buy)**
5. **... the market consumers, the firm must take steps to satisfy their needs. (have/select)**
6. **The mass media ... include magazines, direct mail, radio, television, newspapers, etc. (use)**
7. **Strategic decisions, ... by the board of directors, are concerned with the deposition of resources. (make)**

8. **Employees are happier in a workplace ... by managers who enjoy themselves, their work, and their employees.** (run)

Exercise 2. Complete the sentences with present or past participles formed from these verbs: a) design, exist, own, operate, affect, call, make; b) sail, involve, face, take, transmit, become, decline, aim.

A 1. **Economists continuously check ... principles and theories** against the changing economic environment.

2. **The creation of specific policies ... to achieve the broad economic goals of our society** is not a simple matter.

3. **A sole proprietorship is a business ... and usually ... by a single individual.**

4. **Strategic decisions ... by the board of directors** are concerned with the disposition of resources.

5. **Some corporations, usually ... "growth companies"** prefer to invest most of their profits in research and expansion.

6. **The general manager makes decisions ... company welfare.**

B 7. Many managers encounter a mental **block when ... an interview.**

8. **It is a bit like the captain of a liner ... across the Atlantic to New York.**

9. **The manager has to keep these targets in mind when he is ... in the decision-making process.**

10. **Modern information technology had led to news ... world-wide quicker than even before.**

11. **Some fiscal policy tools work automatically without action ... by the president or Congress.**

12. The progressive income tax tends to reduce the collection of **revenue when personal and business incomes are ...**

13. Inflation soared into the double-**digits in the late 1970s, ... the main economic concern in the United States.**

14. **When ... at buyers who are mainly housewives, this company was successful.**

Conditionals

Exercise 1. Match up the parts of the sentence.

1. If I lost my job,
 - a) we'd both benefit.
 - b) I'd have a lot of problems getting another one.
 - c) you'd be more aware of what people really felt.
 - d) we wouldn't be so behind technologically.

2. If I were in your position,
 - a) I'd resign rather than wait to be sacked.
 - b) I'd have a lot of problems getting another one.
 - c) you'd be more aware of what people really felt.
 - d) we wouldn't be so behind technologically.

3. If I spoke Japanese as well as you do,
 - a) I'd resign rather than wait to be sacked.
 - b) I'd try to find a job with one of the Japanese banks.
 - c) we'd both benefit.
 - d) we wouldn't be so behind technologically.

4. If we spent more on Research and Development,
 - a) I'd resign rather than wait to be sacked.
 - b) I'd have a lot of problems getting another one.
 - c) I'd try to find a job with one of the Japanese banks.
 - d) we wouldn't be so behind technologically.

5. If you spoke less and listened more,
 - a) I'd resign rather than wait to be sacked.
 - b) I'd have a lot of problems getting another one.
 - c) I'd try to find a job with one of the Japanese banks.
 - d) you'd be more aware of what people really felt.

6. If you spent more time on your own problems and a bit less on mine,
 - a) I'd resign rather than wait to be sacked.
 - b) I'd have a lot of problems getting another one.
 - c) we'd both benefit.
 - d) I'd try to find a job with one of the Japanese banks.

7. If we controlled our expenses a bit better,
- I'd resign rather than wait to be sacked.
 - I'd have a lot of problems getting another one.
 - we'd save a lot of money.
 - I'd try to find a job with one of the Japanese banks.
8. If you invested some time into learning how the Internet works,
- you'd find that it could really help you in your job.
 - I'd have a lot of problems getting another one.
 - we wouldn't be so behind technologically.
 - I'd try to find a job with one of the Japanese banks.
9. If we opened an office in Tokyo,
- we wouldn't be so behind technologically.
 - you'd be more aware of what people really felt.
 - I'd be interested in working there.
 - we'd both benefit.
10. If you didn't take the job,
- you'd regret it later.
 - you'd be more aware of what people really felt.
 - we wouldn't be so behind technologically.
 - I'd try to find a job with one of the Japanese banks.

Exercise 2. Complete these sentences using the words in brackets.
 For example: ——— to the conference even if you invited him. (he / not / come)

He wouldn't come to the conference even if you invited him.

1. Would you move to our Taiwan office if ———? (you / can)
2. If you were in my position, how ——— with this crisis? (you / deal)
3. **They wouldn't do business with us if they** ——— our terms favorable. (not / find)
4. If you look at our catalogue, you ——— how much we have expanded our product range. (see)

5. You'd be more popular if —— so nervous all the time. (you / not / be).

Exercise 3. Complete the sentences using "if" + past tense + conditional structure.

1. We ... if we ... (make more money / have better equipment).
2. If he ... he ... (be / not always late / start on time).
3. If he ... he ... (start on time / get more practice).
4. We ... if we ... (get more money / have a manager).
5. If we ... more people ... (make better advertisement / know about us).
6. If interest rates ... during that period, borrowers ... a higher rate. (go up, pay).
7. If the rate ... , the lender ... (go down, benefit).

Exercise 4. Choose the correct answer for each sentence.

1. If I had gone to England, I —— missed Rachel's visit.
 - a) had
 - b) would have
 - c) have

2. I —— so keen on employing him if I didn't think he was the best person for the job.
 - a) will not be
 - b) would not be
 - c) had not been

3. If I'd gone to University, I —— liked to have studied Economics.
 - a) had
 - b) would have
 - c) have

4. I —— gone to the cocktail party if I hadn't had too much work on.

- a) had
 - b) would have
 - c) have
5. What would you say if you —— Bill Clinton?
- a) meet
 - b) met
 - c) will meet
6. What would you do if you —— your job?
- a) will lose
 - b) lose
 - c) lost
7. If I —— smoking, I would save \$5000 a year.
- a) stopped
 - b) stop
 - c) would stop
8. I —— recognized you if somebody hadn't told me who you were.
- a) hadn't
 - b) wouldn't have
 - c) have
9. I would have bought a Mercedes if I —— been able to afford it.
- a) had
 - b) would have
 - c) have
10. I —— sent you a postcard if I hadn't lost your address.
- a) have
 - b) had
 - c) would have
11. If I —— the Prime Minister, I'd reduce taxes.
- a) am
 - b) will be
 - c) was
12. I wouldn't have told you if I —— known that you would get upset.
- a) had
 - b) would have
 - c) have

13. I'd have come in earlier if I _____ known how much urgent work there was.

- a) have
- b) had
- c) would have

14. If we build it, it _____ 200 new jobs .

- a) would create
- b) created
- c) will create

15. If I was offered the job and the salary was OK, I _____ it.

- a) took
- b) would take
- c) will take

16. If we lose the contract, there _____ be redundancies.

- a) had to
- b) will have to
- c) would have to

17. I _____ taken the job if I'd known about the bad working atmosphere.

- a) had
- b) would have
- c) have

18. I wouldn't have bought this if I _____ known it only has a 3 month guarantee.

- a) had
- b) would have
- c) have

Exercise 5.

A Here are some unlikely situations. What would you do if any of them happened to you?

1. Your firm said you had to take a cut in pay.
2. You received an unsolicited order from Patagonia.
3. A letter announcing your dismissal unexpectedly landed on your desk.
4. You were invited to speak at a conference in London on "Commercial Farming in Space in the twenty-first century: Risks and rewards".
5. A competitor offered you a bribe to give away company secrets.

B Last February a company bought a three-month option on the financial futures exchange to borrow at 10% for three months, based on **the principal sum of £1 million. At the time the option was sold, interest rates were 10 % and the option seller charged a premium of 1 per cent (\$2,500). At the end of a three-month period (i.e. in May) interest rates were 12 %.** How much more interest would they had to pay if they had not bought the option?

C What would you have done if ...?

Think of some important turning points in your life e.g. a change of career, marriage, etc. In what way would things have been different if you hadn't done what you did?

Exercise 6. Read through this short case and think about how you would have dealt with this situation.

The coming year's sales programme was now complete and Lisa Somers, sales manager of Pinewood Products, had just completed a two week trip auditing customer accounts and following up prospective clients (mainly furniture stores) contacted by her sales staff over the previous 6 months. To her surprise, Lisa discovered that the majority of these sales reports were not based on any previous visit and had been completely made up. In fact her sales staff had only made 5 of the 25 reported visits.

Modal Verbs

Exercise 1. Match these sentence halves.

- | | |
|--|--|
| 1. All foreign nationals must first. | a) let senior executives speak |
| 2. Although it is quite a liberal country, | b) fill in a landing card. |
| 3. In their meetings, junior staff have to 1,000 euros out of the country. | c) the equivalent of |
| 4. They have "casual Fridays", which means | d) otherwise you could embarrass your hosts. |
| 5. You mustn't take more than wear formal clothes on that day. | e) you don't have to |
| 6. You shouldn't buy a very expensive gift public. | f) you should avoid drinking alcohol in |

Exercise 2. Complete these sentences with the appropriate form (positive or negative) of can, could or would.

- Alex —— speak Chinese, but he is planning to start learning next year.
- Last year, our employees —— use the new software, so we hired a consultant to teach them.
- you like to take a career break?
- Naruto —— get a promotion at GFS, so he wants to move to another company.
- Do you think you —— recommend one or two employment agencies?

Exercise 3. Choose the best options to complete this telephone conversation.

- A Huxters. Good afternoon.
 B Hello. 1 Could / Would I speak to Marianne Feldman, please?
 A **Just a moment ... I'm sorry, she isn't answering her phone.** 2 Would you / Would you like to speak to someone else?
 B OK. 3 Can / Will you connect me to someone in the computer department, please?
 C Hello, Computer Department. Carla speaking. 4 Can / Could I help you?

B Hello. My name's Bernie Lang. I spoke to Marianne before. She was helping me to solve a computer problem – I 5 could / couldn't access the Internet.

C Right. I'm afraid Marianne 6 can / can't come to the phone at the moment. 7 Could / Would you like to leave a message for her?

B Yes, please. 8 Would / Won't you tell her my computer is working OK now? And please say thanks very much for her help.

C Yes, of course.

Exercise 4. A toy manufacturing company is holding a competition to find a good name for a new toy. These are the rules for entering the competition. Choose the correct modal verb in the sentences below so that each sentence matches the meaning of the rules.

Competition rules

- Minimum age: 18 years
- No more than three entries per person
- Entry is free
- Closing date: 31st December
- We recommend you type or write your name in CAPITALS

1. People can / must be at least 18 years of age to enter.
2. You can/ must send three entries.
3. **You shouldn't / don't have to send four entries.**
4. **You mustn't / don't have to pay to enter.**
5. **Entries mustn't / don't have to arrive later than 31st December.**
6. You should / can write your name clearly.

Exercise 5. Complete these sentences with have to, don't have to, mustn't.

1. **In Britain, you ... pay tax on the interest that your money earns.**
2. In some companies, staff ... **clock in and out. Apparently, this encourages punctuality.**
3. **You ... write personal e-mails during working hours.**

4. In some countries, motorists are lucky: they ... pay a toll to use motorways.

5. You ... take home any office equipment. If you do, you may lose your job.

6. In most European countries, you ... have an identity card on you at all times.

Exercise 6. Choose from the modal verbs below in order to complete the dialogue.

must may can have to
could should

A: Surely your brands ... be worth more than that?

B: Well, it's very difficult to say. They ... well be. However, we prefer to put it on the conversation side.

A: I ... say I find these figures hard to believe. After all, a company that wanted to create a brand would ... pay a fortune in advertising alone.

B: Yes, that's true, but you ... not put a figure on brand creation – it depends on so many factors.

A: I agree, but we ... calculate from a historical basis.

B: That's not the point. The real value is the long-term potential profit. How ... you estimate them?

A: Well, you ... have annual sales forecasts?

B: Of course, but if we are going to value them in the balance sheet, we ... have a longer-term perspective.

A: In my opinion what you ... do it ... take ten years' potential net income.

Exercise 7. Use modal verbs must, have to, should to complete the sentences below.

1. It is compulsory to obey the law. You ... obey the law.

2. It is not a legal duty to report fraud. You ... report fraud.

3. It is a moral obligation to report fraud. You ... report fraud.

4. It is the prime duty of an auditor to respect a client's confidentiality.

5. Auditors are advised to follow the code. You ... follow the code.

6. Auditors are not allowed to be employed by a client. You ... be employed by a client.

Exercise 8. Choose the most appropriate verb. There are some situations where both verbs are possible.

1. Visitors must / should carry an identity card at all times when travelling.

2. Passengers mustn't / don't have to smoke anywhere on the aircraft.

3. All personnel should / must wear their badge while in the building.

4. The visitors don't have to / mustn't enter the radioactive zone unless authorized.

5. I think you should / must learn how to negotiate in Chinese. It would be a good skill if you had the time to learn it!

6. My boss doesn't **have to** / **shouldn't travel so much** – he is looking ill.

7. When going to a new country to do business, you should / must do some research on the etiquette and taboos of the host country.

8. Monday is a public holiday. I mustn't / don't have to work.

Exercise 9. Look at this advice for businesspeople about moving from the UK to another country. Choose the correct alternative from the brackets.

1. Visitors (must / don't have to) register with the police within one week of arriving. Anyone who does not can be fined \$ 1, 000.

2. It is very difficult to find somewhere to live. You will probably (must / have to) live in a hotel for the first few weeks while you find somewhere.

3. UK citizens (mustn't / don't have to) register at the British Consulate but doing so will help the consul to assist you if you get into trouble.

4. You (shouldn't / must) carry your passport with you at all times.
The police carry out frequent spot checks.

5. Visitors and residents (don't have to / mustn't) go near military installations, especially when carrying a camera. You (mustn't / should) photograph military aircraft or warships.

6. You (must / don't have to) be very careful when driving. The roads are extremely dangerous.

7. **Street crime is very rare, but you (should / shouldn't)** be aware at all times of what is going on around you.

8. **You (should / shouldn't) learn some common expressions in the** local language. Very few people outside the capital speak English.

Nouns

Exercise 1. Complete the letter using the following noun combinations:

Enrolment form
leather industry
conference date
Design specialists
Export opportunities

conference timetable
Footwear Trade Fair
Exhibition Centre
Conference Organizer
Industry Training Board

Dear Sir/Madam

We are pleased to invite you to the 12th 1 _____ to be held at the National 2 _____ from 6-13 June.

This annual event, organized by the Boot and Shoe 3 _____ brings together 4 _____, manufacturers and retailers involved in the 5 _____, both at home and abroad. It is therefore the ideal moment to learn more about 6 _____.

Please find the 7 _____ on the enclosed document. A reminder will be sent nearer the 8 _____. In the meantime you are invited to complete the 9 _____ and send it back by 30 April. In the event of over-enrolment your place will be assured.

Luang Pang
(10_____)

Exercise 2. Chose the correct word to complete the sentence.

apartment	damage	course	job
recommendation	accommodation	damages	trip
work	advice	progress	train
travel	step forward		

1. If you're thinking of exporting to the UK you can get a lot of _____ from the Embassy.
2. She's got an interesting _____ in a publishing company.
3. The tribunal awarded \$200,000 _____ for unfair dismissal.
4. The creation of a single market was a significant _____ in free trade.
5. She's recently been on a _____ to learn more about human relations.
6. The board made a _____ to increase the share capital.
7. The explosion at the plant caused a great deal of _____.
8. Go away! I've got _____ to do.
9. It's becoming more and more difficult to find suitable _____ in capital cities.
10. If we want a more flexible workforce, we must invest in _____.
11. He's bought an _____ on Fifth Avenue.
12. Did you have a good _____ to Geneva?
13. _____ abroad is a necessary part of an export salesman's job.
14. We've made _____ in the negotiations but still haven't reached agreement on several points.

Exercise 3. Choose the correct item in italics.

1. We've made a progress / *progress* this year.
2. She is an executive / *executive* in a telecommunications firm.
3. We do a very little advertising / *very little advertising*.
4. They have made an arrangement / *arrangement* to meet.
5. She gave me an advice / *advice* on how to invest.
6. We need a review / *review* of our existing product range.
7. We've done a research / *research* into consumer attitudes.
8. She's found a work / *work* in an investment firm.

Exercise 4. The table below gives the currency used in a number of countries.

Argentina	peso	Mexico	peso
Brazil	cruzeiro	Netherlands	guilder
China	yuan	Poland	zloty
Denmark	krone	Portugal	escudo
Finland	markka	Romania	leu
France	French franc	Russia	rouble
Germany	Deutschmark	Saudi Arabia	riyal
Greece	drachma	Singapore	dollar
India	rupee	South Africa	rand
Iran	rial	Spain	peseta
Italy	lira	Sweden	krona
Japan	yen	Thailand	baht

Hidden in this puzzle are the names of 20 currencies. See how many you can find. In which countries are these currencies used?

S	C	H	I	L	L	I	N	G	Y
P	X	P	M	B	A	H	T	U	U
O	P	E	S	O	R	R	S	I	A
U	F	S	Z	R	I	Y	A	L	N
N	F	E	Y	E	P	R	K	D	M
D	G	T	E	E	Z	O	K	E	A
F	R	A	N	C	L	U	R	R	R
L	H	D	A	L	O	B	O	L	K
R	U	P	E	E	T	L	N	I	K
P	L	C	X	U	Y	E	E	R	A
E	S	C	U	D	O	L	L	A	R

Articles

Exercise 1.

A Choose between a/an or one to complete these sentences.

1. If there's _____ thing I don't understand it's why _____ intelligent person like you is working in _____ boring job like this.

2. We had only _____ prototype made – it was too expensive to make any more.

3. We should be able to arrange _____ meeting soon.

4. I can't remember when we met but I know it was on _____ Monday.

5. If there is _____ thing I dislike, it's working at the weekend.

6. The XP 300 computer has _____ disk drive so it is not easy to make backup copies of software.

7. We had many difficulties at the beginning but _____ problem in particular caused us great concern.

8. I can't do more than _____ thing at a time or I get confused.

B Choose between a/an/one.

Our client, 1 _____ subsidiary of 2 _____ US private corporation and 3 _____ leading manufacturer of textile machinery is looking for 4 _____ experienced Works Director to assume responsibility for production at 5 _____ of its British plants. Applicants should have 6 _____ command of at least 7 _____ foreign language, preferably more. **Salary according to experience but not less than £60,000 8 _____ year.**

Exercise 2. Insert the wherever necessary.

1. He has no experience of _____ word processing.

2. She's a government tax inspector and works in _____ Treasury.

3. _____ exporters can receive help from _____ Export Credit Guarantee Department.

4. _____ business we set up last year is doing well.

5. _____ peseta went down against _____ dollar yesterday.

6. _____ EEC is made up of 12 member nations.

7. _____ credit enables _____ people to buy _____ goods now and pay later.

8. _____ personnel department organizes _____ training.

9. _____ cash dispensers are machines which enable _____ customers to draw out _____ money quickly from their bank.

10. _____ advertising gives _____ information on _____ events and services, _____ products and _____ prices. _____ aim is to persuade _____ consumers to buy.

Exercise 3. Tick the correct sentences. Add the where necessary in the other sentences. You may need to add the more than once.

1. Knowledge of advertising code of practice is vital to those wishing to work in advertising industry.

2. We want to film a TV commercial in Kingdom of Saudi Arabia.

3. Wales, Scotland, England and Northern Ireland make up UK.

4. The "Think small" Volkswagen Beetle advert was one of most successful advertising campaigns of the 20-th century.

5. We are going to Czech Republic this summer.

6. Four major brands, AOL, Yahoo, Freeserve and BT, all achieve awareness of over 40% amongst the UK adult population.

7. This year the sales conference is in Netherlands.

8. Next year I am going to work for an advertising agency in US.

Exercise 4. The or no article?

A

Expertly handling over 8.7 million tones of 1 _____ cargo a year, 2 _____ Port Rashid is 3 _____ Gulf's No.1 port boasting 4 _____ superb facilities and 5 _____ easy communications by 6 _____ road, 7 _____ rail and 8 _____ air. 9 _____ red tape is cut to a minimum and there's no fuss when shipping 10 _____ goods both in and out.

Close to 11 _____ city centre and with 12 _____ Dubai's world – famous five stars hotels near at hand, 13 _____ Port Rashid is probably 14 _____ most relaxing place in 15 _____ world for 16 _____ busy exporter to do 17 _____ business.

B

Dear Dr Smith,

We are thinking of setting up a factory in 1 _____ India for 2 _____ – manufacture of 3 _____ products made of 4 _____ plastic and would like to start this venture with 5 _____ technical co-operation. 6 _____ plastics industry is still relatively underdeveloped and we would welcome 7 _____ outside help.

8 _____ market for items such as 9 _____ tableware, 10 _____ picnic sets, 11 _____ kitchen utensils and so on is a promising one, given 12 _____ continuing consumer boom on 13 _____ Indian sub-continent.

We have learnt from 14 _____ **Commercial Attaché** at 15 _____ French embassy in 16 _____ New Delhi that you are 17 _____ biggest manufacturer in this line. We are therefore making approach to find out if you are able to provide 18 _____ assistance technically or financially. We look forward to hearing from you soon, as we wish to benefit from 19 _____ World Bank's recent announcement of 20 _____ substantial loans for 21 _____ joint ventures of this nature.

Exercise 5. The text below is about the filming of a television advertisement using a famous Brazilian football star. There are no articles in the text. Write in the articles a, an, or the where appropriate.

Ronaldinho smashed window in centuries-old cathedral of Santiago de Compostela while filming advert for television today. Lickily for Barcelona star, window was only small, modern addition to Spain's famous cathedral in Galicia. Brazilian blundered after being asked to try scissor-kick beneath cathedral's 12th century Portico de la Gloria (Portal of glory). "I asked Ronaldinho to hit ball as hard as he could and he had bad luck to hit window", said advert's director Emil Samper. "It was my fault".

From the Evening Standard

Exercise 6. A The passage below is the first part of a text about 'subvertising'. Complete it with a / an / the. Put \emptyset if no article is necessary.

'Subvertising' is 1 ... combination of 2 ... words "subvert" and "advertising". Indeed, subvertising consists in subverting or sabotaging **commercial as well as political advertisements that are displayed in** 3 ... public places.

Here is 4 ... simple example: 5 ... advert for 6 ... famous brand of 7 ... cigarettes depicted 8 ... handsome middle-aged man gazing thoughtfully into 9 ... distance.

10 ... caption was four words long: The more you know... This ad was easily subverted by someone who just added 11 ... following words: ...the less you smoke.

B

In the second part of the text, all eight instances of the definite article, the, have been removed. Insert them back where they belong.

Purpose of subvertisers is usually to encourage people to think, not only about products they buy, but also about nature of society they live in.

There are a number of similarities between advertising and subvertising: both are very often creative, witty, direct and thought-provoking.

However, differences between two are enormous. While goal of advertising is ultimately to increase consumption and corporate profits, subvertising aims to make people aware of constant pressure they are under to buy things, to spend money, to "shop-till-you-drop", so that they may be able to resist that pressure.

C

In the third and last part of the text, there are no articles. Write in a / an / the where appropriate.

In addition, subvertising is reaction against invasion of public places by hoardings, posters, slogans, logos, etc, which some people say "pollute our mental environment". It is attempt to "reclaim streets", to free our personal space of those consumerist messages which can be seen or heard left, right and centre in our cities.

While one cannot ignore that in eyes of law, altering hoardings is considered minor form of vandalism, one has to recognize that subvertising is form of creativity and way of exercising one's freedom of speech.

Adjectives / Adverbs

Exercise 1. Put the word in brackets in its correct form.

1. Cheques should be crossed and made *payable* to Red Arrow plc. (pay)
2. With the smart card and electronic funds transfer at the point of sale we are becoming a *cashless* society. (cash)
3. Expenditure on training is tax-*deductible*. (deduct)
4. We would wish to be your *exclusive* distributor for the Northern region. (exclude)
5. All *secretarial* jobs require a knowledge of word processing. (secretary)
6. Rents, dividends, capital gains and other forms of *taxable* income are liable to tax. (earn)
7. We operate a *supplementary* pension scheme (*AmE: pension plan) for executive staff. (supplement)
8. We see the Japanese market as one of great *strategic* importance; if we can do well there, we can do well in the Far East in general. (strategy)
9. The figures we've been given are extremely *inaccurate*, there are mistakes everywhere. (accuracy)

Exercise 2. Which is correct? Choose the right phrase in italics.

1. The issues raised / *The raised issues* at the last meeting are no longer so important.
2. The main advantage / *The advantage which is main* of her idea is that it is so cheap.
3. The shares issued / *The issued shares* by IMTEX plc were selling at 157p.
4. The consumers questioned / *The questioned consumers* during the survey found that the product with code number CD-40 had the most flavour.
5. The ordered articles / *The articles ordered* have been sent by air parcel post.
6. A major feature / *A feature which is major* of the new line is its appeal to the youth market.
7. Getting the correct export documentation together can be a time-consuming and involved process / *process involved*.

Exercise 3. Put the following adjectives with the correct noun in each sentence. You may refer to the dictionary for this exercise.

rough
stumbling
high

far-reaching
vested
common

firm
last
viable

heated
stiff
fruitful

1. We're going round in circles. Let's just see if we can find some — ground.
2. She gave a —— commitment to re-open pay talks.
3. Profit-sharing gives everyone a — interest in the success of the firm.
4. The telecommunications revolution will have a —— effect on all our lives.
5. The only —— solution would be to design a new engine.
6. After a —— discussion she stormed out of the meeting.
7. At a — guess I'd say we'll need to take on another 20–30 people.
8. The defence of the environment has never been a —— priority for certain industrialists.
9. We're facing —— competition from cut-price imports.
10. The biggest — block to economic recovery is high interest rates.
11. We look forward to a —— collaboration between our two firms.
12. We would only sell at cost price as a —— resort.

Exercise 4. Below is an advertisement for a burglar alarm. Combine these adjectives and adverbs and insert them in the blanks.

superbly
highly

sophisticated
designed

guarded
guaranteed

closely
fully

For years the prototype design of the new 1 —— -2 —— Triple Star burglar alarm was a 3 —— -4 —— secret. It still is but now you, the public, can enjoy the benefits of one of the most 5 —— -6 —— confident of its performance that it's 7 —— - 8 —— for five years.

FOR FUTHER DETAILS ...

Word Formation

Exercise 1. Make nouns from these verbs and insert them into the letter below. Use each word once. Be careful of plurals.

sell	record	enquire	promote	deliver
advertise	exhibit	complain	expire	agree
perform	distribute	decide	compete	
manufacture				

This is just to note the 1 _____ made at our last meeting.

a) We need to make a greater effort in terms of 2 _____ in order to combat the increasing 3 _____ from other 4 _____. To this end we will be running a new 5 _____ campaign at the International 6 _____ in November.

b) A 7 _____ will be kept of all 8 _____ and these should be followed up systematically.

c) All 9 _____ must be made promptly to ensure we minimize customer 10 _____.

d) A new 11 _____ 12 _____ will be negotiated on 13 _____ of the present contract. In return for a better 14 _____ on your part we will allow a further 0.5 per cent commission on total 15 _____.

Exercise 2. Complete the second sentence in each pair with another form of the underlined word.

1 During a negotiation, her face never shows any emotion.
She seems completely _____.

2 The previous manager had lied to his staff and was no longer credible.

He had lost all his _____.

3 People criticised him because they found him weak.
People criticised him for his _____.

4 A good manager should always have a lot of patience.
A good manager should never be _____.

5 They liked her because she was always so calm.
What they liked about her was her _____.

Exercise 3. Fill in the gaps with different form of the word in brackets. The new form may be a noun (singular or plural), verb or adjective.

A

1. Global _____ (warm) and the _____ (destroy) of the environment are _____ (threat) the planet.

2. Green _____ (active) and other pressure groups are becoming increasingly _____ (influence) in determining (environment) policies of large companies.

3. Genetic _____ (engineer) is very _____ (controversy), but many developing nations see it as the only way to ensure continuing _____ (grow) in agricultural _____ (produce).

4. Their government's _____ (economy) strategy is one of rapid _____ – (industrialize). This has both _____ (strong) and _____ (weak).

B

1. TPS had a big impact on _____ (industry) processes in many sectors of the _____ (economic). Generally, it has made manufacturing much more _____ (produce).

2. It is important to make a detailed _____ (analyze) of which items and features add value, and which don't. There is no point making _____ (improve) if the customer isn't willing to pay for them.

3. In a badly run factory, many processes are _____ (waste) and levels of inventory are _____ (exceed).

4. With JT, _____ (deliver) to the factory gate or the _____ (assemble) line is made only when it's needed.

Exercise 4. Complete the table with the correct form of the words.

Verb	Past simple	Past participle
1 go up		
2 grow		
3 rise		
4 fall		
Verb	Noun	
5 grow		
6 expand		
7 contract		
8 improve		
9 recover		

10 vary		
11 halve		
12 deteriorate		

Exercise 5. Complete each sentence with the correct form of the word in *italics*. Sometimes you will need to use a negative form (de-, un-).

1. lead

a It's the _____ company in the field.

b It's the market _____.

c She showed excellent _____ ability.

2. motivate

a Sense of achievement is probably the number one _____ factor.

b I left my job because it offered no new challenges. I was bored and _____.

3. manage

a _____ change in a fast-moving world isn't easy.

b This situation is out of control. It's completely _____.

4. satisfy

a job well done gives me a great feeling of _____.

b My working conditions are terrible. They are totally _____.

5. analyze

a She's good at separating a complex problem into its parts – she's very _____.

b On the whole, I agree with your _____.

Exercise 6. Change some of the words in this extract from a letter so that it makes sense:

... **state the assumptions underlying the forecasts.**

I was very satisfy with the poor results in Germany. As you know this is a key continent market, the population is young and wealth, and although you were optimism about the expect profits we have in fact been very success in gaining a foothold in this market. This is all the more disappoint given the promotion work we put in two years ago.

I know that it is a competition area in which to do business and that large German industry concerns are dominate but I nevertheless feel we should be one of the lead suppliers on what is a grow market.

This whole matter is urge and I would like next quarter's results to show a drama improvement. Therefore, **I suggest ...**

Exercise 7. Complete the table.

Verb	Noun
1. exhibit	...
2. launch	...
3. persuade	...
4. ...	promotion
5. ...	publicity
6. research	...
7. ...	run
8. sponsor	...
9. target	...

Quantifiers

Exercise 1. Complete the sentences by inserting one of the following.

all any each every

1. We sell ... type you like.
2. We are involved in ... the stages of wine production and distribution.
3. We have studied ... step in the distribution process.

4. We studied ... of the major wine producers. ... of them have some advantages.

5. You asked me if we can supply ... retailer in the north of England. In fact, we can reach ... one within a 30 mile radius of Newcastle.

6. We are involved in ... aspect of wine distribution.

7. ... major wine producers have suffered from the recession.

Exercise 2. Complete the following sentences with:

either neither too nor or
both

1. John and Sam ... agree. Peter does

2. ... Simon ... Ann agree with you. They ... think you are crazy.

3. You can ... leave the firm of your own free will ... be fired. In any case, I want you out.

4. ... Peter ... Roger like living in London. I don't like it

5. ... Marketing and production share the same opinion about the need for higher quality. However, ... of them have come forward with any concrete proposals.

Exercise 3. Complete the memo appropriately using few, a few, little, a little. (Note that this memo contains more examples of these words than you would normally find in a memo of similar length. The idea is to give you practice in using them correctly).

Memo – (os) 1. also memorandum – a note from one person or office to another within the same firm or organization 2. a note of something to be remembered: I made a memo on my memo pad to buy more coffee.

MEMO

TO: Mr Smith
FROM: Jamina Kerdy

This is just a summary of what was discussed at the joint marketing meeting (Perfumes Division) last month so as to keep you up-to-date with developments.

Crescendo

Sales figures were 1 _____ disappointing as very 2 _____ wholesale merchants are willing to stock and push the product. The margin available to them has been kept low and there is consequently 3 _____ incentive for them to make the necessary effort. However, sales have picked up 4 _____ in the last two months or so.

Dark Gypsy

5 _____ consumers (only 18% of those polled) feel that the packaging is attractive and sales have suffered as a consequence. However, artwork for a new pack has been finalized and 6 _____ sample packs circulated for testing purposes.

Musk

Tests have demonstrated that customers have no marked preference for any particular colour so, after 7 _____ hesitation, we have chosen black to give an image of luxury.

Takaoka/Femme Fatale/Radiant Moon

Even with heavy discounts, 8 _____ of these products have sold well and they will be discounted at the end of the year. Your ideas on replacement items would be more than welcome.

Finally, could you please investigate the situation in Greece? We get 9 _____ or no information from our agent in Athens and I'm beginning to get 10 _____ worried about the situation there.

Exercise 4. Complete this letter using:

no none some any much many

Dear Mrs. Lambert,

Distributorship Agreement: BURO cartridges

Clinton West Jr. Has requested that I contact you with reference to this agreement with you for the sale of BURO cartridges in the USA. He has tried on 1 _____ occasions to reach you at work but has been repeatedly told that you were absent.

This agreement provides for the payment to Mr. West of \$0.005 for 2 _____ cartridge sold by you, for monthly reports of sales made, and quarterly payments computed with relation to sales.

Since this agreement was signed, 3 _____ payments have been made but only at irregular intervals. Not 4 _____ reports have been sent (five in the last 18 months) and 5 _____ commissions at all have been received over the past year.

You are clearly in breach of contract and in order to avoid 6 _____ legal action would you please forward by return:

1. A report on sales of BURO cartridges to date.
2. Payment by check of 7 _____ sums owing on the said sales.

Your agreement with Mr. West is over three years old. For 8 _____ of the time you have chosen to disregard its obligations. 9 _____ of my client's letters has been answered in the recent past.

Therefore, in order to avoid wasting 10 _____ time, I am sending this letter by telecopy and expect a prompt response, certainly 11 _____ later than by the end of this month.

Very truly yours,
Randolph T. Zick
(Attorney at Law)

Prepositions

Exercise 1. Complete each sentence with a preposition from the box.

for / on / to / with / to

1. We need to agree _____ the date of the relaunch of our new series.
2. Tom apologized _____ making so many mistakes in his report.
3. A good manager should listen _____ suggestions from staff.

4. It was my mistake, I know. I have already apologised _____ the director.

5. **I couldn't agree _____ the others that our suppliers were responsible.**

Exercise 2. Fill in the missing letters of the prepositions below. Here are the letters you need: deeffinnnoooooorrtuv.

1. I have a good job. I'm _____ a salary _____ \$40,000.
2. I'm not paid enough. It's not fair. I'm _____.
3. He's paid too much. He doesn't deserve it. He's _____ paid.
4. They pay my salary _____ my account at the end of the month.
5. The company paid _____ my laptop.

Exercise 3. Fill in the gaps with the prepositions in the box.

back	back	for	from	in	in	on	on
out of	over	with					

1. I'm calling _____ connection _____ your job advertisement.
2. How nice to hear _____ you!
3. Thanks _____ calling.
4. Can I put you _____ hold?
5. Sorry, she's _____ the office.
6. Sorry, she's _____ another call.
7. Can you ask him to call me _____?
8. Is that "i" as _____ Italy?
9. Let me read that _____ to you.
10. Can I just go _____ that again?

back	by	for	for	into	of	off	on	up
up	with	with						

11. Just bear _____ me _____ a moment.
12. Can you speak _____ a bit?
13. It's a bad line. You keep breaking _____.
14. We got cut _____. Where were we?
15. What time would be good _____ you?

16. What time are you thinking _____?
17. Can you leave it _____?
18. I'll look _____ it and get _____ to you.
19. I need to check and see what's going _____.
20. I'll send a replacement _____ special delivery.

Exercise 4. Underline the correct prepositions in italics.

1. I work for / on / to a family-owned business.
2. I specialize in / on / to lighting installations.
3. My background is for / in / with engineering.
4. I'm responsible about / for / of the initial contact with the client.
5. My role is for / in / to talk to the architects.
6. Somebody else looks at / on / to the detailed specifications.
7. There are a number of other people that I liaise from / to / with on a day-to-day basis.
8. I report for / to / under the Head of Business Development.
9. My wife works in / on / to the loans department.
10. She deals of / on / with both small and medium enterprises.
11. She's in charge from / of / to a small team.
12. I'm working for / on / to an interesting project.
13. I'm a journalist – I spend a lot of time working at / for / on my own from home.
14. My brother is off work / out of work – he's been unemployed for two months.
15. My sister off work / out of work today – she's got a bad cold.

Exercise 5. Fill in the gaps with the prepositions in the box.

at	at	at	at	for	for	from	in
in	in	off	on	on	to	with	

1. I was very pleased to hear that you will be here _____ China _____ January.
2. I'm mailing you _____ (or from) your website. Do you have a room available _____ one person on the night of Wednesday 25 January?

3. I'm travelling _____ flight LH788, _____ Frankfurt _____ Guangzhou.
4. The flight leaves _____ 11.15am _____ Tuesday 24 January.
5. It's due _____ at 9.30 on Wednesday 22 March.
6. It arrives _____ Terminal 2.
7. I'm staying _____ the Marriott.
8. A driver will be waiting _____ you _____ the airport, holding a sign _____ your name on it.

Exercise 6. Underline the correct prepositions in italics.

1. How much is the insurance to / on your car?
2. Do you have insurance for / to anyone to drive the car?
3. You have to take out / take up building and contents insurance as a condition of the mortgage.
4. The policy provides insurance against / in favour of loss or damage by / up to \$5,000.
5. We've insured all our IT equipment for / with over a million euros.
6. Can you claim the damage by / on your insurance?
7. They made a claim for / of damages.
8. There is a risk to / of consumers by / from these products.
9. We are at / with risk to be / of being sued.

Exercise 7. Fill in the gaps with the prepositions in the box.

about	at	at	back	by	for	for
for	for	from	in	in	in	in
of	on	on	over	to	to	with

1. I'm writing _____ regard _____ job vacancy ref. no. TH729.
2. I'm writing _____ relation _____ job vacancy ref. no. TH729.
3. Many thanks _____ all your help.
4. I would be grateful _____ any information you have on this.
5. Have a good look at the report and get _____ _____ me if you have any questions.

6. I'm sure that I can count _____ your continuing commitment _____ (=during) future months.

7. We will contact you again _____ the near future.

8. I have been looking _____ your website and am interested _____ ordering some office supplies.

9. _____ particular, I need paper and cartridges suitable _____ canon photocopiers.

10. I'm writing to complain _____ the poor service we've receive _____ your company.

11. _____ the meantime, please don't hesitate to contact me if you have any questions.

12. We are still waiting _____ delivery _____ these parts.

13. The goods must be delivered to Latvian port _____ 24 April _____ the latest.

14. Please call me _____ my direct line, 123 456 7890.

15. Good luck _____ everything.

Exercise 8. Fill in the gaps using: *by, in, on*.

1. spend money _____ plant and equipment.

2. invest money _____ plant and equipment.

3. make a purchase _____ credit.

4. raise capital _____ issuing new shares.

Exercise 9. Fill in the gaps with the prepositions in the box.

about		at	back	in	in	in	into	for
of	on	on	on	on	to	to	to	
with								

1. Take a look _____ this picture. What does it tell you _____ our company?

2. I'm divided my talk _____ four main parts.

3. Right, let's begin _____ the first slide.

4. Let's move _____ _____ the second point.

5. This leads me _____ my third main point.

6. I'll come _____ _____ this in a moment.

("on" is possible in #6, but isn't the answer here.)

7. My own view ——— this is simple.
("of" is possible in #7, but isn't the answer here.)
8. I think there are three questions to focus ———.
9. As you can see ——— **this next slide**, ...
("in" is possible in #9, but isn't the answer here.)
10. So, ——— conclusion, I hope that my talk has given you a good overview ——— our company.
11. Thank you all ——— coming.
12. Here's my email address ——— case you want to get ——— touch.

Exercise 10. Complete the sentences with the correct preposition.

1. **We look forward ... hearing from you.**
2. **Please read the instructions carefully ... switching on the machine.**
3. **We are thinking ... withdrawing the LS30 from sale.**
4. **They got the inspection finished ... working round the clock for three days.**
5. **They were all in favour ... redesigning the product.**
6. **Loren said clearly that they were opposed ... testing cosmetics on animals.**

Exercise 11. Complete the sentences with the words from the box. There are more words than you need.

around / down / for / in / off / out / up / up

1. The conference planners have provided a free day on Saturday to give everyone the chance to look ——— the city.
2. I was planning to visit the New York office next week, but now **I've put it** ——— because of pressure of work.
3. We would like to take ——— your offer to meet us at the airport when we arrive.
4. **The company restaurant doesn't offer very exciting food. I think we should take our customers** ——— for a meal.

5. The sales staff invited us for dinner, but we had to turn —— the invitation, as our plane was leaving at 7 p.m.

Exercise 12. Complete the sentences with the correct preposition.

1. They put a lot of money ... the project.
2. The project had to be put ... due to production delays.
3. Once we had got ... the joint venture, it was difficult to get ... of it.
4. Companies are often unwilling to give ... their independence.
5. I'd like to take ... your offer of collaboration.
6. The company was put ... by the size of the investment. They decided instead to go ... partnership with a local firm.
7. They made ... for their lack of financial investment by doing a lot of the ground work.
8. We could only pull ... of the joint venture if they gave ... their position in the market.

Exercise 13. Complete each phrase with a preposition from the box.

back	by	for	in	into	on	out of
over	to	through				

1. A current asset can be turned quickly —— cash.
2. "Accounts receivable" is money owed —— customers
3. "Accounts payable" is money owed —— suppliers.
4. "Financial assets" are investments —— another company.
5. "Provisions" includes money set aside —— bad debts.
6. Bondholders have to be paid —— at maturity.
7. Shareholders' equity grows —— reinvested profits.
8. A highly leveraged company has taken —— a lot of debt.
9. "Book value" is the value of a company if it went —— business.
10. —— the long term a company needs cash to pay the debts.
(“in” is possible in # 10, but it isn't the answer here.)

Exercise 14. Complete the letter with suitable prepositions.

Dear Mark,

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

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

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

b. The launch of the Pacific sun lotion has been a success. Over 11.000 will have been sold 12 _____ the end of September.

c. 15.000 merchandising units are being shipped 13 _____ Australia 14 _____ November as requested.

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

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

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

See you soon.

Text Connectors

We use various words and phrases in a sentence to express a relationship between what we are about to say and what we have just said. The table below contains some common examples of sentence linkers:

Types	Linking expressions	Discourse examples
1	2	3
additive linkers (giving extra	Furthermore, In addition,	Kuwait's oil will last for more than

information)	Moreover, Similarly, On top of this, What's more, At the same time, Besides,	200 years at current production levels. Moreover, new reserves continue to be discovered.
adversative linkers (introducing contrasting information)	However, Nevertheless, Despite this, Alternatively, By contrast, Conversely, On the other hand, On the contrary,	Her aim is to punish the criminal. Nevertheless, she is not convinced that imprisonment is always the answer.
casual linkers (introducing the result of previous information)	Consequently, It follows from this, For this reason, As a result, So, Accordingly, Therefore, Thus, Hence,	Oxford and Cambridge have a large income of their own. For this reason, they are not in quite the same position as other universities.
temporal linkers (expressing a relationship of time or sequence with the previous information)	Then, After that, An hour later, Finally, At last, In the meantime, Soon after, Previously, First,	We look forward to the Commission studying this agreement. In the meantime, we are pressing ahead with our plans.

actually adv 1. used for emphasizing what is really true or what really happened: We've spoken on the phone but we've never actually met.

2. used for emphasizing that something is surprising: I think she actually agreed to go out with him.

3. spoken used when correcting a statement: It was yesterday, no actually it was Monday morning.

4. spoken used for admitting something: "Did you spend much money?" "Well, yes. Quite a lot, actually."

nevertheless adv despite a fact or idea that you have just mentioned: It's a difficult race. Nevertheless, about 1,000 runners participate every year.

whereas conjunction used for showing that there is an important difference between two things, people, situations etc: Doctor's salaries **have risen substantially, whereas nurses' pay has actually fallen.**

To make good presentations, business reports and proposals you have to use certain phrases.

The phrases you need

Introduce a new topic
regarding, with reference to, in relation to

Add a related point
moreover, furthermore, in addition

Show a consequence
so, therefore, as a result, for this reason

Give an example
eg, such as, for example, for instance, in particular, especially, above

all

Explain by rephrasing
ie, in other words

Say the real situation
in fact, actually, as a matter of fact

Sequence

first(ly), second(ly), third(ly), finally, **the first stage / step is ..., then ..., and after that ...**

Talk generally
in general, on the whole, in most cases

Add surprising or unexpected idea
however, even so, nevertheless

Make a contrast

in contrast, on the other hand, whereas, while
Stte known information
of course, obviously, clearly
Conclude
in conclusion, on balance, overall, taking everything into consideration

When using linking words, think about their position in the sentence:

- Most of the examples in "The phrases you need" can be used at the beginning of a sentence, and where appropriate are followed by a comma (ie where you would pause in speech).
- Many of these words can also be used in the middle of a sentence after and:

..., **and in fact** ...

..., **and therefore** ...

- A few are used immediately after a comma. These include:
especially whereas, such as

Exercise 1. Complete the presentation extract with these words: as a result, due to, even though, however, in spite of and moreover. Use a capital letter where necessary.

We are operating in a very difficult business environment, and this is largely 1 ... **the high price of oil. Energy costs are one of the biggest costs in our business,** 2 ... **we've introduced a lot of energy-efficient machines in our factories over recent years.** 3 ... **this investment in technology,** energy still accounts for 38% of our direct costs – **and** 4 ... **it's very difficult to increase profit margins.** 5 ..., **it's not all bad news.** Market share is growing slowly and we've signed some important new **contracts.** 6 ..., **our recent acquisition of a company** in Brazil gives us access to the Latin American market for the first time.

Exercise 2. Underline the correct words in italics.

1. Sales rose in Germany and France. *Moreover* / *Therefore*, they rose in Poland, Hungary and the Czech Republic as well.

2. Sales increased in Germany and France. Above all / In contrast, they were flat in Poland and Hungary.

3. Sales rose in Germany and France. For example / In fact, they rose by over 10%.

4. In general / Furthermore, sales were strong in Western and Central Europe. However, they fell slightly in Spain and Portugal.

5. Sales rose strongly in Germany and France. On the whole / Therefore we will open new offices in Frankfurt and Marseille next year.

6. Sales were up in Western Europe. In particular / For this reason, France and the Benelux countries showed strong growth.

7. Overall / For instance it was a good year. Sales were up in all major markets.

8. Sales were strong in Brazil. Even so / Clearly this was due to rapid growth in the economy.

Exercise 3. Select connectors from the list below to complete the sentences.

however moreover despite thus in addition
although

1. ... **investing nearly \$20m in the project, they soon ran out of funds.**

2. ... **profits are high at the moment, we must expect a downturn next year.**

3. **They acquired two US companies in 1993. ..., they bought several smaller European enterprises in the same year.**

4. The company developed a very good **me-too product. ..., they found it impossible to break into the market.**

5. There have been many successful **rivals. ..., these products have also saved their companies a considerable amount in product development costs.**

6. **They developed an IBM clone and ... broke into the lucrative PC market.**

Exercise 4. Complete the following short newspaper article using:

however as a result despite due to

BPL's printing division yesterday announced its first annual loss for 23 years and said that, 1 ———, would not be paying a dividend for the current 12 months.

BPL's problems have been created by substantial disruption and strain on recourses 2 ——— the opening of a large new factory, increased competition and high interest rates.

3 ———, the other two BPL divisions were trading profitably 4 ——— — suffering tighter margins.

Exercise 5. Complete this paragraph using:

however

because of

as a result

furthermore

Not too long ago, many American firms had little or no interest in exporting 1 ——— the complexities involved. Today, 2 ———, international business represents a major part of their total sales volume and profits. By selling world-wide, they can improve economies of scale in production, marketing and distribution. 3 ———, the exporter can spread fixed costs over more products which reduces production costs and increases profits. 4 ———, lower costs can mean a lower sales price that can, in turn, open up new markets.

Exercise 6. This is the final part of the report. Complete it using appropriate expressions of result and contrast.

Conclusion

1 ——— of its higher capacity the quay solution would generate higher benefits from about year six onward. 2 ——— it must also be pointed out that the pier solution is much less expensive and would be operational at least one year earlier, 3 ———, benefits would flow sooner.

4 ——— the quay would have a rate of return of 10 per cent that is unacceptable in a country where the opportunity cost of capital is usually considered to be in the region of 12 per cent. 5 ——— the pier solution, with a rate of return of about 16 per cent, would seem to be preferable.

Exercise 7. Below is a memo on the subject of office re-organization. Choose the correct linking words.

FROM J.A.King Date 5 Oct
TO A.Tolsen RE Staffing

I have several suggestions concerning office reorganization. 1 (First / As a result / Nevertheless,) I propose that we move Mrs. Sinclair into the accounts department to help Mr. Banks 2 (consequently / since/although) there have been a number of complaints from staff that pay slips have been late and certain payments have not been processed as soon as they should have been. 3 (In addition / Secondly / Despite this) Mr.Banks has been requesting extra staff for some time.

4 (Secondly / Consequently / However) I suggest we take on a temp over the summer period to handle incoming telephone calls and enquiries in the mail order section. 5 (Owing to / Moreover / Although) the volume of orders has not increased the new computerized system has proved to be more time-consuming than anticipated. 6 (Consequently / For example / Next) Mrs. Kereasky and Mrs. Davies have had more work to do than they can cope with.

7 (However / Thirdly / Thus) I recommend that we take on a new order clerk in the sales department. A number of errors have been made recently 8(owing to / despite / while) a lack of available staff at peak times.

I am aware of that these changes will involve extra expense. 9 (Finally / On the other hand / Furthermore) they will, I believe, save money in the long run in terms of increased efficiency.

Exercise 8. Complete these four paragraphs taken from a report by a Chief Information Officer. Read carefully to see how each sentence and each paragraph links to the one before. Write a capital letter where necessary.

clearly	in particular	regarding
---------	---------------	-----------

1. ——— the longer term, there have been several requests by employees to change our office computers from Microsoft to Apple. 2. —

— this is something that we have to consider, as Apple has some significant advantages. 3 —, Apple offers a better operating system and is less vulnerable to hackers and viruses.

tw	in fact	moreover	on the whole
----	----------------	-----------------	---------------------

5. — we've noticed that many other people bring to work the Mac laptops that they use at home. 6 —, this does not seem to create any serious problems – the office suite runs perfectly well on a Mac.

for example	however	secondly
--------------------	----------------	-----------------

7. —, there are some serious obstacles to adopting Apple as the standard platform throughout the organization. Firstly, there is the question of price. Apples are significantly more expensive – they're targeted at the consumer market where fashion and design bring a premium price. 8 —, there are some serious technical issues. SAP, 9 —, doesn't run on Macs, and our IT support staff are unfamiliar with the Mac operating system.

on balance	so	whereas
-------------------	-----------	----------------

10 —, to sum up, Microsoft offers familiarity and ease of technical support at a reasonable price, 11 — Apple offers design and greater security at a higher price. What conclusions can be drawn? 12 —, it seems that the best option is to continue using Microsoft PCs for the majority of staff. We will of course continue to monitor the situation, particularly as the internet replaces Windows as a day-to-day software platform.

Supplementary exercises

Exercise 1. Put the words in the right order. Write answers under the correct heading below.

- a. Can me to ask you back him call?
- b. Do you be he'll know how long?

- c. Hold check. just on a moment I'll.
- d. I'll sure the message make she gets.
- e. I'm sorry she's maternity leave but on.
- f. Right, you waiting to keep sorry.
- g. She's at desk her at the moment not.
- h. What's connection with it in?

Ask the caller to wait

1 _____

After waiting

2 _____

Explain someone is unavailable

3 _____

4 _____

Ask for information

5 (caller) _____

6 (secretary) _____

Leave a message

7 _____

Promise action

8 _____

Exercise 2. Put the dialogue between secretary and caller into the correct order.

(Secretary's phrases)

- a. Sorry, she's out of the office right now.
- b. Of course. Can you give me your name?
- c. Good morning, Logistica.
- d. Right, I've got that. It's James Matthews about the containers in Hamburg.
- e. Is there anything else?
- f. And what's it in connection with?

(Caller's phrases)

- g No, that's all. Thank you for your help. Goodbye.
- h Hello. I'd like to speak to Lena, please.

- i It's about the containers in Hamburg.
- j Could you ask her to call me back?
- k Yes, that's right.
- l Yes, it's James Matthews. Lena knows me.

- | | | | |
|-----------|------------|------------|------------|
| 1 (S) ... | 2 (C) ... | 3 (S) ... | 4 (C) ... |
| 5 (S) ... | 6 (C) ... | 7 (S) ... | 8 (C) ... |
| 9 (S) ... | 10 (C) ... | 11 (S) ... | 12 (C) ... |

Exercise 3. Three people are involved in this jumbled conversation, Mr. Thomas of Jetset Services, Mr. Blade of Sybil S.A. and a switchboard operator. Put the conversation into the correct order.

1. His number's busy. Would you like him to call you back?
2. Yes, speaking.
3. Sybil S.A. Can I help you?
4. Right. Well, thank you for calling.
5. I'm afraid he's on the line at the moment. Do you want to hold or leave a message?
6. Hello, is that Blade?
7. My name is Michael Thomas of Jetset Services. I've been trying to get through to you. I'm phoning to find out whether the display stands I ordered last week have been sent off.
8. No, it doesn't matter, I'll hold.
9. Mr. Blade is free now, I'll put you through.
10. Yes, they've just been sent off and should arrive in the next couple of days. If there's any problem give me a call.
11. Hello, this is Michael Thomas of Jetset Services. Could I speak to Mr. Blade in Customer Services, please?
12. No, I'll hold.
13. Thank you. Goodbye.
14. **Oh good. Yes, I will, but I hope it won't be necessary.**

Exercise 4. Read the dialogue about arranging a meeting. Choose the best word to fill each gap from A, B, C or D below.

Ann: Hi Jim – 1 ——— Ann.
 Jim: Hi.

A: Jim – we need to meet up sometime to discuss the Frankfurt Trade fair.

J: OK. What time 2 _____ be good for you?

A: What about 3 _____ Monday?

J: Let me see. No, sorry, I can't 4 _____ then. Could we meet on Tuesday 5 _____?

A: My schedule is quite 6 _____ on Tuesday, but I'm free later in the afternoon.

J: OK. What time would 7 _____ you best?

A: 8 _____ we say 6 pm? Or is that too late?

J: well, it is really. I'd prefer a bit earlier if you don't 9 _____.

A: Is five OK?

J: Yes, that 10 _____ fine. That's much better.

A: Perfect. 11 _____ send an email to confirm.

J: OK. 12 _____ calling.

- | | | | |
|------------------|-------------------|---------------|--------------|
| 1. A I'm | B This is | C Here is | D Speaking |
| 2. A should | B could | C would | D can |
| 3. A the next | B at next | C on next | D next |
| 4. A make | B make it | C be | D arrange |
| 5. A alternative | B in place | C instead | D instead of |
| 6. A full | B occupied | C complete | D engaged |
| 7. A convenient | B suit | C prefer | D advantage |
| 8. A will | B shall | C how | D what |
| 9. A mind | B care | C worry | D trouble |
| 10. A could be | B seems me | C feels | D sounds |
| 11. A I | B I'd | C I'd | D I'm |
| 12. A Thanks for | B Thanks for your | C I thank you | D Nice |

Exercise 5. Use the following idioms to complete the sentences. In one sentence there are two possible answers. Which one? (If you do not know any of these idioms consult a dictionary).

- | | | |
|----------------|---------------|--------------------|
| in the red | hard up | make ends meet |
| like hot cakes | at a price | money for old rope |
| a hard bargain | under par | an arm and a leg |
| on stream | foot the bill | on a shoestring |

1. He's risen to CEO but _____; his marriage and health are in ruins.
2. It's the third month in a row my bank account has been _____ and the bank manager is getting rather impatient.
3. He's been _____ recently – another victim of stress and the mid-life crisis!
4. Three hours a day in the office, hardly anything to do and a salary twice the national average – it's _____.
5. Many people say that it is up to industry and not the taxpayer to _____ when the environment is damaged by pollution.
6. I'm _____ this month – you couldn't lend me \$200, could you?
7. It is difficult to _____ in a high cost capital city if you only have one salary.
8. The power station should come _____ by the end of the decade.
9. She drives _____ – she wants discount and payment at 180 days.
10. We have to run our department _____ – all the other departments get twice as much money for their budget.
11. We launched the new line two weeks ago and it's already selling – _____.
12. The tunnel finally opened but it cost _____ to built it.

Exercise 6. What do you understand by the following?

1. I don't think Richard is pulling my leg.
2. Exporting to a certain number of countries is made difficult by the quantity of red tape.
3. The strike was called off at the eleventh hour.
4. Manufrance went bust in the 1970s.
5. Stop splitting hairs; you're looking for differences where there aren't any!
6. The job was a piece of cake.
7. I wasn't born yesterday.
8. The dummy run is scheduled for next week.
9. We're meeting again next week to tie up loose ends.
10. Whenever James and I go out in the evening we end up talking shop.

Exercise 7. What do the abbreviations stand for? You can refer to supplements 2, 3.

1. C/N _____
2. D/N _____
3. A/C _____
4. L/C _____
5. B/L _____
6. c.i.f. _____
7. f.o.b. _____
8. c. and f. _____
9. D/A _____
10. D/P _____

Exercise 8. Which abbreviation fits the definition? Choose from the box.

EC	c.i.f.	D/P	L/C	D/A
B/L	B/E	c. and f.	f.o.b.	sp.ex

1. The formal union of some European countries under the Treaty of Rome.

2. A document by which a buyer undertakes to pay a seller through a bank if the seller delivers the goods according to the terms of the contract. It can be documentary or irrevocable.

3. A document signed by a ship's Master to say that he has received the cargo, to which it acts as title.

4. A contract in which the seller agrees to pay for the transport of the goods to their destination and for insuring them on the journey.

5. A contract in which the seller pays for the delivery of the goods to a given destination.

6. An order to pay for goods. It is drawn by an exporter and requires payment by the buyer, who must accept it formally by signing his name.

7. The documents are supplied only when the money is paid. ...

8. The documents are supplied when the bill of exchange is accepted. ...

9. A special price for goods sold overseas, usually less than for goods sold at home. ...

10. A contract in which the seller pays all charges up to and including the loading of goods on to the train ship or which will deliver them to the buyer. ...

PART 2.
DIFFICULT WORDS

The words in this part are similar in meanings and are sometimes confused. Some theory and practice material below will help you to use them correctly and avoid costly misunderstandings.

2.1 BARGAIN vs BARGAINING vs REBATE vs REDUCTION vs REFUND vs DISCOUNT

We say someone has got *a bargain* if something has been bought at an especially low price:

eg. We got a good second-hand printer for only \$200; a real bargain!

We use *bargain* with the verbs *strike* and *drive*.

eg. 30% off list price! You *drive* a hard bargain.

eg. the unions and management *struck* a bargain over pay and productivity late last night.

The verb *bargain* can be used in a variety of ways:

- They *bargained* all day about prices. (=haggled / negotiated)
- I didn't *bargain* for her resignation. (=anticipated / expect)
- We are *bargaining* on your support. (=counting on / depending on)

Bargaining means "negotiation". Collective bargaining consists of talks between unions and employers over pay and conditions.

eg. The unions should try to secure their demands through collective bargaining rather than unofficial strikes.

Discount and *reduction* are very similar and both refer to a cut in cost. For example you could speak of a quantity discount or a quantity reduction. A *rebate* is a refund of money which has already been paid.

We prefer one of these words rather than another with some nouns: a tax rebate, reduction in price, a discount rate.

The verb *rebate* is not used as a verb. However, refund is used as both a verb and a noun:

eg. Take it back to the store and they will refund your money.

eg. I was overcharged and got a \$45 refund.

Insert the appropriate word.

1. Those who are on low incomes are entitled to a tax _____.

2. I got a second-hand Jaguar in perfect condition for the _____ price **of only £10,000.**

3. The store manager will _____ the money if you're not entirely satisfied.

4. They're going to drive a hard _____ over import quotas.

5. We came to an agreement on staff representation after some difficult _____ with the management.

2.2. *BORROW vs LEND vs LOAN vs OVERDRAFT*

Neither a borrower nor a lender be.
(Shakespeare)

If you *borrow* money, somebody gives you it on a temporary basis:

eg. He's always borrowing money but he usually pays it back quite quickly.

Lend is the opposite of borrow. It is an irregular verb:

eg. I lent him \$120 last week.

eg. Could you lend me your car?

Borrow= take money, things (for a time)

Lend= give money, things (for a time)

A bank loan is a sum of money which a bank will lend to a person or organization (the borrower) for a fixed period and usually with some kind of approved security. Those who borrow money in this way have to pay interest. The interest payable on a personal loan is added to the sum at the start and the repayment is usually by equal monthly instalments.

If you have *an overdraft* you are allowed to take out more money from your bank account than you have in it. The bank charges interest on a daily basis and is usually less than for a loan.

A Complete the sentences, using the correct form of the verbs.

1. If you want ... books from a library, you have to join or become a member.
2. I asked my manager ... me some money, but he refused.
3. You could ... some money from your colleague without paying interest.
4. Could you ... me ten euros till next month?
5. Can I ... some paper from you?
6. The name of our company ... from French.
7. Could I ... your car from you until next week?
8. It was raining so my secretary ... me an umbrella.

B Write YES or NO in the boxes.

	fixed sum	known period	regular repayments	daily calculation of interest
loan				
overdraft				

2.3. BULL vs BEAR vs STAG

These terms refer to 3 kinds of speculators on the Stock Exchange.

The *bear* sells shares assuming that the market will continue to fall and that his or her own selling will accelerate the decline. He or she will then be able to buy back at a lower price.

The *bull* buys shares on a rising trend and hopes to sell at a higher price and make a profit.

The *stag*, in BrE is someone who buys newly issued shares in the expectation of a heavy subscription and a quick rise in price.

When describing markets it is possible to say that it is a bear market or a bull market; the market can also be said to be bearish or bullish.

Complete the sentences.

1. The government is privatizing the National Gas Industry. Shares are being offered at the attractive price of 325p each. David Hunt wants to buy 10,000.

2. Ordinary shares in Poseidon plc have increased from 175p to 460p in the last month. Gerald Glynn is buying 5,000 shares.

3. There are rumours of a devaluation following worse than expected trading figures. Amanda Ross is selling most of her portfolio.

2.4. *EARNINGS vs INCOME vs REVENUE vs EXPENSES vs PROFIT*

Earnings are the sums of money earned by working. The word earnings is always in the plural form:

eg. Women's earnings are often less than men's.

eg. You must declare your annual earnings to the Inland Revenue.

Earnings is used in the expressions earnings per share and price/earnings ratio.

Income is a synonym for earnings but may include unearned income acquired from other sources e.g. share dividends, property or other investments. It is subject to income tax.

eg. His monthly income is well above the national average.

eg. A person's income falls dramatically on retirement.

This noun can be used in the plural in the expression incomes policy:

eg. The government and Unions have negotiated a prices and incomes policy.

Revenue (=turnover) is similar in meaning to income but is more likely to refer to the money that comes into a company or organization

from the sale of products or services. We would not normally refer to a private individual's income as revenue.

eg. Revenue from advertising keeps the magazine's cost low.

It can be used in the plural:

eg. A decline in oil revenues has led to a slowing-down in the programme of modernization.

eg. In Britain, the government department responsible for tax collection is the Inland Revenue.

Expenses (=costs) refers to money that a company has to spend to run the business. This can be broken down in many ways, but a basic distinction is between:

- Costs of sales (cost of goods sold/COGS): this refers to the cost of actually making the product, for example materials costs and labour costs in the factory.

- Selling, general and administrative expenses (SG&A/operating expenses/overheads): this refers to marketing costs such as advertising, office salaries, rent, telephone, electricity.

Profit (=earnings) has two components:

- Operating profit (from regular business activities).
- Non-operating profit (eg. From the sale of some land or shares in another company)

Interest (paid to the bank for any loans)

Tax (paid to the government)

Depreciation (=the gradual loss in value of tangible assets, eg. vehicles, machinery)

Amortization (=the loss in value of intangible assets, eg. patents, copyrights)

A Complete the sentences.

1. No one likes paying _____ tax to the Inland _____.

2. The price /_____ ratio is the present market price of a share divided by the company's net _____ per share in the previous accounting year.

B Underline the correct words in italics. Check any unknown words in a dictionary.

3. The term "turnover" means the same as revenue / profit.

4. The term "earnings" means the same as revenue / profit.

5. The term "overheads" refers to the direct costs of making products / the indirect costs of selling a product and running the office.

6. The wages of factory workers and the salaries of office workers are shown in the same place / in different places on a P&L (profit and loss account).

7. A company buys the patent on a piece of a technology for \$30m. The patent lasts for 15 years. So \$2m is recorded each year as a/an amortization / depreciation expense.

8. The word which means "before other things are taken away" is gross/net. It can refer to profit, salary or weight.

2.5. *EFFECTIVE* vs *EFFICIENT*

1. Advertising on commercial TV is the most effective method of test-marketing a household product.

2. We have a very efficient distribution network.

In 1. the meaning is that TV advertising has the most "impact".

In 2. we learn that the network is highly-organized and functions well.

The nouns are effect, effectiveness and efficiency.

If something has become effective it has come into force:

eg. The new rate of interest becomes effective as from 31 December.

A Complete the grid below. Put a tick (V) if the word on the left can be used with the word in the top column.

	campaign	methods	secretary	solution	speaker
effective					V
efficient					

B Complete the sentences.

1. The measures taken to cut unemployment have been _____ as there is now less than 5% of the population out of work.
2. Miss Chen is the most _____ documentalist we've ever had; she's worked out a marvelous classification system.
3. Revised catalogue prices are _____ as from April 1st.
4. Direct mail shots are seldom _____; most finish in the wastepaper basket.

*2.6. ECONOMY vs ECONOMICS vs ECONOMIC
vs ECONOMICAL vs ECONOMIZE*

A country's *economy* is the organization of its wealth-producing commerce and industry:

- eg. Britain's economy is increasingly based on services.
- eg. The economies of many developing countries are based on cash crops.

Economy can also mean "the deliberate saving of money through carefully-controlled spending":

- eg. We use recycled paper for reasons of economy.
- eg. The budget has been cut so we'll have to make economies.

We can refer to something as a false economy when an apparent saving of money in fact results in inefficiency and/or unforeseen extra costs:

- eg. Buying second-hand equipment can be a false economy.

We refer to an economy of scale when there is a reduction in unit cost owing to an increase in the volume of production:

- eg. The doubling of output can lead to economies of scale of up to 30%.

Economics is the scientific study of a society's money, industry and trade:

- eg. She studied economics at the London Business School/
Note that economics is a singular noun therefore Economics is.

Economic means "related to the economy":

eg. The 1970s and 1980s were a period of political and economic crisis.

eg. Economic growth leads to a per capita improvement in living standards.

Economic can also mean "cost-effective":

eg. We have to keep wage costs low to make it economic for us to continue production.

If something is economical it does not require a great deal of money to operate:

eg. I have a small car because it's more economical to run.

The word can also be used to refer to an efficient way of doing things:

eg. Holding business meetings at an airport can be an economical use of time.

The verb to *economize* means "to save money":

eg. We need to economize in order to keep costs at an acceptable level.

eg. It is unwise in the long run to economize on quality.

Complete the blanks.

1. She majored in _____ at Harvard.

2. What's the _____ situation like in your country?

3. Many countries tried to _____ on fuel in the 1970s.

4. _____ of scale arise when costs do not rise in direct proportion to output.

5. The electric car is more _____ in its use of energy than an ordinary one.

6. Employing too many part-time staff can be a false _____.

7. Some people think that floating exchange rates can restrict _____ growth.

2.7. HIRE vs RENT vs LET vs LEASE vs CHARTER

If you *hire* something you pay the owner to be able to use it for a (usually short) length of time:

eg. We hired a Mercedes for the weekend.

eg. We hired a sales training film for a couple of weeks.

eg. We decided to hire a projector rather than buy one.

You can use *rent* in much the same way as hire for a vehicle or a piece of equipment. You can also rent (= pay for the use of) property:

eg. They've rented some office space in New York.

If you *own* property and allow others to use it in return for payment then you let it:

eg. Mrs. Welsh has decided to let her chalet to a Dutch couple.

(=The Dutch couple is renting the chalet from Mrs. Welsh.)

It is possible to *lease* equipment for long periods of time; maintenance is included in the price:

eg. Our firm has leased an off-set printer.

It is also possible to lease property:

eg. He persuaded the local council to lease him the first and second floors of a tower block.

(In AmE usage, hire is generally used when referring to a person, while rent refers to property: He was hired for the job. We rented the car.)

We use *charter* in the context of paying for the private use of a vessel, train or plane:

eg. We plan to charter a special train to London.

The corresponding nouns are: rent (for property), a rental, a lease, a charter (plane/boat/train)

We do not say *a hire or (except rarely) *a let.

Note the expressions: *For Hire, To Let, Hire Purchase, Hiring and Firing.*

Put a tick (✓) in the grid if the verb can be used with the noun in the top column.

	business premises	a video	office equipment	a car	a ship	a plane	a stand at an exhibition	a villa
hire		✓						
rent								
let								
lease								
charter								

2.8. OFFER vs SUGGEST vs PROPOSE

These three verbs can all be translated as **предлагать** and therefore tend to be confused.

Offer means to hold out (to someone) for acceptance or refusal.

eg. They've offered us \$60,000 for the house. Shall we take it?

eg. I've been offered a job in advertising.

Suggest means to put forward an idea, suggest something (to somebody) doing something.

eg. He suggested a walk in the park.

eg. He suggested having a break.

Propose may mean the same as suggest and is used in the same types of constructions. But it is used in formal style (meetings, debates, elections, in connection with toasts, and with marriage).

eg. I wish to propose Charles Robson for membership of the club.

The company has proposed a new formula for settling the dispute.

I'd like to propose a toast to our guests.

Complete the sentences, using the correct form of the verbs.

1. They ... to build him his own lab and he accepted it enthusiastically.

2. Lucie ... a sightseeing tour of the city. We thought it was a good idea.

3. I ... a toast to the partners of our company.

4. The director ... visiting the subsidiary and we all agreed.

5. He ... to give her a ride back to the hotel, but she declined.

6. When Jack ... to Mary, her answer was "Yes".

7. The Government is planning to ... a real-time Internet monitoring system.

8. The company ... a big range of products to its customers.

2.9. *POLITICS* vs *POLICY*

Both words can be translated into Russian by means of the same polysemantic word *политика*.

Politics may be translated as **политика; политическая жизнь, политическая деятельность, политические взгляды**, and means:

- the art and science of governing a political entity
e.g. to be engaged in politics, to be active in politics;
- the job of holding a position of power in the government
e.g. to go into politics=become a politician;
- the study of the ways in which the country is governed
e.g. to read politics, to study politics;
- the activities of the government, members of law-making organizations or people who try to influence the way a country is governed (used with a sing. or pl. verb)
e.g. office politics, local politics;
- political attitudes, views, opinions
e.g. What are your politics?
The adjective is political.

Policy may be translated as **политика: внутренняя, внешняя, и т.д.; линия поведения, курс**, and means:

- a set of ideas or a plan of what to do in particular situations that has been agreed officially by a group of people, a business organization, a government or a political party

e.g. American foreign policy, the company's personnel policy, home policy, the government's income policy, to follow a policy, to carry out a policy;

- a course of action, guiding principle considered expedient or advantageous

e.g. Honesty is the best policy.

- an insurance certificate

e.g. You should always read the small print of your insurance policy.

A Complete the blanks.

The international manager must understand the effect of 1 — on business. A change in bilateral 2 — relations can change strategic 3 — and modify investment decisions.

B Complete the sentences.

1. What is Republican Party's — on immigration?

2. Thomas O'Neil underlined that all — is local.

3. The government must evolve new — to reduce unemployment.

4. Tom is studying — at the university.

5. It's a bad — to smoke too much; it may harm your health.

6. Jack studied law with a view to going into —.

C Translate the words given in brackets into English.

1. (**Политика**) has been a concern of philosophers since Plato.

2. She reads (**политические науки**) at Philadelphia University.

3. They believe that the European Community needs a common foreign and security (**политика**).

4. David has always thought that (**политика**) is a worthwhile career.

5. The Foreign Office (**политика**) is often counterproductive.

2.10. PRICE vs RATE vs CHARGE vs FEE vs COMMISSION

The *price* is the amount of money you have to pay (usually for goods) in order to buy them:

eg. What is the price of a car phone?

eg. Share prices are quoted in the Financial Times.

Price is also a verb. If you price something you decide how much a purchaser will have to pay:

eg. We've priced the new model at \$1,300.

To price yourself out of the market is to offer your goods at such a high price that everyone will buy your competitors' products:

eg. If we don't work to a lower profit margin we'll be pricing ourselves out of the market.

The *rate of interest* or *taxation* is the percentage level:

eg. Interest rates have stabilized at around 15%.

eg. The basic rate of income tax in 2006 was 25%.

We can also refer to the *rate of exchange* (or exchange rate) of a currency:

eg. Tourist exchange rates are published in most newspapers.

Rate can refer to an amount of something within a period of time.

eg. The rate of unemployment fell in some European countries in the late 80s.

In insurance, the amounts charged to cover a risk are expressed as a percentage:

eg. A rate of \$1.75 per cent.

This means that you have to pay \$1.75 for every \$100 of the sum for which the goods are insured.

Rate can also indicate the speed or frequency at which something happens:

eg. We're losing skilled workers at the rate of three a month.

Charge is used mostly in the context of paying for services:

eg. There will be a charge for confirming the letter of credit.

eg. No extra charge is made for maintenance.

Charge is also a verb:

eg. We charge for delivery. (=There is a delivery charge.)

eg. The bank charged me 15% commission.

If something is charged to an account it is put on the bill for payment later:

eg. Please, charge the bar bill to my account.

Occasionally, services are free of charge.

eg. You may use the telephone in your room free of charge.

A *fee* is payable for services provided by the legal profession, consultants, accountants, etc.:

In the US, a lawyer is paid a contingency fee which is a proportion of the damages granted by the court.

When permission is granted to use intellectual property there may be a fee. It is also possible to refer to a registration fee and a booking fee when a charge is made for a reservation.

A *commission* is a payment to an agent or middleman, calculated as a percentage of sales made. Salesmen are often paid a fixed salary plus commission on sales made:

eg. A higher commission increases the incentive to sell.

Commission is used as a synonym of charge in the context of banking:

eg. There is a small commission/charge for handling standing orders.

Complete these sentences.

1. The Italian Bar Association has warned lawyers that their _____ were getting so high that the profession might _____ itself out of the market.

2. Please pay the conference _____ directly to the Register.

3. As a salesman, the more goods you sell, the more _____ you make.

4. We were _____ \$550 for repairs to the switchboard.

5. What is the _____ of an overhead projector?

6. We're now producing the new model at the _____ of 100 a day.

7. There is a small _____ to cover handling costs.
8. A bear is a speculator who expects share _____ to fall.
9. The _____ of inflation is over 10%.
10. Could you _____ this to my expense account?

2.11. SALARY vs WAGES vs PERKS

A *salary* is paid monthly and usually by bank transfer. We use the word salary for monthly payments to professional employees.

Wages are paid weekly to manual or unskilled workers:

eg. In many countries workers are paid a legal minimum wage.

eg. A wage packet is the envelope containing wages.

Perks (also known as fringe benefits) are extra payments made in kind e.g. a company car, free accommodation etc. In many job advertisements the combination of salary plus perks is called a remuneration package.

Complete this extract from a job advertisement.

We are offering an attractive _____, including basic _____ 60K p.a., plus numerous _____ such as subsidized accommodation, free medical insurance etc.

2.12. TRAVEL vs TRIP vs JOURNEY vs VOYAGE vs TOUR

Travel is both a noun and a verb.

If you travel you go from one place to another, or to several places:

eg. She has traveled widely in the Middle East.

The noun is used without an article; we cannot say *a travel or *the travel:

eg. Travel is said to broaden the mind.

We use the word *trip* to describe a visit there and back. It usually involves a stay in the place visited:

eg. He often goes on business trips to Latin America. (and returns to the office)

eg. She told us about her recent trip to Amsterdam. (she is now back)

A *journey* is usually for travel overland and often suggests a relatively long distance. There is no idea of a return contained in the word and no idea of a stay:

eg. Ah! You've arrived! Did you have a good journey?

A *voyage* usually refers to water transport:

eg. The Titanic sank on its maiden voyage.

A *tour* is a trip during which many places are visited:

eg. In Rome they went on a city tour and saw most of the cities.

It can also refer to the inspection of a smaller area:

eg. We went on a tour of the factory.

Complete the sentences using travel, trip, journey, voyage, tour.

1. The goods must have been damaged during the ———; the weather was particularly bad in the Bay of Biscay.

2. Before your interview, Mrs. Could will take you on a ——— of the site.

3. All reasonable ——— and accommodation expenses will be paid.

4. When we stayed in London we went on a day ——— to Cambridge.

5. The flight was OK but the tube ——— was awful; we were packed like sardines and I had to stand all the way.

6. Business people are now often rewarded with incentive ———; a holiday in Thailand, a Mediterranean cruise and that sort of thing.

Supplementary exercises

Exercise 1. Underline the correct words in italics. Check any unknown words in a dictionary.

1. Machines, especially large ones, are called *equipment* / *machinery*; all the tools, machines and clothes, etc that you need for a particular job are called *equipment* / *machinery*

2. A series of actions that have a particular result is a process / procedure; a way of doing something, especially the correct or usual way, is a process / procedure.

3. Useless materials and parts that are left after a process is finished are called pollution / waste; damage caused to the environment by harmful chemicals is called pollution / waste.

4. Money that a person or company owes is debt / liability. The word debts / liabilities, when used in the plural and in a formal context, has the same meaning – but it can also have a wider meaning of "legal responsibilities".

5. The word owner / proprietor means that you legally have something – anything. The word owner / proprietor means that you have a business (and is more formal).

6. If you and your business partners all have the same risks at the same time, then you divide/ share the risks. If you separate the risks into smaller parts or different categories, then you divide/ share them (=split them).

7. A shareholder / stakeholder / stockholder is someone who owns part of a business, in British English. A shareholder / stakeholder / stockholder is the same in American English. A shareholder / stakeholder / stockholder is anyone who has an interest in the success of plan, system or organization.

8. If you are a shareholder in a company, then every year you receive an income / a profit / a dividend paid out of the company's income / profits / dividends.

9. So it looks like this solution works well for you. Shall we go in front / go ahead?

10. We can have it up and running / up and going within a week.

11. I don't want to knock / critic the competition, but this is a much better product.

12. This is the actual / latest model.

13. You're lucky – it's for sale / on sale this month. We're running a special promotion.

14. Yes, the one in the shop window is for sale / on sale – you can buy it.

15. In the week before Christmas we usually see very high sales volumes / quantities.

16. North America counts for / accounts for 30% of our worldwide sales.

17. A prompt / proper payment discount is given to help with cash flow.

18. A quantity discount encourages a larger purchase – any economies of volume / scale can be passed over / passed on to the final customer.

19. Trade discounts are for partners in the distribution channel / canal.

20. Seasonal discounts are given during slack / loose periods of the year, or during the February promotions / sales.

21. A candidate / An applicant has simply asked for a job (eg. by sending a CV); a candidate / an applicant is being actively considered for a job by the company.

22. A classified ad / display ad is a short piece of text; a classified ad / display ad has a box around it and can have artwork.

23. If you outline / highlight a point, you make people notice it and think about it; if you outline / highlight a point, you describe the main ideas.

24. The words "legal" and "stationary" are very similar, but legal / stationary is more formal.

25. The words "laws" and "legislation" are very similar, but laws / legislation is more formal.

26. The words "rules" and "regulations" are very similar, but rules / regulations is more formal.

27. If you say you aren't satisfied, you make a claim / complaint. If you make a demand for something that you have a right to receive, you make a claim / complaint.

28. An incident / accident is just something that happens, whereas an incident / accident is a sudden event in which someone is hurt.

29. Good morning, ICT. Teresa speaking. Can I help you? / How can I help you?

30. I want to speak / I'd like to speak to someone in your market research department.

31. Please can I have your name? / Can I please have your name? / Can I have your name, please?

32. I'm / It's Monika Weber.

33. OK, please hold / wait in line while I try to connect you.

34. Gianfranco speaking / I'm Gianfranco.

35. I'm calling to know / ask a few questions of / about your market research services.

36. Of course, Monica. How can / would I help?

Exercise 2. Underline the correct words in italics in this extract from an internal presentation.

This next chart shows sales for our two main product lines, the Micro range and the Neka range. 1 Mark / Notice the scale on the vertical 2 axis / axle – it shows the number of units / unities sold in thousands per month.

I'd like to draw / make your attention firstly to the black line, which shows sales of the Micro range. You can see how last year sales 5 rose / have risen 6 steady / steadily all through the year. Since the beginning of this year they 7 continued / have continued to rise, 8 although / in spite of at a slower pace.

On balance, these results are good – 9 steady / steadily 10 grow / growth is what we like to see. This generally positive picture is 11 due to / due from the performance and reliability of the Micro range, and the fact that our competitors have been slow to respond. 12 Even so / Even though, we cannot be complacent. We have to build on this success going forward, and I want our sales teams to really focus 13 about / on the micro range 14 over / from the next few months.

I'm going to set an ambitious target – to take sales of Micro products from their current level of 30,000 per month 15 to / until a 16 figure / number of 35,000 by the end of the year.

OK, now let's 17 look at / look to the purple line on the chart, which shows sales of the Neka range. As you know, we launched this range in December of last year, and sales 18 took off / we taking off immediately. For the first few months things 19 were really looking good / had really looked good. We were expecting this because we 20 were doing / had done a lot of market research before the launch. 21 However / Whereas, for no obvious reason, there 22 was / has been a 23 sudden / suddenly 24 drop / reduce in sales in recent weeks. The question is this: can we find out the 25 motives / reasons and what can we do 26 about / for it?

In a moment I'm going to open up the discussion and ask for your 27 comments / commentaries. But the implications are clear: it's 28 high / highly 29 chance / likely that we won't meet our target of 25,000 30 by / for the end of the year.

Exercise 3. Underline the alternatives in italics that you think is more typical of a business report.

1. We've made considerable / *fantastic* progress, and quality levels will / are expected to return to normal within a few weeks.

2. Sales tend to / *nearly* always drop a little over the summer period, although this probably won't be / might not be the case this year if we continue the marketing campaign.

3. *Very* soon / At the earliest possible opportunity we will need to have a meeting to plan the production / a production planning meeting.

4. His performance over recent months has been bad / quite poor, and it may be / will be necessary to review his employment with us.

5. There is a really / *relatively* high risk of failure with this project unless we invest more money / financial resources at this early stage.

6. It is possible that / *Maybe* the survey is not very accurate as we only got / obtained a response rate of 25% to our questionnaire.

7. A loss of jobs is / is likely to be one of the consequences / things that will happen if the process is automated.

8. Today everyone is / many people are looking at teleworking as an option, but it leads to / *typically* leads to a sense of isolation.

9. Some suggestions arising from / that come to my mind from these results are given in a list / presented below.

10. We carried out lots of / numerous tests in our technical department and the results have been pretty good / encouraging.

Exercise 4. Complete the report extract by underlining the correct words in italics. Sometimes the choice is based simply on style or usage.

To: CEO, Auto Corporation
From: Chief Economist, Auto Corporation
Subject: Outlook for the oil market and its implications for the Auto Corporation

Introduction

1 Hans Oberlander, CEO of the Auto Corporation, asked me to write this report / This report was commissioned by Hans Oberlander, CEO of the Auto Corporation. The 2 aim / scope of the report is to make a long term forecast of trends in the market for oil / oil market, and to analyze how the future price of oil will impact the automobile industry. 4 In particular / Especially, the report will look at our own company, the Auto Corporation, and whether we are positioned to meet future challenges in the marketplace.

Oil market

The price of oil has been increasing 5 steady / steadily since around 2005. this has been driven by factors on both the supply side and the demand side. On the supply side, total world oil production has now peaked, with no 6 significant / significantly new discoveries on the horizon. 7 Talking about demand / On the demand side, the growth of economies such as China and India has meant a huge increase in the consumption of oil.

Our 8 research shows / researches show that these trends 9 will / are likely to continue, and that oil prices will remain high for the foreseeable future. This will inevitably have 10 a force / an impact on the auto industry, with high fuel prices causing customers to turn to models with lower running costs, 11 such like / such as electric cars.

Fuel efficient engines

At Auto Corporation we currently manufacture two hybrid electric vehicles that combine a conventional gasoline engine with an on-board rechargeable electric battery.

Sales of this models have been 12 disappointing / terrible, and for this report we asked an independent 13 company that does market research / market research company to 14 carry on / carry out a survey to discover the reasons why. The survey showed the following areas of 15 anxiety / concern on the part of potential customers:

- The relatively high initial price of hybrid cars – 16 typically / typical a hybrid car pays for itself in terms of lower fuel costs after about three years.

- The fact that hybrid cars 17 are unable to go very fast / go very slowly. The additional size and weight of the battery pack means that the conventional engine has to be smaller.
- The added risk in an accident that the driver, passengers and rescue workers will get electrocuted by the high voltage in the car.

Conclusions

In the light of the above 18 findings / findings, we reached the 19 next / following conclusions:

- Customers will 20 increasingly / more and more want fuel-efficient models, including electric cars, due to continuing high oil prices.
- Government legislation on reducing the emission of greenhouse gases by automobiles will also drive the 21 trend / tendency away from conventional engines.
- Auto Corporation has been slow to respond to the challenges ahead, 22 because / due to customer resistance to the current generation of electric vehicles.

Recommendations

There are two 23 main / most important recommendations we would like to make:

- The Board of Auto Corporation needs to take a longer-term view of the market, 24 paying more attention to / thinking about the price of oil in its strategic decisions.
- Auto Corporation needs to invest considerably more 25 money / financial resources in R&D to develop a new generation of safe, inexpensive and reliable electric batteries.

SOURCES OF REFERENCE

1. Alexander, L.G. Longman English Grammar / L. G. Alexander. – Longman, 2003. – 374 p.
2. Cotton, D. Market Leader / D. Cotton, D. Falvey, S. Kent; Intermediate Business English Course Book. New edition. – Pearson Longman, 2009. – 176 p.
3. Cotton, D. Market Leader / D. Cotton, D. Falvey, S. Kent; Pre-intermediate Business English Course Book. New edition. – Pearson Longman, 2007. – 160 p.
4. Emmerson, P. Business Vocabulary Builder. The words and phrases you need to succeed. Intermediate to upper-intermediate / P. Emmerson. – Macmillian Publishers Limited, 2009. – 176 p.
5. Foley, M. Longman Advanced Learners' Grammar. A self-study reference and practice book with answers / M. Foley, D. Hall. – Longman, 2005. – 384 p.
6. Longman dictionary of contemporary English: 2 Volumes. – Longman Group UK, 1999. – Vol. 1 A–L. – 626 p.; Vol. 2 M–Z. – 321 p.
7. McKellen, J.S. Test Your Business English General Usage / J.S. McKellen. – London: Penguin Books, 1990. – 95 p.
8. Strutt P. Longman Business English Usage / P. Strutt. – Longman Group UK, 2001. – 321 p.
9. **Богацкий, И.С. Бизнес-курс английского языка: словарь-справочник / И.С. Богацкий, Н.М. Дюканова; под общ. ред. И.С. Дюканова. – 5-е изд., испр. – Киев: Логос, 2002. – 352 с.**
10. Брюховец, Н.А. Английский язык: менеджмент, маркетинг, таможенное дело: учеб. для вузов / Н.А. Брюховец, Л.П. Чахоян. – СПб.: Профессия, 2003. – 288 с.
11. Карневская, Е.Б. Практическая грамматика английского языка: учеб. пособие / Е.Б. Карневская [и др.]; под ред. Е.Б. Карневской, З.Д. Курочкиной. – 2-е изд., доп. – Минск: Аверсэв, 2008. – 480 с.
12. Лазаренко, А.М. Сосредоточтесь на экономике = Focus on Economics: учеб. пособие для студентов / А.М. Лазаренко. – Минск: Лексис, 2003. – 208 с.

13. Макарова, Е.В. Английский язык. Интенсивный курс подготовки к экзамену / Е.В. Макарова, Т.В. Пархамович, И.Ф. Ухванова. – 2-е изд. – Минск : Попурри, 2007. – 192 с.

14. Макарова, Е.В. Набери 100 баллов! (Английский язык: централизованное тестирование) / Е.В. Макарова, Т.В. Пархамович, И.Ф. Ухванова. – Минск: Попурри, 2006. – 160 с.

15. Петрашкевич, Н.П. Функциональная грамматика английского языка: учеб. пособие для студентов специальности «Современные иностранные языки» учреждений, обеспечивающих получение высш. образования / Н.П. Петрашкевич, Л.Г. Шелег, И.В. Дмитриева. – 5-е изд. – Минск: Лексис, 2009. – 264 с.

16. Толстоухова, В.Ф. Английский язык. Бизнес-курс (Business English): учеб. пособие для студентов вузов / В.Ф. Толстоухова, Г.И. Сидоренко. – Изд-е 2-е, стереотип. – Минск: ТетраСистемс, 2001.– 208 с.

17. Янушков, В.Н. Русско-английский словарь делового человека The Businessman's Russian-English Dictionary: в 2 т. / В.Н. Янушков. – Минск: ПК ИП Асар, 1994. – 960с.

SUPPLEMENTS

SUPPLEMENT 1

Differences between American English and British English

1. American and British English are both variants of World English. Speakers of American English and speakers of British English have no trouble understanding each other. But there are some differences. The differences are small and do not interfere with communication. The table below shows some differences in the usage of common vocabulary.

British variant (BrE)	American variant (AmE)	Meaning
1	2	3
1 st floor	2 nd floor	второй этаж
2 nd floor	3 rd floor	третий этаж
advocate	trial lawyer	адвокат
autumn	fall	осень
bin	trash can	мусорное ведро
biscuit	cookie	сухое печенье
bonnet	hood (car)	капот
booking office	ticket office	билетная касса
boot	trunk (car)	багажник
car park	parking lot	автостоянка
caravan	motor home	фургон, автоприцеп
chemist	pharmacist	фармацевт
chemist's	drugstore	аптека
chips	fries	жареный картофель, чипсы
cinema	movie theater	кино
city/town centre	downtown	центр города
coach	long-distance bus	междугородный автобус
crisps	potato chips	хрустящий картофель
cross-road	intersection	перекресток

1	2	3
drawing room	living room	гостиная
dummy	pacifier	соска
flat	apartment	квартира
flyover	overpass	эстакада
football	soccer	футбол
full stop	period	точка
ground floor	1 st floor	первый этаж
hire	rent	нанимать
holiday	vacation	отпуск
immediately	right away	немедленно
jam	jelly	джем
jelly	jello	желе
jumper	sweater	джерпер
label	tag	этикетка
lift	elevator	лифт
loo or WC	bathroom	туалет
lorry	truck	грузовик
luggage	baggage	багаж
maize	corn	кукуруза
milliard	billion	миллиард
mince	chopped beef	фарш
motorway	highway	шоссе
nappy	diaper	подгузник
nought	nothing	ноль
number plate	license plate	номерной знак
paraffin	kerosene	керосин
pavement	sidewalk	тротуар, мостовая
petrol	gas	бензин
plaster	band-aid	пластырь
post	mail	почта
postal code	zip code	индекс
pram	baby carriage	детская коляска
queue	line	очередь
railway	railroad	железная дорога
row	argument	аргумент, спор,

1	2	3
rubber	eraser	ластик
serviette	napkin	салфетка
shopassistant	salesman, clerk	продавец
silencer	muffler	глушитель
sleeper	pullman	спальный вагон
solicitor	lawyer	поверенный
taxi	cab	такси
time-table	schedule	расписание
tin	can	консервная банка
to be ill	to be sick	быть больным
torch	flashlight	факел, фонарик
trousers	pants	брюки
underground	subway	метро
waistcoat	vest	жилет
windscreen	windshield (car)	ветровое стекло

2. The differences between British English and American English involve not just spelling, style, grammar, vocabulary but also business terminology.

British variant (BrE)	American variant (AmE)	Meaning
1	2	3
by-law	ordinance	постановление, указ
carriage forward	freight not prepaid	без оплаты перевозки
carrier	express man	посыльный
carriage paid	freight prepaid	с оплатой перевозки
cash on delivery	collect on delivery	оплата при доставке
chairman	president	президент(компании)
company	corporation	компания
company law	corporation law	закон о компаниях
consignment	shipment	партия (товара)
counterfoil	stub	корешок (чека)
first-class investments	blue-chip investments	первоклассные инвестиции

1	2	3
goods train	freight train	товарный поезд
government in power	administration	правительство (действующее)
government securities	government bonds	государственные ценные бумаги
in good condition	in good shape	в хорошем состоянии
letter of complaint	claim letter	письмо-рекламация
merchant bank	investment bank	инвестиционный банк
offer	tender	предложение
ordinary share	common stock	обычные акции
practice (law)	law business	процессуальное право
rates	local taxes	местные налоги
running expenses	operating expenses	текущие расходы
short-term loan	call loan	краткосрочный заем
to decline an offer	to pass an offer	отклонять предложение
to fix a meeting	to arrange a meeting	назначить встречу
to run business	to operate business	заниматься бизнесом

3. Here are some of the main differences between British and American financial terminology.

British variant (BrE)	American variant (AmE)	Meaning
1	2	3
Annual General Meeting (AGM)	Annual Stockholders Meeting	Ежегодное общее собрание
Articles of Association	Bylaws	Устав акционерного общества
authorised share capital	authorized capital stock	санкционированный акционерный капитал
barometer stock	bellwether stock	акции, курсы которых

1	2	являются показателем состояния фондового рынка
		рынка
base rate	prime rate	тарифная оплата
bonus or capitalisation issue	stock dividend or stock split	премия или проблема капитализации
bridging loan	bridge loan	заем
cheque	check	чек
creditors	accounts payable	кредиторы, кредиторская задолженность
current account	checking account	текущий счет
debtors	accounts receivable	должники, дебиторская задолженность
gilt-edged stock (gilts)	Treasury bonds	казначейские облигации
labour	labor	труд
Memorandum of Association	Certificate of Incorporation	Меморандум об ассоциации, свидетельство о регистрации компании
merchant bank	investment bank	инвестиционный банк
overheads	overhead	накладные расходы
preference share	preferred stock	привилегированная акция
profit and loss account	income statement	отчет о прибылях и убытках
property	real estate	недвижимое имущество
quoted company	listed company	котируемая компания, листинговая компания
retail price index (RPI)	consumer price index (CPI)	индекс розничных цен, индекс потреби-

1	2	3
		тельных цен
share	stock	акция
share premium	paid-in surplus	премия (страховой взнос) акции (доли), активное сальдо
shareholder	stockholder	акционер
stock	inventory	акционерный капитал
trade union	labor union	профсоюз
unit trusts	mutual funds	паевые тресты

SUPPLEMENT 2

There are a lot of organizations which play a role in regulating international trade. Below are the abbreviations of some of them.

<i>APEC</i>	<i>Asia Pacific Economic Co-operation</i>
(Азиатско-тихоокеанское экономическое сотрудничество)	
<i>ASEAN</i>	<i>Association of Southeast Asian Nations</i>
(Ассоциация стран Юго-Восточной Азии)	
<i>BIS</i>	<i>Bank for International Settlements</i>
(Банк для международных расчетов)	
<i>CAP</i>	<i>Common Agricultural Policy</i>
(Общая сельскохозяйственная политика)	
<i>Comecon</i>	<i>Council for Mutual Economic Assistance</i>
(Совет по взаимной экономической помощи)	
<i>EBRD</i>	<i>European Bank for Reconstruction and</i>
Development	
(Европейский банк реконструкции и развития)	
<i>ECB</i>	<i>European Central Bank</i>
(Европейский Центральный банк)	
<i>EEC</i>	<i>European Economic Community</i>
(Европейское экономическое сообщество)	
<i>EFTA</i>	<i>European Free Trade Association</i>
(Европейская ассоциация свободной торговли)	
<i>EU</i>	<i>European Union</i>
(Европейский союз)	
<i>Euratom</i>	<i>European Atomic Energy Community</i>
(Европейское сообщество атомной энергии)	
<i>GATT</i>	<i>General Agreement on Tariffs and Trade</i>
(Генеральное соглашение по таможенным тарифам и торговле (стран Атлантического союза))	
<i>IADB</i>	<i>Inter-American Development Bank</i>
(Межамериканский банк развития)	
<i>IBRD</i>	<i>International Bank for Reconstruction</i>
and Development	
(Международный банк реконструкции и развития)	
<i>ILO</i>	<i>International Labour Organization</i>

- (Международная организация труда)
IMF International Monetary Fund
- (Международный валютный фонд)
ISO International Standardization Organization
- (Международная организация стандартизации)
ITO International Trade Organization
- (Международная организация торговли (ООН))
ITU International Telecommunications Union
- (Международный телекоммуникационный союз)
LAFTA Latin American Free Trade Organization
- (Латиноамериканская организация свободной торговли)
NAFTA North American Free Trade Organization
- (Североамериканская организация свободной торговли)
OAS Organization of American States
- (Организация американских государств)
OAU/AEC Organization of African Unity / African Economic Community
- (Организация африканского единства / Африканское экономическое сообщество)
OECD Organization for Economic Co-operation and Development
- (Организация для экономического сотрудничества и развития)
OEEC Organization for European Economic Cooperation
- (Организация для европейского экономического сотрудничества)
OPEC Organization of the Petroleum Exporting Countries
- (Организация стран-экспортеров нефти)
UN United Nations
- (Организация Объединенных Наций)
UNCTAD United Nations Conference on Trade and Development
- (Конференция организации объединенных наций по торговле и развитию)
WCO World Customs Organization
- (Всемирная таможенная организация)
WTO World Trade Organization
- (Всемирная торговая организация)

SUPPLEMENT 3

This table contains well-known abbreviations commonly used in business context.

Abbreviation	Full Form	Meaning
1	2	3
@	at	коммерческое
A/C, a/c	account	счет
adds	addressed	адресовано
adse	addressee	адресат, получатель
ad (ads)	advertisement (s)	рекламное объявление (мн. ч)
A.G.M.	annual general meeting	ежегодное общее собрание
A.O.B.	any other business	разное
A/P, a/p	account paid	счет оплачен
app.	appendix	приложение
approx.	approximately	приблизительно
Attn.	attention	вниманию (кого-либо)
A.W.B.	air way bill	авиагрузовая накладная
B/E., B.E., b.e.	bill of exchange	переводной вексель, тратта
B/L.	bill of lading	коносамент (транспортная накладная)
c.a.d., CAD	cash against documents	платеж наличными против грузовых документов
CA	current account	текущий счет
с	cents	цент
c.c., cc., cc	copies to	указание на адресатов копий письма
CC.	cash credit	(банковский кредит) наличными деньгами
C.E.O.	Chief Executive	исполнительный

1	2	3
	Officer	директор
cfmd	confirmed	подтвержденный
cge.	carriage	вагон
CIF, c.i.f.	cost, insurance and freight	стоимость, страхование и фрахт
c. and f.	cost and freight	стоимость и фрахт
C/N	credit note	кредит-нота
c/o	care of	забота о
Co.	company	компания
C.O.D.	cash on delivery	уплата при доставке; наложенный платеж
contr.	contract	контракт
Corp.	corporation	корпорация
cur.	currency, current	валюта, текущий
CV	curriculum vitae	краткая биография
C.W.O.	cash with order	наличный расчет при выдаче заказа
D/A	documents against acceptance	документы против акцепта
D/C	documents against cash	документы против наличных денег
dd	dated, delivered	датированный, доставленный
dept	department	отдел
Div.	Division	подразделение
D/N	debit note	дебет-нота
doc. (docs.)	document, (documents)	документ (ты)
doz., dz.	dozen	дюжина
D/P	documents against payment	документы против платежа (документы за наличный расчет)
EAON, eaon	except as otherwise noted	исключая те случаи, когда указано иначе
EC	European Community	Европейское

1	2	3
		сообщество
E.&OE.	errors and omissions	ошибки и пропуски
	excepted	исключены, исключая ошибки и пропуски
e.g.	example	например
E.G.M.	extraordinary general meeting	экстраординарное общее собрание
Enc., encl.	enclosure, enclosed	вложенный, прилагаемый, приложение (к письму и т.п.)
exc., excl.	except, excluding, exception	исключая, исключение
expn	expiration	истечение (срока)
fig.	figure	цифра, рисунок, схема
FOB, f.o.b.	free on board	франко-борт, ФОБ
FY	fiscal year	финансовый год
G.D.P.	gross domestic product	валовой внутренний продукт
G.N.P.	gross national product	валовой национальный продукт
gr. wt.	gross weight	вес брутто
h.a.	hoc anno (лат)	в текущем году
hf.	half	половина
H.P.	hire purchase	покупка в рассрочку
H.Q., HQ, h.q.	headquarters	главное управление (компании, органи- зации)
id.		тот же
i.e., ie		то есть
inc., incl.	including	включая
Inc.	Incorporated	зарегистрированный как юридическое лицо (корпорация)
info	information	информация

1	2	3
inv.	invoice	счет-фактура
I.O.U.	I owe you	я вам должен (форма долговой расписки)
j.i.t.	just in time	как раз вовремя
Jnr. Jr	junior	младший
K	a thousand (in job advertisements, £25 K means £25,000)	тысяча
lb	pound (weight)	фунт (вес)
L/C, l.c., l/c	letter of credit	аккредитив
LLC	limited liability company	компания с ограниченной ответственностью
LOC	letter of commitment	гарантийное письмо
Ltd., ltd.	Limited	с ограниченной ответственностью
mdse	merchandise	товары
memo	memorandum	записка
M.O., m.o.	mail order, money order	почтовый перевод, денежный перевод, платежное поручение
mngr.	manager	менеджер
mo, mth.	month	месяц
M.T.	metric ton	метрическая тонна
MV	merchant (motor) vessel	торговое (моторное) судно
N/A	not applicable	неприменимый, не применимо
N.B.	nota bene, лат.	важное замечание, обрати внимание
NC, N.C., n/c	no charge	бесплатно
o/l	our letter	(ссылаясь на) наше письмо
o.n.o., o.b.o.	or nearest offer, or best offer	или самое близкое предложение, или

1	2	3
		наилучшее предложение
oz	ounce (weight)	унция (вес)
p	pence	пенс
P.A.	Personal Assistant	личный помощник
PA	power of attorney	доверенность
p.a.	per annum	в год
par.	paragraph	абзац, параграф, пункт
pd	paid	уплачено, оплаченный
P/E ratio (or P.E.R.)	price earnings ratio	ценовое отношение дохода
per pro (pp), p.p.	for and on behalf of	от имени и по поручению
plc	public limited company	открытая акционерная компания с ограниченной ответственностью
PO	post office	почтовое отделение
pp.	pages	страницы
P.R.	public relations	связи с общественностью
Pte.	private limited company	частная компания с ограниченной ответственностью
P.T.O.	please turn over	пожалуйста переверните
Pty.	proprietary company	частная компания
p.w.	per week	в неделю
qty.	quantity	количество
qv	quod vide, лат	смотри (там-то)
R&D	research and development	научно-исследовательские и опытно-конструкторские работы
rect	receipt	расписка, квитанция

1	2	3
rept.	report	отчет, доклад
re	regarding	относительно
ref.	reference	ссылка
RMS	root-mean-square	среднеквадратический
R.O.I.	return on investment	возврат на инвестициях
R.S.V.P.	répondez s'il vous	пожалуйста, ответьте
	plait (French for "please reply")	
s.a.e.	stamped addressed envelope	отпечатанный обращенный конверт
shipt	shipment	отгрузка, отправка
sig.	signature	подпись
sp.ex	special export price	специальная экспортная цена
tn.	ton	тонна
urgt	urgent	срочный
v., vs	versus, лат.	против
v.s.	vide supra, лат.	см. выше
V.A.T.	value added tax (UK)	НДС
VIP	very important person	особо важное лицо
viz	namely	а именно
v.v.	vice versa, лат.	наоборот
w, w/out	with, without	с, без

3.3 Пособие по развитию навыков делового этикета

Министерство образования
Республики Беларусь

БЕЛАРУССКИЙ НАЦИОНАЛЬНЫЙ
ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ

Кафедра иностранных языков

О.В. Веремейчик, О.С. Жук

Test Your Business Etiquette

Оцените свой уровень делового этикета

Учебно-методическое пособие для
студентов вузов

Минск

БНТУ

2012

УДК 811.111 (075.8)

ББК 81.2Англ я7

В31

Рецензенты:

канд. филол. наук, доцент, доцент кафедры
иностранных языков № 1 БГУИР С.И. Лягушевич;
канд. пед. наук, доцент, зав. кафедры «Современные
европейские языки» БНТУ А.И. Сорокина

Веремейчик, О.В.

В31

Test your business etiquette. Оцените свой уровень
делового этикета: метод. пособие для студентов вузов /
О.В. Веремейчик, О.С. Жук. – Минск: БНТУ, 2012. – 65 с.
ISBN 978-985-525-

Цель пособия - совершенствование навыков делового
этикета в англоязычной среде для специалистов в сфере
внешней экономической деятельности.

Пособие содержит аутентичные тексты, тематически
связанные с вопросами делового этикета в общем контексте
бизнеса, задания, ориентированные на активное исполь-
зование профессиональной лексики в предметной области и
тесты, которые помогают осуществить проверку
пройденного материала и оценить уровень делового этикета
обучающихся.

Предназначено для студентов всех экономических
специальностей дневной, вечерней и заочной формы
обучения, а также для широкого круга лиц, самостоятельно
изучающих деловой английский язык.

УДК 811.111 (075.8)

ББК 81.2Англ я7

ISBN 978-985-525-

© Веремейчик О.В., Жук О.С., 2012

© БНТУ, 2012

CONTENTS

ВВЕДЕНИЕ	4
PART 1. TEXTS ON BUSINESS ETIQUETTE	5
TEXT 1. International Business Etiquette	5
TEXT 2. Business etiquette	9
TEXT 3. Business meeting etiquette	13
TEXT 4. Business lunch etiquette	17
TEXT 5. A World Guide to Good Manners. How <i>not</i> to behave badly abroad	20
TEXT 6. Social etiquette in Australia	23
TEXT 7. Russia in the eyes of foreigners	29
TEXT 8. The art of etiquette: A bluffer's guide to being posh	33
TEXT 9. Faux Pas	38
TOPICS FOR DISCUSSION	41
PART 2. TESTS ON BUSINESS ETIQUETTE	43
TEST 1. Questions and answers	43
TEST 2. Questions and answers	43
TEST 3. What is your Etiquette IQ?	44
TEST 4. What Is Your Business Etiquette?	46
TEST 5. What Is Your Business Etiquette?	47
TEST 6. Business Etiquette Quiz	48
TEST 7. Business Etiquette Quiz	49
TEST 8. Business Etiquette Quiz	52
TEST 9. Test Your Etiquette Quotient	56
TEST 10. Test Your Etiquette Intelligence	57
TEST 11. A Quintessential Careers Quiz	60
Test 12. The Golf Etiquette Quiz	63
SOURCES OF REFERENCE	66

ВВЕДЕНИЕ

Каждый человек, наверное, не раз оказывался в ситуации, когда возникало ощущение неловкости во взаимоотношениях с окружающими из-за того, что кто-то нарушил правила хорошего тона. Такое положение особенно неприятно, когда находишься в зарубежной командировке, работаешь с иностранными партнерами, являешься участником внешней экономической деятельности.

Пособие «Test Your Business Etiquette» имеет своей целью оказание помощи в приобретении навыков делового этикета в англоязычной среде. В пособии приведены советы, рекомендации, правила поведения с коллегами по работе, руководством, в обществе женщин (мужчин), при приеме гостей, и др. случаях. Представленный в пособии материал способствует формированию профессионального имиджа будущего специалиста в сфере внешней экономической деятельности.

Пособие состоит из двух частей. Первая часть включает аутентичные тексты, в содержании которых представлены такие аспекты делового этикета, как формальные и неформальные встречи, приемы, деловые обеды, ужины, обмен визитными карточками и т. д. Обучающиеся узнают, как принято вести себя и что говорить в определенных ситуациях, когда находишься среди деловых людей, говорящих по-английски в разных странах. Каждый текст снабжен кратким словарем и последующими упражнениями, целью которых является освоение лексики данного текста, контроль за пониманием содержания прочитанного, развитие навыков разговорной речи.

Вторая часть пособия содержит тесты, охватывающие общие вопросы делового этикета, а также правила поведения при приеме на работу, участии в светских мероприятиях и т. д. Они помогают не только осуществить проверку усвоенного материала, но и оценить уровень делового этикета обучающихся.

Данное пособие рекомендовано лицам, которые уже имеют определенный запас общеупотребительной лексики в сфере бизнеса. Пособие предназначено для студентов всех экономических специальностей дневной, вечерней и заочной формы обучения, а также для широкого круга лиц, профессиональная деятельность которых связана с деловым общением на английском языке.

Авторы

Part 1. TEXTS ON BUSINESS ETIQUETTE

**«To have respect for ourselves guides our morals;
and to have a deference for others governs our manners»**

Lawrence Sterne,
Irish novelist & satirist (1713 - 1768)

Etiquette, or good manners, is an important part of our day to day lives. Whether we realize it or not we are always subconsciously adhering to rules of etiquette. Much of the time these are unwritten; for example giving up your seat to a lady or elderly person, queuing for a bus in an orderly fashion according to who arrived first or simply saying **«please» or «thank you»**. **All are examples of etiquette; complex unwritten rules that reflect a culture's values.**

Etiquette accomplishes many tasks. However, the one noteworthy function that etiquette does perform is that it shows respect and deference to another. By doing so it maintains good interpersonal relationships. Ultimately, it could be argued, etiquette is about making sure that when people mix together there are rules of interaction in place that ensure their communication, transaction or whatever it may be goes smoothly.

We all know how we or others feel when a lack of etiquette is shown. If someone jumps the queue, does not thank you for holding the door open for them or forgets to shake your hand, we naturally feel disrespected and perturbed.

TEXT 1

International Business Etiquette

Modern business is global and demands people travel to foreign countries and mix with foreign clients, colleagues or customers. All cultures have their own etiquette rules, many of them unwritten. When two or more different cultures mix, it is easy for small etiquette mistakes to be made that could have negative consequences. Just as you may have felt annoyed when a foreign businessman did not shake your hands upon greeting you, imagine how your Chinese client must have felt when you wrote on his business card or your Indian colleague reacted when you flatly rejected an offer of a meal. Sometimes, not understanding the etiquette of another culture means you show a lack of manners and as

Lawrence Sterne said, a lack of deference. This can and does lead to soured relationships, lost deals and in the end poor business results. International business etiquette manifests in many shapes and sizes. Throughout the world people from different cultures have varying etiquette rules around areas such as personal space, communication, gift giving, food, business meetings and much more. For those who want to make a good impression and understanding of international business etiquette is crucial. By way of introducing some of the key areas within international business etiquette we shall look at the following common areas:

Business Card Etiquette

When you exchange business cards (even if you exchange them) do you simply pass it over and forget about it? In many countries the business card has certain etiquette rules. For example in the Arab world you would never give or receive a business card with your left hand. In China and Japan you should try and use both hands to give and receive. In addition it is always good etiquette to examine the card and make a positive comment on it. Whereas in the UK it may be OK to sling the business card into a pocket, in many countries you should always treat it with much more respect such as storing it in a business card holder.

The Etiquette of Personal Space

How close do you stand to people? Is it impolite to touch somebody? What about gender differences? In the Middle East you may get very touchy-feely with the men, yet one should never touch a woman. A slap on the back may be OK in Mexico but in China it is a serious no-no. Touch someone on the head in Thailand or Indonesia and you would have caused great insult. Without an appreciation of international business etiquette, these things would never be known.

The Etiquette of Gift Giving

Many countries such as China and Japan have many etiquette rules surrounding the exchange of business gifts. International business etiquette allows you an insight into what to buy, how to give a gift, how to receive, whether to open in front of the giver and what gifts not to buy. Great examples of gifts to avoid are anything alcoholic in Muslim countries, anything with four of anything in Japan and clocks in China.

The Etiquette of Communication

Some cultures like to talk loudly (US and Germany), some softly (India and China); some speak directly (Holland and Denmark) others

indirectly (UK and Japan); some tolerate interrupting others while speaking (Brazil) others not (Canada); some are very blunt (Greece) and some very flowery (Middle East). All will believe the way they are communicating is fine, but when transferred into an international context this no longer applies. Without the right international business etiquette it is easy to offend.

In conclusion we can state that etiquette helps maintain good relations with people. When dealing with people from a shared culture, everyone knows the rules and there is not much to think about. Those that lack etiquette are branded as uncouth and rude. However, this is not the same when working on the international stage. Someone may very well come across as being rude through a lack of etiquette but this may be because in their culture that behaviour is normal. As a result international business etiquette is a key skill for those who want to be successful when working abroad. Through a great appreciation and understanding of others' cultures you build stronger and longer lasting business relationships.

perturb – [pə'tɜ:b] – волновать, беспокоить

flatly – решительный, наотрез

crucial – решающий

to sling – (разг.) швырнуть

touchy – обидчивый

blunt – грубоватый, прямой, резкий

EXERCISES

I. Match the words from the text with their corresponding definitions.

- | | |
|------------------|--|
| 1. reflect | a) to give and receive in return (something of the same type or equal value) |
| 2. adhere to | b) being related to, or concerning relations between people |
| 3. accomplish | c) to meet, find, or discover, especially by chance |
| 4. maintain | d) to be, or enjoying being, in the company of others |
| 5. interpersonal | e) stick firmly |
| 6. mix with | f) to throw, especially roughly or with effort |
| 7. a lack of | g) to succeed in doing; finish successfully; |

- | | |
|--------------------|--|
| | achieve |
| 8. reject | h) to hurt the feelings of; upset |
| 9. exchange | i) to continue to have as before |
| 10. sling | j) to express, to make clear; show |
| 11. to offend | k) to refuse to accept, consider, or use |
| 12. to come across | l) the state of not having (enough of) something |

II. Find the words/phrases in the text which follow the verbs below.

- | | |
|--------------|-------------|
| to exchange | to mix with |
| to reject | to show |
| to have | to make |
| to maintain | to work |
| to deal with | to cause |

III. What are the synonyms from the text of the following words?

- | | |
|--|-----------------------------------|
| 1. awkward, impolite | 2. unfriendly, unpleasant, sullen |
| 3. offensive, bad-mannered | 4. completely, firmly |
| 5. easily offended or annoyed, too sensitive | |

IV. What are the opposites from the text of the following words?

- | | |
|----------------|-----------|
| 1. rough | 2. polite |
| 3. unimportant | 4. funny |
| 5. calm | |

V. Match left to the right.

- | | |
|--------------------------------------|---|
| 1. In the Arab world you would never | a) never touch a woman. |
| 2. In China and Japan you should | b) give or receive a business card with your left hand. |
| 3. In the Middle East one should | c) Mexico. |
| 4. A slap on the back may be OK in | d) use both hands to give and receive a business card. |

VI. Mark the sentences true (T) or false (F).

1. People like to talk loudly in India and China.
2. Americans and Germans talk loudly.

3. You should buy a good bottle of wine or whisky when you are invited to a Muslim family.

4. It will be OK to touch someone on the head in Thailand or Indonesia.

5. Your Japanese partner has invited you to a family dinner. A set of 4 tea cups will be a perfect present.

TEXT 2

Business etiquette

Business etiquette is made up of significantly more important things than knowing which fork to use at lunch with a client. Unfortunately, in the perception of others, the devil is in the details. People may feel that if **you can't be trusted not to embarrass yourself in business and social situations**, you may lack the self-control necessary to be good at what you do. Etiquette is about presenting yourself with the kind of polish that shows you can be taken seriously. Etiquette is also about being comfortable around people (and making them comfortable around you)! **People are a key factor in your own and your business' success. Many** potentially worthwhile and profitable alliances have been lost because of an unintentional breach of manners. Most behavior that is perceived as disrespectful, discourteous or abrasive is unintentional, and could have been avoided by practicing good manners or **etiquette. We've always** found that most negative experiences with someone were unintentional and easily repaired by keeping an open mind and maintaining open, honest communication. Basic knowledge and practice of etiquette is a valuable advantage, because in a lot of situations, a second chance may not be possible or practical.

There are many written and unwritten rules and guidelines for etiquette, and it certainly behooves a business person to learn them. The caveat is that there is no possible way to know all of them!

These guidelines have some difficult-to-navigate nuances, depending on the company, the local culture, and the requirements of the situation. Possibilities to commit a faux pas are limitless, and chances are, sooner **or later, you'll make a mistake.** But you can minimize them, recover quickly, and avoid causing a bad impression by being generally considerate and attentive to the concerns of others, and by adhering to the basic rules of etiquette. When in doubt, stick to the basics.

The most important thing to remember is to be courteous and thoughtful to the people around you, regardless of the situation. **Consider other people's feelings, stick to your convictions** as diplomatically as possible. Address conflict as situation-related, rather than person-related. **Apologize when you step on toes. You can't go too far wrong** if you stick with the basics you learned in Kindergarten. This sounds simplistic, but the qualities we admire most when we see them in people in leadership positions, those are the very traits we work so hard to engender in our children. If you always behave so that you would not **mind your spouse, kids, or grandparents watching you, you're probably** doing fine. Avoid raising your voice (surprisingly, it can be much more effective at getting attention when lower it!) using harsh or derogatory language toward anyone (present or absent), or interrupting. You may **not get as much «airtime» in meetings at first, but what you do say will** be much more effective because it carries the weight of credibility and respectability.

Talk and visit with people. Don't differentiate by position or standing within the company. Secretaries and janitorial staff actually have tremendous power to help or hinder your career. Next time you need a document prepared or a conference room arranged for a presentation, **watch how many people are involved with that process (you'll probably** be surprised!) and make it a point to meet them and show your appreciation.

It's a good idea to remember what you can about people; and to be thoughtful. Send cards or letters for birthdays or congratulations of promotions or other events, send flowers for engagements, weddings or in condolence for the death of a loved one or family member. People will remember your kindness, probably much longer than you will!

Social rank or class is a cornerstone of social interaction in many cultures. The corporate climate in the United States is no exception. **People tend to feel uneasy until they've seen an «organizational chart» or** figured out who reports to whom. They feel that it is more important to show respect and practice etiquette around superiors than around peers or subordinates. The current social and economic climate is one of rapid advancement through technology, which make it very possible (and even likely) for a pesky salesman to become an important client, or an administrative assistant to become a manager. This can make things **awkward if you treat people differently depending on their «corporate**

standing». If you show respect and courtesy to everyone, regardless of position or company, you avoid discomfort or damaging your chances in any unexpected turn of events. Having a consistent demeanor improves your credibility. Even the people at the top will begin to suspect your motives if you treat VIPs with impeccable courtesy and snap at counter clerks.

The only thing you owe your boss above and beyond what you owe peers and subordinates is more information. Unobtrusively be sure he or **she knows what you're doing, is alerted as early as possible** to issues that may arise, and is aware of outcomes and milestones. It goes without saying that you should speak well of your boss within and outside the company, and give him or her the benefit of the doubt.

alliance – союз, объединение

breach – нарушение

abrasive – резкий, грубый

behoove (behove BrE) – следовать, надлежать

caveat – предостережение

a faux pas – [fəʊ'pɑ:] (франц.) ложный шаг. A faux pas is when someone does something to create a socially embarrassing situation through words or behavior.

adhering to – придерживаться чего-либо

to engender – порождать, вызывать

spouse – супруг(а)

harsh – грубый

derogatory – нарушающий, унижительный

janitor – привратник, швейцар, уборщик, сторож

condolence – соболезнование

peer – равный

pesky – (разг.) надоедливый, докучливый

demeanor – поведение, манера вести себя

impeccable – безупречный

unobtrusive – ненавязчивый, скромный

EXERCISES

I. Match the words from the text with their corresponding definitions.

- | | |
|-------------------------------------|--|
| 1. embarrass | a) something that is extremely important, on which everything else is based |
| 2. alliance | b) someone who has a lower position and less authority than someone else in an organization |
| 3. behave | c) feeling anxious, uncertain and uncomfortable |
| 4. caveat | d) without any faults and impossible to criticize (perfect) |
| 5. engender | e) someone who is the same age as you, or who has the same type of job, social class etc |
| 6. cornerstone | f) to make someone feel ashamed, nervous, or uncomfortable, especially in front of other people |
| 7. uneasy | g) it is right or necessary to do something |
| 8. impeccable | h) a statement or warning intended to prevent misunderstanding |
| 9. demeanour (BrE), demeanor (Am E) | i) someone who has a higher rank or position than you, especially in a job |
| 10. subordinate | j) a close agreement or connection made between countries, groups etc. for a shared purpose or for the protection of their interests |
| 11. superior | k) the way someone behaves, dresses, speaks etc that shows what their character is like |
| 12. peer | l) to be the cause of a situation or feeling |

II. Find the words/phrases in the text which follow the verbs below.

- | | |
|--------------|-----------------|
| 1. to feel | 2. to stick to |
| 3. to show | 4. to adhere to |
| 5. to cause | 6. to make |
| 7. to commit | 8. to practice |

III. Choose the synonyms from B of the words from A

- | | |
|---------------|--|
| 1. important | a) irritating in manner, unpleasant |
| 2. courteous | b) quiet, not very noticeable or easily seen |
| 3. thoughtful | c) amazing |
| 4. harsh | d) polite |
| 5. derogatory | e) perfect |
| 6. effective | f) insulting, offensive, humiliating |

- | | |
|-----------------|----------------------------------|
| 7. tremendous | g) considerate |
| 8. awkward | h) essential |
| 9. impeccable | i) producing, useful, practical |
| 10. unobtrusive | j) cruel, unpleasant |
| 11. abrasive | k) clumsy, having two left hands |

IV. Match the adjectives on the left with the nouns on the right to make a word combination. Consult the text.

- | | |
|----------------|------------------|
| 1. abrasive | a) power |
| 2. honest | b) climate |
| 3. valuable | c) salesman |
| 4. corporate | d) rank |
| 5. tremendous | e) behaviour |
| 6. harsh | f) courtesy |
| 7. social | g) advancement |
| 8. rapid | h) communication |
| 9. pesky | i) advantage |
| 10. impeccable | j) language |

V. Add prefixes to make negative words of the following.
Intentional, respectful, courteous, expected, obtrusive, comfort, written.

VI. Comment on the following.

1. Etiquette is about being comfortable around people and making them comfortable around you!
2. **People are a key factor in your own and your business' success.**

TEXT 3

Business meeting etiquette

Business etiquette is essentially about building relationships with colleagues, clients or customers. In the business world, it is these people that can influence your success or failure. Etiquette, and in particular business etiquette, is simply a means of maximizing your business potential by presenting yourself favorably.

Business meetings are one arena in which poor etiquette can have negative effects. By improving your business meeting etiquette you automatically improve your chances of success. Comfort, trust,

attentiveness and clear communication are examples of the positive results of demonstrating good etiquette.

This text will focus on a few key examples of business meeting etiquette for both formal and informal business meetings. Although these are meant as guides to etiquette in the UK they are very much applicable to other nations too.

Informal Meetings

Informal meetings are generally more relaxed affairs and may not necessarily take place in the office or meeting room. Even so a sense of professionalism and good business etiquette are still required.

There are 7 points to consider with informal meetings:

- * Business etiquette demands that the person calling the meeting (henceforth 'the chair') should be the most senior or the one with the most direct or urgent interest in the topic at hand.

- * The chair should decide the time, place and agenda. These details should be confirmed with everyone to make sure all are in agreement and no inconvenience is caused.

- * The chair must make the purpose of the meeting clear to the attendees, how long it will last and what is expected of them, i.e. particular information or preparation of documents. Failing to relay the proper information is bad business etiquette as it could cause embarrassment.

- * Punctuality is a must. Keeping people waiting is considered the height of poor etiquette as it abuses their time.

- * The chair should strive to ensure the meeting stays within a set framework or agenda so that it is kept as short and effective as possible. He/she must keep circular disagreements and the like to a minimum.

- * The chair should (pre-)appoint someone to record the proceedings; documenting major decisions or action points. This can later be distributed to the attendees for reference.

- * If the results of the meeting have an effect on others who were not present it is considered proper business etiquette to inform them.

Formal Meetings

The business etiquette of formal meetings such as departmental meetings, management meetings, board meetings, negotiations and the like can be puzzling. Such meetings usually have a set format. For example, the chair may always be the same person, minutes, agendas or reports may be pre-distributed or voting may take place.

Here are 10 business etiquette guidelines that are applicable to any formal meeting:

- * Prepare well for the meeting as your contribution may be integral to the proceedings. If you are using statistics, reports or any other information make sure it has been handed out at least three days prior to the meeting.

- * Dress well and arrive in good time. Your professionalism is linked to both.

- * Always remember to switch off a mobile phone.

- * If there is an established seating pattern, accept it. If you are unsure, ask.

- * Acknowledge any introductions or opening remarks with a brief recognition of the chair and other participants.

- * When discussions are under way it is good business etiquette to allow more senior figures to contribute first.

- * Never interrupt anyone - even if you disagree strongly. Note what has been said and return to it later with the chair's permission.

- * When speaking, be brief and ensure what you say is relevant.

- * Always address the chair unless it is clear that others are not doing so.

- * It is a serious breach of business etiquette to divulge information to others about a meeting. What has been discussed should be considered as confidential.

The underlying principles of the all the above business meeting etiquette pointers are good manners, courtesy and consideration. If these principles are adhered to the chances of offense and misunderstandings are greatly reduced.

to ensure – **обеспечивать, гарантировать**

to divulge – **разглашать (тайну)**

EXERCISES

1. Match the words from the text with their corresponding definitions

1. agenda a) to pass a message from one person or place to another

2. to be at b) to break a law, rule, or agreement

hand

- | | |
|----------------|--|
| 3. to abuse | c) an official written record of what is said at a meeting and what decisions are taken there |
| 4. to relay | d) a list of the subjects to be dealt with or talked about at a meeting |
| 5. to strive | e) to give someone information that should be secret |
| 6. to ensure | f) to give something to each person in a group |
| 7. proceedings | g) near in the time or place |
| 8. minutes | h) deliberately use something for the wrong purpose or for your own advantage |
| 9. to hand out | i) to make certain that something will happen properly |
| 10. to divulge | j) to make a great effort to achieve something |
| 11. to breach | k) the official written records of business, activities etc. at the meetings of an association or club |

II. Find the words/phrases in the text which follow the verbs below.

- | | |
|----------------|----------------|
| 1. to build | 2. to maximize |
| 3. to present | 4. to decide |
| 5. to relay | 6. to abuse |
| 7. to confirm | 8. to record |
| 9. to disagree | 10. to divulge |
| 11. to reduce | |

III. Match the adjectives on the left with the nouns on the right to make a word combination. Consult the text.

- | | |
|---------------|------------------|
| 1. poor | a) principles |
| 2. negative | b) interest |
| 3. clear | c) effects |
| 4. positive | d) etiquette |
| 5. urgent | e) remarks |
| 6. opening | f) recognition |
| 7. brief | g) results |
| 8. underlying | h) communication |

IV. Make all possible derivatives from the given words (nouns, verbs, adjectives, negative forms, etc.).

Improve, communication, informal, inconvenience, embarrassment, agreement, punctuality, height, effective, disagreement, applicable, contribution, professionalism, participant, discussion, permission, confidential, misunderstanding.

V. Mark the sentences true (T) or false (F).

1. The person calling the meeting should be the one with no interest in the topic at hand.
2. A secretary should decide the time, place and agenda of the meeting.
3. Failing to relay the proper information couldn't cause embarrassment.
4. If you are using statistics, reports or any other information you can hand it out during the meeting.
5. When discussions are under way it is good business etiquette to allow more senior figures to contribute first.
6. Never interrupt anyone - even if you disagree strongly.

TEXT 4

Business lunch etiquette

Business lunches are very common in many countries and cultures. Food itself is one of the most visible manifestations of a culture and is something people are proud of and like to share with guests to their country. However, just as the food changes from culture to culture so does the intention and etiquette surrounding the lunch. In some cultures the business lunch is a time for chit-chat and building relationships, in others simply a fuel stop at which people continue to talk about business, **known as the «working lunch».**

For the international globe-trotter it is always beneficial to have an appreciation and understanding of a local culture and any etiquette or protocol. One area many people do not consider is the role of the business lunch and how different cultures approach them.

In order to introduce the idea of «doing lunch» across the globe we have picked out a few examples from some countries to highlight

cultural differences in the approach and etiquette surrounding the business lunch.

The UK

Lunch is not a big affair in the UK and a lot of office workers will happily eat a sandwich at their desk. Business lunches however will take place at a restaurant or pub. The British like to keep personal life and business separate unless a good relationship has formed so discussions may very well be centered on business. When conversation strays to other topics it is usually about sports, politics and of course the weather!

Table manners demand a certain demeanour; one should always use a knife and fork, napkins if provided should be placed on the lap, ask to be passed dishes or condiments rather than lean over people and avoid speaking loudly.

Japan

Lunch is the main meal of the day in Japan so when doing business in the country bear in mind this is when people like to eat. Lunch in Japan can therefore consist of several courses.

While the majority of restaurants in Japan are equipped exclusively with Western style tables and chairs, restaurants with low traditional tables and the customers sitting on cushions on the floor are also common. Chopsticks have their own etiquette rules associated with them including: when you are not using your chopsticks and when you are finished eating, lay them down in front of you with the tip to left, do not stick chopsticks into your food and do not pass food with your chopsticks directly to somebody else's chopsticks. When drinking alcohol it is the correct etiquette to serve each other, rather than pouring the beverage into one's own glass.

Generally speaking conversation is quite subdued at Japanese lunches so do not feel as though it is incumbent on you to liven up the proceedings. Savour the food and follow the lead of your hosts.

The Middle East

Lunch is the time to enjoy good food and engage in some good conversation. Business should not generally be discussed as this is the time of day when people wind down due to the heat. The business lunch should be used as the time to forge good relationships so engage in plenty of chit-chat about current affairs, sports or ask questions about your host's country. Be sure not to ask political or religiously sensitive

questions. Similarly asking in-depth questions about one's family is not done.

Traditionally meals are eaten on the floor. If this is the situation you find yourself in then try and sit with your legs crossed or leaning on one. Never sit with your feet stretched out. To eat the food simply scoop it into your right hand and pop it into the mouth. Never use your left hand for anything, whether eating or passing things to people.

- to stray – **отклониться от темы**
- condiment – **приправа**
- to subdue – **снижать, ослаблять**
- to liven up – **оживиться, развеселиться**
- to savour – **наслаждаться, смаковать**
- to forge – **выдумывать, изобретать**
- to scoop – **черпать, зачерпывать**

EXERCISES

1. Match the words from the text with their corresponding definitions

- | | |
|--------------------|---|
| 1. beneficial | a) one of the two thin sticks that you use to eat food in many countries in Asia |
| 2. appreciation | b) below usual brightness, loudness, etc.; gentle |
| 3. to highlight | c) to develop something new |
| 4. condiment | d) a liquid for drinking, esp. one that is not water or medicine |
| 5. to bear in mind | e) to make a problem or subject easy to notice so that people pay attention to it |
| 6. chopstick | f) to become more exciting, or to make an event become more exciting |
| 7. beverage | g) a powder or liquid used to give a special taste to food |
| 8. to savour (BrE) | h) being the duty or responsibility (of someone) |
| 9. subdued | i) an understanding of the good qualities, importance or worth of something |
| 10. incumbent | j) to enjoy slowly and purposefully |
| 11. to liven up | k) producing favourable effects or useful results |
| 12. to forge | l) to remember to consider; to take account of |

II. Match the adjectives on the left with the nouns on the right to make a word combination. Consult the text.

- | | |
|----------------|----------------|
| 1. cultural | a) tables |
| 2. table | b) questions |
| 3. personal | c) meal |
| 4. main | d) life |
| 5. traditional | e) differences |
| 6. sensitive | f) manners |

III. Combine a verb on the left with a preposition on the right. Consult the text.

- | | |
|-------------------|----------|
| 1. proud | a) with |
| 2. share | b) of |
| 3. talk | c) over |
| 4. lean | d) about |
| 5. consist | e) with |
| 6. to be equipped | f) of |
| 7. associate | g) with |

IV. Working in small groups fill in the table using the information from the text.

Country	The main features of business lunch etiquette			
	Place	Table manners	Topics for conversation	Other features

TEXT 5

A World Guide to Good Manners.

How *not* to behave badly abroad

By Norman Ramshaw

Look at the title of the article. Do you think the article will be serious or light-hearted? Why?

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other?

Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive?

If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

For example:

- The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one 30 another, and they rarely drink at lunchtime.

- The Germans like to talk business before dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.

- Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

- American executives sometimes signal their feelings of ease and **importance in their offices by putting their «feet on** the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and so business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is 60 essential to establish everyone's status and position.

When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is a very

important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal, is Japanese manners. They prefer to be casual and more informal, as illustrated by the universal 'Have a nice day!' American waiters have a **one-word imperative «Enjoy!»**. **The British, of course, are cool and reserved.**

The great topic of conversation between strangers in Britain is the weather – unemotional and impersonal. In America, the main topic **between strangers is the search to find a geographical link**. «Oh, really? You live in Ohio? I had an uncle who once **worked there**».

Here are some final tips for travelers.

- In France you shouldn't sit down in a cafe until you've shaken hands with everyone you know.
- In Afghanistan you should spend at least five minutes saying hello.
- In Pakistan you mustn't wink. It is offensive.
- In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.
- In Russia you must match your hosts drink for drink or they will think you are unfriendly.
- In Thailand you should clasp your hands together and lower your head and your eyes when you greet someone.
- In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

Read the article again and answer the questions. Discuss the questions in pairs.

1. Which nationalities are the most and least punctual?
2. Why did the British think that everyone understood their customs?
3. Which nationalities do not like to eat and do business at the same time?

4. **«They (the French) have to be well fed and watered.»** What or who do you normally have to feed and water?

5. An American friend of yours is going to work in Japan. Give some advice about how he/she should and shouldn't behave.

6. Imagine you are at a party in (a) England; (b) America. How could you begin a conversation with a stranger? Continue the conversations with your partner.

7. Which nationalities have rules of behaviour about hands? What are the rules?

8. Why is it not a good idea to ...

... say that you absolutely love your Egyptian friend's vase.

... go to Russia if you don't drink alcohol.

... **say «Hi! See you later!»** when you're introduced to someone in Afghanistan.

... discuss politics with your American friend in a McDonald's.

Discussion

1. **Do you agree with the saying «When in Rome, do as the Romans do?» Do you have a similar saying in your language?**

2. **What are the «rules» about greeting people in your country?** When do you shake hands? When do you kiss? What about when you say goodbye?

3. Think of one or two examples of bad manners. For example, in Britain it is considered impolite to ask people how much they earn.

4. What advice would you give somebody coming to live and work in your country?

TEXT 6

Social etiquette in Australia

Australian rules of social etiquette are a little different from most countries around the world. The rules do not relate to how a fork should be held, or who should be served first at a dinner table. Instead, most of Australia's rules relate to expressing equality. Basically, as long as you appreciate that Australians want to be treated as equal irrespective of their social, racial or financial background, anything is acceptable.

Displays of wealth may be seen as signs of superiority and frowned upon accordingly. Likewise, the acceptance of generosity may be seen as a sign of bludging or inferiority. Likewise, it may be frowned upon.

The relaxed attitude of Australians has been known to cause problems. Because Australians are difficult to offend, they are not sensitive to causing offence in others. To outsiders, Australians often appear very blunt and rude. They tend to call a spade a spade when perhaps more tact is required.

Furthermore, because Australians see people as equal, they frequently offend international visitors who feel a more respectful attitude is **warranted. Australians may refer to some foreigners as «mate» instead of** using more respectful titles such as your honour, sir, madam, mrs, mr, ms, lord, and your highness. Likewise, cricketer Dennis Lillee expressed his egalitarian sentiments when he greeted Queen Elizabeth using the **words: «G'day, how ya goin'?».** **In Dennis' mind, he was just treating the** Queen as an equal. After all, it wasn't her fault that she couldn't play cricket. Nor was she responsible for her subjects being terrible cricket players. But to many English people, Lillee's expression of equality was the act of an upstart buffoon.

«Australia seems refreshingly free of class prejudice. Here people take you for what you are, and are less concerned with how you speak, what job you do, where you went to school etc. I enjoy meeting people from many walks of life and treating each other as equals», says an English immigrant Paul Davies.

In myth, Australia is a country where people are assessed on the content of their character rather than the colour of their skin, economic background or job. For temporary periods of time, the myth becomes practice in various areas of Australian life. A salient example of the myth can be seen in Melbourne's Section 8 bar. Located in an alley in the middle of Melbourne's CBD, Section 8 uses packing crates as seats. The toilets are made out of shipping containers and the bar is just enclosed with a fence. Section 8 attracts rich businessmen, Japanese tourists, struggling artists and even homeless people. It is deliberately designed to be unpretentious. As a result, it attracts people from all walks of life that want to mingle with someone different from themselves.

Egalitarianism is also expressed with the male Australian accent. Around 20 per cent of Australian men speak with what is known as a broad accent. Speakers include actor Paul Hogan, who started life as a workman on the Sydney Harbour Bridge, and Kerry Packer, a late billionaire who started life with a silver spoon in his mouth.

It is rare for women to speak with the accent. For one reason or another, women who speak with the accent are ridiculed as being low class. The derogatory sentiments directed at such women represent an exception to Australia's egalitarian ideals.

The rounds at the pub

In Australia, the ritual of the round, known virtually to all adult members of society, has some parallel functions. It symbolise entry to a group (and, for that matter, makes pointed an exclusion). It binds a group together.

The social rules of the round or shout are perhaps the most important of all social rules that need to be mastered. A round is where one individual will pay for the drinks of the other members of the drinking party. Once the drinks have been drunk, another member of the drinking party will get the next round. Every member of the drinking party must buy the same number of rounds.

Like splitting the bill at a restaurant, there is no consideration given to each member's financial status, background or to their gender.

The round is one of the principle reasons why Australia has avoided the racial ghettos and race riots that are common in America and Britain. The custom allows an outsider to be inducted into the social group and treated as if they are of equal status. It also allows individuals to demonstrate that are trustworthy characters who do not consider themselves to be superior. The round is central to affirming Australia's egalitarian sensibilities. In a way, it creates a kind of psychological round table that would have made King Arthur proud.

The round is also a reason why non-sexual relationships between men and women are very common in Australia. A lone woman can go out drinking with men and provided she buys her round, she will be treated as one of the boys. In other cultures around the world, if a woman goes out drinking with men, she will generally be seen as a slut. Men are always thinking of her gender because they know they have to pay for her. The rounds are not always followed in night-clubs. This can be attributed to the diverse drinks bought, different motivations, interference of drugs, and the different character of person who frequents such establishments.

Splitting the bill at a restaurant

In most Asian countries, if a group of friends go out for dinner, the wealthiest member of a dining party may offer to pay for the entire meal.

Furthermore, if a man and woman go to dinner, irrespective of whether they are friends or lovers, the man will usually pay. This is not the case in Australia. If a group of friends go to a restaurant, the bill will be split amongst all the diners. It is unlikely that one individual will feel an obligation to pay for others. Nor do any of the other members of the dining party want to be paid for. To accept the generosity may evoke feelings of shame that one is a bludger.

*In business, these rules are bent a little as a bill may be picked up as **a way of fostering «good relations».**

Tipping

Tipping is optional in Australia. In restaurants, a tip is only left if above average service has been delivered. Taxi drivers are usually only tipped if they initiate a good conversation and don't rip off their customers. (When getting into a taxi, sitting in the front seat is the etiquette. The back seat feels too much like one is being chauffeured and it is difficult to have a conversation.) Bar staff are not usually tipped unless a customer has thoughts of seducing them. Even if the staff are not tipped, they will continue to serve you on your subsequent visits. No grudge is held against those who don't tip.

Honesty

It may seem strange for a society that came from Convicts, but Australians value honesty. It is acceptable to be dishonest to pull someone's leg or play a joke, but on serious issues, honesty is the best **policy. This is reflected in the creation of sayings such as: «poor but honest», «fair dinkum», «honesty of substance», «having an honest crack».**

It is also reflected in the dislike of «the big end of town» which is often seen to be corrupt. When such perceptions are revealed to be true, Australians vilify the fallen millionaire (or politician) like no other nationality around the world. They become a bit like a pack of dogs tearing apart a carcass.

Many Australians are quite cynical and almost seem to presume strangers to be guilty until they prove themselves otherwise. Perhaps this is why buying your round at the pub is such an important thing to do. It shows that you are not out for all you can get.

Aside from being distrustful of individuals, Australians may be distrustful of spin doctoring. As the myriad of failed media, political and marketing campaigns show, Australians are quite sensitive to any cues

that indicate everything is not above board. If they are suspicious, they tend to reject it.

Seek and express empathy, not sympathy

In America, people feel no shame when talking about the fact they are seeing a counsellor or psychiatrist. Oddly, revealing one's emotional distress almost seems to be a status symbol. **In Australia, an ethic of «no worries» reins. Irrespective of whether they have just lost two legs in a car accident or their business has just collapsed, Australians try to maintain a facade of cheerfulness. If you feel the need to talk about your problems, it is more polite to try to turn the problem into a funny story.**

The reasons for no worries mantra is best understood by appreciating that Australia was built by victims. The first of these victims were Convicts who over an 80 year period, suffered some of the worst human rights violations the world has ever seen. After World War II, Australia became a new home for war, political and economic refugees. If you consider yourself to be a victim, bear in mind that Australia is a country where respect is given to underdogs who stand up for themselves. The victim that doesn't stand up for themselves, or needs someone else to fight for their cause, will gain no respect.

frown – хмурить брови, смотреть неодобрительно

blunt – грубоватый, резкий

egalitarian – эгалитарный, равный

salient – бросающийся в глаза, равный

pretentious – много о себе возомнивший, показной

people from all walks of life – люди всех слоев общества

to be born with a silver spoon in his mouth – родиться в сорочке

round – очередная порция

induct – вводить

slut – развязная девушка

bigot – изувер, фанатик

foster – благоприятствовать, поощрять

seduce – соблазнять

subsequent – последующий

grudge – недовольство

to pull someone's leg – морочить, одурачивать

vilify – чернить кого-либо

myriad – несметное число

empathy – **сочувствие, переживание**
facade – **наружность, фасад, внешняя сторона**

EXERCISES

I. Find the Russian equivalents to the following words and phrases:

1. people from all walks of life;
- 2. to be born with a silver spoon in one's mouth;**
3. underdog;
4. the big end of a town;
5. to have an honest crack;
6. to be inducted into a group.

II. Match the words from the text with their corresponding definitions

- | | |
|----------------|---|
| 1. buffoon | a) to declare |
| 2. egalitarian | b) a very stupid person, esp. one who is rough and noisy |
| 3. to ridicule | c) a very funny and successful occasion or person |
| 4. to bind | d) to disregard or act against |
| 5. a riot | e) speaking roughly and sharply |
| 6. to affirm | f) a great and varied number |
| 7. an offence | g) to tie together |
| 8. myriad | h) to laugh unkindly at smb. |
| 9. to vilify | i) cause for hurt feelings |
| 10. blunt | j) having or showing the belief that all people are equal and have equal rights |
| 11. to violate | k) to say bad things in order to influence others unfavorably |

III. Mark the sentences true (T) or false (F). Explain your choice.

1. Women in Australia rarely speak with the accent.
2. Australians frequently offend foreigners as they see people as equal.
3. The round in a pub helps people to be inducted into a social group.
4. It is necessary to leave a tip in Australia.
5. As a society that came from convicts, Australians do not value honesty.
6. Australians are usually distrustful to spin doctoring.

TEXT 7

Russia in the eyes of foreigners

The People

Russia has had a long history of totalitarianism, which has resulted in a rather fatalistic approach to living. The desire to work individually under personal initiative was suppressed by the Czarist and Communist states. With the advent of perestroika (restructuring), the Soviet/Communist value system has been scrapped, but the pace of reform has been slow and many are finding it very difficult to adapt to the Western values of individualism and profit maximization. Older Russians are generally quite pessimistic and don't have much faith in a better life in the future. Younger urban Russians have adopted a more Western outlook on life.

Meeting and Greeting

- Initial greetings may come across as cool. Do not expect friendly smiles.
- A handshake is always appropriate (but not obligatory) when greeting or leaving, regardless of the relationship. Remove your gloves before shaking hands. Don't shake hands over a threshold (Russian folk belief holds that this action will lead to an argument).

Body Language

- Russians are a very demonstrative people, and public physical contact is common. Hugs, backslapping, kisses on the cheeks and other expansive gestures are common among friends or acquaintances and between members of the same sex.

- Russians stand close when talking.
- Putting your thumb through your index and middle fingers or **making the «OK» sign are considered very rude gestures in Russia.**

Corporate Culture

- Russians appreciate punctuality. Business meetings generally begin on time.

- Under Communism there were no incentives for bureaucrats to perform well or to even be pleasant toward clients; this meant that the **usual answer to any question was «No».** This practice is still found in Russian society today, but **«No» is usually not the final word on an issue.** One has to bargain and be persistent to get what he or she wants.

- Business cards are handed out liberally in Russia and are always exchanged at business meetings. The ceremony of presenting and receiving business cards is important. Don't treat it lightly.

- Representatives of the Russian company or government body are usually seated on one side of a table at meetings with guests on the other side.

- Your company should be represented by a specialized team of experts. Presentations should be thoroughly prepared, detailed, factual **and short on «salesmanship».**

- Russians usually negotiate technical issues very competently, directly and clearly but, being newcomers to capitalism, often do not fully understand Western business practices and objectives. You may have to explain the reasoning behind some of your demands.

- Russians find it difficult to admit mistakes, especially publicly. They also find it difficult to risk offending someone by making requests or assertions.

- Trying to do business in Russia over the telephone is generally ineffective.

- Personal relationships play a crucial role in Russian business.

- Business negotiations in Russia are lengthy and may test your patience. Plan to be in for the long haul.

- No agreement is final until a contract has been signed.

Dining and Entertainment

- When dining in a restaurant, arrive on time.

- Russians are great hosts and love entertaining guests in their homes. They will often put more food on the table than can be eaten to indicate there is an abundance of food (whether there is or not). Guests who leave food on their plates honor their host. It means they have eaten well.

- If you're invited for dinner, don't make other plans for later in the evening. You are expected to spend time socializing after the meal.

- An invitation to a Russian dacha (country home) is a great honor.

- Do not turn down offers of food or drink. Given Russian hospitality, this can be difficult, but to decline such offers is considered rude.

- At formal functions, guests do not usually start eating until the host has begun. At such functions, no one should leave until the guest of honor has left. If you are the guest of honor, do not stay too late.

- Know your limits when drinking alcohol in Russia. Drinking is often an all-or-nothing affair – moderation is not understood.

- Toasts, which are sometimes lengthy and occasionally humorous, are common. The host starts and the guests reply. Do not drink until the first toast has been offered.

- After a toast, most Russians like to clink their glasses together. Do not do so if you are drinking something non-alcoholic.

Dress

- **A «serious» businessperson is expected to look formal and conservative.** Wearing very light or bright colors might make you appear lazy or unreliable to a Russian.

- Men should wear suits and ties. Women should wear suits and dresses.

Gifts

- A small business gift is always appropriate, but its value should correspond to the rank of the Russian businessperson with whom you are meeting.

- As a general rule, do not give items that are now easily obtainable in Russia.

- Bring a gift for the hostess when visiting a Russian home. A small gift for a Russian child is always appropriate (and appreciated).

Helpful Hints

- Russians are very proud of their culture and enjoy opportunities to talk about their music, art, literature and dance. Knowledge about art, music and some Russian history is appreciated.

- Learn Russian! Learning the language is of incalculable value, and is the best way to win friends for yourself, your company and your country. If that simply isn't possible, try to learn at least a few phrases in Russian. It doesn't have to be perfect; Russians greatly appreciate any attempt by foreigners to speak their language.

- **Never refer to a Russian as «Comrade.»**

- Do not expect to find smoke-free areas anywhere. A standard joke among foreign businesspeople in Russia is that Russian buildings **have two sections: «smoking» and «chain-smoking».**

Especially for Women

- Women are initially regarded with skepticism and may have to prove themselves. Before you visit, have a mutually respected colleague send a letter introducing you. Your business cards should clearly state your title and academic degree. If you establish your position and ability immediately, you will encounter far fewer problems.
- Be feminine. Allow men to open doors, light cigarettes, etc. Even if you think such customs are antiquated or silly, respect the cultural background of your Russian colleagues.
- Foreign businesswomen can use their femininity to their advantage. For fear of not appearing a gentleman, many Russian businessmen may allow foreign businesswomen to get away with some things (requests for meetings, favors, etc.) that foreign businessmen aren't allowed.
- A woman can invite a Russian businessman to lunch and pay the bill, although it might be interpreted by some men as an invitation to flirt.

suppress – подавлять, сдерживать

scrap – отдавать на слом, выбрасывать за ненадобностью

threshold – порог

assertion – утверждение

EXERCISES

I. Explain the meaning of the following words:

1. approach
2. value (n,v)
3. to bargain
4. an assertion
5. a host
6. to obtain

II. Insert prepositions where necessary.

1. **It's impossible to shake hands ... a threshold.**
2. **Business cards are handed ... liberally and are always exchanged ... business meetings.**
3. **Trying to do business in Russia ... the phone is rather difficult.**
4. **If you're invited ... dinner, arrive ... time.**
5. **It's appreciated to bring a gift ... the hostess and children.**

III. Do you agree with the author of the text. Why? Air your views. Make a short presentation of the country using the facts given in the text and your own experience.

TEXT 8

The art of etiquette: A bluffer's guide to being posh

Andy McSmith

If Kate Middleton was feeling miserable yesterday, it is nothing to what her poor mother must have been going through. Carole Middleton once had a future as the nation's top mother-in-law. Now, she is being reviled as number one embarrassing mum.

Mrs Middleton, a descendant of generations of Durham coal miners, is a former airline stewardess who carved out a social position for herself through the old middle-class values of hard work and self-reliance, combined with a modern use of the internet. Her husband was a former pilot. Their mail order business, selling props for children's parties, allowed them to live in a five-bedroom detached house in Newbury and send their children to Marlborough, one of England's most expensive schools.

But no one taught Carole Middleton how to behave in the presence of people too posh ever to have needed to work. She did not hit it off with **the young aristocrats who hang out with Prince William**. «**She is pushy, rather twee and incredibly middle class**», a «**royal insider**» was quoted as saying in yesterday's Daily Mirror.

Given the astonishing attention paid to Prince William's love life, poor Mrs Middleton's fame as the socially disastrous mother has spread from Japan to the west coast of the USA. The Hungarian press, for instance, was explaining yesterday to its readers about the social **blunders of «Mindemellett Carole Middleton»**

The question of how to behave in front of aristocracy has plagued the socially ambitious for centuries, and not only in this country. It fascinated French writers such as Marcel Proust, long after the guillotine had knocked some of the arrogance out of France's leading families. The behaviour of the old Russian aristocracy was meticulously chronicled by Tolstoy and Chekhov. But no one has been more fascinated by the subjects of class and breeding than the English.

Fifty years ago, Nancy Mitford, one of Lord Redesdale's five extraordinary daughters, compiled a spoof guide that taught the

bourgeoisie how to distinguish «U» from «non-U» behaviour. She did not expect that, in the age of socialism, anyone would take the joke seriously but the book was a runaway best-seller, devoured by upwardly mobile middle class couples who wanted to copy aristocratic behaviour without appearing pretentious.

Clearly, a new authoritative handbook is needed, if only for the instruction of the mothers of Prince William's future lady friends. Meanwhile, here is a brief cut-out-and-keep guide to «How To Be Posh».

Gestures

In Marcel Proust's novel about the habits of the French aristocracy, there is a long passage explaining how the narrator, as a young man, enhanced his social status in the eyes of a duke. The duke spotted him in the crowd and waved to him like an old friend. Young Marcel was smart enough to reply with a deep bow. Through these bodily gestures, you can demonstrate whether you are or are not able to move in the best circles.

Mrs Middleton's first and perhaps greatest faux pas was committed during Prince William's passing-out parade at Sandhurst. In the presence of The Queen, Prince Philip and the Prince of Wales, Mrs Middleton chewed gum. And chewed gum. And chewed gum. This is not quite as crass as the behaviour of the late Robert Maxwell, who put his arm around the Queen, but Maxwell was not trying to hitch his daughter to the second in line to the throne.

Do not try to shake hands with the Queen. Even if she offers, Tatler's advice is «**you may not shake the Queen's hand, only touch it briefly**». Do not turn your back on her. Bow from the neck or chest if you are a man, and if you are female, a little bob will do.

Dress

Being smart is not necessarily about wearing the most expensive clothes. One Friday in the Commons, Tim Sainsbury, a Tory MP whose family founded the supermarket chain, met Nicholas Soames, descendant of the dukes of Marlborough, who was kitted out in his hunting gear. «**Going rat catching, Nick?**», Sainsbury asked, surprised. Soames replied: «**Fuck off, you grocer: you don't tell a gentleman how to dress on a Friday**».

A gentleman wears a morning coat only at weddings, formal funerals, the Royal Ascot and the Derby. Those are also when ladies can parade

their best hats. A man should always remove his hat when talking to a lady. Do not wear gloves in the presence of royalty.

Language

The thesis underlying Bernard Shaw's play *Pygmalion* and the musical *My Fair Lady* was that a flower seller could pass herself off as an aristocrat if she only learnt to speak the part. That is not just a matter of accent but it is also about choice of words. The commonest trap is to choose a posh sounding word, which actually is a giveaway. Mrs **Middleton's crimes included using «toilet» and «pardon». You can say «lavatory» or «loo» or even 'bog', but not «toilet». And if you want someone to repeat what they have said, say so.** Other words proscribed in Nancy Mitford's famous guide include mirror, settee, serviette and notepaper, which should be looking glass, sofa, napkin, and writing paper.

At table

Nowadays, it is thought smart to be at - or host - a **«dinner party»**, although among the upper classes it was traditionally called supper. The meal in the middle of the day is never dinner; it is lunch. The final course is not dessert, but pudding. It is not necessary to seat your guests on new furniture or serve them with new cutlery. The best families do not buy these items, they inherit them. Hence the insult directed at the self-made millionaire Michael Heseltine by a Tory from an old family, which Alan Clark recorded in his diary, that Heseltine **«bought his own furniture»**.

If you are a guest, you should wait until the host starts eating before you do. Should you be having a meal with the Queen, when she stops eating, so should you. When she enters the room, you stand. When eating a roll, you should break off a piece and butter it rather than butter all the roll.

Conversation

In *My Fair Lady*, Eliza Doolittle is told never to talk about anything **but the weather, nor say anything else except «How do you do?»** The funniest scene is when she forgets and describes slum life in a cut-glass accent. Obviously, you can go beyond the weather in real life, but remember that people who have inherited so much money that they have never needed to work may not want to hear about the jobs you have done. Prince **William's friends would whisper «doors to manual»** when Mrs Middleton was mentioned in conversation, a contemptuous

reference to her former life as a stewardess. Nicholas Soames, MP, grandson of Winston Churchill and friend of Prince Charles, liked to shout «**Make mine a gin on the rocks, Giovanni**» at **John Prescott**, who started out as a ship's waiter. On the other hand, do not underestimate upper-class politeness. There is a story, possibly an urban myth, about a visiting head of state who was travelling through London in an open carriage with the Queen, when one of the horses broke wind. Her Majesty, naturally, apologised, whereupon the bemused president is **supposed to have replied: «Madam, I thought it was the horse».**

Forms of Address

Mrs Middleton's other famous error was saying «**Pleased to meet you**» when she met the Queen. It is to be assumed that everyone who meets the Queen is pleased. The first time you meet the Queen, call her «**Your Majesty**». After that, say «**Ma'am**». Years ago, a photographer asked the Princess Royal «**Can you turn this way, my love?**», to which the Princess replied: «**I'm not your love, I'm Your Royal Highness.**» That is how you address other members of the Royal Family. A duke is «**Your Grace**», or «**My Lord Duke**», but never «**My Lord**». If someone is The Honourable, it means he or she is the younger son of an earl, or the child or daughter- in-law of a viscount or baron. Do not use the title in speech, only in writing.

bluffer – обманщик

posh – (разг.) шикарный

meticulously – тщательно, скрупулезно

spoof – (разг.) пародия, мистификация

devour – поглощать

crass – грубый

to hitch – продвигать

to proscribe – изгонять

slum – трущоба

bemused – ошеломленный, смущенный

EXERCISES

I. Match the words from the text with their corresponding definitions

1. posh

a) a difficult or dangerous position in which one is caught by deception or carelessness;

- | | |
|------------------|---|
| 2. to hang out | b) to live or spend a lot of time in a particular place; |
| 3. to plague | c) to increase in strength or amount |
| 4. a spoof | d) fashionable, splendid, expensive |
| 5. to enhance | e) to believe to be true without actually having proof that it is so |
| 6. a trap | f) a city area of poor living conditions |
| 7. to assume | g) a funny untrue copy or description |
| 8. a slum | h) a social mistake in words of behavior |
| 9. faux pas | i) showing great stupidity and a complete lack of feeling or respect for others |
| 10. crass | j) to cause continual discomfort, suffering |
| 11. to embarrass | k) to cause to feel anxious and uncomfortable |

II. Find synonyms to the following words. Write 5 sentences.
Miserable, to go through, embarrass, urban, smart, giveaway, crass, bemused, meticulously, to hit it off.

III. Fill in the gaps to make the sentences complete.

1. **They normally ... in the pub.**
2. **She ... a career for herself as a comic actress.**
3. **They ... with boots and trousers for skiing.**
4. **The country ... too many wars.**
5. **She ... as an experienced doctor.**
6. **How can you ... on people in need?**
7. **I admire the way she's still so cheerful after all she**

Reference words: to go through, to kit out, to hang out, to carve out, to pass oneself off, to turn one's back.

IV. Comment on the following.

1. Being smart is not necessarily about wearing the most expensive clothes.
2. The question of how to behave in front of aristocracy has plagued the socially ambitious for centuries.
3. Through the bodily gestures, you can demonstrate whether you are or are not able to move in the best circles.

TEXT 9
Faux Pas

Read the text and guess the last line of this story?

A faux pas is when someone does something to create a socially embarrassing situation through words or behavior. For example, if at a party I innocently offered an alcoholic drink to a Muslim, or pork to a Jew, this would be considered a faux pas, a gaffe, a blunder, or more **idiomatically, you would say that «I had dropped a brick»**. Most of us have dropped bricks at some time in our lives.

The well-known British conductor Malcolm Sargent once took his leading soloist to the Royal Box during the interval of a concert and said, **«Your Majesty, may I introduce Sergio Poliakov? Sergio, meet the king of Norway»**. The distinguished figure shifted uncomfortably, then said **«Sweden»**.

The world-famous American conductor, Andre Previn, recalls one horrendous faux pas he made while he was the resident conductor of the London Symphony Orchestra. It was Andre's custom to unwind and relax in the bar of a nearby hotel after rehearsals and performances. He often spent his time talking to guest musicians. The bar was also a perfect setting for aspiring young musicians and composers to seek him out to make themselves known and perhaps get that lucky break which would propel them into the limelight.

One evening Andre was sitting in the bar of the Westbury Hotel when he recognized a young American composer coming into the hotel. The American looked a little lost as his eyes searched the room for a friendly face. Andre raised a hand and beckoned him over. He invited him to join him for a drink and conversation inevitably to music and to the young composer's work which Andre very much admired.

The young composer made polite enquiries about the forthcoming concert by the London Symphony Orchestra. Wishing to be **complementary to his host, he said, «I heard your orchestra a few nights ago. It sounded absolutely marvelous»**. **«Exactly which night was that?»**, inquired Andre. **«It was the night that Beethoven's Sixth was played in the first half»**.

Andre thanked the young composer for his gracious comments but then he had a sudden recollection of that night.

«Oh God», Andre groaned. **«That was the night Pollini was supposed to play the Fourth Piano Concerto in the second half. Unfortunately he**

cancelled at a short notice and we were stuck with one of those last-minute substitutions. She turned out to be a really appalling, third-rate pianist. I'm really sorry you had **to suffer through that**».

The young composer was silent for a few moments. He gave Andre a **long and thoughtful look**. Then he said, «...».

gaffe – оплошность, ошибка, ложный шаг

blunder – ошибка, промах

to drop a brick – сделать ляпсус

horrendous – утрашающий

to unwind – (разг.) отдохнуть, расслабиться

aspiring – стремящийся

to seek out – искать, домогаться (чего-либо общества)

to propel somebody into the limelight – продвигать кого-либо в
центр внимания

to beckon somebody over – манить, кивать

inevitably – неизбежно

at a short notice – без предупреждения

appalling – ужасный

EXERCISES

I. Explain the meaning of the following words.

faux pas

conductor

horrendous

to aspire

to propel

forthcoming

to recollect

to turn out

gracious

to beckon

II. Match the words on the left with that on the right to make a word combination. Consult the text.

1. embarrassing

2. to drop

3. a distinguished

4. to aspire

5. to propel into

6. a forthcoming

7. gracious

a) figure

b) the limelight

c) situation

d) a brick

e) pianist

f) substitution

g) at a short notice

- 8. to cancel
- 9. lastminute
- 10. third-rate

- h) concert
- i) comments
- j) musician

- III. Write 10 sentences with word combinations from exercise 2.
- IV. Role play different endings of the story.

TOPICS FOR DISCUSSION

These are great quotes to inspire, empower and motivate you to live the life of your dreams and become the person you've always wanted to be! Read the following quotations and share your opinion with the groupmates.

- Manners are of more importance than laws. Manners are what vex or soothe, corrupt or purify, exalt or debase, barbarize or refine us, by a constant, steady, uniform, insensible operation, like that of the air we breathe in. (Edmund Burke)
- It's nice to be important, but it's more important to be nice. (John Cassis)
- Prepare yourself for the world, as the athletes used to do for their exercise; oil your mind and your manners, to give them the necessary suppleness and flexibility; strength alone will not do. (Lord Chesterfield)
- Etiquette means behaving yourself a little better than is absolutely essential. (Will Cuppy)
- If a man has good manners and is not afraid of other people he will get by, even if he is stupid. (David Eccles)
- Manners are the happy way of doing things; each once a stroke of genius or of love --now repeated and hardened into usage. They form at last a rich varnish, with which the routine of life is washed, and its details adorned. If they are superficial, so are the dewdrops which give such depth to the morning meadows. (Ralph Waldo Emerson)
- Parents are usually more careful to bestow knowledge on their children rather than virtue, the art of speaking well rather than doing well; but their manners should be of the greatest concern. (R. Buckminster Fuller)
- A traveler of taste will notice that the wise are polite all over the world, but the fool only at home. (Oliver Goldsmith)
- Manners easily and rapidly mature into morals. (Horace Mann)
- Manhood is melted into courtesies, valor into compliment, and men are only turned into tongue, and trim ones, too. (William Shakespeare)
- He is the very pineapple of politeness! (Richard Brinsley Sheridan)

- Manners are like the shadows of virtues, they are the momentary display of those qualities which our fellow creatures love and respect. (Sydney Smith)
- Manners are happy ways of doing things. (Source Unknown)
- We cannot always oblige; but we can always speak obligingly. (Voltaire)
- Courtesy is the one coin you can never have too much of or be stingy with. (John Wanamaker)

PART 2. TESTS ON BUSINESS ETIQUETTE

TEST 1. Questions and answers

1. What is the proper time to arrive for an appointment?
2. Is it impolite to ask an executive of a company for payment of outstanding invoices?
3. Can I exchange business cards while dining?
4. What is the proper way to display flags?
5. How should I exchange gifts with my fellow coworkers at the office during the holiday season?
6. Can I hold a drink when in a receiving line?
7. How can I get more privacy in my cubicle without being rude to my coworkers?
8. How much perfume/cologne is acceptable to wear at work?
9. What is the best way to utilize a home-office (SOHO) telephone system?

TEST 2. Questions and answers

1. Is the following a proper introduction?
«I would like you to meet my boss, Mr. Strong. Mr. Strong, this is Ms. Young, our new client»?
2. When shaking hands, should a man wait for a woman to extend her hand first or should he extend his hand without waiting?
3. When entering a room, who enters first the host or the visitor?
4. If you have not been introduced, do you introduce yourself?
5. **If you have forgotten someone's name, is it okay to approach them, start talking and not ask?**
6. Is holding private conversations in office bathrooms, elevators and other public spaces while at work okay?
7. Person to person conversations are conveyed in three ways, vocal, visual and verbal, according to professor of psychology Albert Mehrabian of UCLA. Which of the three elements has the greatest impact?
8. When communicating in a business environment, should you stand 1.5 feet, 3 feet, or 6 feet apart?
9. Do you tell a business associate that their zipper is open?

10. Here's a good one...who pays for the lunch, the host or the invitee?

11. Should you announce all present when using a speaker phone before a conversation begins?

12. Is it important to change your voice mail message to advise callers that you will be out of the office?

13. Should confidential information and large attachments be sent via e-mail?

14. Should you call out comments while overhearing a conversation?

15. Should cell phones be turned off during a meeting even if you are expecting a call?

TEST 3. What is your Etiquette IQ?

1. How would you eat corn on the cob at a formal dinner?

a) Carefully pick up with two hands and eat from left to right.

b) Cut kernels from cob and eat with a knife and fork.

c) Don't worry about it. Corn on the cob is never served at formal dinners.

d) Butter the corn liberally, eat with relish and lick your fingers when done.

2. When walking through the outside door leading to the mall, who holds the door for whom?

a) A young man holds the door for an older woman.

b) A young woman holds the door for an older man.

c) Whoever goes in first holds the door.

d) All of the above.

3. You receive a cell phone call while you're in an important meeting. What do you do?

a) Answer it and excuse yourself to have the conversation in the hall.

b) Let it ring until it stops.

c) Answer the phone and turn your back for conversation privacy.

d) Turn off the phone before the meeting and check for messages when the meeting is over.

4. There are unusual utensils at your place setting. What do you do?

- a) Discreetly ask your neighbor what they are for.
- b) Observe which utensils others are using and follow his or her example.
- c) Guess which to use and hope for the best.
- d) Ignore the questionable utensils and eat the way you are comfortable.

5. Where do you place your purse while dining at a restaurant?

- a) On the table to the right of your place setting.
- b) Hanging over the back or arm of your chair.
- c) On the floor.
- d) On your lap or between your back and the chair.

6. A customer walks into your office. How do you greet her/him?

- a) Stand up, step from behind the desk, greet the person, shake hands, introduce yourself and offer them a seat.
- b) Smile warmly and gesture for them to sit.
- c) Wrap up the telephone call you were involved in and greet them when you hang up.
- d) Greet them and wait for them to be seated before asking them how you can help them.

7. What is the difference between the American and Continental styles of dining?

- a) Continental is used only at French restaurants.
- b) Place settings are different for American style eating.
- c) Continental requires use of both left and right hands simultaneously to manipulate food.
- d) Once you pick up your silverware you never put it down in the Continental style.

8. What is the best way to dress for a job interview?

- a) Wear what you wear to the mall.
- b) Expose all tattoos and piercings so the prospective employer will know what they can expect to see each day.
- c) Wear conservative, business style clothes so the interviewer can pay attention to what you are saying, not what you are wearing.

d) Dress in the latest fashions so everyone will know how cool you are.

9. What is the maximum appropriate number of people in a receiving line?

- a) As many as there are.
- b) No more than six.
- c) Twelve.
- d) Two.

10. Why are small bites of food better to take than large ones?

- a) It is better for the digestion.
- b) So that you can respond when spoken to.
- c) So here is less chance to lose your food on its way to your mouth.
- d) All of the above.

TEST 4. What Is Your Business Etiquette?

Instructions

Business etiquette is one component of communication competence. Test your business etiquette by answering the following questions. After circling your response for each item, calculate your score. Use the norms at the end of the test to interpret your results. Good luck!

1. **The following is an example of a proper introduction: “Ms Boss, I’d like you to meet our client, Mr. Smith.”**

True False

2. **If someone forgets to introduce you, you shouldn’t introduce yourself; you should just let the conversation continue.**

True False

3. **If you forget someone’s name, you should keep talking and hope no one will notice. This way you don’t embarrass yourself or the person you are talking to.**

True False

4. **When shaking hands, a man should wait for a woman to extend her hand.**

True False

5. **Who goes through a revolving door first?**

d. Enter the office confidently, introduce yourself and remind them you have a 9:00 am meeting.

4. After a meeting with a contact, in order to express your thanks, it is appropriate to:

- a. Send him/her a small box of chocolates with a note
- b. Drop by the office and give him/her a hot cup of coffee
- c. Send a dozen red roses to his/her home
- d. Send a thank you letter

5. When meeting a contact of the opposite sex the man should wait for the woman to initiate the handshake.

- a. True
- b. False

6. When breaking the ice with a contact at the beginning of a meeting it is appropriate to discuss such things as the weather, politics and traffic.

- a. True
- b. False

7. When corresponding with a business contact by email you should:

- a. Be as formal as if you were writing an actual letter on paper
- b. Be a little more informal to appear up-to-date with technology and the trend towards a relaxed work atmosphere.

8. It is acceptable to leave on your personal cellular phone during office hours and answer it when it rings.

- a. True
- b. False

9. A co-worker shares office gossip/rumors with you. You:

- a. Thank him for telling you and pass the stories on
- b. Check out the facts with other employees
- c. Politely listen and keep the information to yourself.

TEST 7. Business Etiquette Quiz

1. Your boss, Ms. Alpha, enters the room when you're meeting with **an important client, Mr. Beta. You rise and say «Ms. Alpha, I'd like you to meet Mr. Beta, our client from San Diego.»** Is this introduction correct?

- a. Yes
- b. No

2. At a social function, you meet the CEO of an important Japanese corporation. After a brief chat, you give him your business card. Is this correct?

a. Yes

b. No

3. You're entering a cab with an important client. You position yourself so the client is seated curbside. Is this correct?

a. Yes

b. No

4. You're hosting a dinner at a restaurant. You've pre-ordered for everyone and indicated where they should sit. Are you correct?

a. Yes

b. No

5. A toast has been proposed in your honor. You say «thank you» and take a sip of your drink. Are you correct?

a. Yes

b. No

6. You're in a restaurant and a thin soup is served in a cup with no handles. To eat it you should:

a. pick it up and drink it

b. use the spoon provided

c. eat half of it with a spoon and drink the remainder

7. You're at a dinner and champagne is served with the dessert. You simply can't drink champagne yet know the host will be offering a toast. Do you:

a. tell the waiter «no champagne»

b. turn over your glass

c. ask the waiter to pour water into your champagne glass instead

d. say nothing and allow the champagne to be poured

8. You're at a table in a restaurant for a business dinner. Midway through the meal, you're called to the telephone. What do you do with your napkin?

a. Take it with you

b. Fold and place it to the left of your plate

c. Loosely fold it and place it on the right side

d. Leave it on your chair

9. You're hosting a dinner party at a restaurant. Included are two other couples, and your most valuable client and his wife. You instruct the waiter to:

- a. serve your spouse first
- b. serve your client's spouse first
- c. serve you and your spouse last

10. You're invited to a reception and the invitation states «7:00 to 9:00 PM». You should arrive:

- a. at 7:00 PM
- b. anytime between 7:00 PM and 9:00 PM
- c. between 7:00 PM and 7:30 PM
- d. go early and leave early

11. You're greeting or saying good-bye to someone. When's the proper time to shake their hand?

- a. When you're introduced
- b. At their home
- c. At their office
- d. On the street
- e. When you say good-bye

12. You're talking with a group of four people. Do you make eye contact with:

- a. just the person to whom you're speaking at the moment?
- b. each of the four, moving your eye contact from one to another?
- c. no one particular person (not looking directly into anyone's eyes)?

13. The waiter's coming toward you to serve wine. You don't want any. You turn your glass upside down. Are you correct?

- a. Yes
- b. No

14. When you greet a visitor in your office, do you:

- a. say nothing and let her sit where she wishes?
- b. tell her where to sit?
- c. say «**Just sit anywhere**»

15. You're invited to dinner in a private home. When do you take your napkin from the table and place it on your lap?

- a. Open it immediately
- b. Wait for the host to take his napkin before taking yours?
- c. Wait for the oldest person at the table to take his?
- d. Wait for the acknowledged head of the table to take hers before taking yours?

16. You're scheduled to meet a business associate for working lunch and you arrive a few minutes early to find a suitable table. 30 minutes later your associate still hasn't arrived. Do you:

- a. order your lunch and eat?
- b. continue waiting and fuming that your associate isn't there?
- c. tell the head waiter you're not staying and give him our card with instructions to present it to your associate to prove you were there?
- d. after 15 minutes call your associate?

17. You've forgotten a lunch with a business associate. You feel terrible and know he's furious. Do you:

- a. write a letter of apology?
- b. send flowers?
- c. keep quiet and hope he forgets about it?
- d. call and set up another appointment?

TEST 8. Business Etiquette Quiz

1. Your English client says, «I'll get the first round». Where are you?

- a. At a boxing match.
- b. On a golf course.
- c. In a pub.
- d. In a car.

2. When greeting someone for the first time, a cupped handshake (in which my left hand covers the normal handshake) is a good way to show my sincerity and interest.

- a. True
- b. False

3. When socializing at a cocktail party, it is best to hold my glass in which hand?

- a. Right
- b. Left
- c. It doesn't make a difference

4. What would you say to someone on their 28th birthday?

- a. Congratulations.
- b. Happy birthday.
- c. Joyous birthday.
- d. Happy anniversary.

5. During a business meeting at an up-scale restaurant, a lady should expect a gentleman to pull her chair out for her.

- a. Yes, or else he is not really a gentleman
- b. No, the days of gallantry have passed
- c. No, but it would be nice if he did

6. In Japan, gift-giving protocol dictates that it is best to avoid offering gifts wrapped in which color wrapping paper?

- a. Blue
- b. White
- c. Black

7. During a business meal, it is permissible to place my cellular telephone on the table?

- a. True
- b. False

8. The following is an appropriate introduction: Mr. Client Dubois, I would like to introduce to you Mrs. Boss Whitman.

- a. Yes
- b. No

9. Who goes through a revolving door first, the host or the visitor?

- a. The Host
- b. The Visitor

10. The taxi fare is **£8.30** so you give the taxi driver **£10**. What do you say?

- a. The tip is yours.
- b. Keep the tip.
- c. The change is yours.

d. Keep the change.

11. When is it okay to send confidential information via email or to discuss client business on a cell/mobile phone in a semi-private area?

- a. Anytime
- b. Only when it is urgent
- c. Email if it is a private address. Cell phone if not many people are around.
- d. Never

12. When you are finished eating, your napkin should be?

- a. Folded loosely and placed on the right side of the plate.
- b. Folded loosely and placed on the left side of the plate.
- c. Folded loosely and placed in the center of the plate.
- d. Placed on the seat of your chair.

13. You didn't hear what someone said. What do you say?

- a. I apologize.
- b. Please repeat.
- c. I didn't hear.
- d. Sorry?

14. You want to attract a waiter's attention in a restaurant. What do you say?

- a. Waiter!
- b. Sir!
- c. Over here!
- d. Come, please!

15. Your colleague tells you he can't come to your party. What do you say?

- a. How shameful.
- b. I don't care.
- c. What a pity.
- d. I don't matter.

16. The person you are playing golf with has just missed a shot. What do you say?

- a. Good luck.
- b. Bad luck.
- c. Bad chance.
- d. Sorry.

17. The person you are playing golf with has just made a good shot.

What do you say?

- a. Good shot.
- b. Good chance!
- c. Well shot!
- d. Good luck!

18. **The hostess says, «Thank you for the flowers, they're beautiful».**

What do you say?

- a. Don't mention them.
- b. It's a pleasure.
- c. They're OK.
- d. Please.

19. You meet an old friend at a conference. She says, «Lovely to see

you. How are things?». What do you say?

- a. How do you do?
- b. Very well, thank you.
- c. Fine, thanks.
- d. Good.

20. When dining in India, which hand should you eat with?

- a. The right hand
- b. The left hand
- c. Either hand

21. **In which countries should the «OK» sign be avoided (thumb and forefinger forming a circle with other three fingers splayed upward)?**

- a. France
- b. Germany
- c. Japan
- d. Brazil
- e. Russia

f. All of the above

22. When at meetings at which people are wearing name tags, the best place to put my name tag is on my left chest area.

a. True

b. False

TEST 9. Test Your EQ (Etiquette Quotient)

What's your EQ? The term (Emotional intelligence Quotient) was popularized by Daniel Goleman's book *Emotional Intelligence*, and refers to people's ability to collaborate, network, socialize, negotiate, and cooperate. Goleman's research found that these qualities are the indicators of success. Because they are behavior indicators that impact the impression you make **on others, they could also be called your «Etiquette Quotient»**. Take this quiz to test your EQ:

1. Which one of the following credentials has the most impact when people are sizing up your professionalism and competence?

a. age

b. job position

c. attire

d. wealth

2. If business is associated with a social activity (i.e., a luncheon, **dinner, or cocktail reception**), it is okay to be **«fashionably late.»**

a. True

b. False

3. A man should wait for a woman to initiate a handshake.

a. True

b. False

4. When a woman who is seated greets someone important, she is required to stand.

a. True

b. False

5. When in doubt about the proper way to behave in a business or social situation, the best rule of thumb is to:

a. make others around you feel comfortable

b. just be as witty as possible

- c. watch how others are behaving

TEST 10. Test Your Etiquette Intelligence

1. In the business arena
 - a. Only men should stand for handshaking and all introductions.
 - b. Only women should stand for handshaking and all introductions.
 - c. It is not necessary for men or women to stand for handshaking or introductions.
 - d. Both men and women should stand for handshaking and all introductions.

2. In the business arena, it is necessary for a man
 - a. To pull a chair out for a woman.
 - b. To stand when a woman leaves the table.
 - c. To pay for a woman's meal.**
 - d. All of the above.
 - e. None of the above.

3. **For easy reading, one's name badge should be worn**
 - a. On the left shoulder.
 - b. On the right shoulder.
 - c. On the left hip.
 - d. Around **one's neck.**

4. The best way to meet people at a business or social function is to
 - a. Head for the bar or the buffet immediately upon arrival.
 - b. Introduce yourself to two people who are standing close and talking softly.
 - c. Look confident, stand in the center of the room, and wait for someone interesting to approach you.
 - d. Introduce yourself to a person standing alone or to large groups.
 - e. Stick close to only those you know very well and forget about the rest.

5. If you receive an e-mail from an unknown source and realize it should be handled by someone else, you
 - a. Forward it immediately.

- b. Forward it with a note explaining why you are sending it.
- c. Consider it spam, delete it, and forget about it.
- d. Print it out and leave it sitting on the copy machine in the hope that someone else will take care of it.

6. If an angry customer calls to complain, you should

- a. Put the person on hold as quickly as possible and blow off some steam in the restroom.
- b. Tell the caller that he has the wrong number and hang up in self-defense.
- c. Stay calm, listen to the caller's complaint, and quickly attempt to help or get help for him.
- d. Quickly put the caller in his place by yelling back. After all, no one has the right to talk to you that way.

7. If you have to introduce two people and you can't remember one person's name, you recover by saying

- a. «Do you know one another?»
- b. «I can't remember your name. Will you introduce yourself?»
- c. Nothing and hoping they will introduce themselves.
- d. «It's been one of those days. Please tell me your name again».
- e. **Nothing and doing nothing. After all, you don't want to embarrass yourself or others.**

8. When making a proper business introduction you

- a. Wing it.
- b. Introduce a client to the president of your company.
- c. Introduce the president of your company to a client.
- d. **Don't do anything. It is their responsibility to introduce themselves to one another.**

9. After a meeting with a client or vendor, you

- a. **Tell her, «Don't call us, we'll call you».**
- b. Accompany her to the reception area or elevator.
- c. **Give her a handshake and a big hug and tell her that you can't wait to see her again.**

10. When expressing thanks to someone who has given you a gift, you

- a. Send an e-mail because it is faster and more efficient.
- b. Send a handwritten note.
- c. Pick up the phone and call within 72 hours.
- d. Consider a verbal thank you enough.

11. When dining with someone important and your cell phone rings, you

- a. Answer it within two rings and keep the call brief.
- b. Ignore it and pretend **someone else's phone is ringing**.
- c. **Apologize and turn the phone on silent mode. The person you're with takes priority.**
- d. Apologize, step away from the table, and take the call in the restroom.

12. When you are dining in a restaurant and you accidentally drop your fork on the floor, you

- a. Pick it up, wipe it off, and use it anyway.
- b. Pick it up, give it to the server, and ask him to bring you another one.
- c. Leave it on the floor and ask the server to bring you another one.
- d. Leave it on the floor and **use your neighbor's while he's not looking**.

13. At dinner, when you notice the person on your left eating the roll from your bread plate, you

- a. Tell him he made a mistake then you ask for your roll back.
- b. **Don't say anything and eat the roll from your other neighbor's plate.**
- c. **Don't say anything and try to convince yourself that you didn't need that roll anyway.**
- d. Ask the server for another roll and use the side of your dinner plate.

14. While traveling internationally, you are invited to dinner in **someone's home. The host serves a local delicacy that you wouldn't dream of eating in your native country.** You

a. Politely decline by saying, «No, thank you» and ask for something else.

b. Pick at the delicacy with your fork and drink a lot of wine.

c. Try it and eat as much as you can.

d. Eat it but let the host know that you are doing it to please him.

15. At lunch, you notice that the stranger sitting next to you has spinach in her teeth, you

a. Don't say anything, smile and look her directly in the eye.

b. Say something and hope you don't embarrass her.

c. Make visual signals indicating that she has something in her teeth.

d. Wipe your teeth with your napkin and hope she gets the hint and does the same.

TEST 11. A Quintessential Careers Quiz

Certain rules or protocols should guide a job-seeker's conduct. Some people call these rules good manners, but more refer to them as business etiquette.

Instructions

How comfortable are you with the etiquette of job-hunting? Put yourself to the test. Take our job-hunting etiquette quiz and see how well you do. Answer true or false to the following statements. Scoring directions are at the end of the quiz to interpret your results. Good luck!

1. When greeting someone for the first time, a cupped handshake (in which your left hand covers the normal handshake) is a good way to show my sincerity and interest.

a. True

b. False

2. At an interview or meeting, it is generally necessary for me to stand only when a women walks into the room (regardless of my gender).

a. True

b. False

3. At job fairs -- and other professional settings -- when I receive a business card from someone, I should take the time to really read the card before sticking it in my pocket or briefcase.

a. True

b. False

a. True

b. False

13. When at meetings at which people are wearing name tags, the best place to put your name tag is on your right chest/shoulder area.

a. True

b. False

14. When I place telephone calls to potential employers, I use a clear and confident voice and always first identify who I am and why I am calling.

a. True

b. False

15. At job and career fairs it's okay for me to walk up to a group of people engaged in conversation and interrupt by introducing myself.

a. True

b. False

16. When talking on the phone with a potential employer or other business contact, it's okay for me to put them on hold while I answer another phone call.

a. True

b. False

17. I always avoid asking questions at an interview because it is rude to interrupt the interviewer by asking questions.

a. True

b. False

18. During an on-site interview, when dining out, I always rest my soup spoon and butter knife on the saucer or plate rather than on the table.

a. True

b. False

19. The rules of etiquette aren't as important in businesses that have a **«laid back» corporate culture.**

a. True

b. False

20. No matter what type or level of job I am applying for, I always go out of my way to greet the receptionists and secretaries with sincerity.

a. True

b. False

Scoring:

Number of questions you answered correctly:

19-20: You're in great shape and should do well in your job search.

17-18: You're in good shape, though you need to do some polishing of your etiquette.

15-16: You're in need of doing some real work to get a better understanding of business etiquette.

Under 15: You're in need of spending a lot of time learning the details of business etiquette.

Test 12. The Golf Etiquette Quiz

Welcome to the Golf Etiquette Quiz by Mr. Golf Etiquette. The quiz will be an opportunity for you to test yourself in the wonderful world of golf etiquette.

- 1) What should you be careful for when you step onto the green?
 - a) Goose droppings
 - b) To keep an eye out for loose change that you might pick up
 - c) Look at the faces of the other players, make sure those are the same people you started with (make sure you've chipped onto the right green)
 - d) Look for ball markers to make sure you don't step on someone's ball path.

- 2) What should you do if you hit your ball toward another group of people?
 - a) Quickly hand your club to another player in your group
 - b) Call your lawyer on your cell phone
 - c) Announce to the other members of your group that you'll be taking another Mulligan
 - d) Holler «Fore!» so the unsuspecting players can take cover.**

- 3) What should you carry in your pocket every time you play golf?
 - a) (If you're under a 20 handicap) A rabbit's foot
 - b) (If you're over a 20 handicap) The entire rabbit
 - c) A list of your favorite excuses
 - d) A ball mark repair tool for repairing marks on the green and 2 ball markers

- 4) What should you do if you lose your golf ball out on the course?
- Spend all day looking for it, even if it means holding up every group behind you
 - Drop another ball from the secret compartment in your pants leg **and yell to the other members of your group, «Oh , here it is. And it's still in bounds!»**
 - Break several clubs and destroy the property of the golf course in a fit of rage and ruin everyone else's day
 - Look for a couple of quick minutes, take a drop, count the appropriate number of strokes and move on
- 5) When someone in your group is hitting off the tee, what should you be doing?
- Take the opportunity to eat a few potato chips and crumple the bag up when you're putting it back into your pocket
 - Point out to the others in your group some of the many things the hitter is doing wrong in his swing
 - Shout, «Oh, look! A bald eagle!» right when he's at the top of his back swing**
 - Stand quietly out of view and watch where his ball lands
- 6) What is the proper thing to do after your fairway shot has dislodged a huge divot?
- Stick it in the ear of the guy who yelled, «Oh, look! A bald eagle!»**
 - If it went farther than the ball, blame the divot and kick it up and down the fairway for a little while
 - Focus your attention further down the fairway and say, «Divot? What divot? I didn't see a divot.»**
 - Retrieve the dislodged divot and replace it in the hole and press it down firmly with your foot
- 7) After your groups has completed putting out, what should you do next?
- Take a few minutes to re-practice the 40-footer that you missed for double bogey
 - Take a few more minutes to re-practice the 10- footer you missed for triple bogey

c) Stand around the middle of the green and tally up your shots and mark it down on your score card

d) Replace the flag in the cup and quickly and quietly move on to the next tee.

8) What should you do if someone in your group is having a terrible day and really struggling in his game?

a) Double the bet

b) Ask him what his handicap REALLY is

c) Give him pointers after every shot on his grip, his stance, his swing, and his follow through

d) Double the bet

9. What should you do if you encounter a slow group playing ahead of you?

a) Send a warning shot over their heads with a Big Bertha

b) Stand on the tee with the other members of your group and shout **in unison, «HURRY UP YOU MORONS!»**

c) Lasso them and drag them off the course kicking and screaming behind an electric golf cart

d) Patiently play behind them until such time that you can courteously request permission to play through.

10. What is the best way to promote the principles of good golf etiquette?

a) Make your opponents take extra strokes each time they do something you don't like

b) Ridicule your friends when they don't get it right

c) Wear a Mr. Golf Etiquette hat when you're playing

d) Through your own exemplary behavior out on the course.

SOURCES OF REFERENCE

1. Brody, M. «Test Your Etiquette» // *Training & Development*. – 2002. – 1 February. – P. 64–66.
2. Busey, B. Test your Etiquette Quotient / B. Busey // *Ezine Articles* [Electronic resource]. – Wisconsin, 2011. – Mode of access: [http://ezinearticles.com/?Business-Etiquette---Test-Your-EQ-\(Etiquette-Quotient\)&id=3105469/](http://ezinearticles.com/?Business-Etiquette---Test-Your-EQ-(Etiquette-Quotient)&id=3105469/). – Date of access: 08.05.2011.
3. Business etiquette quiz / Centennial college co-operative education and employment resources [Electronic resource]. – Ontario, 2007. – Mode of access: www.centennialcollege.ca/pdf. – Date of access: 21.07.2011.
4. Hansen, R.S. Job-Hunting Etiquette Quiz / S.R. Hansen // [Electronic resource]. – Kettle Falls, 2011. – Mode of access: http://www.quintcareers.com/job-hunting_etiquette_quiz.html. – Date of access: 15.05.2011.
5. Longman dictionary of contemporary English: 2 Volumes. – Longman Group UK, 1999. – Vol. 1 A–L. – 626 p.; Vol. 2 M–Z. – 321 pp.
6. McSmith, A. The art of etiquette: A bluffer's guide to being posh / A. McSmith // *The Independent* [Electronic resource]. – 2007. – 17 April. – Mode of access: <http://www.independent.co.uk/news/uk/this-britain/the-art-of-etiquette-a-bluffers-guide-to-being-posh-445059.html>. – Date of access: 22.08.2011.
7. Parish, P.K. Can You Pass the Business Etiquette Test? / P.K. Parish // *Human Resources IQ* [Electronic resource]. – USA, 2011. – Mode of access: <http://www.humanresourcesiq.com/business-strategies/articles/can-you-pass-the-business-etiquette-test/>. – Date of access: 26.08.2011.
8. Pollock, P. Test Your Business Etiquette / P. Pollock // [Electronic resource]. – Wisconsin, 1999. – Mode of access: <http://www.wisc-online.com/objects/ViewObject.aspx?ID=LDD1204>. – Date of access: 10.07.2011.
9. Soars, L. *New Headway* / L. Soars, J. Soars; Intermediate student's book. – Oxford University Press, 2000. – 160 pp.
10. Woolard, G. *Lessons with Laughter*. Photocopiable lessons for different levels / G. Woolard. – Delta Systems, 1999. – 94 pp.

3.4 Тексты для чтения (1–2 семестры)

1. IT'S HIGH TIME MEN CEASED TO REGARD WOMEN AS SECOND-CLASS CITIZENS

This is supposed to be an enlightened age, but you wouldn't think so if you could hear what the average man thinks of the average woman. Women won their independence years ago. After a long, bitter struggle, they now enjoy the same educational opportunities as men in most parts of the world. They have proved repeatedly that they are equal and often superior to men in almost every field. The hard-fought battle for recognition has been won, but it is by no means over. It is men, not women who still carry on the sex war because their attitude remains basically hostile. Even in the most progressive societies, women continue to be regarded as **second-rate citizens. To hear some men talk, you'd think that women belonged to a different species!**

On the surface, the comments made by men about women's abilities seem light-hearted. The same tired jokes about women drivers are repeated day in, day out. This apparent light-heartedness does not conceal the real contempt that men feel for women. However much men sneer at women, their claims to superiority **are not borne out by statistics. Let's consider the matter of driving, for instance.** We all know that women cause far fewer accidents than men. They are too conscientious and responsible to drive like maniacs. But this is a minor quibble. Women have succeeded in any job you care to name. As politicians, soldiers, doctors, factory-hands, university professors, farmers, company directors, lawyers, bus-conductors, scientists and presidents of countries they have often put men to shame. And we must remember that they frequently succeed brilliantly in all these fields in addition to bearing and rearing children.

Yet men go on maintaining the fiction that there are many jobs women can't do. Top-level political negotiation between countries, business and banking are almost entirely controlled by men, who jealously guard their so-called 'rights'. **Even in otherwise enlightened places like Switzerland women haven't even been given the vote.** This situation is preposterous! The arguments that men put forward to exclude women from these fields are all too familiar. Women, they say, are unreliable and irrational. They depend too little on cool reasoning and too much on intuition and instinct to arrive at decisions. They are not even capable of thinking clearly. Yet when women prove their abilities, men refuse to acknowledge them **and give them their due. So much for a man's ability to think clearly!**

The truth is that men cling to their supremacy because of their basic inferiority complex. They shun real competition. They know in their hearts that women are superior and they are afraid of being beaten at their own game. One of the most important tasks in the world is to achieve peace between the nations. You can be sure that if women were allowed to sit round the conference table, they would succeed brilliantly, as they always do, where men have failed for centuries. Some things are too important to be left to men!

2 WORLD GOVERNMENTS SHOULD CONDUCT SERIOUS CAMPAIGNS AGAINST SMOKING

If you smoke and you still don't believe that there's a definite link between smoking and bronchial troubles, heart disease and lung cancer, then you are certainly deceiving yourself. No one will accuse you of hypocrisy. Let us just say **that you are suffering from a bad case of wishful thinking. This needn't make you** too uncomfortable because you are in good company. Whenever the subject of smoking and health is raised, the governments of most countries hear no evil, see no evil and smell no evil. Admittedly, a few governments have taken timid measures. In Britain, for instance, cigarette advertising has been banned on television. The conscience of the nation is appeased, while the population continues to puff its way to smoky, cancerous death.

You don't have to look very far to find out why the official reactions to medical findings have been so luke-warm. The answer is simply money. Tobacco **is a wonderful commodity to tax. It's almost like a tax on our daily bread. In tax** revenue alone, the government of Britain collects enough from smokers to pay for its entire educational facilities. So while the authorities point out ever so discreetly **that smoking may, conceivably, be harmful, it doesn't do to shout too loudly about** it.

This is surely the most short-sighted policy you could imagine. While money is eagerly collected in vast sums with one hand, it is paid out in increasingly vaster sums with the other. Enormous amounts are spent on cancer research and on efforts to cure people suffering from the disease. Countless valuable lives are lost. In the long run, there is no doubt that everybody would be much better-off if smoking were banned altogether.

Of course, we are not ready for such drastic action. But if the governments of the world **were honestly concerned about the welfare of their peoples, you'd think they'd conduct aggressive anti-** smoking campaigns. Far from it! The tobacco industry is allowed to spend staggering sums on advertising. Its advertising is as insidious as it is dishonest. We are never shown pictures of real smokers coughing up their lungs early in the morning. That would never do. The advertisements always depict virile, clean-shaven young men. They suggest it is manly to smoke, even positively healthy! Smoking is associated with the great open-air life, with beautiful girls, true love and togetherness. What utter nonsense!

For a start, governments could begin by banning all cigarette and tobacco advertising and should then conduct anti-smoking advertising campaigns of their own. Smoking should be banned in all public places like theatres, cinemas and restaurants. Great efforts should be made to inform young people especially of the dire consequences of taking up the habit. A horrific warning - say, a picture of a **death's head** - should be included in every packet of cigarettes that is sold. As individuals we are certainly weak, but if governments acted honestly and courageously, they could protect us from ourselves.

3 TELEVISION IS DOING IRREPARABLE HARM

‘Yes, but what did we use to do before there was television? ‘ How often we hear statements like this! Television hasn’t been with us all that long, but we are already beginning to forget what the world was like without it. Before we admitted the one-eyed monster into our homes, we never found it difficult to occupy our spare time. We used to enjoy civilised pleasures. For instance, we used to have hobbies, we used to entertain our friends and be entertained by them, we used to go outside for our amusements to theatres, cinemas, restaurants and sporting events. We even used to read books and listen to music and broadcast talks occasionally. **All that belongs to the past. Now all our free time is regulated by the ‘goggle box’. We rush home or gulp down our meals to be in time for this or that programme. We have even given up sitting at table and having a leisurely evening meal, exchanging the news of the day. A sandwich and a glass of beer will do - **anything, providing it doesn’t interfere with the programme.** The monster demands and obtains absolute silence and attention. If any member of the family dares to open his mouth during a programme, he is quickly silenced.**

Whole generations are growing up addicted to the telly. Food is left uneaten, homework undone and sleep is lost. The telly is a universal pacifier. It is now standard practice for mother to keep the children quiet by putting them in the **living-room and turning on the set. It doesn’t matter that the children will watch** rubbishy commercials or spectacles of sadism and violence - so long as they are quiet.

There is a limit to the amount of creative talent available in the world. Every day, television consumes vast quantities of creative work. That is why most of the programmes are so bad: it is impossible to keep pace with the demand and maintain high standards as well. When millions watch the same programmes, the whole world becomes a village, and society is reduced to the conditions which obtain in pre-literate communities. We become utterly dependent on the two most primitive media of communication: pictures and the spoken world.

Television encourages passive enjoyment. We become content with second-hand experiences. It is so easy to sit in our armchairs watching others working. Little by little, television cuts us off from the real world. We get so lazy, we choose to spend a fine day in semi-darkness, glued to our sets, rather than go out into the world itself. Television may be a splendid medium of communication, but it prevents us from communicating with each other. We only become aware how totally irrelevant television is to real living when we spend a holiday by the sea or in the mountains, far away from civilisation. In quiet, natural surroundings, we quickly discover how little we miss the hypnotic tyranny of King Telly.

4 ANY FORM OF EDUCATION OTHER THAN CO-EDUCATION IS SIMPLY UNTHINKABLE

Imagine being asked to spend twelve or so years of your life in a society which consisted only of members of your own sex. How would you react? Unless there was something **definitely wrong with you, you wouldn't be too happy about it**, to say the least. It is all the more surprising therefore that so many parents in the world choose to impose such abnormal conditions on their children – conditions which they themselves **wouldn't put up with for one minute!**

Any discussion of this topic is bound to question the aims of education. **Stuffing children's heads full of knowledge is far from being foremost among them.** One of the chief aims of education is to equip future citizens with all they require to take their place in adult society. Now adult society is made up of men and women, so how can a segregated school possibly offer the right sort of preparation for it? Anyone entering adult society after years of segregation can only be in for a shock.

A co-educational school offers children nothing less than a true version of society in miniature. Boys and girls are given the opportunity to get to know each other, to learn to live together from their earliest years. They are put in a position where they can compare themselves with each other in terms of academic ability, athletic achievement and many of the extracurricular activities which are part of school life. What a practical advantage it is (to give just a small example) to be able to put on a school play in which the male parts will be taken by boys and the female parts by girls! What nonsense co-education makes of the argument that boys are cleverer than girls or vice-versa. When segregated, boys and girls are made to feel that they are a race apart. Rivalry between the sexes is fostered. In a co-educational school, everything falls into its proper place.

But perhaps the greatest contribution of co-education is the healthy attitude **to life it encourages. Boys don't grow up believing that women are mysterious creatures - airy goddesses, more like book-illustrations to a fairy-tale, than human beings. Girls don't grow up imagining that men are romantic heroes. Years of living together at school dispel illusions of this kind.** There are no goddesses with freckles, pigtails, piercing voices and inky fingers. There are no romantic heroes with knobby knees, dirty fingernails and unkempt hair. The awkward stage of adolescence brings into sharp focus some of the physical and emotional problems involved in growing up. These can better be overcome in a co-educational environment. Segregated schools sometimes provide the right conditions for sexual deviation. This is hardly possible under a co-educational system. When the time comes for the pupils to leave school, they are fully prepared to enter society as well-adjusted adults. They have already had years of experience in coping with many of the problems that face men and women.

5 CAMPING IS THE IDEAL WAY OF SPENDING A HOLIDAY

There was a time when camping was considered to be a poor way of spending a holiday: OK for boy scouts and hard-up students, but hardly the thing for sophisticated, comfort-loving adults. The adults have at last discovered that the boy scouts have really been on to a good thing all these years. If you go camping, it no longer means that you will be bitten to death by mosquitoes; have to drink brackish coffee; live on corned beef; suffocate or freeze in a sleeping-bag; hump gargantuan weights on your back. Camping has become the great pursuit of motorists the world over. All the discomforts associated with it have been miraculously whisked away. For a modest outlay, you can have a comfortable, insulated tent. For a not-so-modest outlay, you can have an elaborate affair which resembles a portable bungalow, complete with three bedrooms, a living-room, a kitchen and a porch. The portable furniture is light and comfortable; the gas stove brews excellent coffee or grills a tender steak; the refrigerator keeps the beer and ice-cream **cold; and as for a good night's rest, well, you literally sleep on air. What more could you want?**

No wonder the great rush is on. You see, camping has so much to offer. You enjoy absolute freedom. You have none of the headaches of advance hotel booking or driving round and round a city at midnight looking for a room. There are no cold hotel breakfasts, no surly staff to tip. For a ludicrously small sum, you can enjoy comforts which few hotels could provide. Modern camping sites are well equipped with hot and cold running water and even shops and dance floors! Low-cost holidays make camping an attractive proposition. But above all, you enjoy **tremendous mobility. If you don't like a place, or if it is too crowded, you can simply get up and go. Conversely, you can stay as long as you like. You're the boss.**

And then there's the sheer fun of it - especially if you have a family. Moping around a stuffy hotel room wondering what they are going to give you for dinner is **a tedious business. By comparison, it's so exciting** to arrive at a camp site, put up your tent and start getting a meal ready. You are active all the time and you are always close to nature. Imagine yourself beside some clear stream with mountains in the background. Night is falling, everything is peaceful - except for the delightful sound of chops sizzling in the pan! Camping provides you with a real change from everyday living. You get up earlier, go to bed earlier, develop a hearty appetite. You have enormous opportunity to meet people of various nationalities and to share your pleasures with them. People are so friendly when they are relaxed. How remote the strained world of hotels seems when you are camping! How cold and unfriendly the formal greetings that are exchanged each day between the residents! For a few precious weeks in the year, you really adopt a **completely different way of life. And that's the essence of true recreation and real enjoyment.**

6 NEW FASHIONS IN CLOTHING ARE CREATED SOLELY FOR THE COMMERCIAL EXPLOITATION OF WOMEN

Whenever you see an old film, even one made as little as ten years ago, you cannot help being struck by the appearance of the women taking part. Their hair-styles and make-up look dated; their skirts look either too long or too short; their general appearance is, in fact, slightly ludicrous. The men taking part in the film, on the other hand, are clearly recognisable. There is nothing about their appearance to suggest that they belong to an entirely different age.

This illusion is created by changing fashions. Over the years, the great majority of men have successfully resisted all attempts to make them change their style of dress. The same cannot be said for women. Each year a few so-called **'top designers' in Paris or London lay down the law and women the whole world** over rush to obey. The decrees of the designers are unpredictable and dictatorial. This year, they decide in their arbitrary fashion, skirts will be short and waists will be high; zips are in and buttons are out. Next year the law is reversed and far from taking exception, no one is even mildly surprised.

If women are mercilessly exploited year after year, they have only themselves to blame. Because they shudder at the thought of being seen in public in clothes that are out of fashion, they are annually blackmailed by the designers and the big stores. Clothes which have been worn only a few times have to be discarded because of the dictates of fashion. When you come to think of it, only a woman is capable of standing in front of a wardrobe packed full of clothes and announcing sadly that she has nothing to wear.

Changing fashions are nothing more than the deliberate creation of waste. Many women squander vast sums of money each year to replace clothes that have hardly been worn. Women who cannot afford to discard clothing in this way, waste hours of their time altering the dresses they have. Hem-lines are taken up or let down; waist-lines are taken in or let out; neck-lines are lowered or raised, and so on.

No one can claim that the fashion industry contributes anything really important to society. Fashion designers are rarely concerned with vital things like warmth, comfort and durability. They are only interested in outward appearance and they take advantage of the fact that women will put up with any amount of **discomfort, providing they look right. There can hardly be a man who hasn't** at some time in his life smiled at the sight of a woman shivering in a flimsy dress on a wintry day, or delicately picking her way through deep snow in dainty shoes.

When comparing men and women in the matter of fashion, the conclusions **to be drawn are obvious. Do the constantly changing fashions of women's clothes,** one wonders, reflect basic qualities of fickleness and instability? Men are too sensible to let themselves be bullied by fashion designers. Do their unchanging styles of dress reflect basic qualities of stability and reliability? That is for you to decide.

7 WE SHOULD ALL GROW FAT AND BE HAPPY

Here's a familiar version of the boy-meets-girl situation. A young man has at last plucked up courage to invite a dazzling young lady out to dinner. She has accepted his invitation and he is overjoyed. He is determined to take her to the best restaurant in town, even if it means that he will have to live on memories and hopes during the month to come. When they get to the restaurant, he discovers that **this ethereal creature is on a diet. She mustn't eat this and she mustn't drink that. Oh, but of course, she doesn't want to spoil his enjoyment. Let him by all means eat as much fattening food as he wants: it's the surest way to an early grave.** They spend a truly memorable evening together and never see each other again.

What a miserable lot dieters are! You can always recognise them from the sour expression on their faces. They spend most of their time turning their noses up at food. They are forever consulting calorie charts; gazing at themselves in mirrors; and leaping on to weighing-machines in the bathroom. They spend a lifetime fighting a losing battle against spreading hips, protruding tummies and double chins. Some wage all-out war on FAT. Mere dieting is not enough. They exhaust themselves doing exercises, sweating in sauna baths, being pummelled and massaged by weird machines. The really wealthy die-mongers pay vast sums for 'health cures'. **For two weeks they can enter a 'nature clinic' and be starved to death for a hundred guineas a week. Don't think its only the middle-aged who go in for these fads either.** Many of these bright young things you see are suffering from chronic malnutrition: they are living on nothing but air, water and the goodwill of God.

Dieters undertake to starve themselves of their own free will so why are they **so miserable? Well, for one thing, they're always hungry. You can't be hungry and happy at the same time.** All the horrible concoctions they eat instead of food leave **them permanently dissatisfied.** 'Wonderfood is a complete food,' the advertisement says. 'Just dissolve a teaspoonful in water. ...' **A complete food it may be, but not quite as complete as a juicy steak. And, of course, they're always miserable** because they feel so guilty. Hunger just proves too much for them and in the end they lash out and devour five huge guilt-inducing cream cakes at a sitting. And who can blame them? At least three times a day they are exposed to temptation. What utter torture it is always watching others tucking into piles of mouth-watering food while you munch a water biscuit and sip unsweetened lemon juice!

What's all this self-inflicted torture for? Saintry people deprive themselves of food to attain a state of grace. Unsaintry people do so to attain a state of misery. It will be a great day when all the dieters in the world abandon their slimming courses; when they hold out their plates and demand second helpings!

8 THE YOUNGER GENERATION KNOWS BEST

Old people are always saying that the young are not what they were. The same comment is made from generation to generation and it is always true. It has never been truer than it is today. The young are better educated. They have a lot more money to spend and enjoy more freedom. They grow up more quickly and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Events which the older generation remembers vividly are nothing more than past history. This is as it should be. Every new generation is different from the one that preceded it. Today the difference is very marked indeed.

The old always assume that they know best for the simple reason that they **have been around a bit longer. They don't like to feel that their values are being** questioned or threatened. And this is precisely what the young are doing. They are questioning the assumptions of their elders and disturbing their complacency. They take leave to doubt that the older generation has created the best of all possible worlds. What they reject more than anything is conformity. Office hours, for **instance, are nothing more than enforced slavery. Wouldn't people work best if** they were given complete freedom and responsibility? And what about clothing? Who said that human differences can best be solved through conventional politics or by violent means? Why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more and more **material possessions? Can anything be right with the ratrace? Haven't the old lost** touch with all that is important in life?

These are not questions the older generation can shrug off lightly. Their **record over the past forty years or so hasn't been exactly spotless. Traditionally,** the young have turned to their elders for guidance. Today, the situation might be reversed. The old - if they are prepared to admit it - could learn a thing or two from their children. One of the biggest lessons they could learn is that enjoyment is not **'sinful'. Enjoyment is a principle one could apply to all aspects of life. It is surely** not wrong to enjoy your work and enjoy your leisure; to shed restricting inhibitions. It is surely not wrong to live in the present rather than in the past or future. This emphasis on the present is only to be expected because the young have grown up under the shadow of the bomb: the constant threat of complete annihilation. This is their glorious heritage. Can we be surprised that they should so often question the sanity of the generation that bequeathed it?

9 ONLY STRICTER TRAFFIC LAWS CAN PREVENT ACCIDENTS

From the health point of view we are living in a marvellous age. We are immunised from birth against many of the most dangerous diseases. A large number of once fatal illnesses can now be cured by modern drugs and surgery. It is almost certain that one day remedies will be found for the most stubborn remaining diseases. The expectation of life has increased enormously. But though the possibility of living a long and happy life is greater than ever before, every day we witness the incredible slaughter of men, women and children on the roads. Man versus the motor-car! It is a never-ending battle which man is losing. Thousands of people the world over are killed or horribly mutilated each year and we are quietly sitting back and letting it happen.

It has been rightly said that when a man is sitting behind a steering wheel, his car becomes the extension of his personality. There is no doubt that the motor-car often brings out a man's very worst qualities. People who are normally quiet and pleasant may become unrecognisable when they are behind a steering-wheel. They swear, they are ill-mannered and aggressive, wilful as two-year-olds and utterly selfish. All their hidden frustrations, disappointments and jealousies seem to be brought to the surface by the act of driving.

The surprising thing is that society smiles so benignly on the motorist and seems to condone his behaviour. Everything is done for his convenience. Cities are allowed to become almost uninhabitable because of heavy traffic; towns are made ugly by huge car parks; the countryside is desecrated by road networks; and the mass annual slaughter becomes nothing more than a statistic, to be conveniently forgotten.

It is high time a world code were created to reduce this senseless waste of human life. With regard to driving, the laws of some countries are notoriously lax and even the strictest are not strict enough. A code which was universally accepted could only have a dramatically beneficial effect on the accident rate. Here are a few examples of some of the things that might be done. The driving test should be standardised and made far more difficult than it is; all drivers should be made to take a test every three years or so; the age at which young people are allowed to drive any vehicle should be raised to at least 21; all vehicles should be put through stringent annual tests for safety. Even the smallest amount of alcohol in the blood can impair a person's driving ability. Present drinking and driving laws (where they exist) should be made much stricter. Maximum and minimum speed limits should be imposed on all roads. Governments should lay down safety specifications for manufacturers, as has been done in the USA. All advertising stressing power and performance should be banned. These measures may sound inordinately harsh, but surely nothing should be considered as too severe if it results in reducing the annual toll of human life. After all, the world is for human beings, not motor-cars.

10 PARENTS ARE TOO PERMISSIVE WITH THEIR CHILDREN NOWADAYS

Few people would defend the Victorian attitude to children, but if you were a parent in those days, at least you knew where you stood: children were to be seen and not heard. Freud and company did away with all that and parents have been bewildered ever since. The child's **happiness is all-** important, the psychologists say, **but what about the parents' happiness? Parents suffer constantly from fear and guilt** while their children gaily romp about pulling the place apart. A good old-fashioned spanking is out of the question: no modern child-rearing manual would permit such barbarity. The trouble is you are not allowed even to shout. Who knows what deep psychological wounds you might inflict? The poor child may never recover from the dreadful traumatic experience. So it is that parents bend over backwards to avoid giving their children complexes which a hundred years **ago hadn't even been heard of. Certainly a child needs love, and a lot of it. But the excessive permissiveness of modern parents is surely doing more harm than good.**

Psychologists have succeeded in undermining parents' confidence in their own authority. And it hasn't taken children long to get wind of the fact. In addition to the great modern classics on child care, there are countless articles in magazines and newspapers. With so much unsolicited advice flying about, mum and dad just **don't know what to do any more. In the end, they do nothing at all. So, from early childhood, the kids are in charge and parents lives are regulated according to the needs of their offspring. When the little dears develop into teenagers, they take complete control. Lax authority over the years makes adolescent rebellion against parents all the more violent. If the young people are going to have a party, for instance, parents are asked to leave the house. Their presence merely spoils the fun. What else can the poor parents do but obey?**

Children are hardy creatures (far hardier than the psychologists would have us believe) and most of them survive the harmful influence of extreme permissiveness which is the normal condition in the modern household. But a great many do not. The spread of juvenile delinquency in our own age is largely due to parental laxity. Mother, believing that little Johnny can look after himself, is not at home when he returns from school, so little Johnny roams the streets. The dividing-line between permissiveness and sheer negligence is very fine indeed.

The psychologists have much to answer for. They should keep their mouths shut and let parents get on with the job. And if children are knocked about a little bit in the process, it may not really matter too much. At least this will help them to develop vigorous views of their own and give them something positive to react **against. Perhaps there's some truth in the idea that children who've had a surfeit of happiness in their childhood emerge like stodgy puddings and fail to make a success of life.**

11 ADVERTISERS PERFORM A USEFUL SERVICE TO THE COMMUNITY

Advertisers tend to think big and perhaps this is why they're always coming in for criticism. Their critics seem to resent them because they have a flair for self-promotion and because they have so much money to throw around. 'It's iniquitous,' they say, 'that this entirely unproductive industry (if we can call it that) should absorb millions of pounds each year. It only goes to show how much profit the big companies are making. Why don't they stop advertising and reduce the price of their goods? After all, it's the consumer who pays...'

The poor old consumer! He'd have to pay a great deal more if advertising didn't create mass markets for products. It is precisely because of the heavy advertising that consumer goods are so cheap. But we get the wrong idea if we think the only purpose of advertising is to sell goods. Another equally important function is to inform. A great deal of the knowledge we have about household goods derives largely from the advertisements we read. Advertisements introduce us to new products or remind us of the existence of ones we already know about. Supposing you wanted to buy a washing-machine, it is more than likely you would obtain details regarding performance, price, etc., from an advertisement.

Lots of people pretend that they never read advertisements, but this claim may be seriously doubted. It is hardly possible not to read advertisements these days. And what fun they often are, too! Just think what a railway station or a newspaper would be like without advertisements. Would you enjoy gazing at a blank wall or reading railway bye-laws while waiting for a train? Would you like to read only closely-printed columns of news in your daily paper? A cheerful, witty advertisement makes such a difference to a drab wall or a newspaper full of the daily ration of calamities.

We must not forget, either, that advertising makes a positive contribution to our pockets. Newspapers, commercial radio and television companies could not subsist without this source of revenue. The fact that we pay so little for our daily paper, or can enjoy so many broadcast programmes is due entirely to the money spent by advertisers. Just think what a newspaper would cost if we had to pay its full price!

Another thing we mustn't forget is the 'small ads', which are in virtually every newspaper and magazine. What a tremendously useful service they perform for the community! Just about anything can be accomplished through these columns. For instance, you can find a job, buy or sell a house, announce a birth, marriage or death in what used to be called the 'hatch, match and dispatch' columns; but by far the most fascinating section is the personal or 'agony' column. No other item in a newspaper provides such entertaining reading or offers such a deep insight into human nature. It's the best advertisement for advertising there is!

12 POP STARS CERTAINLY EARN THEIR MONEY

Pop stars today enjoy a style of living which was once the prerogative only of Royalty. Wherever they go, people turn out in their thousands to greet them. The crowds go wild trying to catch a brief glimpse of their smiling, colourfully-dressed idols. The stars are transported in their chauffeur-driven Rolls-Royces, private helicopters or executive aeroplanes. They are surrounded by a permanent entourage of managers, press-agents and bodyguards. Photographs of them appear regularly in the press and all their comings and goings are reported, for, like Royalty, pop stars are news. If they enjoy many of the privileges of Royalty, they certainly share many of the inconveniences as well. It is dangerous for them to make unscheduled appearances in public. They must be constantly shielded from the adoring crowds which idolise them. They are no longer private individuals, but public property. The financial rewards they receive for this sacrifice cannot be calculated, for their rates of pay are astronomical.

And why not? Society has always rewarded its top entertainers lavishly. The great days of Hollywood have become legendary: famous stars enjoyed fame, **wealth and adulation on an unprecedented scale. By today's standards**, the excesses of Hollywood do not seem quite so spectacular. A single gramophone record nowadays may earn much more in royalties than the films of the past ever did. The **competition for the title 'Top of the Pops' is fierce, but the rewards are truly colossal.**

It is only right that the stars should be paid in this way. Don't the top men in industry earn enormous salaries for the services they perform to their companies and their countries? Pop stars earn vast sums in foreign currency - often more than large industrial concerns - and the taxman can only be grateful for their massive annual contributions to the exchequer. So who would begrudge them their rewards?

It's all very well for people in humdrum jobs to moan about the successes and rewards of others. People who make envious remarks should remember that the most famous stars represent only the tip of the iceberg. For every famous star, there are hundreds of others struggling to earn a living. A man working in a steady job and looking forward to a pension at the end of it has no right to expect very high rewards. He has chosen security and peace of mind, so there will always be a limit to what he can earn. But a man who attempts to become a star is taking enormous risks. He knows at the outset that only a handful of competitors ever get to the very top. He knows that years of concentrated effort may be rewarded with complete failure. But he knows, too, that the rewards for success are very high indeed: they are the recompense for the huge risks involved and if he achieves **them, he has certainly earned them. That's the essence of private enterprise.**

13 VICIOUS AND DANGEROUS SPORTS SHOULD BE BANNED BY LAW

When you think of the tremendous technological progress we have made, **it's amazing how little we have** developed in other respects. We may speak contemptuously of the poor old Romans because they relished the orgies of slaughter that went on in their arenas. We may despise them because they mistook these goings on for entertainment. We may forgive them condescendingly because they lived 2000 years ago and obviously knew no better. But are our feelings of superiority really justified? Are we any less blood-thirsty? Why do boxing matches, for instance, attract such universal interest? **Don't the spectators who** attend them hope they will see some violence? Human beings remain as bloodthirsty as ever they were. The only difference between ourselves and the Romans is that while they were honest enough to admit that they enjoyed watching hungry lions tearing people apart and eating them alive, we find all sorts of sophisticated arguments to defend sports which should have been banned long ago; sports which are quite as barbarous as, say, public hangings or bearbaiting.

It really is incredible that in this day and age we should still allow hunting or bull-fighting, that we should be prepared to sit back and watch two men batter each other to pulp in a boxing ring, that we should be relatively unmoved by the sight of one or a number of racing cars crashing and bursting into flames. Let us not **deceive ourselves. Any talk of 'the sporting spirit' is sheer hypocrisy. People take** part in violent sports because of the high rewards they bring. Spectators are willing to pay vast sums of money to see violence. A world heavyweight championship match, for instance, is front page news. Millions of people are disappointed if a big fight is over in two rounds instead of fifteen. They feel disappointment because they have been deprived of the exquisite pleasure of witnessing prolonged torture and violence.

Why should we ban violent sports if people enjoy them so much? You may well ask. The answer is simple: they are uncivilised. For centuries man has been trying to improve himself spiritually and emotionally - admittedly with little success. But at least we no longer tolerate the sight madmen cooped up in cages, or public floggings or any of the countless other barbaric practices which were common in the past. Prisons are no longer the grim forbidding places they used to be. Social welfare systems are in operation in many parts of the world. Big efforts are being made to distribute wealth fairly. These changes have come about not because human beings have suddenly and unaccountably improved, but because positive steps were taken to change the law. The law is the biggest instrument of social change that we have and it may exert great civilising influence. If we banned dangerous and violent sports, we would be moving one step further to improving mankind. We would recognise that violence is degrading and unworthy of human beings.

14 TRANSISTOR RADIOS SHOULD BE PROHIBITED IN PUBLIC PLACES

We have all heard of the sort of person who drives fifty miles into the country, finds some perfectly delightful beauty spot beside a quiet lake and then spends the rest of the day cleaning his car. Compared with those terrible fiends, the litter-bugs and noise-makers, this innocent creature can only be an object of **admiration. He interferes with no one's pleasure. Far from it: after all, cleanliness** is said to be next to godliness. It is the noise-makers who invade the quietest corners of the earth that must surely win the prize for insensitivity. They announce their arrival with a flourish that would put the Royal Heralds to shame. Blaring music (never classical) seems to emanate mysteriously from their persons and their possessions. If you travel up the remotest reaches of the Amazon, surviving attacks **by crocodiles and vicious piranha, don't be surprised if you hear cheering crowds** and a football commentary shattering the peace of the jungle. It is only one of our friends with his little transistor radio. The transistor radio, that great wonder of modern technology, often no bigger than a matchbox, must surely be the most hideous and diabolic of all human inventions.

People are arrested, fined, imprisoned, deported, certified as insane or **executed for being public nuisances. You can't loiter outside a shop for five** minutes or sing the opening bars of Figaro in public without arousing the suspicion of every policeman in the neighbourhood. But you can walk on to a beach or into a park and let all hell loose with your little transistor and no one will turn a hair - no one in authority, that is. Most of the people around you will be writhing in agony, but what can they do about it? Have you ever tried asking the surly owner of a transistor to turn it off? This is what will happen if you do: you will either be punched on the nose for your impertinence, or completely ignored. After that you can be sure that the radio will be turned up louder than ever before.

Noise is one of the most unpleasant features of modern life. Who knows what it invisibly contributes to irritability and stress? Governments everywhere go to tremendous lengths to reduce noise. Traffic sounds are carefully measured in decibels; levels of tolerance are recorded and statistics produced to provide the basis for future legislation. Elaborate and expensive tests are conducted to find out our reactions to supersonic bangs. This is all very commendable, but surely the interest in our welfare is misplaced. People adjusted to the more obvious sources of noise ages ago. It is the less obvious sources that need attention. And the transistor radio is foremost among them. It is impossible to adjust to the transistor radio because the noise it produces is never the same: it can be anything from a brass band to a news commentary. Being inconsiderate is not a crime. But interfering **with other people's pleasure certainly should be. It is ridiculous that the law** should go on allowing this indecent assault on our ears.

15 THE ONLY THING PEOPLE ARE INTERESTED IN TODAY IS EARNING MORE MONEY

Once upon a time there lived a beautiful young woman and a handsome young man. They were very poor, but as they were deeply in love, they wanted to **get married. The young people's parents shook their heads. 'You can't get married yet,' they said. 'Wait till you get a good job with good prospects.'** So the young people waited until they found good jobs with good prospects and they were able to **get married. They were still poor, of course. They didn't have a house to live in or any furniture, but that didn't matter. The young man had a good job with good prospects,** so large organisations lent him the money he needed to buy a house, some furniture, all the latest electrical appliances and a car. The couple lived happily ever after paying off debts for the rest of their lives. And so ends another modern romantic fable.

We live in a materialistic society and are trained from our earliest years to be **acquisitive. Our possessions, 'mine' and 'yours' are clearly labelled from early childhood.** When we grow old enough to earn a living, it does not surprise us to discover that success is measured in terms of the money you earn. We spend the whole of our lives keeping up with our neighbours, the Joneses. If we buy a new television set, Jones is bound to buy a bigger and better one. If we buy a new car, we can be sure that Jones will go one better and get two new car: one for his wife and one for himself. The most amusing thing about this game is that the Joneses and all the neighbours who are struggling frantically to keep up with them are spending borrowed money kindly provided, at a suitable rate of interest, of course, by friendly banks, insurance companies, etc.

It is not only in affluent societies that people are obsessed with the idea of making more money. Consumer goods are derisible everywhere and modern industry deliberately sets out to create new markets. Gone are the days when industrial goods were made to last forever. The wheels of industry must be kept **turning. 'Built-in obsolescence' provides the means: goods are made to be discarded. Cars get tinnier and tinnier. You no sooner acquire this year's model than you are thinking about its replacement.**

This materialistic outlook has seriously influenced education. Fewer and fewer young people these days acquire knowledge only for its own sake. Every course of studies must lead somewhere: i.e. to a bigger wage packet. The demand for skilled personnel far exceeds the supply and big companies compete with each other to recruit students before they have completed their studies. **Tempting salaries and 'fringe benefits' are offered to them. Recruiting tactics of this kind have led to the 'brain drain,' the process by which highly skilled people offer their services to the highest bidder.** The wealthier nations deprive their poorer neighbours of their most able citizens. While Mammon is worshipped as never before, the rich get richer and the poor, poorer.

16 COMPULSORY MILITARY SERVICE SHOULD BE ABOLISHED IN ALL COUNTRIES

Believe it or not, the Swiss were once a warlike people. There is still evidence of this. To this day, the guards at the Vatican are Swiss. But the Swiss discovered long ago that constant warfare brought them nothing but suffering and poverty. They adopted a policy of neutrality, and while the rest of the world seethed in turmoil, Switzerland, a country with hardly any natural resources, enjoyed peace and prosperity. The rest of the world is still not ready to accept this simple and obvious solution. Most countries not only maintain permanent armies but require all their young men to do a period of compulsory military service. Everybody has a lot to say about the desirability of peace, but no one does anything about it. An obvious thing to do would be to abolish conscription everywhere. This would be the first step towards universal peace.

Some countries, like Britain, have already abandoned peace-time conscription. Unfortunately, **they haven't done so for idealistic reasons, but from a simple recognition of the fact that modern warfare is a highly professional business.** In the old days, large armies were essential. There was strength in numbers; ordinary soldiers were cannon fodder. But in these days of inter-continental ballistic missiles, of push-button warfare and escalation, **unskilled manpower has become redundant. In a mere two years or so, you can't hope to train conscripts in the requirements and conditions of modern warfare.** So why bother? Leave it to the professionals!

There are also pressing personal reasons to abolish conscription. It is most unpleasant in times of peace for young men to grow up with the threat of military service looming over their heads. They are deprived of two of the best and most formative years of their lives. Their careers and studies are disrupted and sometimes the whole course of their lives is altered. They spend at least two years in the armed forces engaged in activities which do not provide them with any **useful experience with regard to their future work. It can't even be argued that what they learn might prove valuable in a national emergency.** When they leave the services, young men quickly forget all the unnecessary information about warfare which they were made to acquire. It is shocking to think that skilled and unskilled men are often nothing more than a source of cheap labour for the military.

Some people argue that military service 'does you good.' 'Two years in the army,' you hear people say, 'will knock some sense into him.' The opposite is usually the case. Anyone would resent being pushed about and bullied for two years, all in the name of 'discipline.' **The military mind requires uniformity and conformity.** People who do not quite fit into this brutal pattern suffer terribly and may even emerge with serious personality disorders. There are many wonderful ways of spending two years. Serving in the armed forces is not one of them!

17 CHILDHOOD IS CERTAINLY NOT THE HAPPIEST TIME OF YOUR LIFE

It's about time somebody exploded that hoary old myth about childhood being the happiest period of your life. Childhood may certainly be fairly happy, but **it's greatest moments can't compare with the sheer joy of being an adult.** Who ever asked a six-year-old for an opinion? **Children don't have opinions, or if they do,** nobody notices. Adults choose the clothes their children will wear, the books they will read and the friends they will play with. Mother and father are kindly but absolute dictators. This is an adult world and though children may be deeply loved, they have to be manipulated so as not to interfere too seriously with the lives of their elders and betters. The essential difference between manhood and childhood is the same as the difference between independence and subjection.

For all the nostalgic remarks you hear, which adult would honestly change places with a child? Think of the years at school: the years spent living in constant fear of examinations and school reports. Every movement you make, every thought you think is observed by some critical adult who may draw unflattering conclusions about your character. Think of the curfews, the marital law, the times you had to go to bed early, do as you were told, eat disgusting stuff that was **supposed to be good for you.** Remember how 'gentle' pressure was applied with remarks like 'if you don't do as I say, I'll ...' and a dire warning would follow.

Even so, these are only part of a child's troubles. No matter how kind and loving adults may be, children often suffer from terrible, illogical fears which are the result of ignorance and an inability to understand the world around them. Nothing can equal the abject fear a child may feel in the dark, the absolute horror of childish nightmares. Adults can share their fears with other adults; children invariably face their fears alone. But the most painful part of childhood is the period when you begin to emerge from it: adolescence. Teenagers may rebel violently against parental authority, but this causes them great unhappiness. There is a complete lack of self-confidence during this time. Adolescents are over-conscious of their appearance and the impression they make on others. They feel shy, awkward and clumsy. Feelings are intense and hearts easily broken. Teenagers experience moments of tremendous elation or black despair. And through this turmoil, adults seem to be more hostile than ever.

What a relief it is to grow up. Suddenly you regain your balance; the world opens up before you. You are free to choose; you have your own place to live in and your own money to spend. You do not have to seek constant approval for everything you do. You are no longer teased, punished or ridiculed by heartless adults because you failed to come up to some theoretical standard. And if on occasion you are teased, you know how to deal with it. You can simply tell other adults to go to hell: you are one yourself.

18 UNTIDY PEOPLE ARE NOT NICE TO KNOW

You don't have to be a genius to spot them. The men of the species are often uncombed; their ties never knotted squarely beneath their collars. The women of the species always manage to smear lipstick on their faces as well as their lips; in one hand they carry handbags which are stuffed full of accumulated rubbish; with the other, they drag a horde of neglected children behind them. With a sort of happy unconcern, both the male and female species litter railway stations, streets, parks, etc., with sweet wrappings, banana-skins, egg-shells and cast-off shoes. Who are they? That great untidy band of people that make up about three-quarters of the human race. An unending trail of rubbish pursues them wherever they go.

It is most unwise to call on them at their homes - **particularly if they aren't** expecting you. You are liable to find socks behind the refrigerator, marbles in the jam and egg-encrusted crockery. Newspapers litter the floor; ashtrays overflow; withered flowers go on withering in stale water. Writing-desks have become dumping grounds for piles of assorted, indescribable junk. And as for the **bedrooms, well, it's best not to say. Avoid looking in their cars, too, because you are likely to find last year's lolly sticks, chewing-gum** clinging to the carpets and a note saying **'Running In' on the rear window of a ten-year-old vehicle.**

Yes, but what are they really like? Definitely not nice to know. They are invariably dirty, scruffy, forgetful, impatient, slovenly, slothful, unpunctual, **inconsiderate, rude, irritable and (if they're driving a car) positively dangerous.** Untidiness and these delightful qualities always seem to go together, or shall we say **that untidiness breeds these qualities. It's hardly surprising. If you are getting** dressed and can only find one sock, you can only end up being irritable and scruffy. If after a visit to a lovely beauty spot you think that other people will enjoy the sight of your orange peel, you can only be inconsiderate and slovenly. If you **can't find an important letter because you stuck it between the pages of a book and** then returned the book to the library, you can only be forgetful. If you live in perpetual, self-imposed squalor, you must be slothful - **otherwise you'd do** something about it.

What a delightful minority tidy people are by comparison! They seem to have a monopoly of the best human qualities. They are clean, neat, patient, hard-working, punctual, considerate and polite. All these gifts are reflected in their homes, their gardens, their work, their personal appearance. They are radiant, welcoming people whom you long to meet, whose esteem you really value. The crux of the matter is that tidy people are kind and generous, while untidy people are mean and selfish. The best proof of this is that tidy people, acting on the highest, selfless motives, invariably marry untidy ones. What happens after that is another story!

19 THE ONLY WAY TO TRAVEL IS ON FOOT

The past ages of man have all been carefully labelled by anthropologists. **Descriptions like ‘Palaeolithic Man’, ‘Neolithic Man’, etc., neatly sum up whole periods. When the time comes for anthropologists to turn their attention to the twentieth century, they will surely choose the label ‘Legless Man’. Histories of the time will go something like this: ‘In the twentieth century, people forgot how to use their legs. Men and women moved about in cars, buses and trains from a very early age. There were lifts and escalators in all large buildings to prevent people from walking. This situation was forced upon earth-dwellers of that time because of their extraordinary way of life. In those days, people thought nothing of travelling hundreds of miles each day. But the surprising thing is that they didn’t use their legs even when they went on holiday. They built cable railways, ski-lifts and roads to the top of every huge mountain. All the beauty spots on earth were marred by the presence of large car parks.’**

The future history books might also record that we were deprived of the use of our eyes. In our hurry to get from one place to another, we failed to see anything on the way. Air travel **gives you a bird’s-eye view** of the world - or even less if the wing of the aircraft happens to get in your way. When you travel by car or train a blurred image of the countryside constantly smears the windows. Car drivers, in particular, are forever obsessed with the urge to go on and on : they never want to stop. Is it the lure of the great motorways, or what? And as for sea travel, it hardly deserves

mention. It is perfectly summed up in the words of the old song: ‘I joined the navy to see the world, and what did I see? I saw the sea.; The typical twentieth-century traveller is the man who always says ‘I’ve been there’. You mention the remotest, most evocative place - names in the world like El Dorado, Kabul, Irkutsk and someone is bound to say ‘I’ve been there’ -meaning, ‘I drove through it at 100 miles an hour on the way to somewhere else.’

When you travel at high speeds, the present means nothing: you live mainly in the future because you spend most of your time looking forward to arriving at some other place. But actual arrival, when it is achieved, is meaningless. You want to move on again. By travelling like this, you suspend all experience; the present ceases to be a reality: you might just as well be dead. The traveller on foot, on the other hand, lives constantly in the present. For him travelling and arriving are one and the same thing: he arrives somewhere with every step he makes. He experiences the present moment with his eyes, his ears and the whole of his body. At the end of his journey he feels a delicious physical weariness. He knows that sound, satisfying sleep will be his: the just reward of all true travellers.

20 EXAMINATIONS EXERT A PERNICIOUS INFLUENCE ON EDUCATION

We might marvel at the progress made in every field of study, but the **methods of testing a person's knowledge and ability remain as primitive as ever** they were. It really is extraordinary that after all these years, educationists have still failed to devise anything more efficient and reliable than examinations. For all the pious claim that examinations test what you know, it is common knowledge that they more often do the exact opposite. They may be a good means of testing memory, or the knack of working rapidly under extreme pressure, but they can tell you nothing about a **person's true ability and aptitude**.

As anxiety-makers, examinations are second to none. That is because so much depends on them. They are the mark of success or failure in our society. **Your whole future may be decided in one fateful day. It doesn't matter that you weren't feeling very well, or that your mother died. Little things like that don't count:** the exam goes on. No one can give of his best when he is in mortal terror, or after a sleepless night, yet this is precisely what the examination system expects him to do. The moment a child begins school, he enters a world of vicious competition where success and failure are clearly defined and measured. Can we **wonder at the increasing number of 'drop-outs': young people who are written off** as utter failures before they have even embarked on a career? Can we be surprised at the suicide rate among students?

A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt is rigidly laid down by a syllabus, so the student is encouraged to memorise. Examinations do not motivate a student to read widely, but to restrict his reading; they do not enable him to seek more and more knowledge, but induce cramming. They lower the standards of teaching, for they deprive the teacher of all freedom. Teachers themselves are often judged by examination results and instead of teaching their subjects, they are reduced to training their students in exam techniques which they despise. The most successful candidates are not always the best educated; they are the best trained in the technique of working under duress.

The results on which so much depends are often nothing more than a subjective assessment by some anonymous examiner. Examiners are only human. They get tired and hungry; they make mistakes. Yet they have to mark stacks of hastily scrawled scripts in a limited amount of time. They work under the same sort of **pressure as the candidates. And their word carries weight. After a judge's decision you have the right of appeal, but not after an examiner's. There must surely be many simpler and more effective ways of assessing a person's true abilities.** Is it cynical to suggest that examinations are merely a profitable business for the institutions that run them? This is what it boils down to in the last analysis. The best comment on the system is this illiterate message recently scrawled on a wall: **'I were a teenage drop-out and now I are a teenage millionaire.'**

21 BOOKS, PLAYS AND FILMS SHOULD BE CENSORED

Let us suppose that you are in the position of a parent. Would you allow your children to read any book they wanted to without first checking its contents? Would you take your children to see any film without first finding out whether it is suitable for them? **If your answer to these questions is ‘yes’, then you are either extremely permissive, or just plain irresponsible. If your answer is ‘no’, then you are exercising your right as a parent to protect your children from what you consider to be undesirable influences. In other words, by acting as a censor yourself, you are admitting that there is a strong case for censorship.**

Now, of course, you will say that it is one thing to exercise censorship where children are concerned and quite another to do the same for adults. Children need protection and it is the parents’ responsibility to provide it. **But what about adults? Aren’t they old enough to decide what is good for them? The answer is that many adults are, but don’t make the mistake of thinking that all adults are like yourself.** Censorship is for the good of society as a whole. Highly civilised people might find it possible to live amicably together without laws of any kind: they would just rely on good sense to solve their problems. But imagine what chaos there would be if we lived in a society without laws! Like the law, censorship contributes to the common good.

Some people think that it is disgraceful that a censor should interfere with works of art. Who is this person, they say, to ban this great book or cut that great film? No one can set himself up as a superior being. But we must remember two things. Firstly, where genuine works of art are concerned, modern censors are extremely liberal in their views - often far more liberal than a large section of the public. Artistic merit is something which censors clearly recognise. And secondly, we must bear in mind that the great proportion of books, plays and films which **come before the censor are very far from being ‘works of art’.**

When discussing censorship, therefore, we should not confine our attention to great masterpieces, but should consider the vast numbers of publications and films which make up the bulk of the entertainment industry. When censorship laws are relaxed, unscrupulous people are given a licence to produce virtually anything **in the name of ‘art’.** **There is an increasing tendency to equate ‘artistic’ with ‘pornographic.’ The vast market for pornography would rapidly be exploited.** One of the great things that censorship does is to prevent certain people from making fat profits by corrupting the minds of others. To argue in favour of absolute freedom is to argue in favour of anarchy. Society would really be the poorer if it deprived itself of the wise counsel and the restraining influence which a censor provides.

22 PEOPLE SHOULD BE REWARDED ACCORDING TO ABILITY, NOT ACCORDING TO AGE AND EXPERIENCE

Young men and women today are finding it more and more necessary to **protest against what is known as the ‘Establishment’**: that is, the people who wield power in our society. Clashes with the authorities are reported almost daily in the press. The tension that exists between old and young could certainly be lessened if some of the most obvious causes were removed. In particular, the Establishment **should adopt different attitudes to work and the rewards it brings**. Today’s young people are ambitious. Many are equipped with fine educations and are understandably impatient to succeed as quickly as possible. They want to be able to have their share of the good things in life while they are still young enough to enjoy them. The Establishment, however, has traditionally believed that people should be rewarded according to their age and experience. Ability counts for less. As the Establishment controls the purse-strings, its views are inevitably imposed on society. Employers pay the smallest sum consistent with keeping you in a job. You join the hierarchy and take your place in the queue. If you are young, you go to the very end of the queue and stay there no matter how brilliant you are. What you know is much less important than whom you know and how old you are. If you are able, your abilities will be acknowledged and rewarded in due course - that is, after twenty or thirty years have passed. By that time you will be considered old enough to join to Establishment and you will be expected to adopt its ideals. **God help you if you don’t.**

There seems to be a gigantic conspiracy against young people. While on the one hand society provides them with better educational facilities, on the other it does its best to exclude them from the jobs that really matter. There are exceptions, of course. Some young people do manage to break through the barrier despite the restrictions, but the great majority have to wait patiently for years before they can really give full rein to their abilities. This means that, in most fields, the views of young people are never heard because there is no one to represent them. All important decisions about how society is to be run are made by people who are too old to remember what it was like to be young. President Kennedy was one of the notable exceptions. One of the most tragic aspects of his assassination is that mankind was deprived of a youthful leader.

Resentment is the cause of a great deal of bitterness. The young resent the old because they feel deprived of the good things life has to offer. The old resent the young because they are afraid of losing what they have. A man of fifty or so **might say, ‘Why should a young rascal straight out of school earn more than I do?’** But if the young rascal is more able, more determined, harder-working than his **middle-aged critic, why shouldn’t he? Employers should recognise ability and reward it justly.** This would remove one of the biggest causes of friction between old and young and ultimately it would lead to a better society.

23 THE TOURIST TRADE CONTRIBUTES ABSOLUTELY NOTHING TO INCREASING UNDERSTANDING BETWEEN NATIONS

The tourist trade is booming. With all this coming and going, you'd expect greater understanding to develop between the nations of the world. Not a bit of it! Superb systems of communication by air, sea and land make it possible for us to **visit each other's countries at a moderate cost. What was once the 'grand tour', reserved for only the very rich, is now within everybody's grasp. The package tour and chartered flights are not to be sneered at. Modern travellers enjoy a level of comfort which the lords and ladies on grand tours in the old days couldn't have dreamed of. But what's the sense of this mass exchange of populations if the nations of the world remain basically ignorant of each other?**

Many tourist organisations are directly responsible for this state of affairs. They deliberately set out to protect their clients from too much contact with the local population. The modern tourist leads a cosseted, sheltered life. He lives at international hotels, where he eats his international food and sips his international drink while he gazes at the natives from a distance. Conducted tours to places of interest are carefully censored. The tourist is allowed to see only what the organisers want him to see and no more. A strict schedule makes it impossible for the tourist to wander off on his own; and anyway, language is always a barrier, so he is only too happy to be protected in this way. At its very worst, this leads to a new and hideous kind of colonisation. The summer quarters of the inhabitants of the *citñ universitaire*: are temporarily re-established on the island of Corfu. Blackpool is recreated at Torremolinos where the traveller goes not to eat paella, but fish and chips.

The sad thing about this situation is that it leads to the persistence of national **stereotypes. We don't see the people of other nations as they really are, but as we have been brought up to believe they are.** You can test this for yourself. Take five nationalities, say, French, German, English, American and Italian. Now in your mind, match them with these five adjectives: musical, amorous, cold, pedantic, naive. Far from providing us with any insight into the national characteristics of the peoples just mentioned, these adjectives actually act as barriers. So when you set out on your travels, the only characteristics you notice are those which confirm your preconceptions. You come away with the highly unoriginal and inaccurate **impression that, say, 'Anglo-Saxons are hypocrites' or that 'Latin peoples shout a lot'. You only have to make** a few foreign friends to understand how absurd and harmful national stereotypes are. But how can you make foreign friends when the tourist trade does its best to prevent you?

Carried to an extreme, stereotypes can be positively dangerous. Wild generalisations stir up racial hatred and blind us to the basic fact - how trite it sounds! - that all people are human. We are all similar to each other and at the same time all unique.

24 ONLY A MADMAN WOULD CHOOSE TO LIVE IN A LARGE MODERN CITY

‘Avoid the rush-hour’ must be the slogan of large cities the world over. If it is, it’s a slogan no one takes the least notice of. Twice a day, with predictable regularity, the pot boils over. Wherever you look it’s people, people, people. The trains which leave or arrive every few minutes are packed: an endless procession of human sardine tins. The streets are so crowded, there is hardly room to move on the pavements. The queues for buses reach staggering proportions. It takes ages for a bus to get to you because the traffic on the roads has virtually come to a standstill. Even when a bus does at last arrive, it’s so full, it can’t take any more passengers. This whole crazy system of commuting stretches man’s resources to the utmost. The smallest unforeseen event can bring about conditions of utter chaos. A power-cut, for instance, an exceptionally heavy snowfall or a minor derailment must always make city-dwellers realise how precarious the balance is. The extraordinary thing is not that people put up with these conditions, but that they actually choose them in preference to anything else.

Large modern cities are too big to control. They impose their own living conditions on the people who inhabit them. City-dwellers are obliged by their environment to adopt a wholly unnatural way of life. They lose touch with the land and rhythm of nature. It is possible to live such an air- conditioned existence in a large city that you are barely conscious of the seasons. A few flowers in a public park (if you have the time to visit it) may remind you that it is spring or summer. A few leaves clinging to the pavement may remind you that it is autumn. Beyond that, what is going on in nature seems totally irrelevant. All the simple, good things of life like sunshine and fresh air are at a premium. Tall buildings blot out the sun. Traffic fumes pollute the atmosphere. Even the distinction between day and night is lost. The flow of traffic goes on unceasingly and the noise never stops.

The funny thing about it all is that you pay dearly for **the ‘privilege’ of living** in a city. The demand for accommodation is so great that it is often impossible for ordinary people to buy a house of their own. Exorbitant rents must be paid for tiny flats which even country hens would disdain to live in. Accommodation apart, the cost of living is very high. Just about everything you buy is likely to be more expensive than it would be in the country.

In addition to all this, city-dwellers live under constant threat. The crime rate in most cities is very high. Houses are burgled with alarming frequency. Cities breed crime and violence and are full of places you would be afraid to visit at **night. If you think about it, they’re not really fit to live in at all. Can anyone really** doubt that the country is what man was born for and where he truly belongs?

25 EQUALITY OF OPPORTUNITY IN THE TWENTIETH CENTURY HAS NOT DESTROYED THE CLASS SYSTEM

These days we hear a lot of nonsense about the ‘great classless society’. The idea that the twentieth century is the age of the common man has become one of the great clichés of our time. The same old arguments are put forward in evidence. Here are some of them: monarchy as a system of government has been completely discredited. The monarchies that survive have been deprived of all political power. Inherited wealth has been savagely reduced by taxation and, in time, the great fortunes will disappear altogether. In a number of countries the victory has been complete. The people rule; the great millenium has become a political reality. **But has it? Close examination doesn’t bear** out the claim.

It is a fallacy to suppose that all men are equal and that society will be levelled out if you provide everybody with the same educational opportunities. (It is debatable whether you can ever provide everyone with the same educational opportunities, but that is another question.) The fact is that nature dispenses brains and ability with a total disregard for the principle of equality. The old rules of the **jungle, ‘survival of the fittest’, and ‘might is right’ are still with us.** The spread of education has destroyed the old class system and created a new one. Rewards are **based on merit. For ‘aristocracy’ read ‘meritocracy’; in other respects, society** remains unaltered: the class system is rigidly maintained.

Genuine ability, animal cunning, skill, the knack of seizing opportunities, all bring material rewards. And what is the first thing people do when they become rich? They use their wealth to secure the best possible opportunities for their **children, to give them ‘a good start in life’.** For all the lip-service we pay to the idea of equality, we do not consider this wrong in the western world. Private schools which offer unfair advantages over state schools are not banned because one of the principles in a democracy is that people should be free to choose how they will educate their children. In this way, the new meritocracy can perpetuate itself to a certain extent: an able child from a wealthy home can succeed far more rapidly than his poorer counterpart. Wealth is also used indiscriminately to further political ends. It would be almost impossible to become the leader of a democracy without massive financial backing. Money is as powerful a weapon as ever it was.

In societies wholly dedicated to the principle of social equality, privileged private education is forbidden. But even here people are rewarded according to their abilities. In fact, so great is the need for skilled workers that the least able may be neglected. Bright children are carefully and expensively trained to become future rulers. In the end, all political ideologies boil down to the same thing: class divisions persist whether you are ruled by a feudal king or an educated peasant.

26 NO ONE WANTS TO LIVE TO BE A HUNDRED

It's only natural to look forward to something better. We do it all our lives. Things may never really improve, but at least we always hope they will. It is one of **life's great ironies that the longer we live, the less there is to look forward to.** **Retirement may bring with it the fulfilment of a lifetime's dreams.** At last there will be time to do all the things we never had time for. From then on, the dream fades. Unless circumstances are exceptional, the prospect of growing really old is horrifying. Who wants to live long enough to become a doddering wreck? Who wants to revert to that most dreaded of all human conditions, a second childhood?

Well, it seems that everybody wants to. The Biblical span of three score years and ten is simply not enough. Medical science is doing all it can to extend human life and is succeeding brilliantly. Living conditions are so much better, so many diseases can either be prevented or cured that life expectation has increased enormously. No one would deny that this is a good thing - provided one enjoys perfect health. But is it a good thing to extend human suffering, to prolong life, not in order to give joy and happiness, but to give pain and sorrow? Take an extreme example. Take the case of a man who is so senile he has lost all his faculties. He is in hospital in an unconscious state with little chance of coming round, but he is kept alive by artificial means for an indefinite period. Everyone, his friends, relatives and even the doctors agree that death will bring release. Indeed, the patient himself would agree - if he were in a position to give voice to his feelings. Yet everything is done to perpetuate what has become a meaningless existence.

The question of euthanasia raises serious moral issues, since it implies that active measures will be taken to terminate human life. And this is an exceedingly dangerous principle to allow. But might it not be possible to compromise? With regard to senility, it might be preferable to let nature take its course when death will relieve suffering. After all, this would be doing no more than was done in the past, before medical science made it possible to interfere with the course of nature.

There are people in Afghanistan and Russia who are reputed to live to a ripe old age. These exceptionally robust individuals are just getting into their stride at 70. Cases have been reported of men over 120 getting married and having children. Some of these people are said to be over 150 years old. Under such exceptional **conditions, who wouldn't want to go on living forever? But in our societies, to be 70, usually means that you are old; to be 90, often means that you are decrepit.** The instinct for self-preservation is the strongest we possess. We cling dearly to life **while we have it and enjoy it. But there always comes a time when we'd be better off dead.**

27 CAPITAL PUNISHMENT IS THE ONLY WAY TO DETER CRIMINALS

Perhaps all criminals should be required to carry cards which read: Fragile: Handle With Care. It will never do, these days, to go around referring to criminals as violent thugs. You must refer **to them politely as 'social misfits'**. **The professional killer who wouldn't think twice about using his cosh or crowbar to batter some harmless old lady to death in order to rob her of her meagre life-savings must never be given a dose of his own medicine. He is in need of 'hospital treatment'**. **According to his misguided defenders, society is to blame. A wicked society breeds evil - or so the argument goes. When you listen to this kind of talk, it makes you wonder why we aren't all criminals. We have done away with the absurdly harsh laws of the nineteenth century and this is only right. But surely enough is enough. The most senseless piece of criminal legislation in Britain and a number of other countries has been the suspension of capital punishment.**

The violent criminal has become a kind of hero-figure in our time. He is glorified on the screen; he is pursued by the press and paid vast sums of money for **his 'memoirs'**. **Newspapers which specialise in crime-reporting enjoy enormous circulations and the publishers of trashy cops and robbers stories or 'murder mysteries' have never had it so good. When you read about the achievements of the great train robbers, it makes you wonder whether you are reading about some glorious resistance movement. The hardened criminal is cuddled and cosseted by the sociologists on the one hand and adored as a hero by the masses on the other. It's no wonder he is a privileged person who expects and receives VIP treatment wherever he goes.**

Capital punishment used to be a major deterrent. It made the violent robber think twice before pulling the trigger. It gave the cold-blooded poisoner something to ponder about while he was shaking up or serving his arsenic cocktail. It prevented unarmed policemen from being mowed down while pursuing their duty by killers armed with automatic weapons. Above all, it protected the most vulnerable members of society, young children, from brutal sex-maniacs. It is horrifying to think that the criminal can literally get away with murder. We all know that **'life sentence' does not mean what it says. After ten years or so of 'good conduct', the most desperate villain is free to return to society where he will live very comfortably, thank you, on the proceeds of his crime, or he will go on committing offences until he is caught again. People are always willing to hold liberal views at the expense of others. It's always fashionable to pose as the defender of the under-dog, so long as you, personally, remain unaffected. Did the defenders of crime, one wonders, in their desire for fair-play, consult the victims before they suspended capital punishment? Hardly. You see, they couldn't, because all the victims were dead.**

28 THE SPACE RACE IS THE WORLD'S BIGGEST MONEY WASTER

Almost everyday we see something in the papers about the latest exciting developments in the space race. Photographs are regularly flashed to the earth from thousands and even millions of miles away. They are printed in our newspapers **and shown on our television screens as a visible proof of man's** newest achievements. The photographs neatly sum up the results of these massive efforts **to 'conquer space' and at the same time they expose the absurdity of the** undertaking. All we can see is in indistinguishable blob which will be put behind glass in some museum. This is hardly value for money when you think that our own earth can provide countless sights which are infinitely more exciting and spectacular.

The space race is not simply the objective search for knowledge it is often made out to be. It is just an extension of the race for power on earth. Only the wealthiest nations can compete and they do so in the name of pure scientific research. But in reality, all they are interested in is power and prestige. They want to impress us, their spectators, with a magnificent show of strength. Man has played the power game ever since he appeared on earth. Now he is playing it as it has never been played before. The space race is just another aspect of the age-old **argument that 'might is right'**.

We are often told that technological know-how, acquired in attempting to get us into orbit, will be utilised to make life better on earth. But what has the space **race done to relieve the suffering of the earth's starving millions? In what way has** it raised the standard of living of any one of us? As far as the layman is concerned, the practical results of all this expenditure of money and effort are negligible. Thanks to space research, we can now see television pictures transmitted live half-way across the globe and the housewife can use non-stick frying-pans in the kitchen. The whole thing becomes utterly absurd when you think that no matter what problems man overcomes, it is unlikely that he will ever be able to travel even to the nearest star.

Poverty, hunger, disease **and war are man's gratest enemies and the world** would be an infinitely better place if the powerful nations devoted half as much money and effort to these problems as they do to the space race. For the first time in his history, man has the overwhelming technological resources to combat human suffering, yet he squanders them on meaningless pursuits.

It a man deprived himself and his family of food in order to buy and run a car, we would consider him mad. Individuals with limited budgets usually get their priorities right: they provide themselves with necessities before trying to obtain **luxuries. Why can't great nations act in the same sensible way? Let us put our** house in order first and let space look after itself.

29 VIOLENCE CAN DO NOTHING TO DIMINISH RACE PREJUDICE

In some countries where racial prejudice is acute, violence has so come to be taken for granted as a means of solving differences, that it is not even questioned. There are countries where the white man imposes his rule by brute force; there are countries where the black man protests by setting fire to cities and by looting and pillaging. Important people on both sides, who would in other respects appear to be reasonable men, get up and calmly argue in favour of violence - as if it were a legitimate solution, like any other. What is really frightening, what really fills you with despair, is the realisation that when it comes to the crunch, we have made no actual progress at all. We may wear collars and ties instead of war-paint, but our instincts remain basically unchanged. The whole of the recorded history of the human race, that tedious documentation of violence never solves a problem but makes it more acute. The sheer horror, the bloodshed, the suffering mean nothing. No solution ever comes to light the morning after when we dismally contemplate the smoking ruins and wonder what hit us.

The truly reasonable men who know where the solutions lie are finding it harder and harder to get a hearing. They are despised, mistrusted and even persecuted by their own kind because they advocate such apparently outrageous things as law enforcement. If half the energy that goes into violent acts were put to good use, if our efforts were directed at cleaning up the slums and ghettos, at improving living-standards and providing education and employment for all, we would have gone a long way to arriving at a solution. Our strength is sapped by having to mop up the mess that violence leaves in its wake. In a well-directed effort, it would not be impossible to fulfil the ideals of a stable social programme. The benefits that can be derived from constructive solutions are everywhere apparent in the world around us. Genuine and lasting solutions are always possible, providing we work within the framework of the law.

Before we can even begin to contemplate peaceful co-existence between the races, we must appreciate each other's problems. And to do this, we must learn about them: it is a simple exercise in communication, in exchanging information. **'Talk, talk, talk,'** the advocates of violence say, **'all you ever do is talk, and we are none the wiser.'** It's rather like the story of the famous barrister who painstakingly explained his case to the judge. After listening to a lengthy argument the judge complained that **after all this talk, he was none the wiser.** **'Possibly, my Lord,'** the barrister replied, **'none the wiser, but surely far better informed.'** Knowledge is the necessary prerequisite to wisdom: the knowledge that violence creates the evils it pretends to solve.

30 THE MOST IMPORTANT OF ALL HUMAN QUALITIES IS A SENSE OF HUMOUR

Biologically, there is only one quality which distinguishes us from animals: the ability to laugh. In a universe which appears to be utterly devoid of humour, we enjoy this supreme luxury. And it is a luxury, for unlike any other bodily process, laughter does not seem to serve a biologically useful purpose. In a divided world, laughter is a unifying force. Human beings oppose each other on a great many issues. Nations may disagree about systems of government and human relations may be plagued by ideological factions and political camps, but we all share the ability to laugh. And laughter, in turn, depends on that most complex and subtle of all human qualities: a sense of humour. Certain comic stereotypes have a universal appeal. This can best be seen from the world-wide popularity of Charlie Chaplin's early films. The little man at odds with society never fails to amuse no matter which country we come from. As that great commentator on human affairs, Dr Samuel Johnson, once remarked, **'Men have been wise in very different modes; but they have always laughed in the same way.'**

A sense of humour may take various forms and laughter may be anything from a refined tinkle to an earthquaking roar, but the effect is always the same. Humour helps us to maintain a correct sense of values. It is the one quality which political fanatics appear to lack. If we can see the funny side, we never make the mistake of taking ourselves too seriously. We are always reminded that tragedy is not really far removed from comedy, so we never get a lop-sided view of things.

This is one of the chief functions of satire and irony. Human pain and suffering are so grim; we hover so often on the brink of war; political realities are usually enough to plunge us into total despair. In such circumstances, cartoons and satirical accounts of sombre political events redress the balance. They take the wind out of pompous and arrogant politicians who have lost their sense of proportion. They enable us to see that many of our most profound actions are merely comic or absurd. We laugh when a great satirist like Swift writes about war in **Gulliver's Travels. The Lilliputians and their neighbours attack each other because they can't agree which end to break an egg.** We laugh because we are meant to laugh; but we are meant to weep too. It is no wonder that in totalitarian regimes any satire against the Establishment is wholly banned. It is too powerful a weapon to be allowed to flourish.

The sense of humour must be singled out as man's most important quality because it is associated with laughter. And laughter, in turn, is associated with happiness. Courage, determination, initiative – these are qualities we share with other forms of life. But the sense of humour is uniquely human. If happiness is one of the great goals of life, then it is the sense of humour that provides the key.

3.5 Тексты для чтения (3–9 семестры)

INTERPOL AND WCO JOINT OPERATION IN AFRICA AGAINST ILLICIT TRAFFICKING LEADS TO TOBACCO AND ALCOHOL SEIZURES. OPERATION HIGHLIGHTS BENEFIT OF POLICE AND CUSTOMS WORKING TOGETHER AGAINST ILLICIT TRADE.

LYON, France – A joint operation involving INTERPOL and the World Customs Organization (WCO) in Eastern and Southern Africa against the illicit trafficking of cigarettes, tobacco and alcohol has resulted in the seizure of tonnes of illicitly traded products in seven countries.

Operation Meerkat (23-27 July) saw police and customs authorities carry out some 40 raids at seaports, inland border points, markets and shops in Angola, Kenya, Mozambique, Namibia, South Africa, Tanzania, and Zimbabwe, where more than 32 million sticks of cigarettes (equivalent to 1.6 million cigarette packets), 134 tonnes of raw tobacco and almost 3,000 liters of alcohol were seized. As a result of these seizures national authorities have initiated a number of administrative investigations into tax evasion and other potential criminal offences by those involved.

The operation's coordination unit based at the WCO's Regional Intelligence Liaison Office in Nairobi monitored the exchange of information between the participating countries, with support provided by INTERPOL's Regional Bureaus in Nairobi and Zimbabwe and by officers from its Trafficking in Illicit Goods programme.

«Combating all forms of illicit international trade is a fundamental Customs function due to the presence of Customs officials at national borders», said WCO Secretary General, Kunio Mikuriya. «The WCO and its 178 members are committed to working **in a coordinated manner with INTERPOL and Customs'** other partners in the fight against the smuggling of cigarettes, tobacco and alcohol, given the negative consequences for consumer health and safety, for state revenue collections, and for national economic competitiveness and growth», stressed Mr Mikuriya.

INTERPOL's role in the operation was undertaken within the framework of its Trafficking in Illicit Goods programme which aims to identify and dismantle the organized crime networks siphoning billions of Euros from the public purse through the trafficking of illicit goods.

«INTERPOL is pleased to have joined forces with the WCO in Operation Meerkat since it has demonstrated the need for customs, national and other law enforcement agencies to work closely together to develop a sustainable approach against the criminal networks behind the illicit trafficking of goods. The benefits of police and customs working closely together has again been proven by the number of products seized and the networks uncovered during Operation Meerkat which confirm the international scale of illicit trade», said INTERPOL Secretary General Ronald K. Noble.

With much of the illicit cigarettes or alcohol seized during Operation Meerkat illegally transported from bordering countries, Kumaren Moodley of the South African Revenue Service said: «One of the main challenge we face is understanding the volume of illicit goods coming into the country as well as monitoring and controlling our vast and expansive border line where goods come across».

INTERPOL's programme combating illicit trade aims to assist police across its 190 member countries to not only target the transnational crime groups but also identify the routes used in transporting illicit goods, which are often also used for other crimes such as human trafficking and drug smuggling.

«**INTERPOL's member countries have witnessed an unparalleled growth** in the illicit trade of tobacco and alcohol products over recent years. Operation Meerkat has again revealed the transnational nature of illicit trade and how criminals will seek to undermine police, customs and revenue controls to amass huge profits», said Roberto Manriquez, a coordinator of the operation and a **criminal intelligence officer with INTERPOL's Trafficking in Illicit Goods** programme at its General Secretariat headquarters in Lyon.

SEMINAR ON THE SHARING OF MARITIME AND RIVER INFORMATION TO COMBAT ILLICIT TRADE

Senegal, 16-17 September 2012

Report

At the invitation of Director General Mouhamadou Makhtar Cisse of Senegal Customs, Secretary General Kunio Mikuriya of the WCO visited Dakar, Senegal on 16 and 17 September 2012 to participate in a seminar for Directors General of Customs in West Africa on the sharing of maritime and river information to combat illicit trade, organized by Senegal Customs with financial and logistical support from France.

In his opening speech the Minister of Economy and Finance Amadou Kane **underlined Customs' mission regarding the saving of future generations by protecting people from illicit trade.** Secretary General Mikuriya stated that to fight against the trafficking of illicit drugs and their precursors in a global, sustainable **and efficient manner is indispensable to Customs' work and should be done in a** coordinated and complementary fashion with all concerned agencies.

Participants learned about similar initiatives in other regions, including the Caribbean Customs Law Enforcement Council (CCLEC) and several European initiatives, such as the Maritime Analysis Operations Centre–Narcotics (MAOC-N) and the Anti-Drug Coordination Centre for the Mediterranean (CECLAD-M). They were also informed about the usefulness of a database suggested by France and CENcomm, the secure communication tool made available by the WCO for the exchange of information and intelligence. The meeting resulted in the decision to sign a Memorandum of Understanding on information exchange by Heads of Customs in West Africa later in the year.

The Secretary General also attended the launch of IPM (Interface Public Members) by Senegal Customs in the presence of the private sector. In viewing its functionality and hearing about much improved Customs seizure records of counterfeit and pirated goods through the use of IPM, the business community **appreciated the WCO's tool to protect** consumer health and safety, state revenue and industry from illicit trade.

When the President of Senegal, H.E. Macky Sall, received the Secretary General and the Directors General of Customs, he expressed his concern about drug trafficking which was shared by many Heads of State in the region. He appreciated the willingness of Heads of Customs to strengthen border control by sharing information, wishing Customs operations all the best. Secretary General Mikuriya highlighted the important step that Customs administrations had taken in establishing a regional network of cooperation supported by technology.

MONEY LAUNDERING AND TERRORIST FINANCING

The main driving force behind crime is the lure of profit. However, profit can only be considered as such if it can be used or bears interest, and to that end one must be able to justify its origin. Criminal organizations are consequently faced with a problem common to the vast majority of offences, namely, how to legitimize the proceeds of crime.

The opaqueness of international finance (tax havens, bogus companies and the anonymity of international transactions) offers such organizations a vast range of options. Customs administrations have an essential role to play in anti-money laundering activities because of their presence at borders, their legal powers, their trade knowledge, and their experience.

The WCO has actively championed anti-money laundering programs and **has enhanced its Members' ability to fight money laundering by increasing** awareness, developing training programs, crafting legal instruments, promoting the CEN system including its seizure database, and advocating best practices.

In 2001, the WCO issued a comprehensive anti-money laundering recommendation entitled the "Recommendation of the Customs Co-operation Council on the need to develop and strengthen the role of Customs administrations in tackling money laundering and recovering the proceeds of crime." In February of 2005 the WCO's Enforcement Committee considered and endorsed a revised Recommendation on money laundering to include references to the relevant UNSCR's and the new FATF Recommendations. The WCO Recommendation, which reaffirms the role of Customs in the fight against money laundering and widens the scope of the Recommendation to cover terrorist financing, was adopted by the WCO Council in June of 2005.

International co-operation is also an essential component of law enforcement efforts. Customs and other law enforcement agencies around the world are confronted today by individuals and organized crime groups that are international in scope. Identifying and seizing their illicit capital at the border is an effective way to ensure that crime does not pay.

Partnership with other international organizations is an important component of the WCO anti-money laundering strategy. The WCO has been an active contributor to fora and initiatives of the Financial Action Task Force (FATF), Interpol, Europol, and other relevant bodies. Customs and the WCO are committed to working with their counterpart organizations to fight the global threat of money laundering.

ORGANIZED CRIME

Organized crime threatens peace and human security, violates human rights and undermines economic, social, cultural, political and civil development of societies around the world.

Transnational organized crime manifests in many forms, including as trafficking in drugs, firearms and even persons. At the same time, organized crime groups exploit human mobility to smuggle migrants and undermine financial systems through money laundering. The vast sums of money involved can compromise legitimate economies and directly impact public processes by 'buying' elections through corruption. It yields high profits for its culprits and results in high risks for individuals who fall victim to it. Every year, countless individuals lose their lives at the hand of criminals involved in organized crime, succumbing to drug-related health problems or injuries inflicted by firearms, or losing their lives as a result of the unscrupulous methods and motives of human traffickers and smugglers of migrants.

Organized crime has diversified, gone global and reached macro-economic proportions: illicit goods may be sourced from one continent, trafficked across another, and marketed in a third.

The transnational nature of organized crime means that criminal networks forge bonds across borders as well as overcome cultural and linguistic differences in the commission of their crime. Organized crime is not stagnant, but adapts as new crimes emerge and as relationships between criminal networks become both more flexible, and more sophisticated, with ever-greater reach around the globe. In short, transnational organized crime transcends cultural, social, linguistic and geographical borders and must be met with a concerted response.

UNODC (United Nations Office on Drugs and Crime) is the guardian of the United Nations Convention against Transnational Organized Crime (Organized Crime Convention) and the three Protocols – on Trafficking in Persons, Smuggling of Migrants and Trafficking of Firearms – that supplement it.

This is the only international convention, which deals with organized crime. It is a landmark achievement, representing the international community's commitment to combating transnational organized crime and acknowledging the UN's role in supporting this commitment. The adoption of the Convention at the fifty-fifth session of the General Assembly of the United Nations in 2000 and its entry into force in 2003 also marked a historic commitment by the international community to counter organized crime.

The Organized Crime Convention offers States parties a framework for preventing and combating organized crime, and a platform for cooperating in doing so. States parties have also committed to promoting training and technical assistance to strengthen the capacity of national authorities to address organized crime.

The UNTOC does not contain a precise definition of «transnational organized crime». Nor does it list the kinds of crimes that might constitute it.

This lack of definition was intended to allow for a broader applicability of the Organized Crime Convention to new types of crime that emerge constantly as global, regional and local conditions change over time.

The UNTOC covers **only crimes that are «transnational», a term cast** broadly. The term covers not only offences committed in more than one State, but also those that take place in one State but are planned or controlled in another. Also included are crimes in one State committed by groups that operate in more than one State, and crimes committed in one State that has substantial effects in another State.

UNODC AND PIRACY

The UNODC (United Nations Office on Drugs and Crime) counter-piracy programme (CPP) began in 2009 with a mandate to help one country - Kenya - deal with an increase of attacks by Somali pirates. That mandate has now widened and the UNODC CPP is working in six countries in the Somali Basin region- Kenya, Seychelles, Mauritius, Tanzania, Maldives and Somalia. The CPP has proved effective in supporting efforts to detain and prosecute piracy suspects according to international standards of rule of law and respect for human rights.

The CPP focuses on fair and efficient trials and imprisonment in regional centers, humane and secure imprisonment in Somalia, and fair and efficient trials in Somalia. The efforts of UNODC and its multilateral partners have had considerable success across the criminal justice sector. The CPP assists Kenya, Seychelles, Mauritius, Tanzania, Maldives with judicial, prosecutorial and police capacity building programmes as well as office equipment, law books and specialist coast guard equipment. The CPP is assisting Somalia with upgrading its prisons and courts with the aim of ensuring that Somali pirates convicted in other countries can serve their sentences in their home country. UNODC has already started this work by completing work on a new prison in Hargeisa, the capital of Somaliland and is currently constructing and refurbishing prisons in Puntland, Somalia.

UNODC's Counter Piracy Programme, now in its fourth year of operation, is continuing to support the criminal justice professionals of states in the region that are dealing with Somali piracy. The police, prosecutors, judges and prison staff of Kenya have worked to deliver 18 trials involving 147 suspects while their colleagues in Seychelles have 14 cases in progress involving 118 suspects. UNODC is pleased to be delivering training, equipment and logistical assistance to all stages of the progress to ensure that Kenya and Seychelles are able to meet their own high standards of fairness and efficiency. In March this year the first transfer of prisoners from a regional prosecuting state took place. Seventeen convicted pirates, arrested by the Seychelles Coast Guard and tried in the courts of Seychelles, volunteered to be transferred to a prison in Hargeisa, Somaliland which was constructed by and is mentored by UNODC. It was a significant achievement by Seychelles, Somaliland, Working Group II of the Contact Group on Piracy Off the Coast of Somalia and UNODC to get in place the infrastructure, the staff training, the laws and the logistical support to ensure that the transfer went smoothly. It is a template for the future: ensuring that regional states do not have to hold foreign prisoners in the long term and that Somali prisoners have access to their own culture, their families and appropriate skills training during their prison sentences. UNODC has supported transfers in Kenya and Seychelles by air and from the sea over the last 3 years and we are continually working to improve the support that we give to the international navies and local police forces.

THE FATE OF SMUGGLED MIGRANTS: CONFRONTING VIOLENCE AND EXPLOITATION

21 November 2012 - UNODC's Executive Director, Yury Fedotov, spoke this week on combating violence against migrants, migrant workers and their families at the Sixth Summit of the Global Forum on Migration and Development (GFMD) - the informal, Government-led initiative addressing interconnections on these key global issues. The event was also addressed by Peter Sutherland, the Secretary-General's Special Representative for Migration and Development who delivered a speech on behalf of the UN chief.

Mr. Fedotov, who is also the current Chair of the United Nations inter-agency Global Migration Group, voiced his concern that one of the most troubling aspects of international migration is the very many forms of violence directed **against migrants globally**: «**Migrant workers, for example, often face dangerous working conditions, workplace harassment, or lack of adequate social protection. Irregular migrants are particularly vulnerable to becoming victims of human trafficking and of forced labour with traffickers exploiting vulnerable individuals by putting them in slave-like conditions and victims being physically, psychologically or sexually abused**».

It was noted that problems for migrants often start in countries of origin where leaving may be the only available option in order to escape wars, violence, discrimination, persecution or environmental devastation. Human rights violations often accompany the migration process and migrants can experience many forms of harm, including violence, blackmail, lack of food and water, rape and even death during their journey. When migrants reach their final destination, they can remain exposed to areas such as discrimination and xenophobia.

In a bid to respond to these and related issues, the GFMD, which was formed in 2007 and is chaired by the Government of Mauritius this year, works to advance understanding and cooperation on the relationship between migration and development, as well as pursue practical action. Likewise, the Global Migration Group - of which UNODC assumed the Chair in July 2012 - brings together heads of UN and international agencies to promote the wider application of all relevant international and regional instruments and standards relating to migration. Through this mechanism, the Group encourages the adoption of more coherent, comprehensive and better coordinated approaches to the issue of international migration.

The UNODC Executive Director concluded his speech by noting six actions needed to improve the safety of migrants:

- Countries need to support the universal ratification and effective implementation of all international instruments related to migration;
- The root causes of migration need to be addressed and countries need to ensure safe, humane and dignified migration out of choice rather than out of necessity. More regular migration channels should be made available in order to reduce the threats currently posed by irregular migration;

- All States – as well as civil society – should strengthen their cooperation to protect migrants from violence and assist those whose lives and safety are endangered;
- Countries need to safeguard the fundamental rights and freedoms of migrants and their families through human rights-based migration policies and ensure that these are mainstreamed into development planning;
- Countries should improve their efforts to investigate, prosecute and punish crimes against migrants, including those committed by corrupt state officials; and
- All victims of crime – irrespective of their migration status – need to be provided with support, assistance and protection.

INTERNATIONAL MIGRANTS DAY: WORKING TO TACKLE ORGANIZED CRIME AND THE EXPLOITATION OF MIGRANTS

18 December 2012 – Twenty-two years ago today, the United Nations General Assembly adopted the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families - an important event both for people who move voluntarily for better economic opportunities and different lifestyles as well as those displaced by conflict, political upheaval, violence, disasters, climate change and, increasingly, economic necessity. In recognition of this, 18 December was designated International Migrants Day - a day on which UNODC takes the opportunity to highlight the role of organized criminal networks that benefit from migrants seeking a better life.

According to the World Disasters Report 2012 published by the International Federation of the Red Cross and Red Crescent Societies (IFRC), there are more than 70 million people classified as forced migrants across the globe. Of these, the United Nations Development Programme says that there are some 50 million irregular migrants believed to have used the services of smugglers at some stage of their journey.

The term «smuggling of migrants» refers to the facilitation of illegal border crossings or of illegal residence in a country with the aim of making a financial or other material profit. Migrants are often smuggled by organized criminal networks that exploit the lack of legal migration opportunities available to migrants seeking a better life. As legal immigration channels become more limited, an increasing number of people seek the assistance of smugglers, who take increasingly risky measures to circumvent border controls – often at the cost of migrants' rights. Since the smuggling of migrants is a highly profitable illicit activity with a relatively low risk of detection, it has proven attractive to criminals.

As the guardian of the United Nations Convention against Transnational Organized Crime and its Protocol against the Smuggling of Migrants by Land, Sea and Air, UNODC (United Nations Office on Drugs and Crime) works to help Member States to implement the two instruments following their ratification. The Smuggling of Migrants Protocol aims to prevent and combat the smuggling of migrants, protect the rights of smuggled migrants and promote cooperation among States.

UNODC also helps States to enact laws criminalizing involvement in the smuggling of migrants, trains law enforcement officers and prosecutors from around the world in how to deal with smuggling cases, and facilitates information sharing on the crime. One example of this is in South-East Asia where the pilot Voluntary Reporting System on Migrant Smuggling and Related Conduct helps states develop a sound knowledge base through the sharing of data which then allows the building of effective policies and counter-measures in response to migrant smuggling. This internet-based, secure system facilitates the collection, sharing, and analysis of data on migrant smuggling, irregular migration and other related conduct in a variety of areas, including quantitative size of flows; major routes used; fees paid; means of transport and methods used; profiles of irregular and smuggled migrants; and profiles of migrant smugglers.

JOINT PARTNERSHIP FOR RAISING AWARENESS AND COMBATING PIRACY

Ask anyone of the 600 or so pirates held in prisons where UNODC (United Nations Office on drugs and Crime) is working, and they will tell you the same thing: the seas around Somalia are a dangerous place. Whether they say they are pirates or innocent fishermen, they will certainly acknowledge that plying a trade at sea requires a fast boat, strong nerves and plenty of firepower. The absence of a close inshore maritime law enforcement capability means that the many Somalis who make their livings from the seas of Somalia risk their lives doing so. It is not just the pirates that ply their trade off the Horn of Africa. People trafficking to Yemen; drug and alcohol smuggling from the eastern Indian Ocean; migrant smuggling up the Red Sea; the moving of arms in defiance of the embargo; illegal export of charcoal; and import of oil all come together to make the Somali coast a lucrative trading area for the lawless.

UNODC conducted a series of meetings in Somaliland in July in order to promote piracy awareness. Each day of the workshop series consisted of a different sector of the Somaliland public. The sectors represented were: government officials, religious leaders and traditional elders, members of the business community, women and youth, and the Somaliland media. Each group discussed how piracy directly impacts their sector, as well as their role in assisting Somaliland and the international community in combating piracy off the coast of Somalia. Common concerns raised by each group were high rates of unemployment in coastal communities, the recruitment of young Somaliland youth into piracy operations in Puntland, and young Somaliland women migrating to Puntland to marry pirates. Each group discussed potential counter piracy messages and agreed that the best modes of delivering messages would be via radio and through traditional elders and religious leaders. A need for counter piracy education in schools, educating youth on the realities of piracy, was also expressed by all groups. The alternative livelihoods most keenly discussed throughout the workshop series were the creation of cold storage units for storing fish in Berbera, providing coastal communities with fishing equipment and training and support to small business enterprises. The Counter Piracy Programme and Somaliland Counter Piracy Coordination Office are discussing the possibility of conducting workshops in Berbera in the near future. A similar counter piracy awareness workshop series is planned for Puntland.

With this level of support, the clear commitment of the Somali authorities from the Central Government and the regions, there is every reason to suppose that Somali waters will soon be a safer place to do business.

ABOUT INTERPOL

Despite popular ideas **about INTERPOL, we don't have secret agents travelling** undercover around the world like James Bond! But we do help police to carry out important and sometimes very dangerous investigations and operations.

We run a 24-hour Command and Coordination Centre which can assist countries with a crisis situation and we can send specialized teams to help. These teams offer expert assistance to local police following events such as a drug seizure or a bombing. Other teams can help plan and support the security arrangements for major events such as the Olympic Games. We also spend a lot of time training law enforcement staff across the world so that police are equipped with the latest technology, techniques and practices.

As part of their daily investigations and checks, police often need to verify quickly whether a passport is stolen or whether a fingerprint matches a known criminal. INTERPOL manages a number of different databases that can return results within seconds, wherever and whenever the search is carried out. These databases contain information supplied by police forces in many different countries and include details about criminals (such as photos, fingerprints and DNA profiles), crime activities (such as terrorism and child sexual abuse) and stolen items (such as travel documents, motor vehicles and works of art).

High-tech communications

Many crimes take place across several countries – for example, drugs are smuggled from South America to Europe via Africa – **so it's important that law enforcement** agencies across the world communicate with each other to help catch these criminals. To do this, they need to have access to shared systems and information. We operate a global police communications network, called I-24/7. **It's a high-tech** online system that allows police to send messages and top secret information securely and to check information in our databases. For instance, in a true example, police in Monaco found fingerprints at a **crime scene, ran a check in INTERPOL's database, discovered the identity of the** criminal and the fact that he was linked to crimes in Serbia and, in addition, that he was wanted by police in another five European countries. INTERPOL then published a Red Notice for this criminal – this is an international wanted persons notice that puts all member countries on the lookout for the individual with a view to his arrest.

An international presence

The General Secretariat headquarters is located in Lyon, France. We operate seven regional offices – **in Argentina, Cameroon, Côte d'Ivoire, El Salvador, Kenya, Thailand** and Zimbabwe – and a representative office at the United Nations in New York and at the European Union in Brussels. A total of 190 countries are members of INTERPOL and they each run a National Central Bureau (NCB) which forms the link between national police and the INTERPOL global network. The INTERPOL Global Complex for Innovation (IGCI) is under development in Singapore. Scheduled to become operational in 2014, it will serve as a cutting-edge research and development facility for the identification of crimes and criminals, innovative training, operational support and partnerships.

Financing

INTERPOL is primarily financed by member countries, whose governments pay annual statutory contributions to the Organization. Our budget in 2012 is 53.17 million euros.

TRAFFICKING IN HUMAN BEINGS

Trafficking in human beings is a multi-billion-dollar form of international organized crime, estimated by the International Labour Organization to have an annual value of USD 39 billion. It affects every region in the world. Human trafficking victims are recruited and trafficked between countries and regions using deception, threats or force. Typically, the victims are unwilling participants. It is a crime under international law and many national and regional legal systems.

MODERN-DAY SLAVERY

INTERPOL offers tools, training and operational support to disrupt the organized criminal groups that engage in various forms of this modern-day slavery, including:

- Trafficking in women for sexual exploitation
- Trafficking for forced labour
- Commercial sexual exploitation of children in tourism
- Trafficking in organs

OPERATIONAL SUPPORT AND TRAINING

INTERPOL supports national police in tactical deployments in the field, aimed at breaking up the criminal networks behind trafficking in human beings. Operations are preceded by training workshops to ensure that officers on the ground are trained in a range of skills, including specialist interview techniques.

- Operation Bia II: INTERPOL joined forces with national authorities in Ghana to rescue child victims, aged from five to 17, who had been trafficked from other parts of the country to work on fishing boats. During the May 2011 operation, police rescued 116 children and arrested 30 suspected traffickers.

- Operation Bana: In December 2010, police in Gabon rescued more than 140 children who had been trafficked from the region to work as forced labour after conducting checks at market stalls in the capital. Officials arrested 44 individuals during the operation.

INTERPOL'S RESOURCES

Trafficking in human beings is a sophisticated crime that requires international law enforcement cooperation. INTERPOL provides a number of tools **and services to the world's police:**

- The Global Suite of Products is a platform on INTERPOL's **secure** website where investigators can share all types of information regarding human trafficking including trends, known criminal networks, law enforcement reports, stories from the media and the results of completed criminal cases. This new online tool continues to grow as police worldwide upload information.

- INTERPOL's Notices and Diffusions system enables global cooperation between its member countries in tracking criminals and suspects, locating missing persons or collecting information. Especially relevant is the Green Notice – through which countries issue warnings regarding known child-sex offender and other criminals.

- MIND/FIND technical solutions enable frontline law enforcement agencies to receive instant responses for queries on stolen or lost travel documents, stolen motor vehicles and wanted criminals. These databases are accessible to **authorized users of INTERPOL's I-24/7** global police communications system and are useful in detecting cases of trafficking in the early stages.

- The INTERPOL Expert Working Group on Trafficking in Human Beings meets annually to raise awareness of emerging issues, promote prevention programmes and initiate specialized training.

INTERPOL works closely with other key bodies involved in the fight against human trafficking, including Eurojust, Europol, the International Organization for Migration, the International Labour Organization, the Organization for Security and Co-operation in Europe, the Southeast European Cooperative Initiative and the United Nations Office on Drugs and Crime.

DRUG TRAFFICKING

Large-scale drug abuse and the problems associated with it affect much of the world and continue to grow in certain regions. The drug trade affects almost all **INTERPOL's member countries**, be it in a capacity as producer transit or destination country. Drug trafficking has provided criminal organizations with unprecedented opportunities to generate enormous profits which are at times used to finance other criminal or even political activities.

ENHANCING INTERNATIONAL COOPERATION

INTERPOL's primary drug intelligence role has been and continues to be the identification of new drug trafficking trends and criminal organizations operating at the international level and to alert INTERPOL National Central Bureaus (NCBs) to their criminal activities. Investigations into the production of illicit drugs and the street-level sale of drugs are handled by the relevant local and national authorities.

INTERPOL provides several types of support to national and international police bodies concerned with countering the illicit production and trafficking of controlled substances and precursor chemicals. For example:

- Collecting and analysing post-seizure data provided by member countries and national drug law enforcement agencies;
- Issuing drug alerts via I-24/7, **INTERPOL's secure global police** communications system, to warn the law enforcement community of unique cases, new trafficking techniques or emerging trends — within minutes, information and images can be distributed to NCBs all over the world and then shared with national drug law enforcement agencies;
- Producing analytical studies to highlight criminal links between reported cases;
- Running regional or global conferences on specific drug topics, to assess the extent of a particular drug problem, share the latest investigative techniques and strengthen cooperation within law enforcement communities;
- Organizing investigative training courses for national drug law enforcement agents.

INTERPOL also maintains close working relationships with the United Nations, its specialized agencies and other international and regional organizations, such as the World Customs Organization, involved in drug-control activities.

PROJECTS AND OPERATIONAL SUPPORT

INTERPOL's criminal intelligence officers focus on the most commonly used and trafficked narcotic drugs – cannabis, cocaine, heroin and synthetic drugs – as well as precursor chemicals and doping substances. Examples of ongoing initiatives are:

- Project Drug.net - to tackle the growing area of drug trafficking via the Internet. Having achieved its initial aim of creating a global network of specialists, this Project now concentrates on supporting ongoing operations in the field.

- Project White Flow - to boost intelligence exchange on South American-produced cocaine smuggled into Europe via West Africa. Project White flow aims to gather identification material on mid- to upper-level cocaine traffickers linked to Africa and to better disseminate **this data among INTERPOL's member countries**.

- Operation Ice Trail - to target organized crime groups trafficking huge quantities of methamphetamine by courier and/or cargo shipment from Iran via Turkey to destination countries in Southeast Asia and the Pacific.

- Anti-doping initiatives - INTERPOL works in partnership with the World Anti-Doping Agency to fight the use of performance-enhancing drugs in sport. A Memorandum of Understanding signed in 2009 formalizes the sharing of information and expertise with a view to dismantling the organized networks behind trafficking in doping substances.

PEOPLE SMUGGLING

People smuggling is a low risk, high-profit business that can occur by air, sea or land, often by complex routes which change rapidly and frequently. People smugglers procure, usually for financial or material gain, the illegal entry of an individual into a country of which he is neither a citizen nor a permanent resident. Generally speaking, individuals work with a smuggler voluntarily and once payment is completed, the relationship between the illegal immigrant and the smuggler ends. Thousands of illegal immigrants die each year in transit to their destinations.

People smuggling takes place on all scales but INTERPOL's focus is on organized networks, due to their international dimension. The modus operandi of criminal organizations is increasingly sophisticated, with numerous other crimes linked to people smuggling, such as identity-related crimes, corruption, money laundering and violence.

At INTERPOL, we have developed additional tools which can facilitate the exchange of information among police in member countries and help coordinate action. The following tools are accessible to authorized users of I-24/7, **INTERPOL's secure global police communications system:**

- The Global Suite of Products is a platform on INTERPOL's secure website where investigators can share all types of information regarding human trafficking and people smuggling including trends, known criminal networks, law enforcement reports, stories from the media and the results of completed criminal cases. This new online tool continues to grow as police worldwide upload information.

- MIND/FIND technical solutions enable frontline law enforcement agencies dealing with people smuggling (border police, immigration) to receive instant responses for queries on stolen or lost travel documents;

- The International Contact Directory for People Smuggling Issues contains contact details for individuals responsible for people smuggling and illegal migration issues within INTERPOL National Central Bureaus around the world.

At INTERPOL, our unique position in the international law enforcement community enables us to assist in combating the criminal networks behind people smuggling.

A dedicated project, known as Smuggling Training & Operations Programme (STOP), supports our member countries in border management issues, particularly in detecting criminal networks that provide stolen or lost travel documents to illegal immigrants or individuals involved in organized crime. The Project provides police at strategic border points with direct access to our Stolen and Lost Travel Documents (SLTD) Database, allowing them to instantly check travel documents against INTERPOL records.

■ Algeria: Organized in April 2012 in coordination with the General Directorate of National Safety of Algeria and the National Central Bureau in Algiers, 80 participants including police, border control, Gendarmerie and customs learned to use the SLTD database and other techniques for detecting fraudulent documents. The training was followed by an operation at the Algiers airport.

■ Operation Hammer: Conducted in conjunction with Frontex, the European Union agency for external border security. Border police at the international airports of Rome Fiumicino and Milan Malpensa checked 8,000 travel documents from 2-5 November 2011, resulting in three positive matches.

■ Kenya: Some 40 police officers received training in the use of **INTERPOL's SLTD database, standard operational policy and procedures and techniques** for passport verification. The operation itself took place at Nairobi airport in July 2011.

INTERPOL works closely with key bodies whose common mission is to combat people smuggling, including Europol, Frontex, the International Centre for Migration Policy Development, the International Organization for Migration, and the United Nations Office on Drugs and Crime.

4. Контроль знаний

4.1 Обучающе-контролирующие тесты

4.1.1 Лексико-грамматические тексты

Test 1

I. Откройте скобки, употребив глагол в правильной временной форме.

1. The boy (*to refuse*) _____ to admit that he (*to break*) _____ the window. So he (*to send*) _____ home to bring his parents to school.

2. Look, it (*to get*) _____ late. I (*to miss*) _____ the ten o'clock train if I (*not to hurry*) _____. Jack said he (*to come*) _____ to pick me up. I don't know why he (*not to appear*) _____ yet. Perhaps he (*to get*) _____ into the traffic jam.

3. Yesterday Tom and Janice (*to go*) _____ to the zoo. They had an adventure there. While they (*to walk*) _____ by the giraffe, it (*to begin*) _____ to chew Janice's hat.

II. Вставьте артикль, где необходимо.

1. ... forecast promises such ... good weather, but I don't believe it.
2. ... typist is ... person who types ... letters and reports.
3. Luckily ... advertisements were ready in ... time for ... exhibition.
4. I would like ... grapes for ... dessert.

III. Вставьте, правильный предлог или послелог, где необходимо.

1. Most people don't go ... holiday ... Christmastime.
2. Don't shout ... children, otherwise they'll get used ... it and will pay no attention ... your words.
3. It's ... to you to decide whether you'll join ... us or not.

IV. Составьте предложения, расположив слова в нужном порядке.

1. mistakes/Pat/number/has/fewest/the/pupils/all/of/made/the/of.
2. most/in/quality/honesty/is/the/admire/of/1/people/all.
3. when/known/you/since/have/Mr. Blake?

V. Закончите диалог вопросами, подходящими по смыслу.

Sue is back from the shops and she is talking to her husband Joe.

J: _____

S: I had to take a taxi because the bags were very heavy.

J: _____

S: Yes, I did. I got nearly everything I needed.

J: _____

S: Well, I went to the butcher's and to the bakery and to the grocer's.

J: _____

S: I don't remember how many rolls I have bought. Several, anyway.

J: _____.

S: I didn't buy any steak because the butcher didn't have it at that early hour.

VI. Переведите на английский язык слова, данные в скобках.

1. Everyone can (*делать*) _____ mistakes.
2. If he really hates his job, why doesn't he look for (*другая*) _____ one.
3. Unfortunately I have so (*мало*) _____ opportunities to be of any help to you.
4. I am sorry for the people (*которые*) _____ have no sense of humour.
5. He usually gets up after the sun (*встает*) _____.
6. There are several big parks in London (*кроме*) _____ Hyde Park.
7. Nobody can (*сказать*) _____ the difference between these two things.
8. I don't like to (*одалживать*) _____ things from anybody.

VII. Выберите правильный вариант.

1. a) My mother doesn't let me staying out late.
b) My mother doesn't let me to stay out late.
c) My mother doesn't let me stay out late.
2. a) He's been extremely busy last days.
b) He's been extremely busy these days.
c) He's been extremely busy last time.

VIII. Соедините по смыслу фразы из правой и левой колонок.

- | | |
|----------------------------------|-------------------------|
| 1. Is Ted still in hospital? | a. I'm afraid not |
| 2. Could I speak to Bob, please? | b. I am afraid he does. |
| 3. Does he have to go now? | c. I am afraid so. |

IX. Прочитайте текст два раза и выполните следующие задания.

Woodmanshythe is a small town. About 3,000 people live here. It is unusual for a town of this size to have a good cinema. It is even more unusual, however, to have a cinema that is run by a group of 12 people. The group is a real mixture: there is a businessman, two teenage school-children, three housewives, four old-age pensioners, a school-teacher, and the local vicar. Major Richard Danby is the oldest of the group. He is 73 and he lives in the small flat above the cinema. He is the caretaker and is always ready – and proud – to show visitors the cinema, and to talk about it.

«It all started ten years ago. There was a large store here which was for sale. A couple of us old people thought that it would be the ideal place for an activity centre. Not just for pensioners, but for the young ones too. There wasn't anywhere where people could get together. Then by chance we heard that the cinema in Workshop – that's our nearest big town – was closing down. So we thought **«Bingo!» All its equipment was for sale. I contacted Jim Breasley, who is our financial brain, and before we knew where we were, we had plans drawn up for a cinema here. He did all the calculations, and we were promised a lot of help by the town council. A couple of companies has given us money as well. We made a broad group of twelve people representing all ages and interests – as far as possible, anyway – and this very nice cinema is the result of it!»**

The cinema shows films five nights a week (not on Sundays and Mondays). There are also two afternoon programmes a week for children. Old age pensioners have the cinema two mornings a month, and there is a film club that uses the cinema once a fortnight.

«We try to show a mixture of films: we try to get the very newest ones, we show some of the old classics, and we have had one or two of the violent films as well. That always gives a good bit of discussion afterwards!»

The discussions take place in the cafeteria, which is a large room at the side of the foyer. It is open in the mornings and afternoons as well, and many people enjoy just dropping in here for a chat and something to drink. «It's all part of the centre-idea, you see», says Major Danby proudly.

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. Small towns with the population of about 3000 people seldom have a good cinema.
2. Woodmanshythe didn't have an activity centre 10 years ago.
3. The cinema in Workshop – the nearest big town – closed after the cinema in Woodmanshythe was started.
4. Major Richard Danby knows everything about the cinema in Woodmanshythe.

II. Ответьте на следующие вопросы.

1. Who is the cinema in Woodmanshythe run by?
2. Who is the cinema for?
3. Who had helped to organise the cinema financially?
4. What kind of films are shown at the cinema?

III. Исправьте предложения в соответствии с содержанием текста.

1. There is a cafeteria next door to the cinema.
2. The film club uses the cinema twice a week.

Test 2

I. Откройте скобки, употребив глагол в правильной временной форме.

1. Last night when I *(to have)*_____ a shower, the lights *(to go)*_____ out. I *(to ask)* _____ my mother if she *(to do)*_____ it accidentally. She said she *(to bring)*_____ a flashlight in a minute. So I *(to save)*_____ from the bathroom with her help.
2. When Helen *(to hear)* _____ that her best friend *(to deceive)* _____ her she *(to turn)*_____ pale.
3. Look here, Mike. Why you *(to watch)*_____ TV instead of studying. If you *(to have)* _____ your exam tomorrow you will definitely fail it. Don't say that I *(not to warn)* _____ you.

II. Вставьте артикль, где необходимо.

1. Once ... poor woodman went to ... wood which was on ... bank of ... deep river. ... woodman was working ... whole day and got tired.
2. The centre of New York is built on ... island. ... first Europeans who colonized ... island bought it from ... Indians living there for \$24.

III. Вставьте правильный предлог или послелог, где необходимо.

1. When the ship was approaching ... Naples, all the tourists went ... on the deck to look ... the city which could be seen ... the distance.

2. When we went ... holiday my mother was never angry ... me ... my bad behaviour.

IV. Составьте предложения, расположив слова в нужном порядке.

1. quietly/nobody/spoke/he/so/could/that/him/hear.

2. mind/Bob/to-night/do/cinema/the/us/to/you/if/comes/with?

3. the/marks/parents/the/sent/to/are/pupils'/at/their/year/the/of/end.

V. Закончите диалог вопросами, подходящими по смыслу.

Jane has met Terry in the street.

J: Hi, there _____

T: Fine, thanks.

J: _____

T To the post-office. I want to send a parcel to my parents.

J: _-----

T: No, they live in the States.

J:_____-----

T: I have studied at this University for two years already.

J: _____-----

T: I'll stay in London for the summer holiday. I won't go back to the States.

VI. Переведите на английский язык слова, данные в скобках.

1. There are very *(мало)* _____ lumps of sugar left.

2. The President is going *(сделать)* _____ a statement.

3. I am not sure *if (что-то)* _____ can be done under the circumstances.

4. He doesn't like to stay in big hotels *(также)* _____

5. It's cold today, *(надень)* _____ your warm coat.

6. He has never wanted *(другой)* _____ life but this.

7. Is anybody else going to come *(кроме)* _____ Helen.

8. Will you please *(отнести)* _____ these books back to the library?

VII. Выберите правильный вариант.

1. a) They've been here during morning.

b) They've been here since morning.

c) They've been here in the morning.

2. a) What pleasant news!

b) What a pleasant news!

c) What the pleasant news!

VIII. Соедините по смыслу фразы из левой и правой колонок.

1. Do you want tea or coffee? a. Neither do I.

2. He doesn't share this point of view. b. Either will do.

3. He thinks science makes us wiser. c. So do I.

IX. Прочитайте текст два раза и выполните следующие задания.

If you leave the main street and turn right, you are in Amina's world. The people in the street are «foreign-looking» – they look like Indians or Pakistanis, and they or their parents certainly originated from Asia. The shops in this area sell foreign

goods. The windows are filled with saris and turbans, exotic shawls, unusual perfumes, incense, and books written in letters that an ordinary European cannot read. The grocers sell spices and vegetables not normally to be found in English kitchen, and the cinemas advertise Indian films. The travel agents offer cut-price flights to New Delhi and Karachi.

If you come here in the evening or on Sunday, the streets are almost as busy as they are during an ordinary weekday. The grocers are open and life goes on as usual.

Amina stands behind the counter in her little grocer's shop on the corner. Her two children play in the back. Most of her customers are Asians, two or three are **Europeans**. «**We are open every day,**» she says. «**I open at 9.30 every day, except for Sundays, when I open at 10 o'clock. The shop closes at 10.30 in the evening – again Sunday is different, we close at 5 o'clock. Of course I close in the middle of the day for a good long break. I would like to close the shop altogether on Sundays, but it is not possible. There is too much competition here. We are saving up to buy a bigger shop with a back garden for the children to play in while I am working. We don't want to move far away, because the people are friendly here. There is no real prejudice against us. We try to fit into the English way of life as much as possible. I draw the line at wearing English clothes, though! I am too fond of my sari. The children are a little divided. They have been on one trip to India, where my parents still live. They liked it very much there, but when we came back to London, they settled down very quickly. My husband has got a good job here with a computer firm, so I am sure we will stay here. I don't know how the children will grow up. I hope they will fit into the English society without too much trouble. It isn't always so easy. At the same time I hope they will remain good Indians – good Hindus. The most important thing for them is to be happy – to have a good education, and for us to find good marriage partners for them. Then I will be happy too.**»

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. Amina doesn't close the shop on Sundays because it is the only shop for Asians in the area.
2. Amina and her husband are saving up for a trip to India.
3. Amina doesn't wear English clothes.
4. Amina and her husband will have to find marriage partners for their children when they grow up.

II. Ответьте на следующие вопросы.

1. What do people in Amina's world look like?
2. Where in England does Amina with her family live?
3. What does Amina's husband do?
4. Why don't Amina and her husband want to move far away from where they live?

III. Исправьте предложения в соответствии с содержанием текста.

1. Amina's children have never been to India.
2. The cinemas in Amina's world advertise American films.

Test 3

I. Откройте скобки, употребив глагол в правильной временной форме.

1. If you (*not to turn*) _____ off that noisy music, I (*to do*) _____ it myself. You (*to play*) _____ it since morning. Why you (*not to listen*) _____ while I (*to speak*) _____ to you?
2. — Tell me, Mr. Smith, you (*to fix*) _____ the computer when the slid (*to fall*) _____ down? — Yes. I (*to do*) _____ the same thing ever since I (*to start*) _____ working here.
3. Last night Tim (*to take*) _____ to see «My Fair Lady» at «The Paradise». After the performance he (*to tell*) _____ his friends he never (*to see*) _____ a better musical.

II. Вставьте артикль, где необходимо.

It happened on ... spring day. ... village schoolgirl of about twelve was going home after ... school. When she was approaching ... river, she suddenly heard ... cries. She hurried in that direction and saw two small children on ... piece of ... ice. ... minute later she was down on ... ice. Soon other people helped her to carry them to ... safe place.

III. Вставьте правильный предлог или послелог, где необходимо.

1. Agatha was brought ... in the country ... her aunt.
2. They arrived ... New York ... 13th of June and are leaving ... Japan next week.
3. I filled ... the wrong form ... mistake.

IV. Составьте предложения, расположив слова в нужном порядке.

1. George/about/happy/neither/idea/the/Helen/nor/was.
2. activities/why/important/all/have/them/is/to/it/for/extra/class/of?
3. to/ask/catalogue/a/for/wrote/the/Sally/university/to.

V. Закончите диалог вопросами, подходящими по смыслу.

Diana is talking to her friend Jason about her week-end.

J: _____

D: We went to Cambridge for the day.

J: _____

D: No, not very much. We went on the river and John got wet.

J: _____

D: The weather was cold and wet.

J: _____

D: John enjoyed seeing King's College Chapel most of all.

J: _____

D: It took more than three hours. The journey was boring.

VI. Переведите на английский язык слова, данные в скобках.

1. I don't like horror films and (*тоже*) _____ does my friend.
2. I think they know very (*мало*) _____ English songs.
3. I am afraid there isn't (*ничего*) _____ else I can do for you.
4. The two planes were landing one after (*другим*) _____
5. Have you ever (*делал*) _____ any farm work?

6. The children were so (*взволнованы*) _____ to see the clown.
7. They have been here more than once (*в последнее время*)
8. This work is (*намного*) _____ easier to do than you think.

VII. Выберите правильный вариант.

1. a) What a clever woman she is.
b) What clever the woman she is.
c) How clever woman she is.
2. a) What weather is like in January?
b) What's the weather like in January?
c) How's weather like in January?

VIII. Соедините по смыслу фразы из левой и правой колонок.

- | | |
|--|-------------------|
| 1. Can I have your dictionary for a while? | a. With pleasure |
| 2. Can I use your telephone? | b. 'Here you are. |
| 3. Can you help me with this exercise? | c. Yes, please. |

IX. Прочитайте текст два раза и выполните следующие задания.

Thirty years ago my family were one of the lucky ones and went on holiday, once a year for a week. They went every year to the nearest seaside resort where there were a few traditionally run hotels, a beach, a little town and that was it. Today tourism is big business throughout the world and our expectations and life styles have greatly altered.

There are those people, especially environmentalists, who see the growth of tourism as a disaster for the environment as well as local cultures. Tourism has often meant huge hotel complexes, swimming pools, pollution and overcrowding that has destroyed many local communities. This has been the case on the Costa del Sol in Spain, which has been literally invaded by tourists for the past few decades. As the tourists start to look for more exotic places to go on holiday, the problem with protecting yet unspoiled areas in, for example, South East Asia, Central America and Africa grows.

Many of us have laughed at the commercial that shows an American tourist group on a sightseeing coach in Norway. Whenever the guide points out a local sight of interest, someone on the coach spots a McDonald's or another American Company on the other side of the coach, and everyone's attention is drawn to that. This is a good example of how many people, who go abroad on holiday, are actually more interested in experiencing familiar surroundings than discovering the local culture. As a result, travel companies try to make the resorts look as much as possible like the environment the tourists are used to.

Yet the growth of tourism has opened up parts of the world and enabled travellers to go to places they could only have dreamed of thirty years ago. The meeting of different cultures in this way has led to a greater mingling of peoples and cultures and habits. Take food for example: Italian dishes such as spaghetti and Spanish rice dishes such as paella, are nowadays eaten all over the world.

On a more serious level, tourism is often the developing countries' most important source of income. Foreign tourists bring in much needed foreign currency and this can help that country buy equipment and goods from abroad. In this way tourism is good for an area of the country.

I. **Определите, верны (True) или неверны (False) следующие утверждения.**

1. Some people think that the growth of tourism has been harmful to nature.
2. Many tourists on a holiday abroad laugh at Me Donald's or other American companies.
3. Costa del Sol in Spain hadn't been a popular tourist place until a few decades ago.
4. Tourism has led to the disappearance of many cultures.

II. **Ответьте на следующие вопросы.**

1. Where did the narrator's family usually go on holiday 30 years ago?
2. Where do tourists today try to find more exotic places for a holiday?
3. Why has tourism destroyed many local communities?
4. What dishes are nowadays eaten all over the world?

III. **Исправьте предложения в соответствии с содержанием текста.**

1. Travel companies try to make the resorts look different from the environment the tourists are used to.
2. Tourism is often the most important source of culture for developing countries.

Test 4

I. **Откройте скобки, употребив глагол в правильной временной форме.**

1. I am sure she *(to do)* _____ well if she *(to go)* -----to University. She is bright. Recently she *(to take part)* ----- in several maths competitions and *(to be)* -----a success. At the last competition she *(to award)* _____ a special prize.
2. Mary asked me if I *(to see)* _____ Helen lately and said that they both *(to come)* _____ to my birthday party next Friday. I said I *(to be)* _____ delighted to see them.
3. — The roads are wet. It *(to rain)*-----since midnight. Ask Dad if he *(to drive)* _____ to work today.
— I don't think so. Yesterday when we *(to drive)*----- on the motorway late at night we *(to see)*-----a terrible accident.

II. **Вставьте артикль, где необходимо.**

1. Would you like to stay in ... town or go to ... country ... next Sunday.
2. Janet is ... reporter who writes ... interesting articles about ... space travels.
3. ... Great Fire of London started at ... night in ... street not far from London and spread very quickly as ... hot east wind was blowing.

III. **Вставьте правильный предлог или послелог, где необходимо.**

1. They saw a man ... a suitcase ... one hand and a bag ... the other entering ... the hotel.
2. ... 11 o'clock exactly ... Friday morning, Miss Blake was standing ... the bus-stop.

IV. **Составьте предложения, расположив слова в нужном порядке.**

1. he/to/interest/didn't/in/take/seem/any/anything.
2. street/the/changed/has/recently/been/name/of/the.
3. you/last/were/too/do/to/homework/night/your/tired?

V. Закончите диалог вопросами, подходящими по смыслу.

Chris and Jeff are talking about life in big cities and in the country.

Ch: _____

J: I lived in New York five years ago. Ch: _____

J: Not very much. There were too many people, and there was too much noise.

Ch: _____

J: Most young people go to New York because they want excitement.

Ch: _____

J: Yes, it is. New York is too expensive for young people.

Ch: _____

J: As I was born in a small town I just want a quiet life. That's all.

VI. Переведите на английский язык слова, данные в скобках.

1. I don't know *(тоже)* _____ what kept him so late.

2. Stop *(делать)* _____ excuses! It's all my fault.

3. Is there *(что-то)* _____ else you would like me to explain to you?

4. When he was a kid, he had two pets. One was a black dog, *(другой)* _____ was an orange cat.

5. What other Newton's laws do you know *(кроме)*-----his theory of gravitation.

6. Peter doesn't take after his *(старший)* _____ brother

7. Life is *(намного)* _____ easier and more convenient now.

8. Actions *(говорят)* _____ louder than words.

VII. Выберите правильный вариант.

1. a) So delicious cakes!

b) What delicious cakes!

c) How delicious the cakes! .

2. a) Had you dinner yet.

b) Did you have dinner yet?

c) Have you had dinner yet?

VIII. Соедините по смыслу фразы из левой и правой колонок.

1. How is your sister?

a. Pretty good, thank you.

2. How's business?

b. Delightful!

3. How about going on a picnic?

c. Very well, thank you.

IX. Прочитайте текст два раза и выполните следующие задания.

Albert Foreman had been a verger¹ at St. Peter's church in Neville Square for sixteen years. Albert Edward was very proud of his job and his church. But there was one special feature about Albert: he couldn't read or write. When one day a new vicar discovered this, he told him that unless he learnt to read and write within three months, he would lose his job. Albert refused and that evening he sadly locked the church and began to walk home.

As he walked along the street he looked for a shop to buy a packet of Gold Flake². It was a long street but there was not a single shop where he could buy cigarettes.

«That's strange», Albert said to himself. «That's an idea»!

Next day he went along the street and by good luck found a little shop to let. Twenty-four hours later he had taken it, and a month after that set up in business as

a tobacconist and newsagent. He did so well that in ten years he had acquired no less than ten shops and he was making money hand over fist. One morning when he was at the bank the cashier told him that the manager would like to see him.

«Mr. Foreman,» said the manager, «I wanted to have a talk with you about the money you've got with us. It's a very large sum and I think you would do better to invest it».

A troubled look appeared on Mr. Foreman's face. «I've never had anything to do with investments», he said.

«We'll do everything. All you'll have to do is just sign some forms».

«But how should I know what I was signing?»

«I suppose you can read,» said the manager a little sharply.

«Well, sir, that's just it. I can't. I can't read or write, only my name, and I only learnt to do that when I went into business».

The manager was so surprised that he jumped up from his chair. «That's the most extraordinary thing I've ever heard. And do you mean to say that you made a fortune of thirty thousand pounds without being able to read or write? Good God, man, what would you now be if you had been able to?»

«I'd be a vergger of St. Peter's, Neville Square».

¹ a vergger — someone who looks after a church

² Gold Flake — a once-popular brand of cigarette

I. **Определите, верны (True) или неверны (False) следующие утверждения.**

1. Albert Foreman had been satisfied with his position at St. Peter's.
2. Albert left the church as soon as he found a little shop to buy.
3. Albert learned to sign his name after he had left the church.
4. Albert would not have become rich if he had done what the new vicar demanded of him.

II. **Ответьте на следующие вопросы.**

1. What kind of business did Albert Foreman start?
2. For how long had he been in business when the bank manager offered him to invest his money?
3. Why did Albert have a troubled look when he had heard the manager's offer?
4. What was the manager's reaction when he had learned the truth about Mr. Foreman?

III. **Исправьте предложения в соответствии с содержанием текста.**

1. Albert Foreman had been a vergger at a little quiet church in London.
2. When Mr. Foreman came to see the bank manager at his request, he was the owner of 16 shops.

Test 5

I. **Откройте скобки, употребив глагол в правильной временной форме.**

1. Mark (*to be*) _____ keen on video games for years. He (*to play*) _____ them morning, noon and night. Yesterday he even (*to cut*) _____ lessons to play games. Right now he (*not to do*) _____ very well at school. Unless he (*to go*) _____ to

school every day, his parents (*to invite*)_____ to see the headmaster.

2. When I asked why she (*not to want*)_____ to go downtown with me she said that the teacher (*to give*)_____ them a lot of homework in maths as they (*to have*)_____ another test in a few days.

3. A bad accident (*to happen*)_____ on Highway 95 last night. Someone (*to drive*)_____ at high speed and a bicyclist (*to hit*)_____ at crossroads.

II. Вставьте артикль, где необходимо.

1. Many years ago ... famous theatre was preparing for ... first night. ... producer wanted ... play to be ... success.

2. ... cup is dirty. Can I have ... clean one?

3. Browns Ltd is ... large company in ... Park street. It makes ... furniture.

III. Вставьте правильный предлог или послелог, где необходимо.

1. She was rude ... me ... yesterday morning and she hasn't apologised ... me ... it yet.

2. You need to put ... something warmer than a jacket ... such a windy day.

3. He is married ... my sister and they have two children.

IV. Составьте предложения, расположив слова в нужном порядке.

1. animals/same/the/as/beings/do/have/emotions/human?

2. see/she/what/can't/I/looks/wait/to/like.

3. time/the/is/I/heard/it/have/three/first/years/her/in/from.

V. Закончите диалог вопросами, подходящими по смыслу.

Elmer is travelling about Europe and he is calling his mother home.

M: _____

E: I've just arrived in Prague, Mum.

M: _____

E: Yes, I have. I've been to Madrid and Paris.

M: _____

E: I left Paris last night.

M: _____

E: I am leaving for Vienna tomorrow.

M: _____

E: Yes, Mum. I have very little money left. That's why I am calling.

VI. Переведите на английский язык слова, данные в скобках.

1. How (*много*)_____ sugar do you take in your tea?

2. Some students came into the room with us and (*другие*) _____ came a bit later.

3. I didn't eat breakfast this morning, (*тоже*) _____ did my sister.

4. The boy has started to work (*намного*) _____ harder recently.

5. By some (*счастливый*) _____ chance he caught sight of me in the crowd.

6 All their relations (*кроме*) _____ the younger son were present at the family party.

7 Last year inflation was tremendous and the prices (*поднялись*) _____considerably.

8. If there is a (*свободное*) _____seat in the hall, you may take it.

VII. **Выберите правильный вариант.**

1. a) Will it make her visit us more often?
b) Will it make her to visit us more often?
c) Will it make her visiting us more often?
2. a) They spent their last holiday in the country.
b) They had spent their last holiday in the country.
c) They spend their last holiday in the country.

VIII. **Соедините по смыслу фразы из левой и правой колонок.**

1. What is he? a. He is an angel.
2. How is he? b. He is all right.
3. What is he like? , c. He is a musician.

IX. **Прочитайте текст два раза и выполните следующие задания.**

James Mitford: My wife and I only had the one child. It might have been nice to have a son, but we didn't plan a family, we just had Amy.

I see her as my best friend. I think she'd always come to me first if she had a problem. We have the same sense of humour, and share interests. I don't mind animals, but she's completely obsessed with them, and she has always had dogs, cats, horses, and goldfish in her life.

We were closest when she was about four, which I think is a lovely age for a child. They know the parents best, and don't have the outside contacts. She must have grown up suddenly when she went to school, because I remember her growing away from her family slightly. Any father who has a teenager daughter comes across an extraordinary collection of people, and there seemed to be an endless stream of strange young men coming through our house. By the time I'd learned their names they'd gone away and I had to start learning a new lot. I remember I told her off once in front of her friends and she didn't talk to me for days afterwards.

I wanted more than anything else for her to be happy in what she was doing, and I was prepared to pull strings to help her on her way. She went to a good school, but that didn't work out. She must have upset somebody. When she left she decided she wanted to become an actress so I got her into drama school. It wasn't to her liking so she joined a theatre group and began doing bits and pieces of films. She **was doing well, but then gave it • up. She probably found it boring. Then she took up social work, and finally went to work for a designer and he became her husband. And that's really the story of her life. She must be happy with him – they're always together.**

We have the same tastes in books and music, but it takes me a while to get used to new pop songs. I used to take her to the opera, which is my big passion, but I don't think she likes it very much, she doesn't come with me any more.

I don't think she's a big television watcher. She knows when I'm on, and she might watch, but I don't know. It's not the kind of thing she tells me.

We're very grateful for Amy. She's a good daughter as daughters go. We're looking forward to being grandparents.

I'm sure she'll have a son.

I. **Определите, верны (True) или неверны (False) следующие утверждения.**

1. Amy likes animals more than her father does.
2. Amy had a lot of friends when she was in her teens.
3. James Mitford was very upset when his daughter decided to become an actress.
4. James Mitford is a big television watcher.

II. **Ответьте на следующие вопросы.**

1. Why didn't Amy talk to her father for days once?
2. What job did Amy take up after she left the theatre group?
3. What was Amy's husband when they got married?
4. Why does James think that his daughter is happy with her husband?

III. **Исправьте предложения в соответствии с содержанием текста.**

1. James and his daughter were the closest when she was a teenager.
2. James used to take his daughter to pop music concerts.

Test 6

I. **Откройте скобки, употребив глагол в правильной временной форме.**

1. I am not British. My name is Surasuk. I *(to come)* _____ from Thailand. Right now I *(to study)* _____ at school in England. My classes *(to begin)* _____ on January, 6. Since I *(to come)* _____ here, I *(to do)* _____ many things and *(to meet)* _____ many people. Last Saturday I *(to invite)* _____ to a party at my friend's house. When I *(to get)* _____ there they *(to sing)* _____ a song in Thai to welcome me.

2. I *(to fly)* _____ to Manchester tomorrow. My friend Mick *(to meet)* _____ me at the airport when the plane *(to arrive)* _____.

II. **Вставьте артикль, где необходимо.**

1. Last year we went on ... adventure holiday near ... Lake Michigan. We slept in ... tents. It was a good thing to take ... extra clothes as the nights were cold. We had ... instructors to show us how to go canoeing. But when we went sailing, ... boat turned over. I think I was the worst person in ... group.

2. I went to ... central post-office in ... Church street to buy ... stamps.

III. **Вставьте правильный предлог или послелог, где необходимо.**

1. ... my surprise she did not even try to enter ... the University last year.

2. His office is ... the third floor. When you leave ... the lift, it's ... your left.

3. The National Gallery faces ... Trafalgar Square. The Gallery is famous ... its wonderful collection of unique paintings.

IV. **Составьте предложения, расположив слова в нужном порядке.**

1. have/we/many/this/write/in/exercise/do/to/sentences/how?

2. English/an/he/enough/interpreter/well/speaks/be/to.

3. most/remember/it/frightening/was/programmne/the/I/can.

V. **Закончите диалог вопросами, подходящими по смыслу.**

Mike and Jane are talking about Jane's friend Maria.

M: _____

J: No, Maria doesn't study at my college. She is an old friend of mine.

M: _____

J: She is a computer programmer and she is living in the US A at the moment.

M: _____

J: She is working for a big company there.

M: _____

J: Yes. We write letters to each other every week.

M: _____

J: This Tuesday.

VI. **Переведите на английский язык слова, данные в скобках.**

1- Alison is (*намного*) _____ shorter than Bernard.

2. Ron won't join us for lunch and Laura won't come (*тоже*) _____

3. When I returned there wasn't (*никого*) _____ at home.

4. She jogs every morning and it (*делает*) _____ her a lot of good.

5. He said it was the (*самый плохой*) _____ year he'd had for a long time.

6. There are (*меньше*) _____ new words in this text than in the previous one.

7. Ann whispered something from (*другого*) _____ side of the table.

8. We asked him (*сказать*) _____ us everything.

VII. **Выберите правильный вариант.**

1. a) When he was a boy, he used to play football every day.

b) When he was a boy, he used to playing football every day.

c) When he was a boy, he was used to play football every day.

2. a) Are you still remembering it?

b) Have you still remembered it?

c) Do you still remember it?

VII. **Соедините по смыслу фразы из левой и правой колонок.**

1. I'm going to help

a. No, thank you.

2. Would you like some tea?

b. You needn't, thank you.

3. Do you mind if I open the window?

c. Not in the least.

IX. **Прочитайте текст два раза и выполните следующие задания.**

Nowadays the number of crimes involving violence is growing in Sweden as well as many other countries. The main cause of this development is undoubtedly the use of drugs especially in larger cities. The higher rate of unemployment and growing racism are significant reasons too. Meaningless murders and assaults are the frightening results. One can, as a consequence, see how people not only in countries like the United States, but also in countries like Sweden, arm themselves with weapons for protection, but violence breeds violence.

It is often claimed that an efficient way to lower the number of acts of violence is to have more severe sentences². However, people who commit these crimes often

have serious social and psychological problems. Many of them may therefore be indifferent to how severe the sentences are. Besides, these criminals do not think that they will ever get caught. Because of these reasons I doubt that acts of violence in Sweden would decrease if our government was to make the sentences for this type of crime more severe. A common measure to reduce the acts of violence is to increase the number of policemen patrolling the streets. Although this is a good way of preventing acts of violence, it will not actually stop people from becoming criminals.

I am convinced that it is impossible to erase³ the violence related criminality completely, but there is a way in which I think it can be reduced considerably. Children should be informed about crimes related to violence and drugs. This information should be given in kindergarten as well as in elementary school. Furthermore, it should especially reach those children who live in areas with high crime rates. The information should take the form of a discussion, not a lecture, led by some expert, preferably a local police officer.

Hopefully, the children would then at an early age already have some understanding of these problems that would be valuable to them for the rest of their lives. Although the costs for such a project would be considerable, the benefits would be great. It would certainly prevent many from becoming violent criminals in the future.

¹ assault – нападение

² sentence – приговор, наказание

³ to erase – уничтожать, ликвидировать

I. **Определите, верны (True) или неверны (False) следующие утверждения.**

1. The author doesn't know the reasons for the growth of violence related crimes.
2. The acts of violence cannot be reduced by violence.
3. Many criminals don't care about the possible punishment.
4. The author thinks that the real problem is the high cost of increasing the number of policemen in the streets.

II. **Ответьте на следующие вопросы.**

1. What do many people in different countries do to protect themselves?
2. What is often regarded as an efficient way to lower the rate of violence in a state?
3. What can erase violence related crimes completely?
4. Why is educating people important?

III. **Исправьте предложения в соответствии с содержанием текста.**

1. Information about acts of violence should be given in kindergarten as well as in high school and colleges.
2. The information should take the form of a discussion preferably led by the headmaster.

Test 7

I. **Откройте скобки, употребив глагол в правильной временной форме.**

One bright summer morning a well-dressed young man who *(to look)*
_____ like a gentleman *(to come)* _____ to see a well-known

dentist in Picadilly street. He *(to show)*-----into the waiting-room by the nurse and she *(to tell)*_____him that the dentist *(to be)* _____ready to see him in a few minutes.

The dentist *(to attend)*_____to another case at that time but he *(to happen)*_____to look through the door which only partially *(to shut)*_____. He *(to see)*_____that the man *(to put)* _____various silver things into his pockets.

The dentist requested him to come into his dentistry and to be seated. On finishing **the examination he said:** «If you *(not to empty)* _____your pockets two of your front teeth *(to pull out)* _____right now».

II. Вставьте артикль, где необходимо.

1. Everybody in ... office except ... boss comes to ... work on ... foot.
2. ... Port of London is to ... east of ... City. This is ... East End of London, unattractive in ... appearance, but very important to ... country's commerce.

III. Вставьте правильный предлог или послелог, где необходимо.

1. The doctor asked me if I could take care ... my friend as there was nobody else but me who could look ... him while his parents were ... holiday.
2. The passengers were standing ... a queue, waiting ... their turn to get ... board ... the plane.

IV. Составьте предложения, расположив слова в нужном порядке.

1. waiting/she/phone/was/the/sitting/ring/to/there/for.
2. when/in/lived/since/London/she/has?
3. not/the/smoke/you/to/are/allowed/corridors/in.

V. Закончите диалог вопросами, подходящими по смыслу.

The Blake family are going to have dinner.

Mr. B: _____

Mrs. B. I'd like to have dinner in the garden.

Mr. B: _____

Mrs. B: Yes, I'd like to have a cold drink.

Mr. B: _____

Mrs. B: I have cooked chicken with rice and vegetables.

Mr. B: Excellent. _____

Mrs. B: Your favourite apple-pie.

Mr. B: _____

Mrs. B: Simon and Brenda are dining out today.

VI. Переведите на английский язык слова, данные в скобках.

. *(Ни одна)*_____of my two younger sisters can dance well.

. Our sitting-room is *(намного)*_____smaller than yours.

. I don't know *(кого-нибудь)*_____who can do it better than you..

. Some people like summer best, *(другие)*_____prefer spring.

. Well, girls, who is going to *(накрыть)*_____the table for tea?

. I haven't taken *(достаточно)*_____water for four cups.

. They *(рассказали)*_____us an interesting story.

. The boy works on computer so (*хорошо*)-----.

VII. Выберите правильный вариант.

- . a) He hopes to find a job easy.
- b) He hopes to find a job easier.
- c) He hopes to find a job easily.
- . a) When has it started to give you pain?
- b) When did it start to give you pain?
- c) When had it started to give you pain?

VIII. Соедините по смыслу фразы из левой и правой колонок.

- | | |
|---|------------------|
| 1. She isn't sorry indeed. | a. And I am not. |
| 2. He isn't pleased with anything here. | b. Neither am I. |
| 3. He is leaving. | c. Isn't she? |

IX. Прочитайте текст два раза и выполните следующие задания.

My Great Aunt's name is Mary Grieve. She is my grandmother's aunt. I do not know her very well having always lived a long way away, but she has always been a woman I have respected for many different reasons.

She is now over eighty years old and was born in Scotland in 1912. She had one brother called Tom. Her family was wealthy for those times and luckily for Mary, her father believed in educating both his children. He did not send her to one of the typical schools for daughters of the rich where they only learnt skills preparing them for marriage. She was obviously intelligent and when she left school she went to Oxford University.

In the 1930's there were very few women at University. However Mary is not a quiet, submissive woman, in fact she has always been very determined and prepared to be different. At this time it was assumed that woman of her class would spend a few years enjoying her freedom, and then settle down and get married. Mary did not do this.

After graduating from the university, she got a job in journalism. Newspapers were increasingly popular and to sell them to a wider audience some papers realised that appealing to women was important. She not only worked for newspapers but also wrote articles and books later in her life.

After the Second World War, she got a job with one of the new women's magazines that were to become more and more popular. After many years of hard work and struggling in a male dominated profession she eventually reached the top and became the editor of the magazine.

Mary never married as her work was very important to her and a job and marriage did not mix in Britain in the 1950's.

She is now old in years and confined to a wheelchair. However she is still full of enthusiasm about life. Her personal courage, her enthusiasm and interest in life, as well as the example she has set for all women working in our still male dominated society, makes Mary a woman I feel privileged to have known.

I. Определите, верны (True) или неверны (False) следующие утверждения.

- 1. The story was written in the 1980s.
- 2. Mary got an education typical of the women of her class.

3. Mary stayed in her profession all her life.
4. There have always been more male magazine-editors in Britain than female.

II. Ответьте на следующие вопросы.

1. Why doesn't the narrator know her Great Aunt very well?
2. What kind of job did Mary get after graduating from the university?
3. Why did Mary never marry?
4. What always impressed the narrator in her Great Aunt?

III. Исправьте предложения в соответствии с содержанием текста.

1. Women magazines began to be popular in Britain in the 1930s.
2. Mary is now old in years and has lost interest in life.

Test 8

I. Откройте скобки, употребив глагол в правильной временной форме.

1. — Would you like to come to the cinema with me, Nick?
 — No. I *(to work)* _____ all day and I am tired.
 — And you *(to come)* _____ when you *(to finish)* _____ resting?
 — What film is on at the cinema?
 — It's a new war film and it *(to base)* _____ on a war novel.
 — Oh, I *(to see)* _____ it a week ago. I *(to read)* _____ the novel before I *(to go)* _____ to see it.
2. Look, it *(to rain)* _____ outside. The rain *(to start)* _____ when I *(to go)* _____ to the hairdresser's, but when I *(to come)* _____ out it *(to pour)* _____.

II. Вставьте артикль, где необходимо.

1. I went to ... central post-office in ... Church Street to buy ... stamps. When I came there, ... postmaster said there was ... letter for me.
2. ... fuel that ... cars use is called ... petrol in Great Britain, but in ... USA they call it ... gas.

III. Вставьте правильный предлог или послелог, где необходимо.

1. What were George's reasons ... giving ... his job?
2. I heard this news ... Monday morning ... the radio.
3. They reached ... the lake ... foot and then continued their trip ... car.

IV. Составьте предложения, расположив слова в нужном порядке.

1. story/you/me/time/the/told/true/last/is?
2. some/I/music/all/said/not/but/classical/I/liked/that.
3. wanted/much/suit/he/how/the/cost/to/know.

V. Закончите диалог вопросами, подходящими по смыслу.

Joe is back from his holiday. He is talking to Helen about it.

H: _____

J: I spent my holiday at the seaside.

H: _____:

J: The weather was beautiful and the sea was warm.

H: _____

J: No. My wife never goes on holiday with me.

H: _____

J: Yes, I could. There were tennis courts and a swimming pool on the private beach.

H: _____

J: I had breakfast and supper in the restaurant at the hotel.

VI. Переведите на английский язык слова, данные в скобках.

1. They have (*меньше*) _____ work this year.
2. The supermarket is on (*другой*) _____ side of the street.
3. Give him a good mark to (*поднять*) _____ his self-respect.
4. John had skipped a lot of lessons and in the end refused to (*сдавать*) _____ the exams.
5. The soup smells very (*хорошо*) _____.
6. It's important for all of us to have confidence in our own abilities. We need to believe in (*себя*) _____.
7. He can (*решить*) _____ any difficult puzzle in ten minutes.
8. I met them long ago, so I don't remember (*никого*) _____ of them.

VII. Выберите правильный вариант.

1. a) She has to be careful after the accident, hasn't she?
b) She has to be careful after the accident, doesn't she?
c) She has to be careful after the accident, has she?
2. a) If it will rain again, I don't know how to dress.
b) If it rained again, I don't know how to dress.
c) If it rains again, I don't know how to dress.

VIII. Соедините по смыслу фразы из левой и правой колонок.

- | | |
|-----------------------------------|----------------------------|
| 1. Excuse my back. | a. That's really nothing. |
| 2. May I see you home? | b. That's quite all right. |
| 3. You've done me a great favour. | c. That's fine. |

IX. Прочитайте текст два раза и выполните следующие задания.

The problems with my parents started when I was sixteen. I wanted to get a Saturday job but my parents ordered me to stay at home and study for my exams. Whenever I pointed out that all my friends had Saturday jobs, they always replied, «We don't care what they do, it's you we are worried about,» and yet, whenever my school marks were bad, I was always compared to everyone else. Their double standards infuriated me so much that I did whatever I could to provoke them. I purposely dyed my hair white blond and plastered my face in make-up before I went to school. However, all I managed to achieve was mass arguments before I went anywhere.

It was rule in the house that I was only allowed out once during the week and on Saturday till 10 p.m. Every time I attempted to go out in the evening, my parents asked me who I was going out with and where we were going. They even insisted on my giving them my friend's telephone number in case they needed to contact me. I always argued about the last bit; I felt that if I gave them the number they'd

use it to check up on me. It never for one moment crossed my mind that they were just worried about me.

Once I asked if I could go to a party on Saturday night. The party finished at 11.30 p.m. They agreed, but on the condition that my Dad came to pick me up at 10 p.m. I argued and argued about it but in the end I had to agree. I knew I was going to be really embarrassed when my father came to pick me up, so I spent the whole party worrying. I didn't speak to my parents for three days after that. My mother tried to explain how they both felt but I didn't want to listen. It was then that I decided to break all the rules they had set down. So instead of coming home at 10 p.m., I would arrive back at 11.30 p.m. and then refuse to tell them where I had been. I somehow felt that if I broke their rules, they would realise I was old enough to look after myself and leave me alone. However, the argument got worse and worse, and the more they tried to keep me in the house, the more I sneaked out. Finally, one Saturday night I didn't come home till 2 a.m. My father wanted to know why I was so late. I refused to tell him. We had a huge argument which ended with me getting a taxi to my sister's house. What went wrong?

I. **Определите, верны (True) или неверны (False) следующие утверждения.**

1. Ann's parents didn't want her to work on Saturdays.
2. Ann's schoolmarks were sometimes bad.
3. Ann didn't believe her parents were just worried about her.
4. Ann left her parents' house.

II. **Ответьте на следующие вопросы.**

1. When did Ann's problems with her parents start?
2. What did she do to provoke her parents?
3. How often was she allowed to go out in the evening?
4. Why didn't Ann speak to her parents after the party?

III **Исправьте предложения в соответствии с содержанием текста.**

1. Ann's parents always insisted on her giving them her friend's address.
2. One Saturday Ann didn't come home at all.

Test 9

I. **Откройте скобки, употребив глагол в правильной временной форме.**

1. Mr. and Mrs. Flint (*to intend*) _____ to visit their son's school tomorrow. When they (*to get*) -----there, they (*to see*) _____ the headmaster first.
2. When I (*to talk*) _____ with my friend at the party last night I (*to ask*) _____ him where his cousin Freddy (*to be*) _____ I (*to tell*) _____ that he (*to leave*) _____ for Leeds and (*to come*) _____ back in a month.
3. — You ever (*to talk*) _____ to your teacher about your grades, Jim?
— Yes, I (*to talk*) _____ to her several times. In fact I (*to talk*) _____ to her about it after class yesterday

when you (*to wait*) _____ for me outside.

II. Вставьте артикль, где необходимо.

Jack comes from ... United Kingdom of ... Great Britain. That's ... official name of ... country, but there are ... other names for it. He lives in ... Highlands, which are in ... northern part of the country.

Jack is ... friend from ... school. In fact he is ... best friend I have from there.

III. Вставьте правильный предлог или послелог, где необходимо.

1. They arrived ... London ... the 14th ... April and left ... Oxford ... June. They will be back only ... a month.

2. What was the reason ... his absence?

IV. Составьте предложения, расположив слова в нужном порядке.

1. do/forA/there/afraid/isn't/I/you/anything/am/else/can.

2. you/leave/the/for/do/time/want/to/airport/what?

3. wasn't/at/teacher/asked/our/me/why/my/working/desk/I.

V. Закончите диалог вопросами, подходящими по смыслу.

Diana is leaving the party at the Simpsons' house. She is talking to Mr. Simpson.

S: _____

D: Thank you. You needn't give me a lift.

S: _____

D: The bus will take me straight to my house.

S: _____

D: About an hour.

S: _____

D: My son Terry will meet me at the bus-stop.

S: _____

D: No. Our house is just round the corner.

VI. Переведите на английский язык слова, данные в скобках.

1. These days people buy (*меньше*) _____ newspapers than they used to.

2. Will you give me (*другую*) _____ cup of tea?

3. It turned out they hadn't heard from them (*тоже*) _____

4. He doesn't have (*никого*) _____ to talk to.

5. I'd like to (*поднять*) _____ some more questions.

6. She (*имеет обыкновение*) _____ to working late.

7. He saved money, but never kept (*их*) _____ in the bank.

8. (*Ни один*) _____ of the two brothers followed their father's career.

VII. Выберите правильный вариант.

1. a) It was still light and we hadn't to hurry.

b) It was still light and we had to hurry.

c) It was still light and we didn't have to hurry.

2. a) Why are you so angry for me?

b) Why are you so angry with me?

c) Why are you so angry on me?

VIII. Соедините по смыслу фразы из левой и правой колонок.

1. Shall we go out?

a. Yes, I'd love to.

2. Would you like to come with me? b. Thank you, I will.
3. Come and see us this Sunday. c. Yes, let's.

IX. Прочитайте текст два раза и выполните следующие задания.

Good memories are the most precious of our treasures. They remain with us all our lives, like favourite books to be plucked down and enjoyed. But sometimes an otherwise marvellous memory brings guilt and uncertainty. This happened to me. The experience goes back 36 years to my childhood in rural Virginia.

In those soft days so long ago, my closest friends were Lou Coles and her ten children. They lived in a log cabin within hollering distance of our house. I especially liked Louis Coles and two of his brothers. Every day we would holler back and forth urgently discussing our plans.

Lou Coles was a stout woman who usually kept her head wrapped in a kerchief. The Coles cabin had two small rooms downstairs and one upstairs. It sat on a hill among large shade trees, surrounded by acres of cow pasture. I suppose I loved the Coleses as dearly as I did my own little sister. To me, their lives seemed idyllic, even though the bigger children spent long days labouring in the tobacco fields. Their water came from a hand-dug well and their light from kerosene lamps. But there was a warmth about their lives that I longed to share – and did.

The cabin had an aroma to it that I suspect has vanished from the earth forever. Even in summer, the stove was going most of the day, as old Lou boiled and simmered and fried food for the table.

It was my good fortune to have an extraordinary mother who allowed me to spend plenty of time with the Coleses—though, in reality, she couldn't have kept us apart. She gave the Coles boys strict orders to make me take turns, share everything and act nice. In this respect, our lives seemed equal. My special friend was Louis, for he was closest to my age. The palms of his black hands were light, and I remember that summer in the South in 1948 telling him the old Uncle Remus fable: Once upon a time all humanity was black. Word spread that there was a special pond in which the black could be washed off. But by the time the laziest people reached the pond, there was only enough water to wash off the palms of their hands and the soles of their feet. «And that,» I explained to Louis as we waded in the creek chasing crawfish, «is why I'm white all over and you're not.» And Louis cheerfully agreed.

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. 36 years ago the author lived in the countryside in Virginia.
2. The author loved the Coleses family because he was an only child.
3. The author and Louis were almost the same age.
4. The author's mother wanted to keep her son apart from the Coleses but she couldn't.

II. Ответьте на следующие вопросы.

1. What kind of house did the Coleses live in?
2. Why did the author love the Coleses family?
3. Why does the author feel guilty?
4. When did the author tell Louis the old Uncle Remus fable?

III. Исправьте предложения в соответствии с содержанием текста.

1. Old Lou Coles cooked food on the stove only in winter.
2. Louis cried when the author told him the fable.

Test 10

I. Откройте скобки, употребив глагол в правильной временной форме.

Dear Ann,

I *(to write)*_____ to you because I hope that you will help me. If you *(to answer)*_____ my letter as soon as you can I *(to be)*_____ grateful to you.

A strange thing *(to happen)*_____ to me yesterday. You of course know my friend George. He *(to move)*_____ to a new flat recently. We *(to meet)*_____ in 1987 and *(to be)*_____ friends ever since.

I *(to invite)*_____ to his housewarming party a few days ago. The thing is that when I *(to speak)*_____ to him on the phone, the doorbell *(to ring)*_____ I *(to hang)*_____ up and when I returned the paper with his address on it *(to disappear)*_____. So I don't know where he lives. Maybe you can help me.

Steve.

II. Вставьте артикль, где необходимо.

It was ... beautiful day although there were ... few clouds in the sky. We went for ... walk by ... sea and then decided to visit ... Johnsons who live next to ... Lake Erewash. As we had left ... car by ... hotel we were staying at we went there by train. We had ... dinner at their place and had ... very enjoyable time.

III. Вставьте правильный предлог или послелог, где необходимо.

1. It doesn't matter ... me if we go out ... dinner or eat at home.
2. We are going ... holiday ... next month and I am looking forward ... it.
3. I apologized ... Ann ... keeping her late.

IV. Составьте предложения, расположив слова в нужном порядке.

1. think/will/time/for/be/dinner/you/do/you/today/in?
2. most/thing/her/future/children/of/the/worried/only/that/was/the/her.
3. hope/here/bus/three/the/in/minutes/be/I/will.

V. Закончите диалог вопросами, подходящими по смыслу.

Cathy and Dennis are discussing their week-end.

D: _____

C: I went to the ballet last night.

D: _____

C: «The Sleeping Beauty».

D: _____

C: Heather Kirkland was dancing the main part and there were several new dancers as well.

D: _____

C: She usually dances well but yesterday she danced badly.

D: _____

C: Not really. I prefer disco dancing.

VI. Переведите на английский язык слова, данные в скобках.

1. You are not going (*никуда*) _____ until you finish doing your homework.
2. At present he is (*делает*) _____ excellent progress learning to be a programmer.
3. Can you stay here (*немного*) _____ longer?
4. He never (*одалживает*) _____ anything from other people.
5. It would be (*намного*) _____ quicker to get there by car.
6. I haven't heard from him (*в последнее время*) _____
7. She's got (*такие*) _____ beautiful green eyes.
8. — He refused to speak at the meeting. — I (*тоже*) _____

VII. Выберите правильный вариант.

1. a) The old man's clothes was torn.
b) The old man's clothes were torn.
c) The old man's clothes is torn.
2. a) We'll be glad if we are allowed to take the exams earlier.
b) We'll be glad if we'll be allowed to take the exams earlier.
c) We'll be glad if we'll allow to take the exams earlier.

VIII. Соедините по смыслу фразы из левой и правой колонок.

- | | |
|----------------------------------|---------------------|
| 1. How about going for a picnic? | a. That's OK. |
| 2. Sorry to keep you waiting. | b. I am all for it. |
| 3. Is that bag heavy, Marry? | c. Not at all. |

IX. Прочитайте текст два раза и выполните следующие задания.

One Saturday in September 1985, I was at my desk when the telephone rang. «My name is Louis Coles,» a voice said. «I don't know if you remember me, but...» «Louis!» I exclaimed, my eyes brimming with tears. «How can you ask if I remember you? I've been thinking about you for thirty years!»

Louis explained that I had been a constant fixture in his memory, that he had often wanted to seek me out. We repeated the same things, asked the same questions, and I laughed as our memories mingled.¹ I learned that for the past 21 years Louis has worked at Glassboro State College in New Jersey. Louis' wife, Brenda, has worked for Mobil Oil. They have two children, and own a house on a gentle hill in the country.

Louis reported that his brothers and sisters are doing well too. They are happily settled in different spots from Virginia to New York – all working and most with families.

A few weeks later, Louis and I got together in Chatham. More than six feet tall, Louis is an affable² man, with the same energetic spontaneity he had as a child. We began to talk quietly of serious things — racism, black poverty and the old segregationist South. It was clear that we both understood how profoundly wrong the old way was, yet Louis insisted that as a child he never felt the bite of racism. I mentioned how we used to go to the movies and be separated at the door. Didn't

that bother him? «Why would it, Henry?» I could sense a hidden grin. «The movies I saw were always better than the ones you saw!»

But I was still puzzled about how his home could be so important to Louis. What had he found here that could fuel his life with happiness and success?

«The most important thing came from my mamma,» he said. «She taught all of us that people are going to treat you just like you treat them. And that's all I've ever done. When you understand that, it makes it really easy to get along in life.» He brushed a tear from his eye.

¹ to mingle—смешиваться

² affable—приветливый

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. Henry and Louis Coles had not seen each other for 30 years.
2. Henry and Louis had the same memories.
3. Louis's brothers and sisters were all married.
4. Louis was not bothered by racism when he was a child.

II. Ответьте на следующие вопросы.

1. What did Henry learn about Louis when they talked over the telephone?
2. When did Louis and Henry get together in Chatham?
3. What was the author's impression of Louis when he saw him in Chatham?
4. What had helped to fill Louis's life with happiness and success?

III. Исправьте предложения в соответствии с содержанием текста.

1. Louis had worked at a college in New Jersey for the past 10 years.
2. All Louis's brothers and sisters were settled in the same town.

Test 11

I. Откройте скобки, употребив глагол в правильной временной форме.

1. Snow (*to promise*) _____ tomorrow by the forecast. If it (*to snow*) _____ tomorrow, I (*to stay*) _____ at home.

2. Horses (*to introduce*) _____ into the Americas by Spaniards in the early fifteenth century. Spanish explorers (*to bring*) _____ them in their ships and later most of the horses (*to become*) _____ wild animals.

3. When I (*to get*) _____ to the Parker family yesterday afternoon around two o'clock, Mr. Parker (*to work*) _____ on his car. He said *he* (*to get*) _____ in a road accident and the repairs (*to take*) _____ him another day or two.

4. — Where's Robinson?

— He (*to prepare*) _____ for tomorrow's seminar. He just (*to return*) _____ from the library.

II. Вставьте артикль, где необходимо.

The buffalo is ... large animal living in ... North America. Many years ago ... people from ... other lands came to America. ... immigrants crossed ... country in ...

wagon trains. They killed ... buffalo for ... food. Today you can sometimes buy ... buffalo meat at a restaurant.

III. Вставьте правильный предлог или послеслог, где необходимо.

1. Who is responsible in your family ... washing the dishes ... dinner?
2. Jane has been interested ... ancient history ... her first year ... college.
3. My coat is similar ... yours but different ... Ben's.

IV. Составьте предложения, расположив слова в нужном порядке.

1. just/I/for/waiting/he/have/man/is/the/been.
2. understand/the/about/you/teacher/is/do/what/talking?
3. mother/to/take/me/advised/my/English/course/another.

V. Закончите диалог вопросами, подходящими по смыслу.

Mr. X is going to Mexico on business. He is talking to the secretary.

X: _____.

S: No, you needn't. We have reserved a room in a good hotel for you.

X: _____.

S: It's the Sunday morning flight.

X: _____.

S: Take only light clothes and, perhaps, an umbrella.

X: _____.

S: Yes, we'll contact you every day.

X: _____.

S: The information will be sent by mail to the hotel.

VI. Переведите на английский язык слова, данные в скобках.

1. There are (*меньше*) _____ mistakes in your test than in mine.
2. He had two choices but he didn't want (*ни один*) _____ of them.
3. Tim works (*усердно*) _____ at school but Tom is a bit lazy.
4. Will you (*сделать*) _____ me a favour?
5. I don't want (*ничего*) _____ at all.
6. It isn't as (*легко*) _____ as that.
7. The flag (*поднялся*) _____ on the mountain peak.
8. Every evening he (*рассказывает*) _____ a story to his son.

VII. Выберите правильный вариант.

1. a) The bill isn't such expensive as I thought it would be.
b) The bill isn't so expensive as I thought it would be.
c) The bill isn't more expensive as I thought it would be.
2. a) I haven't been at the cinema for ages.
b) I wasn't at the cinema for ages.
c) I won't be at the cinema for ages.

VIII. Соедините по смыслу фразы из левой и правой колонок.

1. Your ticket, please. a. Sure.
2. May I have another biscuit? b. You are welcome any time.
3. Can I see your new house? c. Here you are.

IX. Прочитайте текст два раза и выполните следующие задания.

The first time we met, I was an innocent eight-year-old. My friends and I secretly took you down to our dark cellar, so that our parents would not find out. Later on, when I was about ten-year-old, we started to meet every weekend when my friends and I went to the noisy discotheque at our local youth club. We used to sneak out from the club up into the shady woods, where my friends and I sat with make-up on our faces and garish nail polish on our nails feeling very adult and mature.

From thirteen onwards we met several times a day, and by then my mother allowed you to come into my room. She did not want to know you,, having gone through so much to get rid of you. Naturally she was rather disappointed in me but what could **she do? She kept hoping that I would «get my act together» but at this age I was unruly and rebellious and punishments and curfews did not work.**

There is no doubt that you have been everything to me. You have been there when I needed a friend or when I was sad. You calmed me down when I was upset. In other words, you have been one of my best friends.

Unlike others in similar situations, I did not associate with you because it was fashionable or I thought it was tough. However, I had seen you and your equals, together with beautiful, sophisticated women; women who ate at expensive restaurants and drank red wine by candlelight. My friends and I tried to imitate those women; we wanted to live in that kind of world.

The problem was I liked you too much. There was no going back. I was caught in your trap. My flat was almost ruined because of you. My skin became a washed out pale grey. Sometimes I felt like an old woman. How was I so blind, deaf and ignorant for all those years? Why couldn't I let you go? I know the answer myself, it was because I did not care then, but I do now.

In spite of it being difficult, I am now trying to end our destructive relationship, as one must end all bad relationships. I hope I will succeed in my effort to stop smoking and that I will never buy another packet of Prince again. After more than eighteen years together I bid you farewell, my fair Prince.

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. The narrator is twenty-six years old now.
2. The narrator's parents didn't know that she had started to smoke.
3. The mother had given up smoking when her daughter was 13.
4. The narrator has started to take care of her health.

II. Ответьте на следующие вопросы.

1. Where did the narrator and her friends go at week-ends when she was ten-year-old?
2. What role did smoking play in the narrator's life?
3. Who did the narrator and her friends try to imitate?
4. What does the narrator's skin look like now?

III. Исправьте предложения в соответствии с содержанием текста.

1. The first time she took a cigarette the narrator was ten-year-old.
2. From thirteen onwards the narrator was allowed to smoke in the club.

Test 12

I. Откройте скобки, употребив глагол в правильной временной форме.

An interesting thing *(to happen)* _____ to me last night. I *(to sit)* _____ in my room reading, when the phone *(to ring)* _____. Usually I *(not to run)* _____ to the phone so quickly. But this time I *(to know)* _____ it was something important.

The voice on the phone *(to belong)* _____ to an old friend of mine from whom I *(not to hear)* _____ for ten years. I said, «Let's meet tomorrow after I *(to finish)* _____ work. I can't wait to see what you *(to look)* _____ like now. I wonder if you *(to change)* _____». But suddenly our talk *(to interrupt)* _____. In vain I hoped he *(to ring)* _____ back.

II. Вставьте артикль, где необходимо.

1. ... recent newspaper article on ... British teenagers' use of ... pocket money proves what ... most parents already know. ... teenager these days spends nearly all ... pocket money given by ... parents on ... computer games.
2. ... vase is a kind of pot for holding ... flowers.

III. Вставьте правильный предлог или послелог, где необходимо.

1. I tried ... several dresses but ... my friend's opinion none of them suited ... me all right.
2. Jill starts her new job ... Monday morning but she is not sure she'll be good ... programming.
3. We are angry ... our neighbours ... their making so much noise last night.

IV. Составьте предложения, расположив слова в нужном порядке.

1. start/no/meeting/before/there/the/to/o'clock/is/more/need/nine.
2. interested/countries/other/are/reading/you/in/cultures/about/and?
3. Rita/new/every/tries/learn/day/to/words/twenty-five.

V. Закончите диалог вопросами, подходящими по смыслу.

Jane is back from her trip to Cambridge and she is talking to her mother.

M: _____

J: I spent the day with Mrs. Tate.

M: _____

J: No, no one else went with us.

M: _____

J: We went to King's College.

M: _____

J: No, most of the students were on holiday.

M: _____

J: After we'd looked round King's College, we did some shopping.

VI. Переведите на английский язык слова, данные в скобках.

1. I think it's *(самая худшая)* _____ programme on TV.
2. One boy played the guitar while *(другие)* _____ sang.

3. He won't go to a good university and he won't be able to get a good job (*также*)_____
4. Modern aeroplanes fly (*намного*)_____higher than old-fashioned ones.
5. When I arrived at work I realized that I had (*забыл*)_____my watch at home.
6. The report will be ready (*через два дня*)_____
7. I am going to (*сдавать*)_____the examination with another group.
8. Your words (*делают*)_____the whole thing even more strange.

VII. Выберите правильный вариант.

1. a) The play was worth to see.
b) The play was worth seeing.
c) To see the play was worth.
2. a) I am painting since I can remember.
b) I was painting since I can remember.
c) I have been painting since I can remember.

VIII. Соедините по смыслу фразы из левой и правой колонок.

- | | |
|---|---------------------|
| 1. Thank you for the dance. | a. You are welcome. |
| 2. Would you like a sandwich? | b. It's a pleasure. |
| 3. I'd like to have another look at it. | c. Yes, please. |

IX. Прочитайте текст два раза и выполните следующие задания.

She was in the house of a married friend, sitting on the verandah, with a lighted room behind her. She was alone; and heard people talking in low voices, and caught her own name. She rose to go inside and declare herself: it was typical of her. Then she sank down again, and waited for a suitable moment to pretend she had just come in from the garden. This was the conversation she listened to, while her face burned and her hands went clammy.'

«She's not fifteen any longer: it is ridiculous! Someone should tell her about her clothes.» «How old is she?»

«Must be well over thirty. She was working long before I began working, and that was a good twelve years ago.»

«Why doesn't she marry? She must have had plenty of chances.» There was a dry chuckle. «I don't think so. My husband was keen on her himself once, but he thinks she will never marry. Something missing somewhere.» «Oh, I don't know.»

«The other day I caught sight of her in the street and hardly recognized her. It's a fact! The way she plays all those games, her skin is like sandpaper,² and she's got so thin.»

«But she's such a nice girl. She'd make someone a good wife.» «She should marry someone years older than herself. A man of fifty would suit her... you'll see, she will marry someone old enough to be her father one of those days.»

She was stunned and outraged;³ but most of all deeply wounded that her friends could discuss her thus. And the things they had said! She tried to compose herself⁴ and went back into the room to join her treacherous friends, who greeted her as cordially as if they had not just that moment driven knives into her heart and thrown her quite offbalance; she could not recognize herself in the picture they had made of her!

- 1 clammy—влажный
- 2 sand paper—наждачная бумага
- 3 outraged—оскорбленный
- 4 to compose oneself—успокоиться

I. **Определите, верны (True) или неверны (False) следующие утверждения.**

1. Mary hadn't intended to listen to the conversation.
2. Mary was the same age as her friend.
3. The conversation was between Mary's friend and her husband.
4. Mary was keen on sports.

II. **Ответьте на следующие вопросы.**

1. Where was Mary that night?
2. Why did Mary's friend hardly recognize her when she caught sight of her in the street?
3. Who did Mary's friend think she should marry?
4. What did her friends do when she came back into the room?

III. **Исправьте предложения в соответствии с содержанием текста.**

1. Mary was amused by the conversation she heard.
2. She thought the picture her friends had made of her was true.

Test 13

I. **Откройте скобки, употребив глагол в правильной временной форме.**

1. Look, it's eight o'clock already. We *(to wait)* _____ here for half an hour and I *(not to know)* _____. if she *(to come)* _____ at all. She always *(to arrive)* _____ late or you *(to think)* _____ something *(to happen)* _____ to her?

2. When Gulliver was going to make his journey he *(not to imagine)* _____ what adventure he *(to meet)* _____. One day when he *(to wake up)* _____ he *(to see)* _____ that he *(to surround)* _____ by a lot of strange small people. He was impatient to learn where he was and what *(to happen)* _____ to him if the small people *(not to like)* _____ him.

II. **Вставьте артикль, где необходимо.**

I knew ... man who had travelled much in his life. He had visited many countries in ... East. He loved ... children and often told them ... interesting stories. I remember some of ... stories he told me ... few years ago. One of them was about the adventure he had in ... Himalayas. He was ... young man at that time and was interested in ... history of ... ancient architecture.

III. **Вставьте предлог или послелог, где необходимо.**

I don't really enjoy travelling ... plane. ... a plane last week I noticed two men..... of me smoking, although there were signs telling ... them not to smoke. So I went to remind ... them ... the signs and asked them to leave ... the non-smoking area. But they didn't even look ... me.

IV. **Составьте предложения, расположив слова в нужном порядке.**

1. order/he/allowed/enter/not/passport/the/not/country/in/his/was/to/as/was.

2. the/walk/you/windows/around/all/closed/if/see//the/were/did/house/to?
 3. TV set/I/make/room/for/moved/the/have/bookshelves/to/the/more.

V. **Образуйте производное слово, подходящее по смыслу предложения.**

1. The most-----building in the city *to impress*
 is the Cathedral.
 2. He was not _____ with his results. *to satisfy*
 3. We agreed to meet at the _____ to *to enter*
 the theatre.
 4. What is the greatest _____ of the 20th
 century? *to discover*

VI. **Переведите на английский язык слова, данные в скобках.**

1. I am sorry I didn't study (*усерднее*) _____
 2. Alice was born in Chicago so she (*привычна*) _____ to
 living in a big city.
 3. I am (*удивлен*) _____ at your behaviour.
 4. (*Кроме*)-----her novels and poems, she published a
 number of short stories.
 5. (*Ни одна*) _____ of these two books interests me.
 6. If you are ready, (*подними*) _____ your hand.
 7. It (*делает*) _____ no difference at all.
 8. Very (*мало*) _____ readers stay in the library after 9 p.m.

VII. **Выберите правильный вариант.**

1. a) Cars can be parked on neither side of the road.
 b) Cars can't be parked on neither side of the road.
 c) Cars can't be parked on no side of the road.
 2. a) It's so lovely weather.
 b) It's such lovely weather.
 c) It's such a lovely weather.

VII. **Напишите подходящие по смыслу фразы-стимулы к данным ответам.**

1. — _____ — Certainly.
 2. — _____ — That's very kind of you.

IX. **Прочитайте текст два раза и выполните следующие задания.**

Elaine and Roy Fullwood had no intention of educating their children themselves until things went badly wrong at school. When a new headteacher with what Roy describes as «trendy educational methods» took over at the local school, the work of their eldest child, Alex, suffered and she became bored and aimless.

Despite a meeting with the headteacher, the Deputy Director of Education and other concerned parents nothing changed. At this point Elaine and Roy decided to take Alex, aged 8, and Anna, aged 6, away from school.

A year later Elaine was concerned about whether the girls were making enough progress. «For advice, we took the girls' work to the heads of the schools where they would have been pupils. In both cases they were well ahead for their age. This reassured us that we were on the right way.»

Alex and Anna have now been at home for two years and are joined in their morning studies by six-year-old sister Miriam, who has never been to school. Four-year-old John occasionally joins in and 14-month-old Luke is often crawling nearby.

Having no teacher-training, it was necessary to plan work very carefully in the early days but now Elaine finds that it's become second nature.

Roy trained as a teacher but has never actually taught. Now he spends as much time with the family as his job allows.

Roy and Elaine make it quite clear that being at home is not a soft option¹. They put a lot of emphasis on responsibility and self-discipline. For example, Alex and Anna are in charge of the animals — hens, a horse and a goat — which they have to feed and clean out in all weathers. No one stands over them but they know that if they shirk their responsibilities² then the animals will go. The children **themselves will decide whether they want to do «O» and «A» levels. Roy and Elaine certainly won't try to influence them.**

The Fullwoods are clearly a close-knit family but they also have many friends. Although the children may never go to school again there is no anti-school feeling **in the home. «The door's open. If ever they want to go they can».**

¹ soft option—**легкий выбор**

² to shirk responsibilities—**уклоняться от выполнения обязанностей**

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. In the beginning Elaine and Roy didn't plan to educate their children at home.
2. Three of the Fullwoods children have never been to school.
3. Neither of the parents has ever had any teacher-training.
4. **Roy and Elaine will decide later whether their children will do «O» and «A» level exams.**

II. Ответьте на следующие вопросы.

1. At what moment did things go wrong at school?
2. What was Elaine concerned about during the first year of home education?
3. How much time does Roy spend with his family?
4. What do Roy and Elaine put a lot of emphasis on in the upbringing of their children?

III. Исправьте предложения в соответствии с содержанием текста.

1. At the end of the first year of home education Elaine and Roy took the girls to the heads of the schools where they would have been pupils.
2. Although the children will never go to school again there is no anti-school feeling in the home.

Test 14

I. Откройте скобки, употребив глагол в правильной временной форме.

This *(to happen)*_____ in Australia during a water-polo game. It was the end of the game and the players *(to move)*_____ very slowly. Suddenly one of the players jumped out of the water saying that one of the forwards of the opposite team *(to bite)*_____ him in the leg under

water. The forward *(to call)* _____ out of the water but he *(to refuse)* _____ to admit it. In some minutes another player jumped out of the water **and cried**: «If you *(not to stop)* _____ the game I *(not to go)* _____ **back into the pool.**» The water *(to let)* _____ out of the pool and the players *(to find)* _____ a letter in their dressing-room **that read**: «I *(to be)* _____ a water-polo fan for many years. Today's game is very slow, so I *(to decide)* _____ to make the players move faster. I *(to hope)* _____ that my little crocodile *(to do)* _____ it better.»

II. Вставьте артикль, где необходимо.

... destruction of rain forests throughout the world does a lot of ... harm to ... earth's environment. ... automobiles are ... biggest source of ... pollution in ... big cities. ... water in ... North Sea contains a great deal of ... oil.

III. Вставьте предлог или послелог, где необходимо.

Miss Hart is going to swim ... the English Channel ... the 30th of May. She is going to leave ... the French coast at six o'clock and arrive ... some place near Dover ... fourteen hours ... the start. Her friends will be waiting ... her ... the English coast.

IV. Составьте предложения, расположив слова в нужном порядке.

1. me/for/what/it/difficult/was/to/doing/1/concentrate/was/on.
2. discussion/end/any/to/is/other/an/there/this/put/to/way?
3. slower/the/invention/much/were/of/scientific/computer/before/the/ calculations.

V. Образуйте производное слово, подходящее по смыслу предложения.

1. The hotel takes no _____ for _____ *responsible* the loss of property.
2. The _____ of this problem is clear _____ *important* to everybody.
3. Are you _____ in politics? _____ *interest*
4. He spoke in a _____ voice. _____ *friend*

VI. Переведите на английский язык слова, данные в скобках.

1. A piano is *(намного тяжелее)* _____ than a table.
2. He didn't tell *(никому)* _____ about it.
3. Could you *(сделать)* _____ me a favour?
4. The store has two lifts and *(ни один)* _____ of them is working.
5. It was more difficult than we had *(ожидали)* _____
6. They *(имеют обыкновение)* _____ to playing tennis every Sunday.
7. My friend doesn't enjoy science fiction books and *(я тоже)* _____
8. He was so *(взволнован)* _____ that he could hardly speak.

VII. Выберите правильный вариант.

1. a) She looks so smart.
b) She looks so smartly.
c) She looks such smartly.
2. a) He translated the text from Russian on English.
b) He translated the text from Russian into English.
c) He translated the text from Russian in English.

VIII. Напишите подходящие по смыслу фразы-стимулы к данным ответам.

1. — _____ — I am all for it.
2. — _____ — Fine, thank you.

IX. Прочитайте текст два раза и выполните следующие задания.

From inside the zoo director's office, the tiger is living very comfortably. Saved *from* having to earn its own living in the tough outside world, it has all its meals provided and doesn't even have to walk anywhere. I have heard one zoo director **describe the zoo as a «welfare state» for animals**. But the zoo director also tells us that the tiger is earning its keep by educating the public. When their existence is put into question zoos always answer by saying that they educate people. The argument goes like this: all the nature and wildlife documentary films in the world can't replace flesh and blood. There's just nothing like the experience of coming face to face with real, live, wild animals. Having seen wild animals close up, zoo visitors will be so enthusiastic about the wonders of the natural world that they will start to care deeply about what is happening to wild animals, go off and do something about it. Along with all the other caged animals, the tiger — to use a favourite zoo phrase — **is an «ambassador for the wild»**.

As someone who studies human behaviour, I'm interested in why people go to zoos, what they get from looking at animals in cages and what zoos say they get. Having spent hours watching people watching animals, my feeling is that no zoo can fulfil the educational aim it says it has. No zoo can bring about a meaningful meeting between people and animals because by its very nature, the zoo — good, bad, best in the world — presents a false picture of wild animals and our relationship with them.

The time I have spent outside the cages has shown me how the zoo hinders¹ any true understanding of animals.

The only way we can bring about any healthy and relaxed meeting between people and imprisoned animals is to do away with² the idea of zoos and to start again. Start with the animals, not the people. Start by asking what reasons there could be for keeping animals in cages. Start by finding ways of offering them somewhere which can realistically replace the wild, an imaginative space of the right size, a chance to relate to other animals as they would in the wild, a chance to get away from the public stares — a chance, basically, to live their own lives.

¹ hinder—мешать

² to do away with—покончить с чем-то

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. According to the director of the zoo, animals have a safer life at zoos than in the outside world.
2. The author believes that documentary films can't replace seeing wild animals face to face.
3. People who visit zoos are enthusiastic about the wonders of wild life.
4. The author suggests that it's impossible to create any place where animals can live their own life.

II. Ответьте на следующие вопросы.

1. How, according to the zoo director, does the tiger earn its keep?

2. What experience helped the author to get a good idea of zoos?
3. Why, according to the author, can't zoo bring a meaningful meeting between people and animals?
4. What, in the author's opinion, should people do about zoos?

III. Исправьте предложения в соответствии с содержанием текста.

1. From the point of view of the zoo visitors the tiger is living very comfortably.
2. As someone who studies the behaviour of animals the author is interested in why people go to zoos.

Test 15

I. Откройте скобки, употребив глагол в правильной временной форме.

The sun (*to shine*) _____ when I (*to get*) _____ up that morning. So I (*to decide*) _____ to go for a walk in the country. I (*not to be*) _____ in the country for years. I (*to walk*) _____ for about two miles when I (*to notice*) _____ that the sun (*to cover*) _____ by dark clouds. Suddenly the lightning (*to strike*) _____ the tree. I (*not to hurt*) _____ but I (*to begin*) _____ to run. When I (*to run*) _____ I (*to think*) _____ that I never (*to take*) _____ a walk in the country again.

II. Вставьте артикль, где необходимо.

You can hardly find ... person who doesn't believe in keeping fit. So I cycle to ... work now. But ten years ago I had ... good job in an office. I bought ... car and drove it every day. I stopped playing ... tennis and going for ... long walks at ... week-end. Instead I had ... regular lunch and started smoking. There's a lot of ... stress in ... job like mine.

III. Вставьте предлог или послелог, где необходимо.

She was now quite sure that she would not be late ... the train, so she went ... the direction ... the station ... foot. She turned ... left ... Maple Street and reached ... the station ... half an hour.

IV. Составьте предложения, расположив слова в нужном порядке.

1. this/less/expected/1/than/am/in/half/do/exercise/hour/to/an.
2. strange/do/his/understand/it/to/difficult/find/you/accents?
3. it/early/the/so/mind/I/leaving/didn't/party/as/was/boring/very.

V. Образуйте производное слово, подходящее по смыслу предложения.

1. His stories are full of _____ and love *beautiful* of nature.
2. He won't come and it's _____ to ask him *use* another time.
3. The _____ for the party took about *to prepare* two days.
4. He listened to me very _____ *attention*

VI. Переведите на английский язык слова, данные в скобках.

1. The answer came only (*через*) _____ three days.
2. How (*много*) _____ fruit did you buy?
3. His opinion is different from (*нашего*) _____

4. A heavy rain (*сделал*) _____ our trip more difficult.
5. When do you have to (*сдавать*) _____ your next exam?
6. What are (*самые худшие*) _____ memories of your school days?
7. It's never too late (*узнавать*) _____ new things.
8. David didn't know her telephone number and (*я тоже*) _____

VII. Выберите правильный вариант.

1. a) He hasn't to worry about it any more.
b) He doesn't have to worry about it any more.
c) He doesn't have to worry about it no more.
2. a) I enjoy helping people.
b) I enjoy to help people.
c) I'm enjoying to help people.

VII. Напишите подходящие по смыслу фразы-стимулы к данным ответам.

1. — _____ — Mary speaking.
2. — _____ — Don't mention it.

IX. Прочитайте текст два раза и выполните следующие задания.

If you are thinking of buying a dog you must also be ready to devote a good deal of time to training the dog when it is young and giving it the exercise it needs throughout its life, unless you live in the country and can let it run freely. Dogs are demanding pets. Whereas cats identify with a house and are content if their place there is secure, a dog identifies with its master and consequently wants him to show proof of his affection.

The best time to buy a puppy is when it is between six and eight weeks old so that it can transfer its affection for its mother to its master. If puppies have not established a relationship with a human being until they are over three months old, their strongest relationship will always be with dogs; if they are kept in kennels¹ for this length of time, they are likely to be too shy when they are brought out into the world to become good pets.

Different breeds² require different training methods. German shepherd dogs, for example, respond favourably to mild punishment but terriers usually resent it and become more aggressive. The best way to train a dog is by reward, not punishment, but the reward must be immediate so that the dog connects it with what it has done. In general it is better to teach a dog by preventing it from doing things than by punishing it afterwards.

Pet food is a profitable business and there are firms concerned to make you believe that your dog will suffer if you do not buy it some special biscuit. In fact, dogs require a well-balanced diet, like human beings, except that they do not need fruit and vegetables because their bodies produce their own vitamin C.

In the same way beauty parlours³ for dogs would like you to think that it will be unhappy if it does not have its nails cut or its hair combed. Some dogs may benefit, but the essential point to remember is that you should take it regularly to a vet to ensure that it is healthy. In that case you should have a faithful companion for ten years or more.

¹ kennels — псарня

² breed—порода

³ beauty parlour—косметический салон

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. Dogs want more attention than cats.
2. If you live in the country your dog needs more exercise.
3. Pet food produced by pet food firms is the most well-balanced diet for dogs.
4. According to the author, dogs will be happier if they have their nails cut and their hair combed.

II. Ответьте на следующие вопросы.

1. Why do they recommend to buy puppies when they are 6 or 8 weeks old?
2. What happens if puppies don't establish a relationship with a human being till they are three months old?
3. Why don't dogs need fruit or vegetables?
4. What is the most essential rule that you have to observe if you want to have a happy and healthy dog?

III. Исправьте предложения в соответствии с содержанием текста.

1. If puppies are kept in kennels until they are 3 months old they may be too aggressive to become good pets.
2. Dogs require a well-balanced diet like cats.

Test 16

I. Откройте скобки, употребив глагол в правильной временной форме.

1. Men (*to be*) _____ interested in the stars ever since they first (*to look*) _____ into the sky. In the past they (*to think*) _____ that the sun (*to move*) _____ round the earth and that you (*to fall*) _____ off the earth if you (*to step*) _____ off at the end of it.
2. My name is Linda. When I (*to be*) _____ a child I (*to bring up*) _____ in a small town. I (*to study*) _____ at Cambridge before I (*to become*) _____ a teacher. Now I (*to try*) _____ to get a job with English television. I am not sure if I (*to get*) _____ it as I never (*to work*) _____ on television before.

II. Вставьте артикль, где необходимо.

... young people these days like ... camping holidays. ... holiday these two young people have decided on is ... winter holiday and ... place they are going to is ... winter camp in ... Alps. They hope that there won't be ... big crowds at ... time. They hope they will go for ... long walks in the mountains.

III. Вставьте предлог или послелог, где необходимо.

Mr Wilson was going ... the seaside ... holiday. He had booked a ticket ... the morning flight. He arrived ... the airport just a few minutes, ... the plane was going to take He apologized ... the registration clerk ... being late.

IV. Составьте предложения, расположив слова в нужном порядке.

1. are/live/nowadays/to/most/centres/simply/city/too/in/noisy.
2. garden/look/take/time/does/to/how/much/it/after/a/such/big?

3. interesting/for/talk/there/something/must/them/to/about/be/.

V. Образуйте производное слово, подходящее по смыслу предложения.

1. You have a complete _____ of actions. *free*
2. I learnt a _____ lesson from it. *use*
3. Does he understand the _____ of regular studies. *important*
4. Everyone was very _____ when they heard the story. *to amuse*

VI. Переведите на английский язык слова, данные в скобках.

1. **Не** (*узнал*) _____ about my arrival by chance.
2. The house is not (*легко*) _____ to keep clean.
3. In (*другими*) _____ words, she was very upset.
4. There was something (*необычное*) _____ in the atmosphere.
5. I haven't seen much of her (*в последнее время*) _____
6. It was (*самые плохие*) _____ holiday we've ever had.
7. I have never seen (*ничего*) _____ like that before.
8. It's not my camera, it's (*ее*) _____

VII. Выберите правильный вариант.

1. a) Neither Fred nor Jack had a clear idea of it.
b) Neither Fred or Jack had a clear idea of it.
c) Neither Fred nor Jack had no clear idea of it.
2. a) I don't know where his clothes is.
b) I don't know where his clothes are.
c) I don't know where are his clothes.

VIII. Напишите подходящие по смыслу фразы-стимулы к данным ответам.

1. — _____ — I am sorry, I don't.
2. — _____ — You needn't, thank you.

IX. Прочитайте текст два раза и выполните следующие задания.

A visitor from Barcelona arrives at Madrid government office in mid-afternoon, and is surprised to find only the cleaning lady there. «Don't they work in the afternoons?» he asks. «No,» she replies, «they don't work in the mornings. In the afternoons they don't come.»

Lazy Madrid, busy Barcelona: it is just one of many stereotypes about Spain's great rivals. Mostly, the stereotypes are born of Barcelona's bitterness at its second-class status. Barcelona is the capital of Catalonia, a proudly autonomous region, but Madrid is the capital of Spain. This causes resentment. It makes Barcelona the largest city in Western Europe not to be a national capital.

Over the years governments in Madrid did their best to limit Barcelona's political power. Barcelona has the liberalism that often characterizes port cities. An old-fashioned seriousness in Madrid, isolated high up on Spain's central plateaus, contrasts with the light-heartedness of Barcelona, open to Europe.

These old caricatures still hold true. No visitor to government buildings in the two cities can fail to be struck by the contrast between them. In Madrid, there are ancient wooden floors, antique furniture and walls covered with paintings by

Spanish old masters. In Barcelona, designer chairs and tables are evidence of the place's obsession with modernism. And yet, these days, the similarities between the two cities are as striking as the contrasts. Madrid is hardly lazy any more. Nor is it old-fashioned. Indeed, it has become almost outrageously modern. To judge by the local cuisine¹, you would think the place was a port: although far from the sea, seafood is a miraculous Madrid speciality.

As banks and businesses have been drawn to Madrid, it has become as much a commercial and industrial centre as an administrative one. Barcelona, meanwhile, has been experiencing a rise in bureaucracy.

The rivalry between Madrid and Barcelona is bound to remain fierce, not least on the soccer field, when Real Madrid and Barcelona compete for Spanish supremacy.

¹ cuisine – кухня

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. According to the old Catalan joke, people at a Madrid government office are lazier in the morning than in the afternoon.
2. Barcelona is the largest city in Spain.
3. Visitors to Madrid find that it is hardly lazy any more.
4. Nowadays Barcelona doesn't feel competitive with Madrid.

II. Ответьте на следующие вопросы.

1. What was the policy of Madrid towards Barcelona for many years?
2. Which of the two rivals has traditionally been more oriented towards Europe?
3. What are Madrid's government buildings decorated with?
4. Why can one think, to judge by the local cuisine, that Madrid is a port?

III. Исправьте предложения в соответствии с содержанием текста.

1. Barcelona has liberalism which is usually characteristic of big cities.
2. These days similarities between the two cities are more striking than the contrasts.

Test 17

I. Откройте скобки, употребив глагол в правильной временной форме.

When I was a little boy I *(to smoke)*_____cigarettes occasionally. I *(to stop)*_____smoking completely before I *(to reach)* _____the age often. Of course we *(not to sell)*_____cigarettes at any of the shops, so my brother *(to steal)*_____them from my father's pocket while he *(to sleep)*_____. At that time my father *(to smoke)*_____more than thirty cigarettes a day, but one day when he *(to notice)*_____that a couple of cigarettes *(to disappear)*_____from the pocket, he said that he *(to count)* _____them next time. After that we *(to buy)*_____cigarettes from time to time but a few months later we *(to lose)*_____interest and I never *(to smoke)*_____ever since.

II. Вставьте артикль, где необходимо.

One afternoon ... old gentleman was walking along ... Park street. ... shops were crowded with ... shoppers. Some of ...

shoppers were looking at ... things in ... shop windows. Suddenly ... old man saw ... little dirty boy sitting on ... pavement and crying bitterly.

III. **Вставьте предлог или послелог, где необходимо.** James is coming back ... school ... next Monday and his mother has asked me to explain ... the teacher the reason ... his absence. Though he recovered ... his flu ... last week, the doctor told his mother to keep him ... school ... a couple of days.

IV. **Составьте предложения, расположив слова в нужном порядке.**

1. time/see/brother/that/I/at/only/to/my/was/the/person/wanted.
2. make/it/moon/be/the/tourist/when/to/regular/will/possible/to/trips?
3. cup/after/there/like/good/a/hard/nothing/tea/of/day/is/a.

V. **Образуйте производное слово, подходящее по смыслу предложения.**

1. All of them got the _____ to the party. *to invite*
2. Mr. Field is a very _____ neighbour. *to help*
3. Your _____ will be taken into consideration, *to propose*
4. He is an _____ singer, very few people *to know* have heard his songs.

VI. **Переведите на английский язык слова, данные в скобках.**

1. I've never seen (*такие*) _____ high mountains.
2. The red dress is (*хуже*) _____ than the blue one.
3. You can't believe everything she says, (*не так ли*) _____?
4. The little boy was (*напуган*) _____ by the look of the big dog.
5. Where did you (*учился*) _____ to play the guitar?
6. I said I could (*сводить*) _____ him to the theatre.
7. It doesn't (*делает*) _____ any difference now.
8. Oh, here you are! And where are (*другие*) _____ boys?

VII. **Выберите правильный вариант.**

1. a) Neither of the two boys spoke no German.
b) No one of the two boys spoke German.
c) Neither of the two boys spoke German.
2. a) There isn't any other way to do it.
b) There isn't any another way to do it.
c) There isn't no other way to do it.

VIII. **Напишите подходящие по смыслу фразы-стимулы к данным ответам.**

1. — _____ — Here you are.
2. — _____ — With pleasure.

IX. **Прочитайте текст два раза и выполните следующие задания.**

What is a hero? This not an easy question to answer. When we look closely at the life stories of many popular heroes, we find that they are not always very good or very likeable people. They have become heroes because of their actions, not because of their characters. People may be famous while they are alive, but after they are dead, stories are told and songs are written which make them into heroes. The British hero who still remains larger than life is, of course, Robin Hood. Historians tell us that little — if any — of his story is true, but people love the idea

of an outlaw¹ who stole from the rich to give to the poor and they continue to believe it. In 1991, the Robin Hood Festival attracted 100,000 tourists to Sherwood Forest. They wanted to see Robin's favourite hiding-place, the «Major Oak» — a tree which was planted a couple of hundred years after the hero's death. They crowded into St. Mary's Church, where Robin married Maid Marian — a marriage between a fourteenth-century hero and a woman who was added to the story two hundred years later (in a church which was completely rebuilt four hundred years later). They queued to get into *The Tales of Robin Hood*, an exhibition about the life of the outlaw who, according to the *Dictionary of National Biography*, never existed.

Villains², like heroes, are the subjects of stories and songs which often have little to do with historical facts. Just as heroes are always stronger, braver and more heroic than they are in real life, villains are always more wicked, more cruel and more villainous. For example, there are stories about Blackbeard the Pirate which tell us that he acted with great cruelty to his own men when he was drunk and could cut a man in two with one blow of his sword. In fact, Blackbeard probably encouraged these stories to make himself more frightening to the captains and crews of the ships he attacked. There are just as many stories which say that he avoided battles and showed some kindness to his enemies, but we like our villains to be black-hearted and that is the way we remember him.

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. Historians often make into heroes people who were famous while they were alive.
2. According to historians, Robin Hood married Maid Marian in St. Mary's Church.
3. Blackbeard was much more cruel in reality than in the stories about him
4. People like villains and heroes to be black and white.

II. Ответьте на следующие вопросы.

1. What do we find out when we look closely at the life stories of man's popular heroes?
2. Why is Robin Hood people's favourite hero?
3. When was «Major Oak», Robin's favourite hiding place, planted?
4. Why did Blackbeard encourage stories about his cruelty and wickedness?

III. Исправьте предложения в соответствии с содержанием текста.

1. According to the Dictionary of National Biography Robin Hood lived in the 14th century.
2. There are few stories which say that Blackbeard showed some kindness to his enemies.

Test 18

I. Откройте скобки, употребив глагол в правильной временной форме.

The Bedes (to be) _____ in their new house for twenty-two days when their first post (to arrive) _____. The postman (to bring) _____ three large envelopes. There was a letter from Gwen's sister. Gwen (to

think) _____: «I (to read) _____ it when the postman (to go) _____ away.» One envelope (to address) _____ to Mrs. Alison who (to live) _____ next door at that time but she (to leave) _____ somewhere on holiday. Gwen (to promise) _____ to keep the letter until Mrs. Alison (to arrive) _____. When Gwen's husband returned from work later in the day he said: «Mrs. Alison (to come) _____ back from her holiday. She (to come) _____ to see us tonight.»

II. Вставьте артикль, где необходимо.

What ... surprising news! ... nine-year-old girl nearly drowned when she was swimming. ... child was alone in ... large pool. She got into difficulty while she was swimming in ... deep end of the pool. When ... family dog, Spot by ... name, heard her cries, it jumped into ... water and pulled the girl out. They say the dog will receive ... extra bone for ... dinner.

III. Вставьте предлог или послелог, где необходимо.

Congratulations ... your success! You are really good ... languages. How long did it take you to translate this text ... Russian ... English? If you are really interested ... humanities you should enter ... alinguistic university. You remind ... me of my own ambitions when I was leaving ... school.

IV. Составьте предложения, расположив слова в нужном порядке.

1. are/I/not/go/to/as/children/am/circus/eager/to/the/as/the.
2. French/are/class/students/there/speak/your/any/in/who?
3. a/that/describes/a/person's/called/lifestory/biography/book/is.

V. Образуйте производное слово, подходящее по смыслу предложения.

1. Your _____ is not very clear to me. *to explain*
2. They say they are very _____ in _____ their new house. *comfort*
3. I can't _____ him at all. *character*
4. The _____ of the two things showed _____ their difference. *to compare*

VI. Переведите на английский язык слова, данные в скобках.

1. He has already (сделал) _____ an appointment with the dentist.
2. I usually put (намного больше) _____ sugar in my tea.
3. He didn't earn (много) _____ money to rent a big flat
4. You should write this test only (чернилами) _____
5. I saw him standing on (другой) _____ side of the street.
6. We (согласны) _____ to stay at school somewhat later today.
7. I hardly know (кого-нибудь) _____ here.
8. Is he as (высокий) _____ as his brother?»

VII. Выберите правильный вариант.

1. a) Emily is exciting about going on this trip.
b) Emily is excited about going on this trip.
c) Emily is excited to go on this trip.
2. a) The girl looks like her mother.
b) The girl looks the same like her mother.
c) The girl looks as her mother.

VIII. **Напишите подходящие по смыслу фразы-стимулы к данным ответам.**

1. — _____ — I am sorry, but I don't know.
2. — _____ — She is clever and pretty.

IX. **Прочитайте текст два раза и выполните следующие задания.**

Nine months ago Victor and Sally Wilkings withdrew¹ their two elder children from a small country school which, Sally says, «had nice teachers and a friendly atmosphere.» It was not this particular school but a belief that all schools have a damaging effect that prompted the withdrawal of Seth, aged nine, and Esther, aged six and a half.

Sally feels that schools rob children of the personal responsibility for use of their own time. She also thinks that children are exposed² to conflicting opinions and examples which confuse³ them. The influence of television also worries her.

A typical education-at-home day begins with a few domestic chores. These done, Seth and Esther settle down at the table in their cosy kitchen. The children usually choose what they do, select three or four subjects from a list which includes story-writing, reading, maths games and puzzles, science, history and music. The children keep a daily diary of their work and Sally corrects the balance if on occasions she feels something is being neglected. She also encourages them to finish whatever they begin. After a couple of hours it's time for refreshments and a story. The afternoons, when Victor is sometimes free to join them, are usually spent out of doors — gardening, or enjoying an outing or nature walk. During the evenings and at week-ends the children often attend local clubs.

Victor admits that he was a bit uneasy about home education when Sally first talked about it. «I suppose I thought that other people might think we were being irresponsible. In fact it's quite the opposite. I was also worried that it would be too much for Sally to take on. What made the decision easier for me was going to a conference organised by Education Otherwise and finding that even academics were disillusioned with the school system. After that we decided to give it a year's trial.

Now that I see how happy the children are I wouldn't dream of sending them back to school.»

¹ withdraw—забирать

² to be exposed to—быть незащищенным от

³ to confuse—запутывать

I. **Определите, верны (True) или неверны (False) следующие утверждения.**

1. Victor and Sally withdrew their children from school because it was a small country school.
2. Sally believes that watching television does the children a lot of good.
3. When Sally finds that something is neglected she makes the children keep a diary.
4. Sally was the first to think about educating their children at home.

II. **Ответьте на следующие вопросы.**

1. Why, according to Sally, is it not good for children to hear conflicting opinions?

2. What does a typical education-at-home day begin with?
3. Who recommends the children which subjects from the list they should select?
4. Why was Victor uneasy about home education at first?

III. **Исправьте предложения в соответствии с содержанием текста.**

1. At week-ends the children often attend the local cinema.
2. Going to a conference made Victor feel uneasy about home education.

Test 19

I. **Откройте скобки, употребив глагол в правильной временной форме.**

1. The first television broadcast *(to make)*_____in April, 1939. Since then it *(to become)*_____one of the most important facts of modern life. Its effect *(to feel)*_____all over the world at present. So what you *(to do)*_____if your TV set *(not to work)*_____tonight?
2. The man who *(to sit)*_____opposite David *(to ask)* _____him what time the train *(to arrive)*_____in London. David knew the time-table well as he *(to travel)*_____by this train several times already. But the train suddenly *(to stop)* _____and nobody knew why. David *(to feel)*_____that they *(not to get)*_____to London in time. Later it turned out that a cow *(to step)*_____on the line.

II. **Вставьте артикль, где необходимо.**

I don't like ... crowds when I am on ... holiday. But once I went to ... holiday camp on ... Black Sea coast. There were lots of ... children there. ... holiday camps seem to be popular with married couples who have ... small children. They not only get a holiday from ... work but also from ... children whom they bring along. Luckily we didn't have to sleep in ... tents there.

III. **Вставьте предлог или послелог, где необходимо.**

James had been a student ... Cambridge university ... half a year already ... the time he decided to visit his hometown. He left Cambridge Saturday evening as he was late ... an earlier train. So he arrived home ... midnight. The house didn't look inviting as his parents had left ... France ... their holiday.

IV. **Составьте предложения, расположив слова в нужном порядке.**

1. better/spend/no/is/seaside/holiday/than/to/place/at/your/there/the.
2. you/myself/I/to/it/makes/think/what/not/be/able/do/will/that?
3. dress/first/she/an/worn/evening/it/had/time/ever/was/the.

V. **Образуйте производное слово, подходящее по смыслу предложения.**

1. I'll never forget your----- *kind*
2. One can_____lose his way in this forest. *easy*
3. The weather in May here is very----- *to change*
4. TV_____are sometimes very silly. *to advertise*

VI. **Переведите на английский язык слова, данные в скобках.**

1. I have already *(сделал)*_____my choice of the future profession.
2. *(Ни)*_____Monday *(ни)*_____Tuesday will be a good day for the meeting.
3. Last year I wrote *(меньше)*_____dictations than this year.

4. He was (*намного*)_____luckier at the exam than any of us.
5. Some people are clever and hard-working; (*другие*)_____are clever but don't do much work.
6. Can't you (*сказать*)_____the difference between them?
7. We have to do it by Friday, (*не так ли*)_____?
8. He ran to the station (*чтобы не опоздать*)_____for the train.

VII. Выберите правильный вариант.

1. a) I was the last to enter in the building.
b) I was the last to enter to the building.
c) I was the last to enter the building.
2. a) He sounded angry when I phoned him.
b) He sounded angrily when I phoned him.
c) He was sounding angry when I phoned him.

VIII. Напишите подходящие по смыслу фразы-стимулы к данным ответам.

1. —_____ —That's all right.
2. ————— — The same to you.

IX. Прочитайте текст два раза и выполните следующие задания.

Men have walked on the moon, transplanted hearts and invented machines to think for them. But they cannot cure the common cold. A spokesman at the world-famous cold research center in Salisbury sounded . understandably bad-tempered when I spoke to him about it. They've been working on the problem for years but the most optimistic he could be was to hope that they would find a cure within the **next 10 years. So what was their advice on coping with a cold meanwhile? «Ignore it», he said.**

In urban areas we have about three colds a year and they are caused not by wet feet or sitting in a draught, but by a virus, or rather many viruses which are always changing so that a vaccine prepared from one is useless against the next. But every year the pharmaceutical companies spend millions of pounds trying to persuade us that their product will banish¹ the miseries of sneezing, running noses, sore throats, headaches and coughs. They admit they can't cure the cold, but they do promise to relieve² the symptoms.

We looked at 10 well-known brands of cold remedies and asked a doctor to explain, exactly what they contain, each ingredient is for, and his opinion on their effectiveness. Although none of the preparations had exactly the same ingredients, they fell into certain categories.

Nearly all contained a painkiller, either aspirin or paracetamol. These help to reduce temperature and relieve general aches and pains. Aspirin can irritate the stomach, so paracetamol is generally preferred.

None of the preparations was harmful, as long as you observed the warnings on the packets. The worst thing about them was the cost. Advertising and packaging had inflated the price of relatively cheap ingredients, and in many cases you could get the same relief from straightforward paracetamol taken with a warm drink of lemon and honey.

¹ to banish – отгонять

² to relieve –облегчать

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. The cold research centre in Salisbury is known all over the world.
2. The pharmaceutical companies spend millions of money on developin a cure for the common cold.
3. Cold cures fell into certain categories though they actually contai the same ingredients.
4. The worst thing about the preparations, according to the author, i that they can be harmful.

II. Ответьте на следующие вопросы.

1. What are common colds caused by?
2. What do the pharmaceutical companies promise in their advertisements?
3. Why is paracetamol generally preferred?
4. What caused the rise in the price of remedies for colds?

III. Исправьте предложения в соответствии с содержанием текста.

1. Nearly all the preparations for colds contain paracetamol.
2. In northern areas they have about three colds a year.

Test 20

I. Откройте скобки, употребив глагол в правильной временной форме.

1. Last spring I (*to go*)_____to London for a job interview. As I (*to walk*)_____by the National Gallery I suddenly (*to see*) _____a familiar face. It was Nigel with whom we (*to share*) _____a room at college and whose address I unfortunately (*to lose*)_____. We were happy to see each other and (*to agree*)_____that we (*to meet*)_____ for coffee the next day.
2. The Eiffel Tower (*to visit*)_____by millions of tourists every year. It (*to build*)_____in 1899 for the Paris exposition. Since that time it (*to become*)_____the most famous place in Paris. I never (*to be*)_____to France myself so if I (*to happen*) _____to visit Paris I definitely (*to try*)_____to climb on top of it.

II. Вставьте артикль, где необходимо.

One day ... fisherman was in his boat in ... Irish Sea, very near ... mouth of ... River Kent. It was nearly ... midnight and ... heavy fog was rising. He was just about to sail home when he heard ... sound of ... bells coming from under water. ... fog had cleared and ... moon was shining.

III. Вставьте предлог или послелог, где необходимо.

According ... the job description, you must have a Master's degree and ... least five years ... experience. Unfortunately, I am not qualified ... that job. Though I am not satisfied ... my present job, I am not going to give it ... as I have no chance to change it ... anything better. So I have to wait ... some other vacancies.

IV. Составьте предложения, расположив слова в нужном порядке.

1. _____ sure/you/am/enough/to/1/seriousness/are/old/the/problem/understand/
that/of/the.

2. watch/not/a/nothing/TV/there/video/why/if/on/is/interesting/film?

3. managed/last/her/what/out/happened/I/at/to/find/had/really/to.

V. **Образуйте производное слово, подходящее по смыслу предложения.**

1. He thinks that his ideas are more _____ *progress*
than mine.

2. Try to use your _____ *to imagine*

3. Your _____ will be thoroughly considered. *to propose*

4. It was _____ to see her there. *to surprise*

VI. **Переведите на английский язык слова, данные в скобках.**

1. I have seen a lot of him (*в последнее время*) _____

2. He (*научился*) _____ to play chess last year.

3. Are you (*интересуешься*) _____ in cooking?

4. We are not allowed (*делать*) _____ personal calls here.

5. What (*идет*) _____ at the «October» cinema this week?

6. It's important (*не волноваться*) _____ over small things.

7. We paid for our dinner (*сами*) _____

8. There's no need to hurry, (*не так ли*) _____?

VII. **Выберите правильный вариант.**

1. a) I dislike the thought to lose my freedom.

b) I dislike the thought of loosing my freedom.

c) I dislike a thought of loosing my freedom.

2. a) Who opens the shop every morning?

b) Who open the shop every morning?

c) Who does open the shop every morning?

VIII. **Напишите подходящие по смыслу фразы-стимулы к данным ответам.**

1. — _____ — That's OK.

2. — _____ — We'd love to.

IX. **Прочитайте текст два раза и выполните следующие задания.**

The problem with American parks system is that the parks are being, in the popular phrase, «loved to death». Too many people are visiting the system. It's said they are raining the plants with the pollution from their cars, scaring the animals, destroying by their numbers the experience of being in a wild place the parks are supposed to offer.

It's hard for a visitor from Europe to feel that way. Three years ago we went to the Grand Tetons in Wyoming which is my favourite park of all. Yes, you could find yourself waiting behind a line of cars as someone tried to photograph a herd of animals with a pocket camera.

But then we drove a little way north, turned off the main road and found a small lake surrounded by fields of flowers, with the beautiful snow-capped range of the Tetons in the background. We saw a total of two other people during the whole long, sunny, perfect afternoon.

The busiest park in the system, the Great Smoky Mountains between Tennessee and North Carolina, can get 60,000 visitors on a single summer's day. That sounds plenty and it is. But all of these people are sharing an area only slightly smaller than the whole of Luxemburg, which has a permanent population seven times as great.

The basic argument is over how much should be done in the parks to satisfy human visitors. Should the accommodation be so basic that only true lovers of nature will be tempted to come? Or should they contain — as they increasingly do — comfortable bathrooms and colour TVs? Choose the former and you are necessarily excluding America's growing population of old people.

And exactly what should be preserved? Twenty years ago Yellow Stone, perhaps **the most famous park of all, decided to change to a «hands-off» policy.** Animals in danger of starving in the winter would be left to starve, just as nature intended. My advice is to stop trying too hard. Provide plenty of car parks and lodgings for visitors of all kinds. Ban radios and snowmobiles. But realize that for every thousand acres which are spoiled, there are a million which remain as beautiful as they were in George Washington's day.

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. Visitors from Europe notice that American parks are being destroyed.
2. In the Grand Tetons in Wyoming visitors are not allowed to turn off the main road.
3. The Great Smoky Mountains can get seven times more people on a single summer day than the permanent population of Luxemburg.
4. The basic argument over national parks is about the accommodation that would satisfy human visitors.

II. Ответьте на следующие вопросы.

1. What, according to the author, are the parks supposed to offer ?
2. Why did the author have to wait a few times behind a line of cars during his visit to the Grand Tetons' Park?
3. What accommodation should hotels have to welcome old age people?
4. **What does the «hands off» policy which was introduced in the Yellow, Stone park mean?**

III. Исправьте предложения в соответствии с содержанием текста.

1. The Great Smoky Mountains park is the largest in the American park system.
2. The author's advice is to provide lodgings for true lovers of nature only

Test 21

I. Откройте скобки, употребив глагол в правильной временной форме.

On Friday afternoon we *(to get)* _____ ready to go to the pictures when the baby-sitter *(to ring)* _____ to say that she *(to come)* _____ at 6.30 instead of 6 p.m. So when we *(to get)* _____ to the cinema the film *(to start)* _____ already and the lights *(to be)* _____ out. We *(to lead)* _____ to our seats by the usher in the dark. We *(to watch)* _____ the film for about half an hour when something *(to*

hit)_____me on the head. A little boy who (*to sit*)_____two rows behind me said: «I am sorry, madam. I (*to do*)_____it by chance. I (*to throw*)_____the ice-cream to the boy who (*to sit*)_____ in front of you. I thought he (*to catch*)_____it.

II. Вставьте артикль, где необходимо.

He is taking ... holiday next week before starting ... work again. He is going to spend ... few days in ... Alps with ... friend and then go to ... Lake Balaton. They meet in ... Lime street and take ... bus to Heathrow Airport. In ... half ... hour they'll be there.

III. Вставьте предлог или послелог, где необходимо.

Yesterday afternoon I went to the airport to meet Pierre who was coming ... Paris. ... spite ... the heavy traffic I got there ... an hour. So I arrived ... the airport ... two o'clock, went to the waiting room where I met an old friend of mine. We chattered ... a moment and then went to the bar which was one floor ... the waiting-room.

IV. Составьте предложения, расположив слова в нужном порядке.

1. that/should/it/everybody/have/a/meeting/chance/to/is/at/important/ speak/the.
2. you/with/staying/why/come/instead/don 't/us/of/home/at?
3. think/a/very/swimming/good/keeping/is/sport/for/I/fit/that.

V. Образуйте производное слово, подходящее по смыслу предложения.

1. The_____was signed by both sides. *to agree*
2. He has packed all things_____into *care*
the bag.
3. There's a_____of rain, but never mind, *possible*
4. The trip was not_____at all. *to excite*

VI. Переведите на английский язык слова, данные в скобках.

1. February is (*худший*)_____month of the year.
2. He (*едва*)_____spoke to me.
3. He has missed (*меньше*)_____lessons than me.
4. I asked every pupil in the class but (*никто*)_____of them could answer the question.
5. The moment the sun (*встало*)_____we got up and dressed.
6. So you are late again (*как обычно*)_____
7. He is (*сдает*)_____his next exam on Friday.
8. I am more (*интересуюсь*)_____in teaching languages.

VII. Выберите правильный вариант.

1. a) Did you see any of the old friends at the party?
b) Did you see anybody of the old friends at the party?
c) Did you see some of the old friends at the party?
2. a) I was used to drink a glass milk before going to bed.
b) I used to drink a glass of milk before going to bed.
c) I used to drinking a glass of milk before going to bed.

VIII. Напишите подходящие по смыслу фразы-стимулы к данным ответам.

1. — _____ — He is a driver.
2. — _____ — You are welcome any time.

IX. Прочитайте текст два раза и выполните следующие задания.

Toys have formed part of human culture since the earliest times. Every society has provided its children with imitation of human beings or animals, and dolls are probably the oldest form of toy. No dolls have been found in prehistoric graves¹, but this may be because they were made of materials like wood or cloth that have perished. Nevertheless, a doll with movable arms has been found in a Babylonian grave, and there were certainly dolls in Egypt over six thousand years ago.

Other ancient toys include balls and sticks, and it is clear that most games requiring physical action were originally introduced to train boys in the art of warfare². Sometimes the result went beyond the inventors' intention. Football was banned³ in England in the reign of Queen Elizabeth I because it became too violent. But boys continued to play with toy soldiers and weapons. We have examples dating from the Middle Ages. Moving toys also have a long history. The Chinese developed explosive toy weapons from the use of fireworks, and many early toys employ wheels. Modern technology has made possible the production of sophisticated moving toys like model railways, aircraft controlled by radio, and dolls that can walk.

Children need toys because many adult skills are developed from playing with them. Children who learn to construct model aircraft are using their hands to a purpose; children who solve jigsaw puzzles are using their minds. Above all, children's imagination is stimulated by playing with objects.

But it is not clear that giving children particular toys changes the nature of their games, or that the most elaborate toys will be the ones they like most. Many parents are upset to find that two or three days after Christmas or a child's birthday, the expensive presents they bought have been broken or are lying in a corner of the room, and the child is once again happily building an imaginary castle with a few pieces of wood or playing with an old teddy bear the parents think is ugly and should be thrown away.

¹ grave—могила

² warfare— война, боевые действия

³ to ban—запрещать

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. The oldest form of toy is an imitation of human beings.
2. People have found toy soldiers dating from Middle Ages.
3. At one time playing football was not allowed in most of the European countries.
4. According to the author, giving children particular toys changes the nature of their games.

II. Ответьте на следующие вопросы.

1. Why, according to the text, have no dolls been found in prehistoric graves?
2. What fact proves that in ancient times they sometimes buried children's toys with children when they died?
3. What was the purpose of ancient toys like balls or sticks?
4. Why are many parents upset after Christmas or a child's birthday?

III. Исправьте предложения в соответствии с содержанием текста.

1. It is known that there were dolls in Egypt over six hundred years ago.
2. Children's independence is stimulated by playing with objects.

Test 22

I. Откройте скобки, употребив глагол в правильной временной форме.

Last week our 15-year-old son Joe (*to take*) _____ to Paris where we (*to live*) _____ for five years before we (*to move*) -----to England. We (*to visit*) _____ the park where Joe (*to play*) _____ with his friends. When we came up to our house we (*to see*) _____ Mme Duchen, our former maid, who (*to stand*) _____ outside with a happy smile on her face. She (*to exclaim*) _____ «Oh, Janet, you (*not to change*) _____ at all! And Joe (*to look*) _____ such a big handsome boy! When you (*to come*) _____ next time I (*to make*) _____ Joe's favourite cherry pie. How you (*to do*) _____ at school, Joe?» Her questions were endless.

II. Вставьте артикль, где необходимо.

In ... ordinary English town there is usually ... High Street, which is ... principal street of many towns. It is usually lined with ... shops. It is ... place to visit but not to live in. Nowadays it is becoming more and more unlikely that ... most Englishmen would like to live in ... street. For some reason ... word «street» has become unpopular. They prefer to live in ... «roads» rather than ... streets.

III. Вставьте предлог или послелог, где необходимо.

1. You remind ... me ... someone I used to know a long time ago. You are very similar ... him ... many ways.
2. «I am going to marry ... a very rich man. I am not going to sit ... a secretary's desk all my life. And I won't wait ... buses or push my way through crowds of people on Tube trains,» Sally said and everybody laughed ... her.

IV. Составьте предложения, расположив слова в нужном порядке.

1. more/people/there/to/willing/are/area/in/live/this/many.
2. Jane/how/tell/she/to/is/our/find/house/can/anybody/going?
3. big/nice/town/for/have/to/a/it/will/really/supermarket/be/our.

V. Образуйте производное слово, подходящее по смыслу предложения.

1. The driver had a _____ in controlling the car. *difficult*
2. Vic sometimes jokes at my _____.. *to appear*
3. You are _____ with your progress, aren't you? *to satisfy*
4. Our journey is _____ at the moment. *problem*

VI. Переведите на английский язык слова, данные в скобках.

1. (Ни он ни) _____ I have a gift for languages.
2. Susan can't find her keys (нигде) _____.
3. Our team hasn't won a single game (в последнее время)
4. They are going to have (другое) _____ meeting next week.
5. It will be (намного) _____ better if we go by bus.
6. We (привычны) _____ to having problems with Dick.
7. They say that other people's problems are easy (решишь)

8. They didn't (*ожидали*) _____ so many people at the concert.

VII. **Выберите правильный вариант.**

1. a) I can't give you any advices.
- b) I can't give you any advice.
- c) I can't give you no advice.
2. a) It is enough easy to get there on foot.
- b) It is enough easily to get there on foot.
- c) It is easy enough to get there on foot.

VIII. **Напишите подходящие по смыслу фразы-стимулы к данным ответам.**

1. — _____ — Very well, thank you.
2. — _____ — Yes, by all means.

IX. **Прочитайте текст два раза и выполните следующие задания.**

The World Health Organization reports that 3.5 million people die every year from tobacco related diseases. Half of these deaths occur in industrial countries. Anti-smoking campaigns have been started in most developed countries — banning¹ tobacco advertising in the mass media, increasing cigarette taxes and requiring health warnings on cigarette packages.

For the first time in a quarter of a century the number of women smoking is on an increase. Statistics show that it's the youngest women who are increasingly taking up the habit.

The habit is on an increase among teenage girls while it is falling in all other groups of the population. Now almost one in three girls of school-leaving age are smokers. Teenage girls who smoke believe cigarettes help keep them slim, make them look grown-up and control stress, health experts say. And while they know the risks to their future health, they would still rather smoke.

Health experts are puzzled as to why the anti-tobacco message is not reaching them. Dr. Anne Charlton said «We do not really know why they keep taking up smoking when everyone is giving up.» Teenage girls are twice as likely to start smoking if one of their parents is a smoker. They probably have a best friend who smokes and parents who do not disapprove of their taking up the habit. They are more likely to leave school at 16.

Fifty per cent of girls who leave school to start a career in hairdressing are smokers. In nursing the figure is 44 per cent and around 34 per cent in secretarial work. Dr. Charlton said: «The rates are less among those who go to university. The smokers are usually the ones who do not do well at school and show few signs of wanting to. They mistakenly believe it helps to keep their weight down, although they have no weight problem in the first place».

One of the most effective methods of getting girls to stop smoking is to point out how much they smell, says Dr. Charlton. Others stop when a boyfriend insists he does not like it.

¹ to ban—запрещать

I. **Определите, верны (True) или неверны (False) следующие утверждения.**

1. Teenage girls smoke because, according to scientists, smoking helps to keep down weight.
2. Teenage girls are more likely to take up smoking when they start a career in hairdressing.
3. Most of the girls who smoke are not interested in their progress at school.
4. A lot of girls give up smoking after they are told that they smell.

II. Ответьте на следующие вопросы.

1. What are the World Health Organisation's statistics on smoking related diseases?
2. What measures do anti-smoking campaigns include?
3. What puzzles health experts about teenage smoking?
4. What category of girls smoke less?

III. Исправьте предложения в соответствии с содержанием текста.

1. The habit of smoking is on an increase among teenage girls while it is falling among adult women.
2. Teenage girls are likely to start smoking if their best friends do not disapprove of their taking up the habit.

Test 23

I. Откройте скобки, употребив глагол в правильной временной форме.

It's ten o'clock news and I *(to speak)* _____ to you from Oxford where the finals of the World Quiz Championship *(to hold)* _____ tomorrow. The favourite is Claude Jennings, the man who *(to know)* _____ everything. Twelve months ago no one *(to hear)* _____ of Claude although he *(to take)* _____ part in such competitions for years. Now suddenly he is a big star. He *(to answer)* _____ every question correctly since the beginning of the tournament. When he *(to arrive)* _____ here two days ago, hundreds of fans *(to wait)* _____ at the station to welcome him. Since his arrival he *(to read)* _____ encyclopedias in his hotel bedroom. If things *(to go)* _____ well for him, he *(to become)* _____ the first prize winner. He *(to have)* _____ to reply to seventeen thousand questions tomorrow and no meal breaks *(to plan)*

II. Вставьте артикль, где необходимо.

Today Melissa is ... popular actress and she played ... main part in... soap opera «Round the Corner». But as ... child she was unhappy. She didn't do well at ... school and her greatest pleasure was going to ... cinema. Her family lived in ... small town in... North of England. Her mother spent all day at... work and her father had little time for ... children.

III. Вставьте предлог или послелог, где необходимо.

Harriet had accepted the invitation ... Mark's party. But ... Friday afternoon she had to stay late at work after office hours. She left ... the office only at seven. When she reached ... Mark's house he was sitting in his car outside waiting ... her. She apologized ... being late. ... the party she sat next ... a man who never stopped eating.

IV. Составьте предложения, расположив слова в нужном порядке.

1. any/see/it/to/you/our/at/place/nice/is/time.

2. their/change/you/will/think/the/earlier/committee/decision/do?
3. dictating/we/her/that/teacher/fast/was/not/follow/the/so/could.

V. **Образуйте производное слово, подходящее по смыслу предложения.**

1. The next _____ in tennis will be held *champion*
in our city.
2. There is no _____ that we shall be *certain*
a success.
3. Will you _____ yourself, please. *introduction*
4. It's an old _____ building. *to impress*

VI. **Переведите на английский язык слова, данные в скобках.**

1. The new building looks (*красиво*) _____
2. Are you going to do all the painting (*сами*) _____?
3. She was a (*счастливый*) _____ visitor to get free goods from
the shop.
4. All the experts (*говорят*) _____ the earth is getting
warmer.
5. Do they (*ожидают*) _____ a lot of people at the concert
tonight?
6. Take these head-phones. (*Другие*) _____ ones are broken.
7. You have to leave your bags in the cloakroom, (*не так ли*) _____?
8. No (*волнительных*) _____ things ever happen here.

VII. **Выберите правильный вариант.**

1. a) It's been so long time since I saw you last.
b) It's been such long time since I saw you last.
c) It's been such a long time since I saw you last.
2. a) Do you know what time does the bus leave?
b) Do you know what time the bus leaves?
c) Do you know what time will the bus leave?

VIII. **Напишите подходящие по смыслу фразы-стимулы к данным ответам.**

1. — _____ — I quite agree.
2. — _____ — I hope so.

IX. **Прочитайте текст два раза и выполните следующие задания.**

If there is no difference in general intelligence between boys and girls, what can explain girls' lack of success in science and mathematics?

It seems to be that their treatment at school is a direct cause. Mathematics and science are seen as mainly masculine subjects, and therefore, as girls become teenagers, they are less likely to take them up. Interestingly, both boys and girls **tend to regard the «masculine» subjects as more difficult**. Yet it has been suggested that girls avoid mathematics courses, not because they are difficult, but for social reasons. Girls do not want to be in open competition with boys, nor do they want to do better than boys because they are afraid to appear less feminine and attractive.

However, if we examine the performance of boys and girls who have undertaken mathematics courses, there are still more high-achieving boys than there are girls.

This difference appears to be world-wide. Biological explanations have been offered for this, but there are other explanations too.

Perhaps the difference which comes out during the teenage years has its roots in much earlier experiences. From their first days in nursery school, males are encouraged to work on their own and to complete tasks: this is essential behaviour for learning how to solve problems later on.

Apart from that, there can be little doubt that teachers of mathematics and science expect their male students to do better at these subjects than their female students. They even appear to encourage the difference between the sexes, not consciously¹, but they still do it. They spend more time with the male students. They are more likely to call on boys for answers and to allow them to take the lead in classroom discussion. They also praise boys more frequently. All of this tends to encourage boys to work harder in science and mathematics and to give them confidence, to convince them that they are able to succeed.

Such male-oriented teaching is not likely to encourage girls to take many mathematics and science courses. It seems certain, then, that where these subjects are concerned, school widens the difference between boys and girls.

¹ consciously—сознательный

I. **Определите, верны (True) или неверны (False) следующие утверждения.**

1. Some scientists explain girls' lack of success in science and mathematics by their biological characteristics.
2. The author believes that mathematics and science are treated as masculine subjects because they are more difficult than other subjects.
3. Teachers of mathematics and science tend to encourage the difference between sexes.
4. Male students don't usually allow female students to take the lead in classroom discussions.

II. **Ответьте на следующие вопросы.**

1. What are social reasons for which girls avoid mathematics courses?
2. What do the worldwide statistics on science achievement show?
3. When, according to the author, does the difference in the approach to girls and boys come out?
4. What, according to the author, is the essential behaviour for learning how to solve problems?

III. **Исправьте предложения в соответствии с содержанием текста.**

1. Girls are more likely to take up mathematics and science as they become teenagers.
2. It seems certain that where mathematics and science are concerned school encourages competition between boys and girls.

Test 24

I. **Откройте скобки, употребив глагол в правильной временной форме.**

It's ten o'clock news and Mick Kemish (*to speak*) _____ to you. The actress Vanessa Kemp (*to disappear*) _____ two days ago and she (*not*

to see)_____since. She (to leave)_____her home in the afternoon for the theatre. Two people (to see)_____her when she (to leave)_____her home but she (not to arrive)_____at the theatre. At eight o'clock the theatre manager (to break)_____the news to the audience and said that the performance (to take)_____place next Tuesday. He said: «I believe she is not in danger. If she (not to appear)_____tomorrow the police (to do) _____ whatever they can to find her. Since yesterday theatre staff and friends (to try)_____to find her. I hope it (to help)_____the investigation.»

II. Вставьте артикль, где необходимо.

We've just been on ... holiday to ... United States. We really needed ... break from ... work. We stayed in ... small hotel in ... Washington Square. Next autumn I'd like to go to Scotland. I want to see ... Highlands. I hope ... weather will not be bad. I want to go for ... long walks in the mountains and see ... old castles of Edinburgh.

III. Вставьте предлог или послелог, где необходимо.

Dear Emma,

I apologize ... not writing ... you sooner, but a week ... bed ... flu didn't let me do it. Thank you ... inviting me to come and see you ... Saturday evening. I am already excited ... seeing you again. You must be pleased ... your new job and I wish you all the best.

Love, Linda

IV. Составьте предложения, расположив слова в нужном порядке.

1. never/one/anything/he/of/who/satisfied/people/is/those/with/are.
2. difficult/used/at/you/was/get/working/to/night/for/it/to?
3. by/waiting/the/seen/at/some/bus-stop/accident/was/people/the.

V. Образуйте производное слово, подходящее по смыслу предложения.

1. My first_____of him was favourable, *to impress*
2. Write the word in the _____order. *alphabet*
3. It's quite_____for you to feel proud. *nature*
4. This word is a _____word. *science*

VI. Переведите на английский язык слова, данные в скобках.

1. Did you (*сказал*)_____anything to Jane about the party?
2. More exercise will be (*хорошо*)_____for him.
3. She has (*сделала*)_____a very successful career.
4. This boy is (*намного*)_____taller than the others.
5. You had to look after your little sister, (*не так ли*)_____?
6. I am so (*удивлен*)_____to hear that.
7. We don't look after (*собой*) _____ properly.
8. A special television programme (*идет*)_____now.

VII. Выберите правильный вариант.

1. a) The soup smells deliriously.
b) The soup is smelling deliriously.
c) The soup smells delicious.
2. a) There wasn't seat enough for everybody.
b) There wasn't enough room for everybody.

c) There wasn't room enough to everybody.

VIII. Напишите подходящие по смыслу фразы-стимулы к данным ответам.

1. — _____ — No more, thank you.

2. — _____ — That's fine.

IX. Прочитайте текст два раза и выполните следующие задания.

Nobody visited the Seychelles much until 1971 when Male airport was opened and the world could flood in. Now more than half the country's earnings comes from tourism, an industry which could, if not managed properly, destroy the environment.

The painful lessons of the older world are well studied. No Seychelles hotel is allowed to rise above the surrounding palm trees and none may get rid of waste into the sea. After a brief period of package holidays and mass tourism, the current policy is to attract the «quality visitor». Because the amount of visitors must be limited to protect the environment, the quality of the tourist matters a great deal. Lindsay Chong Seng, a conservationist in the Ministry of Tourism, considers the economics extremely important: you have to earn as much as you can from each tourist if numbers are to be kept down. «A perfect tourist is active, hires a car, flies to other islands, takes boat trips, eats out, goes diving, spends money. When you get mass tourists without a lot of spending money, all you find is that the shops do no business and the local bus service is overcrowded.»

Atterville Ceydras, the nature warden¹ on one of the islands, says that tourists have got to accept nature. «If it rains, that's nature, that's good. If the wind blows seaweed up on the beaches, that's nature. They say they come to see nature, they've got to put up with it.»

Not all do so. The international travel business has, over the last twenty years, made the mistake of letting the Seychelles be sold in Europe as a «Holiday Paradise²».

Tourists are now going who should probably not go — like ladies in elegant shoes who will not follow muddy walkways.

Many others, more inclined for adventure and the wonders of the world, do not go. Probably some rich, green-minded Westerners avoid it because of a guilty feeling that tourism spoils such places.

¹ nature warden—природоохранник

² paradise—рай

I. Определите, верны (True) или неверны (False) следующие утверждения.

1. The opening of Male airport led to destroying the island's environment.

2. The period of mass tourism in the Seychelles didn't last long.

3. According to the text, all the tourists who visit the Seychelles at the moment are people for whom such holiday is not really suitable.

4. The Seychelles are not popular with tourists inclined for adventure and the wonders of the world.

II. Ответьте на следующие вопросы.

1. Why is tourism important for the Seychelles?

2. What is the economic policy towards tourists at present?
3. Who is a perfect tourist, according to a conservationist in the Ministry of Tourism?
4. What is the state of local trade and business at the time of mass tourism?

III. Исправьте предложения в соответствии с содержанием текста.

1. Seychelles hotels are not allowed to rise above the surrounding houses.
2. The Seychelles have been advertised as a «Holiday Paradise» all over the world.

6. When was this building finished? - They say it ... by the end of last year.
 a) had been finished c) will be finished
 b) was finished d) finishes
7. I thought that I ... my key and was very glad when I found it.
 a) lose c) had lost
 b) lost d) was losing
8. What's the matter? You look upset. Last week I lost my scarf and now I just ... my gloves.
 a) lost c) had lost
 b) have lost d) lose
- 9.1 ... for this bank for five years already but I have decided to change my job.
 a) am working c) have been working
 b) has worked d) worked
10. Martin said that he ... the tickets the next day.
 a) bought c) will buy
 b) had bought d) would buy
11. The house opposite our college ..., that's why we are using the back entrance at present.
 a) pulls down c) is being pulled down
 b) is pulled down d) pulled down
12. You ... an umbrella when you left the house, didn't you?
 a) have c) had had
 b) was having d) had
13. By the time we got to the cinema the film
 a) will begin c) had begun
 b) would begin d) began
14. Is there anything I ... do to help you?
 a) can c) am to
 b) may d) as to
15. The last film I saw was ... frightening than this one.
 a) little c) least
 b) less d) the least
16. Someone is calling you. Will you answer ... phone?
 a) a c) -
 b) the d) these
17. To tell the truth I don't like ... pair of trousers that I bought last month.
 a) those c) that
 b) this d) a
18. Whose house is it? - It's
 a) my c) her
 b) mine d) our
19. Today is ... cold than yesterday. So, I'm wearing my shorts.
 a) little c) least
 b) less d) the least

11. Nobody knows where his picture is. Perhaps, it
 a) was stolen c) has been stolen
 b) will be stolen d) stolen
12. I agree. You ... apologize for not inviting him to your birthday party.
 a) can't c) shouldn't
 b) mustn't d) may not
13. Actually, today I feel ... than I did yesterday.
 a) bad c) worst
 b) worse d) the worst
14. ... people who are unemployed often feel depressed.
 a) The c) **A**
 b) - d) That
15. Who was the first astronaut who landed on ... Moon?
 a) the c) **a**
 b) - d) those
16. What happened at the end of the film? - I'm sorry to say, but I haven't seen ... film.
 a) a c) -
 b) the d) those
17. This is ... interesting exhibition I've ever visited.
 a) more c) less
 b) most d) the most
18. Would you mind waiting ... minutes?
 a) few c) little
 b) a few d) a little
19. I'm ... interested in languages than in mathematics,
 a) much c) little
 b) many d) less
20. The students often translate English texts ... Russian.
 a) to c) into
 b) in d) on

Test 7

1. My mother ... strawberries for years but she has never had such a good crop before.
 a) grow c) has been growing
 b) grew d) had grown
2. Helen got off the bus and walked into the bank when she realized that she ... her handbag on the bus.
 a) left c) has left
 b) had left d) leaves
3. You are a great cook! This cake ... wonderful as usual.
 a) taste c) will taste
 b) tasted d) tastes
4. I cut my finger when I ... the potatoes.
 a) am peeling c) was peeling

- b) have peeled d) will peel
5. The students ... not to be late for their classes.
a) ask c) are asked
b) asked d) are asking
6. Yesterday, while Jane ... she broke two cups.
a) wash up c) was washing up
b) washes up d) has washed up
7. Be attentive and more serious. You always ... something!
a) lose c) have lost
b) are losing d) have been losing
8. What ... you ... when I phoned you last night?
a) did do c) had done
b) were doing d) had been doing
9. Our flat ... at the moment, so it doesn't look its best.
a) paints c) is being painted
b) is painted d) has been painted
10. My brother will be absent. He ... for his exam at this time tomorrow.
a) will prepare c) will have prepared
b) will be preparing d) will have been preparing
11. ... you give me some advice about the language courses?
a) Have c) Should
b) May d) Could
12. Why didn't you give me a call yesterday? We ... discuss everything together.
a) can c) may
b) must d) could
13. At college the work is harder than the work we did at school, but it is much ... interesting.
a) more c) many
b) most d) a few
14. A person with a good education usually gets ... better job.
a) - c) the
b) a d) an
15. ... poor people need help from the government.
a)- c)A
b) The d) This
16. The government should help ... poor.
a) - **c) a**
b) the d)that
17. You can do ... you want, but don't bother me now.
a) anything c) some
b) something d) any
18. The government is going to provide ... houses for homeless people.
a) much c) most
b) more d) least
- 19.1 think of coming to Moscow ... a few days to visit my sister.

- a) have been working c) work
 b) was working d) worked
5. By the year 2100 most of the Earth's natural resources ... up.
 a) will use c) will have been used
 b) will be used d) will be using
6. The first person who ... the finishing line is the winner.
 a) crosses c) crossed
 b) cross d) will cross
7. My trousers ... ironing. Have you got an iron?
 a) needs c) will need
 b) need d) had
8. What happens in your class? ... lectures every day?
 a) Had the teachers read c) Do the teachers read
 b) Did the teachers read d) Are the teachers reading
9. If you ... me a song, I will sing it at the concert.
 a) write c) has written
 b) will write d) had written
- 10.1 disapprove of people who ... all sorts of promises which they have no intention of keeping.
 a) made c) have made
 b) makes d) make
11. When the burglar ran out of the house he ... by a policeman.
 a) arrested c) had been arrested
 b) was arrested d) would be arrested
12. I think you ... practise driving every day to become a safe driver.
 a) can't c) should
 b) might d) has to
13. You ... have my car if you like. I shan't be using it tomorrow.
 a) had to c) may
 b) are to d) must
14. ... war between these two countries was the longest in history.
 a) - c) **a**
 b) the d) those
15. On my way home I saw a terrible fire. Luckily the fire brigade soon came and put out ... fire.
 a) a c) -
 b) the d) such
16. There are ... things that money can't buy.
 a) any c) some
 b) much d) something
17. Helen had to pay extra at the airport because she had too ... luggage.
 a) much c) little
 b) many d) few
18. There is a newspaper shop ... the end of the street.
 a) at c) on

12. Yesterday I was going home on foot and all the time I had an impression that I
- a) am followed c) followed
b) was followed d) was being followed
13. ... you remember what you were doing at this time yesterday?
- a) can c) must
b) may d) should
14. We moved last week and now we have a much ... flat.
- a) good c) best
b) better d) the best
15. The Mediterranean is not as ... as the Pacific Ocean.
- a) larger c) largest
b) large d) the largest
16. I didn't expect to see him there. He was ... last person I wanted to see.
- a) the **c) a**
b) - d) one
17. I didn't know ... answer to that question, so I left it out.
- a) the c) an
b) - d) no
18. I don't go swimming very ... nowadays.
- a) many c) few
b) much d) a little
19. Excuse me, there is ... I'd like to ask you.
- a) anything c) something
b) everything d) none
20. A combination of the use of bicycles ... cheap public transport solves the problem of traffic jams in large cities.
- a) with c) of
b) by d) in

Test 14

1. There ... several groups of people in Britain that try to protect the environment.
- a) is c) was
b) are d) were
2. Money ... the root of all evil in our life.
- a) are c) have been
b) were d) is
3. This time next week I ... on a beach in the Crimea.
- a) shall lie c) will be lying
b) lie d) was lying
- 4.1 just ... some soup. Would you like some?
- a) have made c) had made
b) made d) had to
5. Jim told me that he ... in the school basketball team.
- a) plays c) will play
b) had played d) is playing

3. When are you going to finish this translation? - I... it by tomorrow.
 a) will finish c) will have finished
 b) will be finishing d) would finish
4. Have you heard the news? I ... my last exam yesterday.
 a) passed c) had passed
 b) have passed d) was passing
5. He says that he doesn't know where he ... after graduating from university.
 a) work c) had worked
 b) will work d) would work
6. When you ... older, you will understand everything.
 a) grow c) will grow
 b) grows d) have grown
7. As a rule the most important news ... broadcast on this channel.
 a) are c) is
 b) were d) had been
8. There ... hardly any furniture in his room. He hasn't even a chair to sit on.
 a) is c) were
 b) are d) have been
9. The rich collection of Hermitage regularly ... millions of people.
 a) attract c) have attracted
 b) attracts d) would attract
10. When my mother returns home she ... at once that we have redecorated our flat.
 a) will see c) has seen
 b) sees d) saw
11. He ... the car for many hours before he came to the crossroads.
 a) drives c) had been driving
 b) was driving d) has driven
12. We ... along the forest road when it started raining.
 a) were walking c) walked
 b) had been walking d) had walked
13. Sorry, I ... stay any longer, but I really must go home.
 a) mustn't c) cannot
 b) couldn't d) may not
14. This is ... problem I've ever had in my life.
 a) difficult c) most difficult
 b) more difficult d) the most difficult
15. When ... "Titanic" was crossing the Atlantic she struck an iceberg.
 a) - c) the
 b) a d) an
16. The weather is fine today, but I don't like ... hot weather.
 a) - c) a
 b) the d) an
17. Some women tint their hair when ... goes grey.
 a) they c) its

12. Last week he said I ... use the car at the weekend but now he won't let me after all.

- a) can
- b) could
- c) was able to
- d) must

13. I'm afraid I can't do it ... than you.

- a) good
- b) better
- c) best
- d) the best

14. Be quiet! I don't want to discuss the matter any

- a) more
- b) most
- c) the most
- d) much more

15. ... people cannot live without water and air.

- a) the
- b) -
- c) a
- d) this

16. Before her marriage she lived in London, where she worked for ... National Gallery.

- a) -
- b) the
- c) a
- d) that

17. Haven't you read ... by Shakespeare?

- a) something
- b) anything
- c) nothing
- d) none

18. Something is wrong with my umbrella. May I take ...?

- a) yours
- b) your
- c) her
- d) their

19. Have you ever been ... England?

- a) in
- b) for
- c) into
- d) to

20. Tom has had to give ... playing football since he broke his leg.

- a) in
- b) on
- c) at
- d) up

Test 19

1. The Statue of Liberty ... by Gustave Eiffel.

- a) design
- b) designed
- c) was designed
- d) have been designed

2. Where are your brothers? - They ... a swimming-pool in our garden.

- a) are digging
- b) dig
- c) were digging
- d) have been digging

3. How do your parents like their new house? - My mother likes it, but my father ... our old one.

- a) miss
 - b) misses
 - c) missed
 - d) doesn't miss
- 4.1 didn't believe that you ... short of money.

- a) are
- b) is
- c) were
- d) have been

5. Actually it's a very friendly dog. If you ... it, it won't bite you.

- a) won't touch
- c) didn't touch

- b) haven't touched d) don't touch
6. The town of Kestwick, which ... at the heart of the Lake District, is the perfect place for a holiday.
- a) laid c) is lying
b) lies d) lay
7. We ... forward to a concert in our town. It is next Sunday.
- a) looks c) are looking
b) looked d) were looking
8. The picture, which ... lately, is worth thousands of pounds.
- a) damage c) has been damaged
b) damaged d) was damaged
9. The scientist who ... a new planet has won the Nobel Prize.
- a) had discovered c) has been discovered
b) discovered d) was discovering
10. ... we have something to eat? - Yes, but not here.
- a) will c) do
b) would d) shall
11. My mother always moves my books around so I ... find them.
- a) can't c) wasn't able
b) couldn't d) may not
12. I don't like the cafes that don't have chairs and people ... eat standing up.
- a) can c) may
b) could d) have to
13. There is a big hotel in the middle of ... park.
- a) a c) -
b) the d) these
14. ... towns which attract tourists are usually crowded in summer.
- a) - **c) a**
b) the d) this
15. Be sure to pick ... tomatoes before they get too ripe.
- a) this c) much
b) that d) these
16. I suppose people are spending now ... money than they used to.
- a) much c) fewer
b) many d) more
17. Was it exciting buying a car? - Well, it was a bit of a problem because I didn't have ... money to spend.
- a) many c) most
b) much d) few
18. Once I hated flying, but now I feel ... nervous about it.
- a) most c) less
b) least d) little
19. The trouble ... my father is that he never relaxes.
- a) of c) about
b) with d) out

20. What did you buy this computer magazine ...? - To read about business software.

- a) at
- b) in
- c) on
- d) for

Test 20

1. All my money ... on the way to the airport yesterday and I couldn't fly anywhere.

- a) were stolen
- b) have been stolen
- c) has been stolen
- d) was stolen

2. This company ... millions on computers but it doesn't seem to become more efficient.

- a) spent
- b) had spent
- c) will spent
- d) has spent

3. We had to wait until the light ... to green.

- a) change
- b) will change
- c) changes
- d) changed

4. I heard the news on the radio while I ... home yesterday evening.

- a) drive
- b) was driving
- c) had driven
- d) drove

5. Before I left the house it ... to rain and I had to take my umbrella.

- a) started
- b) would start
- c) had started
- d) start

6. I was surprised that you ... the football match on television.

- a) hadn't watched
- b) haven't watched
- c) don't watch
- d) aren't watching

7. When Columbus landed on San Salvador, he ... where he was.

- a) knew
- b) didn't know
- c) doesn't know
- d) hadn't known

8. At one time people believed that Columbus ... America.

- a) discovers
- b) discovered
- c) had been discovered
- d) had discovered

9. The talks ... in London next week to discuss some problems of terrorist activity.

- a) is held
- b) will be held
- c) would be held
- d) hold

10. Didn't you ... this horror film last night? - No, I hate such films.

- a) saw
- b) seen
- c) see
- d) seeing

11. Who ... this ice-cream? - Oh, it's mine. I'm just going to eat it.

- a) didn't eat
- b) don't eat
- c) doesn't eat
- d) hasn't eaten

12. The new building looks awful. - I agree. It ... very nice.

- a) didn't look
- b) doesn't look
- c) hasn't looked
- d) won't look

13. "You ... spend your free time on playing football", my mother used to say when I was a schoolboy.

- a) needn't
- c) couldn't

4. By the time she qualifies, she ... law for 5 years.
 a) will study c) will have been studying
 b) will be studying d) study
5. This old house on the corner ... down in two weeks.
 a) will knock c) will have been knocked
 b) will be knocked d) knocked
6. It was a film about ... life of a polar explorer.
 a) - c) an
 b) a d) the
7. They met in May and it was then ... he fell in love with her.
 a) that c) there
 b) than d) this
8. I don't agree that the unemployed ... receive more help from the state.
 a) can c) should
 b) may d) has to
9. Being a nurse is not as ... as being a doctor.
 a) more interesting c) less interesting
 b) interesting d) most interesting
10. We arrived ... England at Gatwick Airport.
 a) to c) in
 b) for d) at
11. Don't worry, the sun ... our clothes by the time we get home.
 a) will dry c) will be drying
 b) will have dried d) dry
12. Traditional English afternoon tea ... rare nowadays, although the English are ready for a cup of tea at any time of the day.
 a) is c) has been
 b) was d) will be
13. My father who ... recently spends all day reading the newspapers.
 a) retired c) retires
 b) has retired d) will retire
14. Much that has just been said ... soon.
 a) forget c) will have been forgotten
 b) will forget d) will be forgotten
15. There ... interesting news in today's newspaper.
 a) are c) have been
 b) is d) were
16. I saw two films yesterday, but I didn't like ... of them.
 a) neither c) none
 b) no d) either
17. The judge sent him to ... prison for ten years.
 a) – c) the
 b) a d) an
18. ... you tell me if this bus goes to Heathrow Airport?
 a) must c) may

Level 1-B

Test 1

1. I (see) a very good film last week. You (see) it yet?
2. What films (be) on now? - I (not, know).
3. Are you going to the post-office? - I already (be) there.
4. What is she doing? - She (make) a cake.
- 5.1 (phone) you as soon as I get home after work. 6.1 saw Tom only (a few, a little) days ago.
7. Take (off, of, on) your coat. It's warm here.
8. I (prefer) food which is not hot.
9. I'm very tired. I (not, sleep) for 2 days.
10. Quick! Take the kettle off the cooker. The water (boil).
11. Jane (recover) yet? No, she still (be) in hospital.
12. If he goes (on, by) car, I'll join him.
13. How (much, many) does this coat cost?
14. Would you like (a, the, -) glass of milk?
15. He (live) in Spain when he was a child.
16. Alice (not, go) to work by bus, she lives near her office.
17. What you (do) when Ben phoned?
18. They (move) into their new flat yet?
19. Do you know what they (discuss) now?
20. The problem was (serious) than we expected.

Test 2

1. My friend didn't make (some, any) mistakes in his test.
2. What (a, the, -) boring film! It's the most boring film I ever (see).
3. I'll be surprised if you (pass) your exams successfully.
4. Look! The bus (be) completely empty. There (be) nobody on it.
5. Nancy (look) like her father.
6. If you take the medicine, you (feel) better.
7. Linda (wait) for the bus when I saw her.
8. This car is expensive to run. It uses (much, many) petrol.
9. How long you (know) him?
10. Excuse me, I (look) for a phone box. Is there any around here?
11. When you (return) home, you will see a lot of changes.
12. What you (do) when your mother called you?
13. They (speak) only English in class.
14. There are (many, a lot, few) of tourists visiting our town in summer.
15. We need money for the bus. How (many, much) have we got?
16. A big car (use) a lot of petrol.
17. I was very surprised when I (meet) him there.
18. What time do you come (to, at, in, -) home from school?
19. I closed the door quietly because he (try) to sleep.
20. I thought the film (be) a big success

Test 3

1. We've been invited (*for, from, to*) a wedding.
2. He often visits his parents on (*-, a, the*) Sundays.
3. Students often (*think*) that exams are a nuisance.
4. When the water (*boil*), turn off the gas, will you?
5. Ann (*not, recover*) yet. She is still in hospital.
6. When they (*get married*)? - Last year.
7. It still (*rain*).
8. Who told you about it? - A friend of (*mine, my*).
9. She is (*good*) secretary that has ever worked here.
10. We (*arrive*) ten minutes ago.
11. You (*read*) any of Shakespeare's plays?
12. Somebody (*use*) my computer at the moment.
13. They (*ask*) me some questions at the yesterday's interview.
14. She told me that you (*be*) ill.
15. It costs (*many, much*) to repair a car.
16. I know (*nothing, anything*) about Economics.
17. As soon as I (*hear*) the results, I'll let you know.
18. Where is Stella? - She (*play*) tennis in the park.
19. Cats (*not, like*) water.
20. I didn't understand what she (*mean*) at first.

Test 4

1. When I arrived, the party (*finish*).
2. Excuse me, where is (*near*) cafe?
3. He left the house without (*some, any*) money.
4. I will have to go to the shop if my sister (*not, buy*) anything for dinner.
5. A cook is someone who (*prepare*) meals.
6. It's raining. It (*start*) raining an hour ago.
7. Where's your key? - I'm afraid I (*lose*) it.
8. I (*walk*) along (*a, the, —*) road yesterday when I met my friend.
9. English people are proud (*of, for*) their literature.
10. That car isn't (*our, ours*).
11. Helen (*be*) 17 years old next Sunday.
12. She told me she (*invite*) all her friends to her next birthday party.
13. Tom (*arrive*)? - Not yet.
14. When Sarah came to the party, Paul already (*go*) home.
15. You (*see*) news on television yesterday, didn't you?
16. She didn't tell (*somebody, anybody*) about her plans.
17. Do you read (*many, much*)?
18. She paid for her ticket and (*leave*).
19. I couldn't open the office door because someone (*lock*) it.
20. When I phoned her, she (*do*) her homework.

Test 5

1. They (*watch*) television - their favourite programme is on at the moment.
2. I'll call you as soon as we (*sign*) the contract.

3. They went on holidays with a friend of (*their, theirs*).
4. He didn't even apologize (*for, at*) being late.
5. This house (*build*) by my grandfather many years ago.
6. Are you going (*somewhere, anywhere*) today?
7. Be careful, you've made (a, *the, -*) mistake.
8. We (*travel*) for about two hours when I realized that something was wrong with one of the tires.
9. Mary will be ready soon. She (*have*) a bath at the moment.
10. They (*send*) you the money before they (*leave*). You (*receive*) it soon.
11. She is (a, *the, -*) friend of mine. In fact, she is (a, *the, -*) best friend I have ever had.
12. He'll wait (*at, for, to*) you in front of the library.
13. I saw him (a *few, a little, a lot*) weeks ago.
14. She is a really nice person - one of (*nice*) people I know.
15. I'll tell him the truth of course. But it (*not, be*) any good. He (*not, believe*) me.
16. I thought that my train (*leave*) in an hour and was very disappointed when I (*arrive*) and (*learn*) that it just (*leave*).
17. He kept looking at her, wondering where he (see) her before.
18. The sooner we (*start*), the sooner we (*get*) there.
19. When it (*get*) dark, we'll have to stop. We (*may, can't, aren't*) work in the dark.
20. Tell me (*what, which*) you want (*me, I*) to do.

Test 6

1. (*Most, more*) of the stories that (a, *the, -*) people tell about (a, *the, -*) Irish aren't true.
2. The telephone and the doorbell rang (*in, at, by*) the same time.
3. We had a lot of problems with our house. (*At, in, by*) the end we sold it and bought a flat.
4. She (*must, could, may*) not understand the language when she first came to England.
5. I'm sure I (*can, shall be able to, may*) drive by next summer so we (*can, shall be able to, may*) hire a car now.
6. Your English is much (*good*) than mine.
7. The place that gets the (*much*) rain in the world is the mountain in Hawaii.
8. Which month of the year has (*few*) days?
9. It (be) a cold winter night. It (*snow*) hard and I wanted to get home quickly.
10. She (*use*) to play the piano beautifully but she (*not, play*) so well now. She told me she (*study*) at a music school when a child.
11. Write to me when you (*get*) back.
12. Don't disturb him. He (*work*).
13. I've told him (a, *the, -*) lot of times that I don't know who's broken (a, *the, -*) window but he doesn't believe me.
14. The boy didn't want to tell us (*something, nothing, anything*).
15. I wanted to help you yesterday but I (*couldn't, mightn't, shouldn't*).
16. They (*can, be, need*) to meet in the morning tomorrow to sign a new contract.
17. Nobody (*must, can, may*) take anything out of a shop without paying for it.

18. The (*much*) snow you have in winter, the (*good*) crop you have in summer.
19. I'm sorry I'm late. I got here as (*fast*) as I could.
20. (*By, at, to, for*) the end of the street there is a path leading (*by, at, to, for*) the river.

Test 7

1. It was a lovely day. There wasn't a cloud (*on, at, in*) the sky.
2. When I'm a passenger (*in, by, at*) a car, I prefer to sit (*in, by, at*) the front.
3. He (*sit*) on the bank fishing when he (see) a man's hat floating down the river. It (*seem*) strangely familiar.
4. The house next to yours (*be*) full of policemen and police dogs yesterday.
- What they (do)? - I heard that they (*look*) for drugs. - They (*find*) any? — Yes, I believe one of the dogs (*discover*) something there.
5. It's a long time (*for, since*) I had a good rest.
6. In detective stories the murderer always (*catch*) which doesn't happen in real life.
7. Some people (*can, must, may*) break the law and get away with it. Others get punished.
8. There was (*a, the, -*) knock on (*a, the, -*) door. I opened it and found (*a, the, -*) small dark man in (*a, the, -*) blue overcoat and (*a, the, -*) woolen cap.
9. I'll wait as long as you (*like*), but don't let me down. 10. If he (*not, stay*) in bed for a couple of days at least, he will never feel better.
11. I (*be*) interested in politics lately.
12. His theory is very difficult: very (*a few, few, little*) people (*can, must, may*) understand it.
13. When I got (*for, into, to*) the car this morning I found that (*a, the, -*) radio had been stolen.
14. She came in and (say) that the kettle (*boil*).
15. (*A, the, -*) pollution is one of (*a, the, -*) greatest problems facing (*a, the, -*) mankind.
16. Our luggage is very heavy. We (*have to, may, should*) take a porter.
17. I didn't see the signal, so I (*not, stop*).
18. I just (*remember*) that I (*not, pay*) the rent yet.
19. Tom (*can, must, may*) speak Welsh very well.
20. Could I speak (*at, to*) Jane, please?

Test 8

1. In (*a, the, -*) afternoon (*a, the, -*) wind increased and they soon found themselves in (*a, the, -*) difficulties.
2. We believe that he (*have*) special (*knowledge, knowledges*) which (*may, can, should*) be useful to the police.
- 3.1 (*look*) out before I (*go*) to bed and (see) a man (*stand, standing*) on the opposite pavement watching the house.
4. You look exhausted! — Yes, I (*play*) tennis for two hours.

- 5.1 often (*look*) through my old photograph album. It's full of photographs of people (*who, whose*) names I completely (*forget*). I wonder what (*happen*) to them all.
6. When the Titanic (*cross*) (*a, the, -*) Atlantic, she struck (*a, the, an, -*) iceberg.
7. (*Should, ought, be*) I tell him (*the, a*) truth?
8. There (*be*) often accidents (*at, by, in*) these crossroads.
9. He (*use*) to smoke very heavily. Now he hardly smokes at all.
10. We (*must, have, may*) to take a taxi. Otherwise we'll be late.
11. He (*park*) his car and (*rush*) into the shop to buy some bread.
12. There was little time left but they (*drive*) at the top speed and (*come*) to the airport in time.
13. I already (*pack*) my things when Kitty entered the room.
14. You should change (*a, the, your*) wet shoes, or you'll catch another cold.
15. As she was very afraid (*at, of, -*) thieves, she locked up (*a, the, -*) house very carefully before she went to (*a, the, -*) bed.
16. (*Could, may, should*) you lend me your dictionary, please?
17. All sorts of things (*leave*) by passengers on buses.
18. Did you say that you (*want*) to help picking apples? I (*could, may, have to*) come on 10 October. - Oh, we (*pick*) them all by that time. But come all the same.
19. I (*be*) back again at the end of next month.
20. He is always (*in, at*) a hurry.

Test 9

1. I'll leave some sandwiches in the fridge in case you are hungry when you (*come*) back.
2. They (*could, had, must*) to put off their trip because their daughter suddenly had fallen ill.
3. Slow down. You (*go*) too fast."
4. Oxford is (*a, the, -*) most popular tourist attraction (*in, at*) Britain after London and Stratford-on-Avon.
5. I'm sure we (*meet*) many years ago, but I (*not, remember*) where it was.
6. Europe and America (*separate*) by the Atlantic Ocean.
7. He is trying to find (*a, the, -*) job, but there isn't (*much, many*) work available at present.
8. She said that she (*try*) to ring up her mother several times the previous day.
9. We have to pick the fruit very early in the morning; otherwise we (*can't, mustn't, may not*) get it to the market in time.
10. Nobody (*use*) this room for ages.
11. Tom Smith (*write*) a book and Brown and Co (*publish*) it last month.
12. Tomorrow the office (*clean*) in the evening after the staff leave.
13. We shook ... hands with ... host, (*a, the, -*)
14. Are French children obliged to go to (*a, the, -*) school (*on, at*) Sundays?
15. There will always be a conflict between ... old and ... young. Young people want ... changes but ... old people want ... things to stay ... same, (*a, the, -*)
16. He was standing there in the rain and (*not, have*) even the sense to put up his umbrella.

17. (*May, should, must*) I use your phone to ring for a taxi? Oh, there's no need (*for, to, at*) it, my son (*drive*) you home.
18. When we (*take*) our exams, we'll have a holiday.
19. People believed that he (*kill*) by terrorists.
20. He (*use*) to spend a lot of time in his library.

Test 10

1. He'll (*hard, hardly*) come now.
2. The clerk in the booking office inquired if I (*want*) a single or return ticket.
3. You (*ask*) to make a speech at yesterday's party?
4. Are you nearly ready? Our guests (*arrive*) any minute. 5.1 (*look*) for mushrooms the whole morning, but I (*not, find*) any.
6. At 8.30 he (*pick*) up his case, (*go*) out of the house and (*lock*) the door behind him.
7. Is there (*some, any*) milk in that jug?
8. We are going to (*a, the, -*) tea with (*a, the, -*) Smiths today, (*have, are, aren't*) we?
9. Our car (*steal*) last month. A week later the police (*find*) it not far from our town. They (*remove*) the radio but done no other damage.
10. All the ministers will see him (*of, off*) at the airport.
11. We (*had to, could, might*) give the books back; they did not allow us to take them home.
12. He should change (*the, his*) wet coat, or he'll catch (*another, the other*) cold again.
13. ... day after ... day passed without ... news, and we began to lose ... hope, (*a, the, -*)
14. As soon as I hear from him I (*let*) you know.
15. Would you like (*some, any*) coffee? I just (*make*) some.
16. Ask (*a, the, -*) woman in front of you to take (*of, off*) her hat.
17. When a bottle of champagne (*open*) for twenty-four hours the wine is not fit to drink.
18. Mr. Smith (*hope*) to hire a car, but his wife (*not, drive*) and he (*be*) free not very often at present.
19. I (*be*) grateful if you (*tell*) me whether you (*have*) any information about it.
20. The Browns (*be*) abroad for ten years, but before that they (*live*) near London.

Test 11

1. I've told you ... hundred times not to come into ... room without knocking, (*a, the, -*)
2. It isn't necessary for you to drive me to the station. I (*may, can, must*) get a taxi.
3. We can go (*by, in, on*) car if you wash (*a, the, -*) car first.
4. I'm interested (*at, in*) chess but I'm not very good (*at, in*) it.
5. My aunt's son (*not, start*) to work yet. He (*be*) still (*at, in*) High School.
6. It (*rain*). That was the only reason I didn't take the children to the beach.
7. He (*not, work*) hard at school so he (*not, get*) a good job when he left.

8. This scientific theory already (*prove*) to be false.
9. Did you come (*by, on, in*) air? — No, I had a lovely voyage on (*the, a, -*) Queen Elizabeth II.
10. Nobody (*come*) to see them since they bought this house.
11. That (*man, men*) has been standing there (*since, for*) 6 o'clock.
12. You (*mustn't, couldn't, may not*) move this man; he is too ill. You'll have to leave (*him, his*) here.
13. I (*have*) my photograph taken tomorrow.
14. You will feel better when you (*have*) a meal.
15. Tom (*invite*) to his friend's birthday party yesterday.
16. He had (*a, the, -*) fair wavy hair; but (*she, her*) hair was dark and straight.
17. She (*be*) sixteen now but I thought she (*be*) older.
18. I was waiting (*-, for, to*) the rain to stop.
19. He never (*be*) to India, but he (*be*) in Pakistan last year.
20. Some people believe in (*a, the, -*) life after (*a, the, -*) death.

Test 12

1. Shall I turn on the light? - No, you (*mustn't, needn't*). It is still light in the room.
2. He hoped that Tom (*be*) there in half an hour.
3. I think that this coat (*should, can, must*) cost \$ 100.
4. We just (*hear*) that your mother (*not, be*) very well. We'd like to go and see her.
5. You (*know*) where Bob is?
6. I last (*see*) him a month ago, when he just (*leave*) his job with the film company.
7. My aunt lived on (*a, the, -*) ground floor of (*a/an, the, -*) old house near (*a, the, -*) River Thames.
8. He (*take*) for a Frenchman, his French was so good.
9. I've bought everything so you (*mustn't, can't, needn't*) go shopping.
10. The Urals are not as (*high*) as the Alps.
11. Is that 703456? No, I'm afraid you (*dial*) the wrong number.
12. Why are you so angry (*to, on, with*) us?
13. Many of the exhibits (*damage*) in the fire, and some totally (*destroy*) some years ago.
14. I'm sorry I can't help you now. I (*prepare*) for the test.
15. There was such (*a, the, -*) long queue that we decided not to wait.
16. I'm sorry that the child (*see*) the accident yesterday. - I (*not, think*) it matters. He (*forget*) everything soon.
17. He said that his speech (*be broadcast*) tonight.
18. She (*hire*) a typewriter and she (*learn*) to type soon.
19. I (*plan*) my future for the next ten years. - That's very clever of you. What you (*do*) when you (*leave*) university? - I (*not, decide*) yet.
20. I haven't got (*any, some*) money. Can you lend me (*any, some*)?

Test 13

1. These two boys are (*all, every, both*) good swimmers.
2. A tram is not so (*quick*) as a bus. It is (*slow*) means of transport.

3. Ann's eyes are not very good. She (*has to, must*) wear glasses.
4. How long they (*be*) married? - For five years. They (*be*) students then.
5. I'm not going (*somewhere, nowhere, anywhere*) tonight.
6. You (*pass*) your driving test yet? - Yes, I (*pass*) it last year.
7. I have (*a, the, -*) terrible cold and I'm staying in (*a, the, -*) bed today.
8. He began to speak (*in, at, with*) a low voice.
9. He earned (*much, many*) when he (*work*) as a computer programmer.
10. The children usually (*play*) in the park after breakfast.
11. What your brother (*do*)? - He (*read*) a magazine.
12. When you (*visit*) Minsk last?
13. If I (*have*) some time in the evening, I shall repair my bicycle.
14. It's 12 o'clock, so I (*go*) to bed now.
15. Do you hear (*anything, something*)? - Yes, I (*hear*) soft music.
16. Can you explain this word (*with, to, by*) me?
17. Peter and Jane (argue): I (*can, must, may*) hear them from my room.
18. I never (*trust*) him since he started working here.
19. I'm worried. Why they (*arrive*) yet?
20. They are very angry. They (*try*) to see you for the last two or three hours.

Test 14

1. I (*finish*) it when I (*be*) at the office tomorrow. I (*leave*) now.
2. (*A, the, -*) coffee I bought last week is very good but very expensive.
3. English people are proud (*of, for, at*) their literature.
4. Hurry up! We don't have (*many, much, a little*) time left. 5. I think she is the nicest person I ever (*meet*).
6. Mary (*clean*) the windscreen when she noticed a crack in the glass.
7. I couldn't open the office door because it (*lock*) by someone.
8. I (*not, think*) you should apologize for not meeting him.
9. As soon as they (*phone*) me, I will contact you.
10. She is going to be (*a, the, -*) doctor. Her parents are (*a, the, -*) doctors too. The clerk in the booking office asked if I (*want*) a single or return ticket.
12. My grandmother said that she (*be*) surprised to see that grandfather's clock (*stop*).
13. I asked her if she (*like*) to borrow the book but she thanked me and said that she already (*read*) it and (*not, like*) it very much.
14. He said that if war (*break*) out he (*have*) to leave the country at once.
15. Most of Earth's surface (*cover*) by water.
16. The river was not so (*shallow*) as we expected, it was rather (*deep*).
17. My mother goes to ... church in ... morning, and in ... afternoon she visits her friends, (*a, the, -*)
18. The house was full. We couldn't get (*in, into, on*) it.
19. Would you like (*something, anything*) to eat?
20. We (*must, could, had to*) not repair the car ourselves. We (*must, could, had to*) ask our neighbour to help us.

Test 15

1. While we *(fish)* someone came to the house and *(leave)* this note for us.
2. The exam just *(begin)* and the candidates *(write)* their names at the top of their papers.
3. I lit the fire at 6.00 and it *(burn)* brightly when James *(come)* in at 7.00.
4. When I arrived the lecture *(start)* already and the professor *(write)* something on the blackboard.
5. He was very polite. Whenever his wife *(enter)* the room he *(stand)* up.
6. The pupil asked the teacher how that word *(pronounce)*. 7.1 apologized *(at, to, by, for)* them *(at, by, for)* my mistake.
8. The manager *(may, had to, is)* not come to work today. He isn't well.
9. He doesn't have *(much, a lot, many)* work to do this afternoon.
10. My sister is *(economical)* than me.
11. I asked him what he *(be)* going to do with his old car.
12. The policeman asked if any of us actually *(see)* the accident at the crossroads.
13. My friend asked if it *(be)* all right if she *(come)* a little later.
14. I asked them where they *(go)* for their summer holidays the previous year.
15. She asked if I *(like)* to go to the concerts but I answered that I *(have)* no spare time because I *(have to)* prepare for exams.
16. Originally the book *(write)* in German and a few years ago it *(translate)* into English.
17. There are plenty of hotels in the town. It *(must, should, can)* not be difficult to find somewhere to stay.
18. He is not so *(bad)* as you think, but, perhaps he is *(good)* than me.
19. Is this *(a, an, the)* first time you have been to *(a, an, the, -)* Crimea?
20. The accident looked serious but fortunately *(nobody, anybody)* was injured.

Test 16

1. The director *(not, allow)* the actors to travel by air while they *(work)* on the film last time.
2. When I arrived at the meeting the first speaker just *(finish)* speaking and the audience *(clap)*.
3. I remember that while I *(learn)* to drive I *(have)* ten accidents.
4. Yesterday he *(have)* a bad fall while he *(repair)* the roof of his house.
5. The play *(write)* by a previously unknown author but now his name *(know)* in many countries of the world.
6. "Your mother was *(intelligent)* and *(little)* naive than you," my grandmother used to say.
7. On ... Sundays I stay in ... bed till ten o'clock, reading ... Sunday papers, *(a/an, the, -)*
8. You ... fool some of the people all the time, and all the people some of the time; but you ... not fool all the people all the time, *(can, must, may)*
9. There was a long silence in the room. Nobody said *(something, nothing, anything)*.
10. I hope the weather will be nice *(in, on, at)* the weekend.
11. We *(buy)* a new flat not long ago and *(move)* in very soon.

12. If you (learn) another language you (*get*) a better job when you leave school.
13. I am sure that I (*recognize*) him when we (*meet*) next summer.
14. I hope you (*understand*) everything when you (*be*) older.
15. Nowadays many accidents (*cause*) by dangerous driving.
16. The play is (*interesting*) than the book.
17. Apples are not so (*expensive*) as oranges.
18. When I pass my driving test I (*can, might, will be able to*) hire a car from our local garage.
19. She is seriously ill. She's been in (*a, the, -*) hospital for three weeks. We are going to (*a, an, the, -*) hospital to see her.
20. Don't worry. I'll look (*at, after, of, in*) the children. There is nothing to be afraid (*of, at, in*).

Test 17

1. What you (*think*) of his last book? - I (*like*) it very much. It's the most interesting book I ever (*read*).
2. When she (*leave*) school she cut her hair and (*wear*) it short ever since.
3. Mr. Blake is the bank manager. He (*be*) here for twenty-five years. He said he (*be going*) to retire soon.
4. We (*miss*) the bus. Now we (*have*) to walk home.
5. St Paul's Cathedral (*design*) by Christopher Wren and thousands of people (*attract*) by its beauty even now.
6. If (*anyone, someone*) has (*any, some*) questions, I'll be pleased to answer them.
7. I bought my sister ... book and ... bottle of ... perfume for her birthday but I don't think she liked ... perfume. (*a/an, the, -*)
8. The price of one of (*those, that*) lemons is 25 pence. Those lemons are 25 pence (*each, every*).
9. These days everybody is aware ... the danger... smoking (*in, at, of*).
10. I think the government (*must, has to, may*) do more to help homeless people.
11. You (*know*) that lady who just (*leave*) the shop? She (*be*) a customer of yours?
12. You (see) my bag anywhere? I (*look*) for it for ages but I haven't found it yet.
13. You are tired. You (*drive*) all day. Let me drive now.
14. That helicopter (*fly*) round the house for the last hour. You (*think*) it (*take*) photographs?
15. When they got to the police station, they immediately (*question*) by a police officer.
16. We've just bought... piano. Can you play ... piano? (*a/an, the, —*)
17. (*A/an, the, -*) life is very difficult for (*a, the*) unemployed these days.
18. We (*must, have to, could*) run all the way to the station because we were late for the train.
19. What is (*good*) film you've ever seen?
20. The Olympic games are held (*each, every*) four years.

Test 18

1. The radio (*play*) since 7 a.m. I have a headache and wish someone (*turn*) it off.

2. He (*study*) Russian for two years but he (*not, learn*) even the alphabet yet.
3. That house (*be*) empty for a year. But they (*take*) down the "For Sale" sign today, so I suppose someone (*buy*) it already.
- 4.1 (*phone*) you twice yesterday and (*get*) no answer.
5. The manager informed that the lunch break (*reduce*) from one hour to forty-five minutes from the following week.
6. My car broke down near ... bus stop. There was ... man waiting for ... bus so I asked him for ... advice, (*a/an, the, -*)
7. We have ... flat on the top floor. We get ... lovely view from there (*a/an, the, -*).
8. Does it cost (*much, many*) to repair a car nowadays?
9. We had a great holiday. It was one of (*great*) holidays we have ever had.
10. The police were suspicious at first but we (*could, were able to, must*) convince them that we were innocent.
11. It (*snow*) for three days now. The roads (*block*) if it (*not to stop*) soon.
12. He (*sleep*) since ten o'clock. It's time he woke up. He (*be*) to be at college in ten minutes.
13. I only (*hear*) from him twice since he (*go*) away.
14. Mark, why you (*make*) such a horrible noise? - I (*lose*) my key and I (*try*) to wake my mother but she (*not, hear*) anything.
15. Peter (*attract*) by Ann and he asked her to have lunch with him.
16. ... man I met on the train told me ... rather unusual story. (*a/an, the, -*)
17. The hotel we stayed at was (*cheap*) than all the others in the town.
18. He is very good (*in, at, of*) repairing different things.
19. She tried to think of other things but she (*could, might, had*) not put that awful memory out of her mind.
20. There were (*a few, a little*) letters this morning but (*either, none*) of them were for me.

Test 19

- 1.1 (*meet*) a friend while I (do) the shopping.
2. Jane (*spend*) every school holiday in Scotland.
- 3.1 usually (*do*) my homework when the TV programme (*end*).
4. How long you (*know*) your best friend?
5. All the grammar rules (*explain*) before the test (*write*) by the students.
6. All the salaries (*pay*) much later now. It's something to do with the computer.
7. You can phone me at (*any, some*) time during the evening. I'm always at home.
8. Everest is (*high*) mountain in the world. It is (*high*) than any other mountain.
9. He is a very famous singer. They say he is (*famous*) singer in this country.
10. He was ... very tall man with ... dark hair and ... beard. (*a/an, the, -*)
11. We (*stop*) and (*wait*) until the train (*pass*).
12. They had to stay at the station for the night because they (*miss*) the last train.
13. The librarian (*register*) all the books yesterday that (*come*) into the library by the end of the week.
14. My watch (*keep*) good time before I (*drop*) it.
15. These documents shouldn't (*leave*) on the desk. They should (*lock*) up.

16. I (*not, introduce*) to her mother yet.
17. While we were working in the garden our door was opened ... somebody ... a key. (*with, at, by*)
18. ... interference with ... nature often brings ... disaster. (*a/an, the, -*)
19. It was an awful day. It was (*bad*) day in my life.
20. I was invited to two parties last week but I didn't go to (*either, neither*) of them.

Test 20

1. The committee (*draft*) the plan by tomorrow.
2. You already (see) the new Indian film? - Yes, I (*manage*) to see it yesterday. But to tell the truth I (*not, like*) to see Indian films.
3. The delegation (*start*) for London as soon as they (*receive*) their visas.
- 4.1 (*not, think*) I (*be able*) to call on them and say good-bye before I (*go*) abroad next week.
5. Why I (*not, inform*) of the change of our plan yesterday?
6. The tickets should (*not, throw*) away as inspectors may check them during the trip.
7. What's (*quick*) way of getting from here to the station?
8. I don't like to go (*to, in, for, under*) a walk (*in, for, under*) the rain.
9. Everywhere ... man has cut down ... forests in order to cultivate ... ground or to use wood as fuel or as ... building material, (*a/an, the, -*)
10. I asked two people the way to the station but (*either, neither*) of them could help me.
11. Why do you always come to see me at (*bad*) possible moment?
12. I spent (*little*) money than you but I spent (*much*) than my mother did.
13. The man (*try*) in court, he (*find*) guilty and (*send*) to prison.
14. "Dictionaries may (*not, use*) at the exam", the teacher said.
15. If I (see) Tom tomorrow, I shall tell him everything.
16. When are you going to finish this test? - I (*finish*) it already.
17. When I arrived at the party, Tom (*go*) home already.
18. The children (*swim*) for half an hour when the storm began.
19. If you go by (*a/an, the, -*) train you can have quite (*a/an, the, -*) comfortable journey.
20. We ... phone her up because her phone had broken, but fortunately we ... leave a message for her. (*can, couldn't, was/were able to*)

Test 21

1. Did you ask them when Ann (*arrive*)? - They know (*nothing, anything*) about it.
2. The teacher said that we would go (*to, on, for*) an excursion soon.
3. In Britain, children start school (in, *at, of, on*) the age (*in, at, of, on*) five.
4. She lives on ... top floor of ... old house. When ... wind blows, all ... windows rattle, (*a, the, -*)
5. ... family hotels are ... hotels which welcome ... parents and children, (*a, the, -*)
6. I (*be going*) to take a short holiday when I (*finish*) this work.
7. As soon as you (*decide*) when you (*leave*), phone us and we (*reserve*) a flight for you.

8. If I (see) George tomorrow, I (*tell*) him to come and speak to you.
9. ... I stay here till 6 o'clock? - No, you ... not. You ... go home now if you've finished your work, (*need, must, may*)
10. There were (*few*) people at this match than at the last one.
11. Don't forget to put the light out when you (*go*) to bed.
12. He (*walk*) out of the door when the phone (*ring*).
13. I'm sorry, Tom can't come to the phone, he (*have*) a bath.
14. My brother (*fall*) in love with an American and they (*get*) married last month.
15. This street (*sweep*) every day, but it (*not, sweep*) last week.
16. If you go to a dentist with a private practice, you (*had to, will have to, should*) pay him quite a lot of money.
17. One of (*famous*) places of interest in London is St. Paul's Cathedral.
18. We travelled all night and arrived (*in, at, to*) Paris (*in, at, to*) 7 o'clock ... the morning, (*in, at, to*)
19. He has lived in London (*more, most*) of his life.
20. Like many women she loves ... tea parties and ... gossip, (*a, the, -*)

Test 22

1. My mother is worried because she (*not, hear*) from my sister for a month.
2. When I woke up yesterday, it (*rain*).
3. By the time I left the house it (*stop*) raining.
4. How long you (*study*) English? - For 5 years.
5. At the age of five he ... read but he ... not write until the age of seven, (*can, could, may*)
6. Can you turn the light... please? I don't want to sit... the dark, (*in, into, on, off*)
7. She spends most of her spare time talking (*in, at, on*) the phone.
8. No park in London is as (*popular*) as Hyde Park.
9. There was (*little, few*) traffic so the journey didn't take very long.
10. Have you ever been to Spain? - Yes, I've been there (*few, a few*) times.
11. The children (*should, could, have to*) play in the yard till their mother gets home from work as they are afraid to be alone.
12. What is (*popular*) sport in your country?
13. The buses are very full. There are too many people ... them, that's why I prefer to travel ... train or ... air. (*at, in, on, by*)
14. What time did you get (*in, at, to, for*) work yesterday?
15. I'll pay one hundred (*a, the, -*) week. It's not (*a/an, the, -*) enormous salary but after all you are (*a, the, -*) completely unskilled man.
16. The weather has been very dry recently. We need (*much, many*) rain for the crop to grow.
17. Who (*invent*) radio? - It (*invent*) by Popov.
18. There weren't any other questions, ... there?
19. These beautiful flowers (*present*) to her by her friends.
20. The doctor (*send*) for already.

Test 23

1. I'm sorry to say but we (*be*) not satisfied with the quality of your work you (*do*) today.
2. She (*have to, can, must, may*) work hard to pass her exams successfully.
3. If you (*go*) to St. Petersburg by train next time, it (*take*) you six hours.
4. When I bought the tickets for the train I (*find*) out that the train (*be*) 20 minutes late.
5. (*Most, many*) of the town is modern. There are (*few, much*) old buildings there.
6. What happened (*with, to, by*) that old watch which you used to have?
7. If we get there early we (*could, had to, may*) get good seats.
8. Now her hair isn't as (*long*) as it used to be.
9. Spring is a very busy time. It is (*busy*) time in the year.
10. Would you like to listen to (a, *the, -*) story about (*a/an, the, -*) Englishman, (*a/an, the, -*) Irishman, (*a, the, -*) Scotsman? - No, I've heard (a, *the, -*) stories about (*a/an, the, -*) Englishmen, (*a/an, the, -*) Irishmen and (a, *the, -*) Scotsmen before and they are all (a, *the, -*) same.
11. That was (*boring*) film I've ever seen.
12. There wasn't so (*much*) snow in the fields as in the forests.
13. She felt ill and (*should, can, have to*) leave early.
14. If you walk ... the end ... the street you'll see a small shop ... the corner, (*of, at, to, in*)
15. It can be dangerous when children play (*on, in, at*) the street.
16. I (*know*) him for two years.
17. The students (*pass*) the exams by the end of next month.
18. He (*live*) in Minsk for ten years already.
19. You ever (*read*) any English books in the original?
20. The room (*clean*) when we arrived.

Test 24

1. He (*can, will be able to, must*) read books in German when he has finished this course.
2. She (*can, may, must*) be very charming if she wants to be.
3. You (*mustn't, needn't, have to*) come if you don't want to.
4. He has got (*much, many*) financial problems.
5. She is very busy today. She has (*few, little*) free time.
6. The weather in November is not so (*cold*) as in December but it's (*cold*) than in October.
7. The (*long*) is the night, the (*short*) is the day.
8. My car (*repair*) in the garage. It (*be*) ready in three hours.
9. Oh! He (*have*) a shave! He (*look*) strange without a beard.
10. I (*do*) military service for eighteen months. This is my last month.
11. No sooner I (*leave*) the office (*than, then, that*) the telephone rang. I hope there was (*somebody, anybody, nobody*) there to answer the call.
12. You don't work hard. If you (*work*) harder, you (*pass*) your examinations successfully.

13. If it (*be*) not so windy tomorrow, we (*not, have*) any trouble in putting the tent up.
14. The population of the world (*grow*) from 35 million in 1950 (*to, at, by*) 42 million today.
15. My brother (*play*) hockey for five years already. He (*play*) for the national team in ten matches.
16. You (*like*) these pears? - It's the first time I (*eat*) such delicious pears.
17. We (*own*) the car for a year before it (*steal*). The car (*not, find*) yet.
18. After he (*come*) out of (*the, a —*) hospital, he will need complete rest for (*other, another, the other*) two or three months.
19. (*How, what*) is your dog called? - Tim. It's (*beautiful*) pet I ever (*have*).
20. When the new road (*build*), I (*be able to, have to, can*) drive to work in under half an hour. Now I (*can, have to, may*) spend much (*a lot, more, the most*) time.

Test 25

1. He comes (*out of, from, off, of*) a good family.
2. He went to school (*at, at the, by the, in the*) age of 7.
3. What do you do? -
 - a) I'm a typist.
 - b) I'm typing a letter.
 - c) I typed letters.
 - d) I'll type it.
4. When did you (*make, do, take*) that photo?
5. Where (*be*) my trousers? - (*It, they*) (*be*) in the wardrobe.
6. The train is standing (*on, on the, in the, at*) platform 6.
7. You (*take, make*) an appointment with the manager of the firm already?
8. Is there any milk in the glass? - Not (*much, some, many*).
9. This is (*bad*) car we have ever had.
10. Hello, can I speak to Mr. Lee? -
 - a) I'm speaking.
 - b) He is speaking.
 - c) Speaking.
 - d) I am.
11. The porter said he (*take*) the luggage upstairs.
12. Shall I go? - What did he ask? - He asked if he (*go*).
13. The more you learn (*little*) you forget.
14. When the telephone rang I (*write*) a letter. I (*finish*) writing it before you came.
15. He (*switch*) off the lights before he went out.
16. You (*go*) to the station when I saw you this morning?
17. I went to England because I wanted to learn (*a, the, -*) English language properly.
18. When he (*come*) again? - (*not, worry*). He (*come back*) in a month.
19. A new school (*build*) near your house already? - Oh, no. It still (*build*).
20. It (*rain*) hard when I (*wake*) up yesterday.

Test 26

1. Bad news (*not, make*) people happy.
2. Mathematics (*be*) an exact science.
3. This coat costs four (*hundred, hundreds*) dollars.
4. Will you have (*some, any*) lemonade? 5.1 don't drink (*many, much*) coffee.

6. "You may take (*any, some*) toy you like", mother said to her boy.
7. Have you read (*something, anything*) by Shakespeare?
8. Something is wrong with my umbrella. May I take (*your, yours*)?
9. Don't cross the street, stop (*at, by, in*) the traffic lights.
10. You must listen (*to, in, over*) this song again. You'll love it. I assure you.
11. Have you ever been (*in, to, at*) England?
12. I'm sorry. I (*not, agree*) with you.
13. You (*listen*) to the radio at the moment? - No, I'm busy with mathematics.
14. When I saw them, they (*play*) football.
15. When the old lady returned to her flat she saw at once that thieves (*break*) in during her absence.
16. Did you phone Ruth? Oh no, I forgot. I (*phone*) her in an hour.
17. I (*study*) English for the last six months, but I can't speak it yet.
18. A new stadium (*build*) in my native town when I was there last time.
19. If my mother (*give*) me (*the, a, -*) necessary sum of money, I'll buy this new dictionary.
20. You (*can, must, may*) trust me, otherwise I (*not, be able*) to help you.

Test 27

1. You (***aren't, couldn't, needn't***) to leave hospital as you (*not, recover*) yet.
2. I (*come*) just and I (*try*) to understand what (*go on*).
3. She didn't know if her parents (*come*) the next day.
4. She was lucky (*recognize*) by the broad public.
5. Jenny's late. She (*should, is to, might*) have forgotten about the party.
6. He was ... only person who could speak ... German with ... Germans and ... Austrians. (*a, the, -*)
7. They are going to get punished one way or (*other, the other, another*).
8. He's always ... a bad temper ... breakfast, (*in, on, at*)
9. Things went from (*bad*) to (*bad*). There was no way (*from, out of, in*) the situation.
10. How do you go to school? - It depends ... weather. ... sunny days I go ... foot, (*on, in, by*)
11. Why you (*leave*) tonight? We (*not, do*) much yet.
12. As soon as I (*have*) a good look at the documents, I (*send*) them back to you. It won't be long.
13. You (*not, get ready*) for the exam unless you (*revise*) all the rules.
14. Didn't you know that his lectures always (*listen*) to with real interest?
15. When I go to Paris I (*may, can, must*) be staying with Richard, but I am not sure yet.
16. I earn \$2 ... hour as ... shop-assistant on ... Sundays, (*a, an, the*)
17. Go and ask him for (*no, some, any*) paper. I haven't (*no, some, any*) in my desk.
18. There was ... accident at ... crossroads at ... midnight ... last night, (*a, an, the, -*)
19. (*In, at, for*) first she was not allowed to marry James, but later her parents had to give (*in, on, at*).
20. Every year more and more people go ... abroad ... holiday. (*on, to, at, —*)

Test 28

1. ... your parents (*know*) now that you lived in another city that year while your house (*repair*)?
2. By the time you (*get back*) Harry (*leave*). You (*should, have, may*) hurry up if you want to meet him.
3. It's very stuffy in here! I think I (*faint*). (*Would, could, will*) you mind opening the window?
4. The students (*ask*) for three hours already at the exam. The results (*announce*) by 7 o'clock.
5. We (*needn't, aren't, haven't*) go into details now, as we have agreed (*on, with, at*) the general principles.
6. Will you have (*any, some, much*) more coffee? You (*have*) only one cup.
7. I couldn't offer him a room ...my flat because ... that time my sister was staying with us. (*at, in, on, —*)
8. You must take (*a, an, the, -*) bus to get to (*a, an, the, -*) National Library.
9. He's a much (*reliable*) person than Caroline. You can always count (*at, on, for*) him.
10. It's easy to get (*with, for, on*) with my father. He never loses his (*temper, mood*).
11. I couldn't even realize how long you (*work*) for that company.
12. Stop asking (*such, so*) silly questions! I (*may not, can't, might not*) concentrate (*in, on, to*) the problem.
13. Please, let me know the moment you (*hear*) (*not, some, any*) news from them.
14. A number of cars (*park*) in the yard every day.
15. She (*is to, has to, must*) drink two cups of coffee in the morning before she (*feel*) really awake.
16. Have you seen ... new "Othello" at ... National Theatre? (*a/an, the, -*)
17. I invited all of them but (*nobody, none, no*) have come.
18. Is (*their, there*) (*something, nothing, anything*) in the world (*bad*) than betrayal?
19. I am not good (*in, of, at*) playing ... guitar. Playing ... football is quite another thing! (*a/an, the, —*)
20. My friends and I have the same tastes (*in, at, on*) music but I can't get used (*with, to, -*) new pop songs.

Test 29

- 1.1 was said that I (*get soaked*) if I (*not, take*) my umbrella.
2. Jane (*get*) a new job not long ago, but she (*complain*) about it ever since.
3. Listen! Somebody (*knock*). It (*be*) Jim at the door.
4. The issue still (*discuss*) when I (*inform*) that the decision (*not, take*) yet.
5. I doubt if he (*be able to, can, must*) work soon. His injuries are so severe.
6. Susan has ... degree in ... Literature from ... University of London. (*a, the, -*)
7. ... was said but ... was done, (*many, lot, much, little*) I'd like to see it vice versa.
8. The person who is sitting next (*for, to, from*) you is (*a, the, -*) famous pianist.
9. He is always in (*a, the, -*) hurry. He drives (*at, with, in*) (*a, an, the, -*) enormous speed.
10. Do you prefer hiking (*for, of, to*) travelling (*by, in, at*) your car?

11. When you *(feel)* thirsty later, room service *(bring)* you whatever you *(order)*.
12. The police officer asked me what I *(do)* at the time when the accident *(take)* place.
13. I *(work)* for the last two hours and I *(not, have)* a rest for a single minute.
14. The headmaster asked what we *(do)* since he *(give)* us the task.
15. Business letters *(are to, may, should)* be brief and to the point.
16. James bought ... Levitan I was telling you about ... last week, (a, an, the, -)
17. There isn't *(many, much, a lot of)* harm in it. I advise you to get *(much)* information about it.
18. ... rich live in one of ... suburbs of ... city in their beautiful villas, (a, an, the, -)
19. *(In, for, to)* my mind, it was kind *(of, from, to)* you to help us.
20. I am not satisfied *(for, with, about)* the results of my paper *(on, in, of)* history.

Test 30

1. Harry *(leave)* London rather suddenly and we *(not, hear)* from him since that time.
2. I *(not, convince)* the inspector that I *(lose)* my ticket only some moments before.
3. By the end of next week we *(decide)* what to do.
4. I couldn't say that at that time I *(count)* on him in all difficult situations.
5. If you see the sign "No smoking" it *(mean)* that you *(can't, shouldn't, mustn't)* smoke.
6. This is ... last time I do you ... favour for ... while, (a, an, the, -)
7. *(Nobody, anyone, none)* of the new employees have been able to pass the test.
8. *(In, at, for)* the daytime the streets are crowded but *(in, for, at)* night they are quite deserted.
9. *(A, the, -)* more he read for the exam, *(a, the, -)* better it was for him.
10. She's been married *(for, with, to)* John *(for, since, at)* 12 years. They can be seen together everywhere: ... the parties, ... holiday, ... work, *(for, at, on)*
11. Whatever *(happen)*, I *(meet)* you here in a week. I *(wear)* a long brown coat.
12. "I *(do)* it after all", exclaimed the winner. "I *(work)* *(to, for, in)* my victory all *(these, that, this)* years".
13. The trouble with you is that you constantly *(complain)*.
14. James will always help his friends if they *(ask)*.
15. You *(don't have to, may not, aren't to)* whisper. Nobody *(can, can't, shouldn't)* hear our conversation.
16. At... end of ... busy day, ... sleep is ... best remedy, (a, an, the, -)
17. Of all of the girls he phoned *(nobody, anyone, none)* were at home.
18. I haven't seen him *(ago, long, for ages)*.
19. ... most of her stories about ... French are funny. She *(treat)* these people with ... humour, (a, the, -)
20. You *(should, can, may)* hurry if you want to catch *(the, a, -)* 7 o'clock train *(in, to, out)* Bristol.

Test 31

1. William kept *(for, at, -)* looking at her, wondering where he *(see)* her before.
2. At the moment you *(come)* tomorrow morning, I *(cook)* breakfast for you.
3. Where you *(come)* from? - I am from Spain. I *(leave)* my country not long ago.

4. I (*complete*) my research in two days' time. I (*work*) at it for six months already.
5. The Browns (*were to, had to, must*) have won the lottery - they've bought another new car!
6. ... summer I spent in ... Netherlands is one of ... best in my life, (*the, a, -*)
7. I am sure they will succeed in the aim they put before (*them, theirs, themselves*).
8. Your brother is (*so, such*) a good man, much (*good*) than I thought.
9. Who looks (*through, after, of*) your children (*during, for, at*) your absence?
10. May I speak (*for, to, at*) Mr. Brown? - No, he is (*away, out*) (*for, to, on*) business, he won't come back (*till, as soon as, at*) Monday.
11. I always sleep (*through, by, to*) the alarm clock. My Mam (*has, can, should*) to wake me every morning.
12. We were promised to be promoted if we (*work*) as well as we (do) before.
13. Could you believe that his friends (*not, tell*) him about their intentions some days before?
14. I was sure the work (do) by the time I (*come*) back. I returned a bit earlier to check it out.
15. The Manager stated that my work (*improve*) recently and I (*work*) hard.
16. It's ... long time since I met such... lovely person like you. (*a, the, -*)
17. The book was so interesting that I could not tear (*my, myself, me*) from it.
18. Just after college I (*had to, could, might*) accept any job offer. My life seemed (*hopeless, hopelessly*).
19. Pass (*a, the, -*) salt (*for, to, at*) Father, Jane, and pass (*for, to, at, -*) me (*a, the, -*) pepper, please.
20. Who will be looking (*out, after, on*) your pets while you are (*on, at, for*) holiday?

Test 32

1. What time (*leave*) the ship for Liverpool?
2. He asked me what I (*think*) of his car he just (*buy*).
3. It (*rumour*) lately that the manager (*be ill*) for a fortnight already.
4. Nobody knew exactly when the gunpowder (*invent*).
5. I am (*under, in, with*) such a great impression of the film. You (*can, ought, must*) go and see it. It's really fantastic.
6. "Well, in ... end I think I'll take these leather gloves", said ... customer, (*a, the, -*)
7. I don't like team work, so I prefer working by (*my, me, myself*).
8. "Say ... and do ...", my father used to say. (*many, much, few, little*)
9. On ... Sundays I like to stay at... home and work in ... garden, (*a, the, -*)
10. I don't like standing (*in, at, by*) queues waiting (*in, for, at*) my turn to pay (*for, to, with*) my purchases.
11. When my sister (*return*) home, she (see) at once - that somebody (*bring*) her a bouquet of flowers for her birthday.
12. Before we (*get acquainted*) last year, I (*hear*) (*much, a lot of, a few*) about you.
13. Jane, I am so glad you (*get*) to my place at last. I (*wait*) for you all day.
14. ... you ever (*tell*) such terrifying stories?

15. It's a pity but (*something, anything, nothing*) (*may, has, can*) be done to improve the situation.

16. We spent ... pleasant evening having ... drink at ... Irish Pub. (*a, an, the, -*)

17. The case was too heavy for ... to lift it on ... own. (*my, me, mine*)

18. I am fond of James Brown's (*last, latest*) book. I am looking forward to the continuation of the story.

19. Though my younger brother is interested ... chess, he's not good ... it. (*at, in, for, of*).

20. The train leaves ... Bristol ... 10 minutes later, (*for, out, from*)

Test 33

1. I (*work*) late for the last fortnight. That's why I am so tired that I (*can't, may, might*) think of (*something, anything, nothing*) but the rest.

2. She (*tell*) you yesterday since when she (*be*) out of work?

3. Peter couldn't understand what (*be decided*) because too many people (talk) at once.

4. My flat (*redecorate*) now and I (*live*) at my parents'.

5. They (*be to, must, have to*) meet me at the airport but I didn't see anybody.

6. ... new campaign against ... drugs is directed at ... teenagers. (*a, the, -*)

7. She hates being in the house by (*hers, herself, her*). She is afraid to be alone.

8. Do you know ... man speaking with ... manager? (*a, the, -*)

9. (*In, on, for*) my way home I like to have a chat (*for, of, with*) my friends.

10. I hate getting ... early ... Sunday mornings, (*at, -, on, in, up*). \

11. I (*be asked*) when my guests (*come*) the next day.

12. The professor told us that we (*not, prepare*) for the exam until we (*revise*) all the material.

13. I have to be back at 5.00, so I (*leave*).

14. I couldn't even guess what (*discuss*) at the moment of my arrival.

15. I was asked if my parents (*be*) out of ... town ... previous week, (*a, an, the, -*)

16. Mary spent ... year and ... half working with ... disabled, (*a, an, the, -*)

17. ... you (decide) on ... list of ... guests yet? (*a, an, the, -*)

18. (*In, at, for*) first I found the work very boring, but in some weeks I got used (*at, to, of*) it.

19. My salary (*double*) and now I can spend much (*many, more, most*) money (*for, at, on*) books.

20. I don't like to stay here anymore. I am leaving (*for, to, in*) New York (*in, at, for*) the afternoon.

Test 34

1. ... (*not, disappoint*) me! I (*count*) on you just now.

2. The newspapers reported the working conditions (*aggravate*) constantly then.

3. As I (*buy*) some new pictures, I thought my room (*look*) better after I put them on the walls.

4. The post officials regretted to say that my letter (*lose*).

5. She was running a high temperature and I (*must, had to, can*) put her to bed at once.

6. Jeremy became (*a, the, -*) teacher with (*a, the, -*) best exam results (*among, between, in*) her schoolmates.
7. When Joseph began speaking (*a, an, the, -*) Japanese, she looked (*at, on, for*) him (*in, of, at*) amazement.
8. Do you go to (*a, an, the, -*) school ... foot or ... bus? — It depends ... weather, (*on, at, by, in*)
9. He seems to know everything. He can answer (*some, no, any*) question on the subject.
10. John apologized (*for, before, to*) us (*at, from, for*) his words.
11. ... you (*be told*) already when your relatives (*come*) next week?
12. She has asked the clerk if all the trains (*arrive*) (*on, in, at*) time here.
13. I (*not, feel*) like visiting my relatives this year, so I (*not, go*).
14. It was announced that a new office block (*construct*) then.
15. Did you know that you (*were to, had, must*) prepare a report for the conference?
16. I couldn't pay for ... meal as I had left ... wallet at ... home, (*a, an, the, -*)
17. At the exhibition you will see (*all, something, anything*) you haven't met in your life yet.
18. "(*At, on, in*) accordance (*with, to, from*) the wishes of my people", the director said, "I am retiring from the company".
19. My son has ... very good German teacher, who knows ... language perfectly, (*a, an, the, -*)
20. My point of view is similar (*with, to, and*) yours, but different (*out, with, from*) Jenny's.

Level 2

Test 1

Use the proper form:

1. Bill works here, ... ? - Yes, he (*work*) here for five years already.
2. You (see) this film? - Oh, no. I (see) it by the end of the week.
3. Where you {*make, do*} the report today? - At the (*student's, students'*) conference.
4. (*All time, every time, still, yet*) I see her, she (*look*) different.
5. Your boss will be angry (*at, about, with, on*) you if you (*be*) late for the office again.
6. You (*may, might, can, must*) not let him talk to you like that.
7. How are you? - I am (*nice, fine, good, right*). Thank you.
8. He (*speaks, tells, talks, says*) he studies at Moscow University.
9. My watch (*stop*) so I didn't know the right (*time, hour, o'clock, moment*).
10. She is clever (*also, too, either, enough*) to do this work (*herself, hers, himself*).
11. Does Mike sometimes (*come, go, arrive, visit*) to your place?
12. I don't want (*anything, something, nothing*) to eat. (*Will, shall, should*) you give me two (*coffee, coffees*), please?
13. If I (see) John tomorrow, I will tell him (*a, the, -*) truth.

14. When are you going to finish this test? - I (*finish*) it already.
15. When I arrived at the party, Tom (*go*) home already, but some guests still (*dance*).
16. The children (*swim*) for half an hour when the storm began.
17. Could you ask when Ann (*arrive*)? - O.K., but I know that she (*not, arrive*) yet.
18. There weren't any other questions to him, ...? - Oh, he (*ask*) a lot of questions by his colleagues.
19. The doctor just (*sent*) for. Before he (*come*), I (*not, take*) any medicine.
20. Scaryna Avenue is the (*beautiful*) street in Minsk. It is much (*wide*) than many (*other, another, others*) streets in the city.
21. She speaks English (*good*) than I do, but she (*not, know*) German at all.
22. Yesterday I (*must*) to get up at 6 o'clock. I (*be to*) be at work at 7 a.m.
23. Tom asked me, "How did you spend your weekend?" (*in Reported Speech*)
24. I asked them, "Did you see the film 'Gone with the Wind'?" (*in Reported Speech*)
25. In our country (*the, a, -*) children go to school on (*a, the, -*) 1st of September.
26. Chocolate first (*come*) from ... Central America where (*a, the*) Aztecs (*live*).
27. Do you like (*a, the, -*) black coffee? - No, I prefer to have (*a, the, -*) tea.
28. We (*arrive*) in England in the middle of July. We (*tell*) that England (*shroud*) in fog all year round. We (*be*) quite surprised to find that it merely (*rain*) from early morning till late evening every day. So we (*had to, could, might*) carry our umbrellas everywhere.
29. The documents (*sign*) by the president of the company? - Yes, they (*lie*) on the table. You (*may, must, could*) take them.
30. All these business letters (*answer*) by 10 o'clock tomorrow morning. I (*must, can, may*) remember to post them.
31. Everybody is busy as the welcoming party (*prepare*) in honour of the distinguished visitors. They (*be to, have, can*) arrive in an hour.
32. A new metro line (*construct*) in our city now. One of its stations (*build*) in our street soon.
33. If Paul (*not, be*) at home, we (*leave*) a message for him.
34. When we arrive, the concert already (*begin*). We (*had, may, will have to*) take a taxi not to be late.
35. Tom is upset because he (*not, pass*) his exams.
36. Look! Somebody (*try*) to open the door of your car. - Oh! I (*not, see*) anybody.
37. Can you help me, please? I (*look*) for my glasses. I (*lose*) them somewhere.
38. Many experiments (*hold*) in our laboratory this month. The results (*publish*) soon.
39. The students (*examine*) now. They (*examine*) since morning.
40. The secretary said that the manager (*come*) already. He (*work*) in his study.
41. I asked a policeman how I (*can*) get to London University. I (*show*) the way there.
42. We (*must, could, need*) not hurry. We have enough time left.
43. I (*mustn't, may not, not to be able to*) translate this article tomorrow. So I (*do*) it now.

44. Don't worry. The situation isn't so hopeless. It could be much (*hopeless*).

Respond to the following:

45. How's life? a) *I'm sorry to hear it.*
46. Give me a pen, please. b) *The same to you.*
47. It was a pleasure to talk to you. c) *Fine. Thanks.*
48. My mother is ill. d) *Nothing to boast of.*
49. How are you getting on? e) *The pleasure was mine.*
50. A happy weekend to you. f) *Here you are.*

Test 2

Supply the correct form:

1. It's a very boring novel. I (*read*) it for two weeks, though I usually (*read*) books very quickly.
2. We (*arrive*) at the theatre about 7 o'clock. Ten minutes later we (*sit*) in the stalls and (*watch*) the performance.
3. We knew that the 2 o'clock train (*start*) already and (*decide*) to go by bus.
4. If she (*go*) on holiday on Monday, she (*have to*) go shopping tomorrow.
5. Where (*be*) your sister? - She (*translate*) an English text in her room. She (*translate*) it since 10 o'clock but she (*not, finish*) her work yet.
6. We (*celebrate*) Victory Day on the 9th of May since the end of World War II.
7. The nearest way to the station (*show*) to them an hour ago, but they (*not, arrive*) yet.
8. The patient (*operate*) in two days by a well-known surgeon.
9. The examinations (*pass*) by the end of January and now the students are (*on, in, at*) holidays.
10. It must (*do*) it at once. We have (*not, no, neither*) time to waste.
11. Passengers come to the airport an hour before the take-off time.
12. ... I check in for the flight to Moscow here?
13. ... I have your ticket and passport, please? - Here (*you are, are you*).
14. Usually we go to the South by plane but tomorrow we ... go there by train as we didn't make a reservation for the flight.
15. I think they ... (*see*) all the sights of London by the end of their stay there.
16. The train ... to arrive in London at 10. (*can, must, may, to have to, to be to, to be able to*)
17. Are there (*good*) stores in the new districts than in the center of Minsk?
18. Is a cheap thing always (*bad*) than an expensive one?
19. This exercise is as (*difficult*) as the previous one.
20. In some parts of the country prices are (*low*) than in others.
21. His illness is much (*serious*) than we thought at first.
22. The (*little*) I get bad information the (*good*) I feel myself.
23. While my mother (*cook*) dinner, I will be laying the table.
24. What platform does your train start from? - ... Platform 3. (*a/an, the, -*)
25. My sister works as ... economist at ... big company. (*a/an, the*)
- 26.1 'd like to speak to ... manager, please, (*a, the, —*)

27. Do you know ... Browns? They are ... very nice couple, (a, *the*, -)
28. Her hair (*is, are*) long and thick, but she wants to have (*it, them*) cut.
29. Where (*be*) my glasses. I can't find (*them, it*).
30. There (*are, is*) a book and a lot of newspapers on the table.
31. How much money do (*this, these*) clothes (*cost*)? - (*They, it*) (*be*) rather expensive.
32. Will you ask Ann if she (*take part*) in the excursion next Sunday?
33. The phone (*ring*). Can you answer it?
34. If he (*pass*) the entrance examinations successfully, he (*be*) a student of Belarusian State University soon.
35. The postman usually (*come*) at 8 in the morning. It's half past 8 now, but he (*not, come*) yet.
36. Linda (*be*) very busy when we (*come*) to see her yesterday. She (*wash*) up.
37. I'm too tired to walk. I think I (*take*) a taxi. I'll phone you when I (*be*) at home.
38. We (*walk*) along the forest road when it began raining. We had to walk (*in, under, through*) the rain.
39. Before I came to the office the manager already (*sign*) the documents.
40. Some TV serials like "The Land of Love" (*make*) especially for housewives.
41. I hoped that my article (*publish*) soon, but it (*not, appear*) in the newspaper yet.
42. St. Petersburg (*found*) by Peter I in 1703. It's one of (*beautiful*) cities in the world.
43. She wanted to know where I (*live*) before finishing school.
44. Mary told me she (*not, go*) home the next day until she (*finish*) her work.
45. Kate said that she (*love*) children very much, that's why she (*want*) to be a teacher.
46. Yesterday I (*can, could, may*) not finish my work because I (*be*) very tired.
47. The policeman told the driver that he (*must, to be to, could*) drive more carefully.

Use the Reported Speech:

48. I asked my friend, "Did you fill in an entry form when you went abroad?"
49. He answered, "I had only my personal things when I travelled to England."
50. I'd like you to answer my question, "Why is it necessary to go through passport control and through the customs when you arrive in a foreign country?"

Test 3

Use the proper form:

1. He (*buy*) a new house last year, but he (*not, sell*) his old house yet, so at the moment he (*have*) two houses.
2. Tom and Jack (*work*) in different offices but they often (*go*) to work on the same train.
3. I can't find my glasses. - You (*leave*) them in the car yesterday. I just (*put*) them back into your drawer.
4. I already (*pick*) ten pounds of strawberries! I (*grow*) strawberries for ten years.

5. We arrive in England in the middle of July. We *(be told)* that England *(be)* surrounded in fog all year round, so we *(be)* surprised that the sun *(shine)* brightly that day.
6. The documents *(sign)* by the president of the company by 9 o'clock tomorrow.
7. This book *(not, translate)* into Russian yet.
8. A new railway line *(construct)* across the desert now.
9. A new Metro line *(build)* in our city by the end of next year.
10. Many goods *(export)* from China to different countries of the world.
11. The article *(not, translate)* yet? - Oh, it *(translate)* by 2 o'clock yesterday.
12. You *(must, could, may)* come to my place whenever you like.
13. We *(may, to be to, can)* meet at 2, but she didn't come.
14. This is *(difficult)* problem I ever *(have)*.
15. I'm afraid I can't do it *(good)* than you.
16. The 22nd of June is *(long)* day in a year and what day is *(short)?*
17. The *(much)* I read the *(much)* I know. But why do I forget so *(many, much, few)?*
18. England is *(densely)* *(populate)* than Scotland and Wales. It's one of *(densely)* *(populate)* parts of Great Britain.
19. ... weather is fine today, but I don't like ... hot weather. *(a/an, the, -)*
20. ...People cannot live without ... water and ...air, ...? *(a/an, the, -)*
21. He works as ... engineer at ... big plant, *(a/an, the, -)*
22. His composition is much *(interesting)* than *(your, yours)* or *(my, mine)*.
23. Have you got *(some, any)* money on you? - Not *(many, much)*.
24. Were *(many, much)* questions left unanswered? – Only *(few, a few)*.
25. *(Some, any, no)* doctor can tell you that smoking is harmful for your health.
26. Will you have *(some, any, no)* tea? - No, thanks. I'd prefer two *(ice-cream)*.
27. He shook hands and had a few minutes talk with *(each, everybody)* of us.
28. I *(lose)* my fountain-pen. I must buy *(other, another, the other)* one.
29. This company *(sell)* television equipment and *(other, others, another)* goods.
30. There were two students in the classroom. One of them was reading a book, *(other, another, the other)* was writing *(something, anything)*.
31. You ... come and see us sometimes.
32. You ... read the whole book but you ... read the first four chapters.
33. ...you often...to stay at the University after classes last year?-Yes, we...
34. Excuse me, ... you tell me the shortest way to the station?
35. He is very upset. I think you ... apologize.
36. The students ... smoke in the study rooms and the corridors.
37. I don't think people ... get married until they are 21.
38. It ... rain, so I'll take my umbrella *(though I'm not sure in it at all)*.
39. I ... have my hair cut.
40. You ... use my dictionary for the test if you want. *(2 verbs)*
41. We ... start yesterday *(this was the plan)*; but the flight *(cancel)* because of the fog, so we are still here, as you see. *(must (not), can (not,) may (might), be able to, be to, needn't, have to, could, should)*

Use Passive Constructions:

42. People will talk much about the successful debut of the young actress.
43. You should send the sick man to hospital.
44. Why did they laugh at him?
45. You can always rely on her.
46. The lecturer advised the students to read some rare books on this problem.

Change into Reported Speech:

47. "I've bought two tickets for the performance".
48. He told me, "Take a taxi not to be late".
49. She asked, "Are you discussing my proposals now?"
50. The students asked the lecturer, "When did you publish your first translation of this book?"

Test 4

Use the proper form:

1. Money (*is, are*) not everything in my life, but it's difficult to live without (*it, them*).
2. Where (*is, are*) my glasses? Can you help me to find (*it, them*)?
3. I want neither your (*advices, advice, an advice*) nor help in this matter.
4. Her hair (*is, are*) long and thick, but she wants to have (*it, them*) cut.
5. Please, don't make much noise. The students (*write*) a test.
6. In summer John usually (*play*) tennis once or twice a week.
7. I (*work*) in the library when it began raining.
8. Jane can't find her key. Perhaps she (*lose*) it.
9. Yesterday we (*prepare*) for the examination for 4 hours before you came.
10. It's a secret between us. I promise that I (*not, tell*) anybody about it.
11. Last week I (*go*) to the cinema but the film I (*see*) was not interesting and I (*not, enjoy*) it.
12. In the USA elections for the President (*hold*) every four years.
13. He hoped that the documents (*sign*) soon.
14. We (*invite*) to the party some days ago.
15. Bill said that he (*be*) going to find a new job.
16. My friend said that he (*want*) to go on holiday to the Lake District and he already (*buy*) a new rod for fishing.
17. My mother asked me how many guests I (*invite*) already for our celebration.
18. There was great applause (*at, in, on*) the end of the concert.
19. Go straight ahead and turn left (*in, by, at*) the traffic lights.
20. You'll find the TV program (*on, at, in*) page 5 of the newspaper.
21. I have been (*in, to, at*) Poland two times, but I have never been (*to, in, into*) England.
22. (*In, on, at*) Sunday I usually go (*in, at, to*) the theatre or (*to, in, at*) the cinema (*in, on*) the evening.
23. I don't drink (*much, many*) coffee. Let's have two (tea), ...?
24. We enjoy (*our, ours*) life here. We have (*a few, a little*) friends and we meet quite often.

48. He was ... first to answer this question. ...question was easy, (a, *the*, -)
 49. ... water is cold. Don't drink it! - I'm thirsty. I'll die without ... water, (a, *the*, -)
 50. Englishmen are (*natural*, *naturally*) polite and are never" tired (*off*, *of*) saying "Thank you" and "I'm sorry". They are (*general*, *generally*) disciplined. You never (*hear*, *listen to*) loud (*talk*, *conversation*) in the street. They never rush for (*seats*, *places*) in buses and trains. English people never shake hands when meeting one (*the other*, *another*). They just smile and (*say*, *tell*) "Hello". They say "How do you do" (*sometimes*, *always*), but not very often, only to people they meet (*for*, *at*) the first time.

Test 5

Use the proper form:

1. I (*write*) the composition for 3 hours already but I haven't completed it yet.
2. What she (do)? - She is a secretary at our college.
3. We've got the tickets, and tomorrow evening we (*go*) abroad for a holiday.
4. She (*not*, *see*) him since he left Minsk. Nobody (*know*) (*something*, *anything*, *nothing*) about him.
5. We were walking along the forest road when we (see) a village.
6. I'm not sure I will recognize him tomorrow. - He (*wear*) a dark blue pullover.
7. He (*study*) English since morning. He (*take*) his exam tomorrow.
8. When we left the beach, the rain already (*start*).
9. The delegation (*leave*) for London as soon as they receive their visas.
10. You ever (*be*) to the circus? - Yes, I (*be*) there a month ago.
11. Many experiments (*carry*) out in our laboratory last year.
12. Children and (*a/an*, *the*, -) old (*take*) care of in this country.
13. The students (*examine*) in an hour, but they all (*gather*) already in the classroom.
14. She told me she (*be*) going to take part in the conference.
15. The police officer asked me if I (see) the accident.
16. The secretary said that the manager (*come*) to the office in half an hour.

Use the proper form of the modal verb (can, could, be able to, must, may)

17. Our house is situated in a beautiful place. We ... see the lake from our bedroom window.
18. She spoke in a low voice but we ... understand everything.
19. You ... do something to help me. -Sorry, but I
20. I'm afraid I ... go to the party next Sunday.
21. You ... keep it secret. You ... tell anybody about it.
22. ... I ask you a question. Certainly, you

Choose between *a/an the* – to complete the sentences.

23. What is ... longest river in ... world? (a, *the*)
24. ... hotel we stayed at was ... very nice building, (a, *the*, -)
25. ... Sun is ... star. ... Venus is the brightest planet in ... sky. (*a*, *the*, -)
26. I often watch ... television but I seldom listen to ... radio, (*a*, *the*, -)
27. Our train leaves from ... Platform 6. Will you come to ... station? (*a*, *the*, -)

28. ... Lake Baikal is one of ... deepest fresh-water lakes in the world, (*a/an, the, -*)

Choose the right preposition

29. This programme was watched (*of, by*) millions of people.

30. How did you get here? Did you come (*in, on, by*) train?

31. There are some differences (*in, between*) British and American English.

32. Where is Tom? - He has left (*to, for, in*) London. He will arrive (*to, at, in*) England in the morning.

33. Every summer they go (*in, to, at*) France (*on, at, in*) holiday.

34. I'm sorry ... shouting ... you yesterday, (*for, about, at, on*)

35. They didn't reply to (*our, ours*) letters. We waited for (*their, there, theirs*) answer.

Choose the proper form:

36. I wasn't feeling hungry, so I didn't eat (*something, anything*).

37. He has got no financial problems. He earns and spends (*many, much*) money.

38. This evening I'm going out with (*some, any*) friends of (*my, mine*).

39. Which bus do I have to catch? - (*Some, any*) bus. They all go to the center.

40. I know (*anything, nothing*) about it and she doesn't know anything about it (*too, either*).

Use the proper form:

41. This is (*difficult*) problem which I've ever solved.

42. I'm sure you could do it (*good*) than me.

43. In my opinion *The Nutcracker* is (*good*) ballet I've ever seen.

44. Do you remember (*happy*) day in your life?

45. The (*much*) you read, the (*little*) you forget.

Choose the right variant:

46. Excuse my being late.

a) You were delayed by the traffic.

b) Glad to hear it. c) Better late than never.

47. What do you do?

a) I'm doing well, thank you.

b) Nothing to boast of. c) I'm a student.

48. How's life?

a) Not at all. b) Nothing to look at.

c) Nothing to boast of. Thank you.

49. Thank you for your help.

a) Never mind. b) It's a pleasure for me. c) Glad to hear it.

50. An American lady (*who, which*) was travelling in England got onto a compartment in a smoking carriage where (*an, the*) Englishman was smoking a pipe. For a (*short, shortly*) time she was sitting (*quite, quietly*) expecting (*that, what*) the Englishman would stop smoking. Then she began to cough trying in this (*way, road*) to show him that she objected to the smoke. At last she addressed

him (*patiently, impatiently*): "If you were a gentlemen you would have stopped smoking when a lady got into the carriage." "If you were a lady", (*told, replied*) the Englishman, "you wouldn't have got into a smoking carriage".

Test 6

Use *the proper form*:

1. Some women don't cut their ... and wear ... long all their lives.
a) hair c) them
b) hairs d) it
2. Didn't you see that the boots you were buying ... a pair?
a) isn't c) wasn't
b) aren't d) weren't
3. He can't leave the country until the police ... his passport.
a) return c) will return
b) returns d) would return
4. The most important news ... broadcast on this channel.
a) is c) were
b) are d) shall be
5. There ... hardly any furniture in his room. He ... even got a desk to write on.
a) are c) is
b) hasn't d) haven't
6. The rich collection of Hermitage (*attract*) over three million people every year.
7. When I last saw her, she (*hurry*) along the road to the station.
8. You (see) Philip lately? I (*ring*) his flat several times last week but got no answer.
9. I'd like to play tennis tomorrow if the weather (*be*) fine.
10. They (*drive*) in the car for many hours before they (*come*) to the crossroads.
11. Every year a lot of international and national exhibitions (*hold*) in different countries of the world.
12. The letter (*write*) in a foreign language so I asked the teacher to translate it.
13. I didn't have to wait long as when I came the last student (*examine*).
14. The television (*repair*) already. It's working well again.
15. Somebody is walking behind us. I think that we (*follow*).
16. My friend said that he (*be going*) to learn to drive.
17. She told me that she (*give up*) her job soon.
18. I thought that your brother already (*graduate*) from university.
19. He said that he (*want*) to go on holiday to Italy but he couldn't afford it.
20. She asks me if I (*hear*) from Helen lately.

Use *the proper form of the modal verb (can, could, be able to, must, may)*

21. I looked for my passport but I ... find it anywhere.
22. Though money ... buy your happiness, at least it helps you to leave in comfort.
23. Must I read the whole book by tomorrow? — No, you One chapter is enough.
24. It ... be cold tonight. Put on your coat.

25. I ... stay here till Monday but I couldn't do it (*can/can't, must (not), needn't, may (not), be (to)*)

Use *the proper form*:

26. He is (*good*) chess player in our country.

27. This is (*difficult*) problem which I've ever faced with.

28. The first edition of the dictionary was (*good*) than the new one.

29. It is not so (*hot*) today as it was yesterday.

30. The older she gets (*wise*) she is.

Choose between *a/an the* – to complete the sentences.

31. After leaving school it is very difficult for young people to find (*a, the, -*) job.

32. I was very busy so I couldn't watch the news on ... television but I heard it on ... radio, (*the, a, -*)

33. When ... Titanic was crossing ... Atlantic she struck ... iceberg, (*a/an, the, -*)

34. (*A, the, -*) hotel we stayed at was situated not far from the sea.

35. Soon he saw ... light in ... distance and understood that he was on ... right track, (*the, a, -*)

Use *the proper form*:

36. Have you been to (*some, any*) interesting exhibitions lately?

37. Somebody was making such a noise in the next room that I could hear (*something, anything, nothing*) on my TV-set.

38. Is this (*your, yours*) book? - Yes, it's (*my, mine*).

39. His composition is much (*interesting*) than (*her, hers*).

40. He shook hands and had a few minutes' talk with (*each, everybody*) of us.

Choose the right preposition

41. Steve is (*at, on, in*) holiday. He has gone (*in, to, for*) Spain.

42. Who is going to look (*at, after, for*) your sister's children when she is at work?

43. Don't ask me to decide. I'm not very good (*at, in, for*) making decisions.

44. According (*at, to, in*) the weather forecast there (*be*) snow tomorrow.

45. I'm looking forward (*at, on, to*) seeing you again.

Choose the right variant:

46. Thank for the present, Bill.

a) Never mind. b) It's a pleasure. c) You are welcome.

47. Pass me the salt, please.

a) Oh, don't bother. b) Here they are. c) Certainly. Here you are.

48. I don't like hot milk.

a) So do I. b) Neither do I. c) Neither I do.

49. Pleased to meet you.

a) So am I. b) See you later.

c) What do you mean?

50. All (*over, in*) the world people are trying to (*learn, teach*) English. In China 40 years (*ago, later*) everybody used to carry a copy of "The Thoughts of Chairman

Mao". Nowadays it's (*an, the*) English course. In 1993 more (*than, then*) 100 (*million, millions*) people watched a course on Chinese TV (*made, done*) by the BBC (*to teach, to study*) the language at elementary level. People are (*motivated, motivating*) to learn because (*English, the English*) has become the (*main, only*) language of communication in pharmacy, business and tourism. It's (*also, else*) the official language of air traffic control and airports. Two (*third, thirds*) of all scientists write (*in, at, on*) English.

Level 3

Test 1

1. Banks lend money (*make, do*) profit. These days banks (*lend*) more money to encourage businesses to expand.
2. I would advise you to arrive (*at, in, into*) the airport two hours before the flight (*leave*).
3. I'm afraid I (*can, have to, may*) inform you that your application for funding (*turn down*).
4. She has only just recovered from the operation and still (*find*) it difficult to move about.
5. I promise I (*do*) everything I can to help you find (*a, the, -*) flat, although I suggest that you also advertise in the local newspaper.
6. Scientists (*discover*) that, all over the world, millions of frogs and toads died.
7. Timson (*make*) 13 films and I think her latest is (*good*). I'm sure it will win a prize.
8. Bill (*represent*) his country (*on, at, for*) many occasions, but (*force*) to retire after an injury.
9. Since Mr. Hassan (*become*) President, both taxes and unemployment (*increase*).
10. When I was young, I never (*bother*) too (*much, many, far*) abo'ut my appearance.
11. This novel (*translate*) from Spanish (*in, on, into*) Russian not long ago.
12. My brother has got a lot of stamps in his collection but I have (*few, little, less*) in (*my, mine*)-.
13. I already (*translate*) the article when my boss (*phone*) me and asked if the translation was finished.
14. The accident looked (*serious, seriously*), but fortunately nobody (*injure*).
15. You (*ought to, must, can*) trust your daughter more. You (*need not, should not, may not*) treat her like a child.
16. (*Must, may, can*) I really do this translation today? -No, you (*mustn't, needn't, may not*). You (*need, may-must*) do it tomorrow if you like.
17. The boy (*try*) already to do it several times without any results. I think he may succeed only if he (*show*) how to do it.
18. In a week the government (*announce*) a new programme to help (*a/an, the, —*) unemployed.
19. Our library has received a lot of new books this week. By the end of next week they (*register*) and we (*can, will be able to, must*) borrow them for reading.
20. He never helps me. Perhaps he (*help*) me if I (*ask*) him about it but I never do it.

Test 2

1. I know she has sent us two letters this month, but we (*receive*) (*neither, either, none*) of them.
2. ... you always (*can, must, have to*) pay (*much, many, a lot of*) when a policeman (*stop*) you?
3. I was foolish (*enough, yet, still*) to go out for a walk (*in, under, through*) that heavy rain. But now let's wait here until it (*stop*).
4. By 1733 European settlers (*occupy*) 13 colonies along (*a, the, -*) Atlantic Coast of (*a, the, -*) North America.
5. Thomas Jefferson (*draft*) the Declaration of Independence, which (*adopt*) on July 4, 1776.
6. (*-, the, a*) reason why people went to Hollywood to make films was (*a, -, the*) sun. There (*is, are, was*) 350 days of sun every year.
7. As all the films (*make*) by sunlight at that time (*the, a, -*) West Coast was a much (*good*) place to work.
8. After seventy years they still (*make*) films in Hollywood and people watch them all over the world.
9. Liza Minnelli (*spend*) (*many, more, most of, much*) her childhood in Hollywood visiting her mother's or father's film set at the studios. -
10. The light was switched on (*with, by, on*) the car phone just now.
11. It is difficult for (*the, a, -*) disabled people to do some jobs, and employers (*could, must, may*) discriminate against them.
12. Recycled paper can (*use*) to make birthday cards and cereal boxes as well as hundreds of (*other, others, the others*) things.
13. We could start buying recycled products which help to conserve (*the, a, -*) natural resources.
14. (*Although, however, as*) it is a well-known fact that recycling (*help*) to preserve (*a, the, -*) environment, some people ignore it.
15. Animals which (*keep*) in zoos well (*care*) for and protected; on the other hand, they (*force*) to live in unnatural surroundings.
16. (*A, the, —*) people in the neighborhood (*complain*) due to the fact that the traffic in the area is terrible.
17. You (*can, are to, should*) make a note of your appointment in your diary in case you forget it.
18. Many young people decide to stay in (*a, the, -*) youth hostels when travelling because it is much (*cheap*) than staying in hotels.
19. Working out (*for, at, on*) charity (*can, must, should*) be extremely rewarding, yet not many people decide to volunteer.
20. I think he is rich. If he (*be*) a poor man, he (*not, stay*) at the Savoy when he is in London.

Test 3

1. Although many laws (*pass*) to protect the rights of disabled people and ensure that they (*treat*) equally, they still face many problems in their lives.
2. Despite (*a, the, -*) bad weather the pilot (*could, was able to, might*) land the plane.

3. While it is good to have your own opinion, you (*must, can, may*) be prepared to listen to what (*other, others, another*) people say.
4. When travelling through different time zones, passengers (*may, might, should*) feel tired and experience jetlag.
5. He (*arrest*) for drink-driving by the police, who then took him (*at, in, to*) the police station.
6. (*A, the, -*) customs officials (*try*) to improve their methods of catching people who smuggle illegal goods.
7. The jury (*are, was*) sure to convict him - there (*is, are, were*) so (*much, many, a lot*) evidence against him.
8. If people realized how (*much, many, a lot*) their cars pollute the atmosphere, they would use (*a, the, -*) public transport more often.
9. The conservation of natural resources is very important if humans (*are to, must, can*) survive.
10. (*A, the, -*) tourism brings money (*in, to, into*) the country (*which, what, that*) can be put to the country's good use.
11. He is not selling the paintings at present. He (*not, care*) how much money he (*offer*).
12. I (*look forward*) to the concert for ages, then on the big day it poured!
13. I think music (*must not, could not, should not*) be a necessary part of the school curriculum.
14. I think it's important for (*everyone, each, every*) to be able to speak (*other, another, the other*) language apart from their native one.
15. (*A, the, -*) computers can't replace teachers, because pupils need them to guide their learning.
16. Peace and quiet (*be*) lovely now and then, but activity, excitement and human company are also important parts of our lives.
17. My favourite way of travelling is by train because I (*can, must, may*) relax and watch (*a, the, -*) scenery outside.
18. To stop pollution, I think we (*should, must, are to*) encourage industries to use (*clean*) methods of production than those they (use) now.
19. We (*try*) to educate the public (*of, about, on*) the importance of recycling, (*since, after, because of*) recycling (*help*) save trees and (*other, another, the other*) natural resources.
20. Why don't you come to work in your car? - If I (*have*) a car, I (*bring*) it to work.

Test 4

1. Economics only recently (*recognize*) as (*a, the, —*) scientific study.
2. As there was no demand for their products, the company (*force*) to close.
3. My uncle (*not, care*) (*of, about, for*) losing money. He just (*want*) to sell the car as soon as possible.
4. The invention of (*a, the, an*) aeroplane was a major break through in travel in the 20th century.
5. Mountain climbing is an (*exciting, excited*) sport; however it can be very dangerous.

6. Understanding (*others, another, the other*) point of view does not mean automatically accepting it.
7. There is a far (*exciting*) atmosphere in a cinema, but it's (*expensive*) than watching a video at home.
8. The (*surrounding, surroundings*) at home (*is, are*) more comfortable than they are at the cinema, but being in a cinema (*help*) create a mood that (*help*) you to get really involved in a film, because of the big screen and the sound system.
9. In future computers widely (*use*) to do homework assignments (*such, so, just*) as writing essays.
10. Computers (*cannot, must not, may not*) replace the teachers, because pupils need (*their, they, them*) to guide their learning.
11. She (*not, seem*) to care about her appearance at all, but she always looks (*nice, nicely, well*).
12. I told him that he (*can, couldn't, mustn't, may*) hope to catch a big fish (*with, by, on*) a small rod like this.
13. We should try to help reduce (*a, the, -*) air pollution (*by, with, at*) using public transport or bicycles instead of private cars.
14. Recycled glass can (*mix*) with asphalt or cement and used to make new roads.
15. What you (*do*)? - I'm writing to apply (*to, for, at*) the job (*advertised, advertising*) in this week's newspaper.
16. I'm sorry (*for, at, about*) your recent misfortune. Please let me know if there is (*anything, something, some*) I can do to help.
17. Meat is ... important food because it is ... major source of protein, B vitamins and ... essential minerals, (*a, the, —, an*)
18. Both tea and coffee (*can, must, should*) interrupt sleep and relaxation if they (*drink*) at night.
19. I hope that the music festival (*attend*) by many people, fireworks (*set*) off by the party organizers if the weather doesn't spoil everything.
20. I can't find the necessary flat. If the flats clearly (*number*), it (*be*) less difficult to find anyone.

Test 5

1. Red, white and blue flags (*hung*) by the people and banners (*raise*) all over the town as everyone is waiting anxiously for the big parade which (*take*) place on the 4th of July every year.
2. (*On, in, at*) the day of the event the sound of drums (*can, must, may*) be heard as the marching band comes along first, followed by the Boy Scouts and Girl Scouts.
3. The clothes worn by (*a, the, -*) people today (*be*) very different to (*that, those, this*) worn at the beginning of the century.
4. Trousers regularly (*wear*) by (*woman, women*) nowadays, whereas then it would have been quite (*shocking, shocked*).
5. Traffic accidents often (*cause*) by dangerous driving or poor visibility.
6. Ann told me she (*work*) hard in the lab for five hours the previous day.
7. Dealing with (*a, the, -*) environmental problems after they (*become*) serious is not very practical.
8. The policeman threatened to arrest the driver if he (*not, answer*) his questions,

9. Smog (*damage*) the ancient monument which now (*need*) to be restored.
10. Although they never (*play*) baseball before they had (*an, the, a, -*) enjoyable game.
11. Traffic accidents could (*avoid*) by driving at lower speed and more (*careful, carefully*) and by raising public awareness of the danger of drinking and driving.
12. Cindy said she (*be*) in a hurry. Nobody knew she (*leave*) in 10 minutes.
13. Robert said that he (*not, have to*) water the plants then because it (*rain*) the whole week.
14. Look! Mr. Thomas looks very smart today. He (*wear*) a new jacket which (*suit*) him very well.
15. The process of evolution (*be*) very hard for some creatures. (*Along, among, between*) with many other species, dinosaurs were unable to adopt to the changing environment and, as a result, (*die*) out.
16. When there are fewer than a hundred of species left, they (*consider*) to be almost extinct.
17. We (*try*) to increase people's awareness (*of, in, at*) environmental problems.
18. I want to warn you that if you (*not, have*) locks on your windows, the burglar will break in when you (*be*) away next time.
19. Humans are, of course, the biggest threat to many creatures and now that their secret places (*discover*), they have nowhere left to go.
20. All the telephonists speak English. If they (*not, know*) English, they (*not, understand*) half of the callers.

Test 6

1. I'd like to see (*much, the most, more*) languages included in the school curriculum.
2. I think it is important for everyone to be able to speak (*other, another, the other*) language apart from their native one especially in today's world where (*communication, conversation*) between countries is necessary.
3. Some people claim that owning a home is far (*practical*) than renting one, but there are some negative points to consider.
4. Exercising (*keep*) you fit and healthy; furthermore it helps you feel (*young*) than you (*be*).
5. These days going to the gym (*become*) a daily part of (*a, the, —*) life, but although it (*may, should, will be unable to*) keep you fit, it can also be dangerous.
6. Airport workers (*be*) (*on, at, for*) strike for weeks now; nevertheless few flights (*cancel*).
7. Recycled car headlights, which (*make*) of plastic can be used to make windows which are (*difficult*) to break than normal glass ones.
8. In the past physical torture (*use*) to make prisoners tell . (*a, the, -*) truth.
9. In future solar energy (*use*) instead of petrol; therefore transport (*become*) more environmentally friendly.
10. The (*old*) she gets the (*experienced*) she becomes.
11. My mother earns (*little*) money than father, but I earn (*little*) of all, though my manager promised that I (*have*) some prospects for promotion soon.

12. Students (*not, need*) to rely on the teacher so much when they are working on a computer.
13. I hoped my friend (*become*) (*a, the, -*) writer when he (*graduate*) from University.
14. Everybody knows he is very good (*at, in, on*) inventing stories.
15. In today's world (*a, the, -*) children need all the skills they (*can, have to, may*) get in order to find (*a, the, -*) successful career in their future life.
16. Firstly, you should know that we (*meet*) at 6 a.m. at the railway station.
17. The train has broken, so we (*wait*) on the platform for one hour already.
18. Their flat (*burgle*) before they returned from their trip to (*a, the, -*) Mediterranean Sea. Everything (*take*).
19. Harry (*apply*) for several posts and still (*wait*) for the reply.
20. I haven't got any house. If I (*have*) a house I couldn't use, I (*sell*) it at once.

Test 7

1. I don't recall having seen you before. Are you sure we (*meet*)?
2. Sally earns a lot of money; her new job is much (*good*) paid than the old one.
3. We went to (*a, the, -*) Gladiator to see a new film because we (*read*) very good reviews. Next Saturday we (*go*) to Hyde Park, if it (*not, rain*).
4. I watched a documentary on TV last night. It was all about the problems (*threatening, threatened*) the environment. I (*shock*) to find out how little I (*know*) about globe warming or acid rains.
5. Nature delicately (*balance*) and the extinction of one species (*may, must, should*) have a serious effect on (*other, others, the others*).
6. It is the fault of mankind that so many species (*endanger*), so it's our responsibility to protect those while we still can.
7. (*Famous*) sporting event in the world, the Olympic Games, began in Greece in 776 BC.
8. Medieval sports were not as organized as events in ancient times: at fairs or festivals men (*would, were used to*) lift heavy stones and women (*would, be used to*) run races.
9. I'm sure he is not aware (*at, in, of*) the harm he (*do*) for us.
10. The old lady (*could, was able to, must*) identify the robber who (*attack*) her the previous day.
11. I'm sure that in this time of technology advances, we (*find*) already some way to solve the world's ecological problems.
12. Many people feel (*happy*) when they are with friends than when they are on their own.
13. Certain sports teams (*support*) by fans all over the world and individual athletes (*see*) as celebrities.
14. During the 18th and 19th centuries national organizations were formed which made sure that the rules (*follow*) and arranged regular sport competitions.
15. When I was a child, I (*used to, was used to*) love my dad's stories about Africa. He (*work*) there for many years before I was born.
16. This dish (*make*) (*from, at, on*) a recipe given to me by my grandfather who was (*a, an, the, -*) excellent cook.

17. My idea of an ideal holiday (*change*) a lot in the past few years. Nowadays, I'd much rather go away in spring when (*most, most of, more*) places (*not, fill*) with tourists.
18. I have just spoken to three women, (*neither, none, either*) of (*whom, who, them*) speaks Spanish.
19. We (*invite*) some friends for dinner tonight. Would you like to join (*to, at, in, -*) us?
20. She has been waiting for him for ten years already. If she (*not, love*) him, she (*not, wait*) so long.

Test 8

1. If children learn ...foreign language in ... school they will be able to spend pleasant holidays abroad communicating with the local people, (*a, the, -*)
2. Travelling abroad (*become*) now much (*easy*) and (*cheap*) than ever before.
3. Learning foreign languages ... be confusing for a child, as children ... find it difficult to learn new words and to keep the foreign language separate from their own. (*may, could, should, can*)
4. We must stop the hunting of wild animals and (*a, the, -*) destruction of forests before it is too (*late, lately*).
5. I hope that one day everyone (*be*) part of the world movement to save the Earth.
6. Sports (*change*) a lot over the years, but they still provide entertainment (*for, to, at*) many people.
7. I'll never forget the impression New York made on me the first time I (*see*) it. Of course I knew much about the famous city from the cinema and the book I (*read*).
8. I understand that it is (*easy*) said than done, but you must try to include regular exercises in your daily routines as (*a, the, -*) form of protection against heart attacks.
9. (*Shall, will, should*) we go and watch the carnival procession, where the local people usually (*dress*) in their traditional clothes?
10. I believed he (*involved*) in that scandal, though he has never told me (*anything, something, everything*) about it since then.
11. I (*wait*) for the number 6 when I noticed an old man started to cross the road in front of the bus.
12. There was a terrible noise, but luckily, no one (*injure*). Two cars seriously (*damage*).
13. A pan of oil which (*leave*) unattended on the cooker yesterday could start a fire. For this reason, you (*can, should, may*) never leave one unattended while you (*cook*).
14. Speeding (*cause*) car accidents, that's why people should not drive too fast and they should always (*wear*) seat-belts.
15. Last week two tourists were miraculously saved from almost certain death by friendly dolphin while they (*swim*) in the sea near (*a, the, -*) Australian city of Darwin.
16. Chocolate contains mild stimulants which (*help*) us concentrate and make us feel well.

17. Nowadays, with all the problems in the world, we should enjoy ourselves (*some, any, many*) way we can, but always within reason.
18. Fish (*be*) a big part of my diet as it is very healthy and high in protein. Now I eat (*many*) apples, grapes and pears than before and (*little*) red meat, cheese and butter.
19. (*At, in*) the beginning of the century men's clothes (*be*) similar to the formal suits worn today, but casual clothing such as jeans or sweat-shirts (*not, know*) then.
20. The only thing I haven't got is a balcony. If I (*have*) a balcony, I (*grow*) plants in pots.

Test 9

1. (*A, the, -*) lit cigarette thrown (*out of, from, off*) a car (*can, may, is to*) start a fire in a forest.
2. The police stated that the robbers probably (*enter*) the bank shortly after midnight.
3. The police investigation showed the robbers were professionals as they (*manage*) not only to switch off the alarm system, but the security cameras (*to, as well, either*).
4. Chocolate not only tastes (*delicious/deliriously*), it is also rich (*in, at, with*) iron, magnesium and potassium.
5. Melinda told us she (*have*) a birthday party at her house the following day. She said that she (*wait*) for us at 6 p.m.
6. Bill said he couldn't believe what (*happen*) the day before.
7. Mrs Jacobs told me her daughter (*revise*) for her exams all day. By the end of this week she (*pass*) all her exams.
8. The coach threatened that he (*drop*) Bob from the team if he (*miss*) training again.
9. A pop concert was held in our city not long ago to raise money for (*a, the, —*) poor.
10. No one in our class is as (*good*) at languages as my friend. If he (*not, enter*) the Linguistic University it will be one of (*great*) disappointments in his life.
11. (*Which, what*) would you rather be - a lawyer or a customs officer? - I (*not, decide*) yet.
12. I (*am used to, used to*) living in the country. I think it's less expensive and much (*comfortable*) than to live in big cities.
13. When the satellite (*launch*) next time, scientists (*can, be able to, have to, may*) investigate the rings around (*a, the, -*) Saturn in more detail than ever before.
14. Despite yesterday's snowfalls, we (*could, be, able to, must, might*) drive home (*little*) than an hour.
15. Road accidents have become very common nowadays. They usually (*cause*) by people who drive dangerously.
16. Grandmother said that she felt very dizzy because she (*forget*) to take her medication that morning.
17. Soho used to be considered one of (*dirty*) and (*dangerous*) places in London, but it was cleaned up in the early 1980s. Since then it (*become*) a meeting place.
18. Down by the river, the old warehouses (*transform*) into galleries, shops and clubs; the pubs also (*restore*) to their original Victorian beauty.

19. Where is exactly Soho? - Between Oxford Street and (*a, the, -*) Charing Cross Road. Today it is one of the most bohemian (*area, areas*) in London as great changes (*take*) place here of late.

20. - What would you do if you (*see*) a tiger walking across Hyde Park?

- I (*climb*) a tree.

- That's (*not, be*) any use. The tiger (*climb*) after you.

Test 10

1. No sooner Mr Smith (*leave*) the office (*than, then, that*) the telephone rang. There wasn't (*somebody, anybody, nobody*) there to answer the call.

2. In 1959 Don Jose, (*a, the, -*) wealthy Cuban landowner, emigrated to Mexico, where the agricultural reform (*begin*) a few months earlier.

3. Don Jose (*make*) his fortune in growing sugar cane, and he brought his experience to his new home in the United States where he moved again in 1965.

4. The population (*grow*) from 35 million in 1950 (*to, at, by*) 42 million today.

5. John (*play*) football for ten years already. He (*play*) for the national team in 20 matches.

6. Do you like these oranges? They are (*delicious*) oranges I ever (*eat*).

7. We (*own*) the car for 6 months before we discovered it (*steal*).

8. Crime (*rise*) to such an extend that it (*become*) (*a, the, -*) serious political issue.

9. (*How, what*) is your cat called? - Tom. It's the most beautiful pet I ever (*have*).

10. When the new road (*build*), I will be able to drive to work in under half an hour. Now I (*can, have to, may*) spend much more time.

11. For centuries the most inquisitive minds (*try*) to discover (*a, the, -*) secrets of (*a, the, -*) nature.

12. One (*can, may, must*) see a drop in morals because of (*a, the, -*) loss of hope that anything can (*change*) in life for the (*good*).

13. (*A, the, —*) history of our land (*know*) glorious and tragic days in the past, but only recently the Belarusian people (*give*) a chance to learn some facts of their history and historical fugures.

14. (*A/an, the, -*) ancient scholars (*accuse*) of being commanded by the Devil for their incredible power of (*know ledge, knowledges*).

15. As a rule (*some, any*) totalitarian regime (*spoil*) the minds and hearts of people (*from, since, off*) brave and freedomloving to cautious and obedient and (*many, much, few*) people begin to feel helpless and hopeless.

16.1 expected about ten guests, but there were much (*many, more, the most*) people there. It appeared that all of (*they, them, their*) (*invite*) by my father.

17. (*The, a, —*) tendency to make new products available to and affordable for everybody is one obvious reason why average Americans usually (*support*) American business.

18. By 1850, the (*America, Americans*) already (*establish*) state-supported colleges and universities in many states.

19. The tourists arrived (*at, to, in*) the hotel and (*show*) (*at, in, to*) their rooms.

20. What time of the year do you think it is in this picture? Summer? - No, it must be winter. If it (*be*) summer the people (*not, sit*) round that big fire.

Test 11

1. My mother said that if I (*take*) a warm bath just before I (*go*) to bed, I (*feel*) much better soon.
2. The experiment (*carry*) out by a group of scientists some years ago, but its results (*not, announce*) yet.
3. We (*translate*) the article for two hours already and (*not, finish*) it yet. We (*continue*) translating it tomorrow.
4. He (*be*) in (*-, a, the*) prison for two years already. During this time he (*become*) interested in politics.
5. If someone (*ring*) while I (*be*) out, could you say that I (*come*) back by 5 p.m.?
6. A new theatre (*build*) in our city now. They say it (*complete*) in three months.
7. I just (*meet*) two strangers on my way to work. One of them (*greet*) me, but (*another, the other, other*) (*not, do*) it.
8. She (*not, leave*) Moscow since she (*return*) from abroad last year.
9. My grandmother (*come*) to see us next week. I'm sure she (*bring*) (*a, the, -*) nice present for my birthday.
10. I'm certain he won't say (*a, the, -*) word about (*a/an, the, -*) incident. But if he (*do*), I'll deny (*some, any, every*) knowledge of it.
11. If you don't mind the report (*discuss*) after we (*have*) coffee during the brake.
12. Ask Alice if she (*take*) part in the discussion next Saturday. If she (*do*), we (*wait*) for her in the reading-hall at 2 o'clock.
13. She (*study*) German for a year, but she can't speak it yet. She (*think*) that German is (*difficult*) than English.
14. He didn't earn (*much, many, little*) money and (*live*) in (*a, the, -*) small house somewhere on the (*outskirt, outskirts*).
15. You'll feel (*better, the best, best*) after you (*take*) this medicine.
16. My parents asked me when my guests (*come*) the next day and if I (*be*) going to cook the Sunday dinner.
17. (*A/an, the, -*) most of the (*a/an, the, -*) stories that (*a/an, the, -*) people tell about (*a/an, the, -*) Irish aren't true.
18. I took a quick look at the picture and (*be*) quite certain I (*see*) (*a/an, the, —*) woman before.
19. They (*drive*) in (*a/an, the, -*) car (*of, since, for*) a few hours before they came (*at, to, before*) the crossroads.
20. If I (*be*) you, I (*ask*) a lawyer for some advice.

Test 12

1. (*The, a, -*) tea, which (*grow*) in India and China, (*be*) the national drink (*of, off, at*) Britain.
2. Mrs Green (*wait*) for the doctor for half an hour. When he (*examine*) the boy, he said, "(*The, a, -*) child must stay in (*a, the, -*) bed (*as, just, until*) he (*get*) (*good*)".
3. Hijackers (*still, hold*) twenty passengers in a plane at (*a, the, -*) Manchester Airport.
4. The hostages (*sit*) in the plane without (*a, the, -*) food or water for two days already.

5. As you (*can, must, may*) see from the letter, I (*change*) my address and live in the suburbs now.
6. Living in the country is (*expensive*) than in (*a, the, -*) big city nowadays.
7. I decided to change from (*the, -*) central London to the suburbs because it (*became*) so expensive to live there.
8. Members of (*the, a, -*) British Parliament (*pay*) salaries since 1911.
9. (*The, a, —*) hereditary principle still operates in Great Britain and the Crown (*passes*) on to the sovereign's (*older, elder, eldest*) son.
10. If (*many, a few, few, any*) news comes in while I (*am*) away, let me know.
11. Henri Nestle, who was Swiss, (*developed*) the process of making (*a, the, —*) milk chocolate.
12. This week the police (*arrested*) a couple in (*the, —, a*) Switzerland, where they (*try*) to sell chocolate secrets.
13. I think that people (*are, only*) (*interested, interesting*) in news which (*happens*) near them or which (*affects*) them (*economical/economically*).
14. The word chocolate, which (*comes*) from (*the, a, -*) Aztec language, is (*a, the, —*) only Aztec word in (*the, a, -*) English.
15. (*The, -, an*) Incas (*discovered*) popcorn. They (*live*) in (*-, the, a*) South America in (*a, the, -*) fifteenth century.
16. People who live in (*the, a, -*) Netherlands (*call*) (*the, a, -*) Dutch.
17. The policeman asked me if the car (*park, parking, parked*) near the office (*belongs*) to me.
18. I'm staying there until he (*returns*) from his holidays. Then I (*go*) (*on, in, at*) holiday to Scotland.
19. Remember that even if you (*have*) the right qualification, you (*may, could, should*) have to fill in lots of application forms before you (*ask*) to attend an interview.
20. You are working slowly. - If I (*have*) a calculator, I (*can*) **work this out** a lot quicker.

Test 13

1. Fishing always (*is*) an important industry, especially in the east of England.
2. There (*is*) (*little, much, few, a few*) heavy industry in London, but there is a wide range of light industry in Greater London.
3. (*A, the, -*) Welsh literature is one of (*the oldest*) in Europe.
4. The UK (*is inhabited*) by the English, the Scots, the Welsh and the Irish who constitute (*a, the, -*) British nation.
5. Welshmen living in England often (*are called*) by the nickname 'Taffy'.
6. Great Britain (*does not have*) a written constitution, so there are (*no, not, none*) constitutional provisions for education.
7. Schools in England (*are supported*) from public funds paid (*to, for, at*) the local educational authorities.
8. One (*cannot, must, can't*) hardly say that high quality secondary education (*is provided*) for all in Britain.

9. Many people tend to talk too (*much, many, a lot of*), some are in the habit of talking to (*them, themselves, himself*).
10. Oxford and Cambridge often (*call*) collectively Oxbridge, and they (*consider*) the intellectual centres in Europe.
11. The North of Ireland is still part of (a, *the, -*) UK, while the Republic of Ireland, in the south, (*be*) an independent state since 1921.
12. The Republic of Ireland (*have*) three and a half million inhabitants and two official languages, English and Gaelic (*speak*) in the country.
13. It is well-known that twins are (*close*) to each other than most brothers and sisters - after all, they probably spend far (*much*) time with each (*other, another, the other*).
14. Before the Revolution 1776 the Americans already (*open*) nine colleges in the colonies, most of them (*late, later, lately*) became universities.
15. By 1850 the Americans already (*establish*) state-supported colleges and universities in many states.
16. In so-called "Golden Age", all decisions (*make*) by citizens collectively; even military leaders (*elect*) and crimes (*try*) by juries of between 101 and 1001 citizens.
17. (A, *the, -*) Nile is (*long*) river in the world at 6,741 kilo-'metres'- slightly (*long*) than (a, *the, -*) Amazon, which is (a, *the, -*) second (*long*) river at 6,440 kilometres.
18. Being attractive is like being rich - it (*can, must, might*) 'help you find happiness, but it (*not, make*) always you happy.
19. He (*not, pass*) his English exam yet, but he (*prepare*) for it now.
20. It's a pity I have no typewriter. If I (*have*) a typewriter, I (*type*) myself.

Test 14

1. Alex (*play*) chess for five years before he (*take part*) in the chess tournament for the first time in his life and won the prize.
2. Dogs that (*train*) to lead (*the, a, -*) blind (*must, can, may, should*) be loyal, intelligent and calm.
3. Jim (*used to, would*) drink tea in the morning, but now he (*prefer*) coffee.
4. My younger brother is still a teenager. He always (*get*) into trouble. It (*irritate*) me greatly.
5. Could you fill (*on, in, out*) this form, please and sign it (*in, under, at*) the bottom?
6. If I (*not, know*) what the word (*mean*), I usually look it (*out, over, up*) in the dictionary.
7. The prominent people of England (*bury*) in (*Westminster Abbey, St. Paul's Cathedral, the Tower of London*) for centuries.
8. The film was (a, *the, -*) success (*as, so, though*) the cast (*select*) very carefully.
9. (*not, come*) into the room, ... ? The floor (*paint*).
10. What the matter (*to, with, of*) you? You look so (*nervous/nervously*). You (*must, can, should*) have received some bad news.
11. (A, *the, -*) music is (*the, a, -*) universal language of (*-, a, the*) world.

- 12.1 am sorry, but I (*not, have*) (*any, some, no*) time to prepare for my lesson today. I (*do*) everything by the next lesson.
13. Some people think that Russian is much (*difficult*) than (*the, a, -*) English language.
14. There was a nasty accident at this crossroads. A bus overturned and (*a few, few, a lot*) passengers (*injure*) badly.
15. I think that people (*should, are to, must*) always (*tell, speak, say*) the truth.
16. How the legislative branch of power (*call*) in the UK? - (*Congress, Parliament, the Government*).
17. Let's discuss this problem now, ... ? - Sorry, but I (*must, can, may*) leave now.
18. I was hungry and tired, but (*the, a, -*) dinner smelt so (*good, well, nicely*) that I (*couldn't, mustn't, shouldn't*) refuse my friend's invitation to dine with him.
19. Let me know if you (*hear*) any (*far*) information, ...? (*Any, some, a few*) news (*be*) useful for us in this situation now.
- 20.1 don't know his address. If I (*know*) his address, I (*give*) it to you.

Test 15

1. I'll be grateful (*to, with; on*) him if he (*come*) in the evening to fix my TV-set.
2. Will you (*make, do*) me a favour and open (*a/an, the, -*) window to let in (*a/an, the, -*) fresh air.
3. The teacher said that even if I (*make, do*) any mistakes, I (*not, give*) a chance to correct them.
4. Some people spend a lot of money (*for, on, with*) clothes, but my clothes (*are, is*) not very expensive as I (*not, earn*) (*much, many*).
5. I don't have my car today because it (*repair*). It (*be*) ready in two days.
6. Some years ago we (*work*) for (*a/an, the, -*) big company in London. (*A/an, the, -*) company (*employ*) over 3,000 people at that time.
7. You (*mustn't, needn't, ought not*) drive so fast, there is a special limit here. If there (*be*) a policeman, he (*may, will be able, ought*) fine you.
8. Would you please, give (*he, him, his*) this note the moment he (*arrive*)?
9. She was only 25, but she (*teach*) at the University for three years already.
10. I don't think the weather (*change*) for the (*good*). But if it (*do*), we (*go*) {*on, to, for*} an excursion tomorrow.
11. By the time Helen returned from holiday her husband (*finish*) decorating the flat.
12. When I entered the room, the table already (*lay*) and the flowers (*put*) into the vase.
13. If there were {*much, more, few*} (*woman/women*) in politics, (*a/an, the, -*) world would be (*less, fewer, more*) peaceful and (*good*).
14. We arrived (*at, in, for, to*) the station exactly at 2 o'clock and the train left (*on, in, at*) time.
15. You (*cannot, need not, should not*) ask a woman her age. It's not polite. She (*must, may, should*) get offended.
16. I want to know if the prices (*rise*) again (*by, on, in*) the beginning of a new year.
17. I'm waiting when there (*be*) a fall in house price, but I (*not, notice*) it yet.

18.1 wonder if I (*be able*) to read newspapers when I (*learn*) a thousand English words.

19. Ask your brother if he (*go*) (*to, in, at*) the concert tomorrow and when he (*return*) home.

20. More tourists (*come*) to this country if it (*have*) a better climate.

Test 16

1. Our firm (*inform*) today that the negotiations with the representatives of one of the foreign companies working in our city (*take place*) in a week.

2. I asked my aunt if she (*be able*) to get tickets (*to, at, in*) the Bolshoi Theatre when we (*arrive*) in Moscow next time.

3. None of them knew when the results (*announce*). They (*wait*) for it.

4. I wonder if (*somebody, anybody*) (*come*) to the station to meet us.

5. She asked the clerk at the enquiry-office if she (*have*) to change when she (*go*) by train and if the train (*arrive*) (*on, in, at*) time.

6. The Vatican City is (*small*) country in (*a, the, -*) world with an area (*of, in, at*) only 0,44 square kilometres, and a population of about 1,000.

7. The world's (*old*) city is Jericho, in (*the, a, -*) Middle East, which (*date*) back to about 8 000 B.C. It (*destroy*) many times in its history, one such story (*describe*) in the Bible, but it always (*rebuild*).

8. Before the Revolution 1776 the Americans already (*open*) nine colleges, most of them later (*become*) universities.

9. By 1850 a system of free public schools (*open*) to all and (*pay*) for by public taxes in (*a, the, -*) United States. By (*the, a, -*) same year the Americans already (*establish*) state-supported colleges and universities in many states.

10. It is well-known that (*the, -, a*) twins are (*close*) to each other than most brothers and sisters - after all, they probably spend (*more, less, little*) time with each other.

11. My sister (*be ill*) for two weeks already. She (*catch*) a cold when she (*go*) (*on, to, at*) business, and nobody (*know*) when she (*recover*).

12. There is no bus; we (*can, must, have*) to go (*on, by, with*) (*foot, feet*) not to be late (*for, at, on*) the first lesson.

13. If it rains (*fewer, least, less*) next summer, (*much, more, little*) tourists (*come*) to the seaside on holiday and they (*leave*) more money here.

14. The examination papers (*check*) at the moment. They (*check*) by 2 o'clock. You (*must, may, had to*) wait if you want.

15. My father said that he (*want*) to go on holiday to the lake district and he already (*buy*) a new rod for fishing.

16. This is the first time that his paintings (*exhibit*) by the gallery.

17. I had a headache so I (*take*) (*few, many, little*) interest in the conversation.

18. We (*must, can, may*) send a telegram to congratulate them (*for, with, on*) their wedding which (*take*) place in a week.

19 We were rather worried, as we (*sit*) and waiting for Tom for an hour already, but he (*not come*). It was difficult to believe he (*lose*) his way.

20 I don't like my job. If I (*have*) a million pounds, I (*give*)

Test 17

1. (*A/an, the, -*) sooner you leave this country, the sooner you will get to (*a/an, the, -*) Japan and find (*a/an, the, -*) job there. - (*Easy*) said than done.
2. If you put on this funny hat, you (*laugh*) at. You'd better take it (*of, off, on*).
3. In (*more, much, most*) English hotels breakfast (*include*) in (*a/an, the, —*) price of the room.
4. I was sure that my train (*leave*) at 2 o'clock and was disappointed when I arrived and (*learn*) that it just (*leave*).
5. (*A/an, the, -*) Browns bought (*a/an, the, -*) new car after they (*sell*) (*a/an, the, -*) old one.
6. I hope you'll have (*a/an, the, -*) good time and (*a/an, the, —*) fine weather. - I wish you (*a/an, the, -*) same.
7. We shall wait for (*their, there, them*) (*at, in, for*) Bill's (*until, for, since*) they (*call*).
8. I know she (*send*) two letters this month, but we (*receive*)(*neither, either, any*) of them.
9. Do (*a/an, the, -*) people have to pay (*many, a lot of, much*) when (*a/an, the, -*) policeman (*stop*) them?
10. Let's wait here until it (*stop*) raining. It's foolish to go out (*to, for, at*) a walk (*in, under, through*) this cold rain.
11. (*In, at, on*) the beginning of the 20th century there was (*a/an, the, -*) big farm (*near, nearly*) Los Angeles in California called the Hollywood Ranch.
12. (*Few, a few, a little*) years later Hollywood was one of the (*famous*) places in (*a/an, the, —*) world and every family (*know*) the names of its film stars.
13. (*A/an, the, -*) reason why people went to Hollywood to (*make, do*) films was (*a/an, the, -*) sun, as there (*is, are, was*) 350 days of sun every year there.
14. As all the films (*made*) by sunlight at that time, the West Coast was a much (*good*) place to work, besides there were mountains and sea and desert not far from Hollywood. The actors (*not, have to*) travel far to make any sort of films.
15. In a week (*a/an, the, -*) government (*announce*) (*a/an, the, —*) new program to help (*a/an, the, -*) unemployed.
16. Our library (*receive*) already a lot of new books. By the end of next week they (*register*) and then we (*can, must, will be able to*) borrow them for reading.
17. The boy (*try*) already to fix this shelf several times without (*some, any, little*) results. I think he may succeed only if he (*show*) how to do it.
18. You (*ought, must, can*) to trust your daughter more. You (*need, should, may*) not treat her like (*a/an, the, -*) child.
19. Susan already (*translate*) the article when her boss (*phone*) her and asked if the translation (*finish*).
20. He doesn't know anything. If only anybody (*tell*) him everything, he not (*come*) here tomorrow.

Test 18

1. My brother has got (*a lot, a lot of, much*) stamps in his collection but I have (*few, little, a little*) in (*my, mine, our*).

2. The article (*publish*) in tomorrow's newspaper. I'll bring you the paper if I (*be able*) to buy it.
3. The accident looked (*serious, seriously*), but fortunately (*somebody, nobody, anybody*) (*injure*).
4. Where did you buy (*this, these, that*) trousers? - I bought (*it, them, that*) in the (*near*) department store some days ago. They still (*sell*) (*they, them, it*). I just (*be*) there.
5. Oh, Kate! I'm glad to see you. I (*not, see*) you for ages. You look (*nice, nicely*) and (*happy, happily*) today. - I feel much (*good*) than yesterday. I (*work*) hard this term and by the end of next week I (*pass*) all my exams, then I (*go*) on holiday.
6. I asked my teacher if we (*be able*) to read (*a/an, the, -*) English books in (*a/an, the, -*) original soon.
7. I hope you (*inform*) us when the documents (*sign*) (*with, by*) the boss.
8. The secretary (*know*) when the president (*take*) the final decision (*at, by, on*) this issue?
9. I want to know if the latest model of refrigerators you are going to produce (*be*) of higher quality (*than, then*) the previous one.
10. He asked the manager if they (*settle*) the price problem (*by, in, through*) the end of next month.
11. She didn't even ask me if I (*help*) her to do (*these, this*) translation, and I didn't know when I (*have*) spare time to do it.
12. The girl asked her mother when she (*buy*) her (*the other, another*) parrot, as their old one (*fly*) away.
13. The manager asked (*a/an, the, -*) secretary if she (*be able to*) arrange everything herself for the reception of the foreign delegation.
14. My friend wanted to know if I (*buy*) a flat in a new district or in (*a/an, the, -*) centre of the city. But as I (*not, save up*) for any of them yet, I told him (*something, nothing, few*) about my plans.
15. The guide asked the tourists if they (*want*) to see the sights of (*a/an, the, —*) Tower when they (*arrive*) (*to, in, at*) London.
16. (*The, a, -*) North of Ireland (*be*) still part of (*a, the, -*) UK, while (*the, a, -*) Republic of Ireland, in the south, (*be*) an independent state since 1921.
17. The Republic of Ireland (*have*) three and a half million inhabitants and two official languages, (*the, a, -*) English and Gaelic (*use*) in the country.
18. I (*can't, mustn't, may not*) believe I (*be*) in London for two months now. Time (*pass*) far too quickly. So much (*happen*) since I last (*write*) to you.
19. She (*go*) to the evening party when suddenly she (*realize*) that somebody (*steal*) her purse.
20. What dry weather! If we (*have*) more rain, our crop (*grow*) faster.

Test 19

1. The woman's (*foot, feet*) hurt. She (*walk*) all morning, but she (*not, reach*) her destination yet.
2. The Toylors (*buy*) a sailing boat and (*spend*) their holiday in the lake district. They (*leave*) tomorrow.

3. The police finally (*arrest*) Mark Duncan. He (*try*) to leave the country when he (*catch*).
4. Why she (*wrap*) her hair in a towel? - She just (*wash*) (*it, them*) as she (*go*) to the concert tonight.
5. My flat (*break*) into this week. Nobody (*know*) who (do) it.
6. The new hospital (*open*) by (*a, the, -*) Queen (on, *at, in*) May 15th. Everything (*prepare*) for this great occasion now.
7. (*A, the, -*) "Mona Lisa" (*paint*) by Leonardo da Vinci.
8. If I (*find*) your passport, I (*telephone*) you at once.
9. Scenes of violence on (*a, the, -*) television (*can, must, may*) have a negative effect on children.
10. (*A, the, -*) people often ignore the fact that air pollution (*can, might, must*) cause so many health problems.
11. You (*can, must, may*) be very careful not to break (*this, these, that*) glasses.
12. (*A, the, -*) invention of personal computers was one of (*great*) achievements of 20th century.
13. One of (*famous*) buildings in the world is (*a, the, -*) White House, (*which, what, that*) is the official home of the US President.
14. ... car is ... means of transport. ... cars are ... means of transport, (*a, the, -*)
15. ... scientists do a lot of research in order to find ... cures for various diseases, (*a, the, -*)
16. Many people were worried (*about, in, at*) the reports they (see) on television.
17. Having a barbecue is a great way to socialize (*to, with, about*) our new neighbours.
18. Why you (*buy*) so (*many, much, few*) wool? - I'm going to knit (*a, the, -*) jumper.
19. Someone is calling my name, ... ?
20. They live far from us. If they (*live*) on a bus route, I (*go*) and see them more often.

Test 20

1. Bill (*present*) a dog when he (*be*) twelve years old. He (*have*) the dog for four years already. I wonder how old (*is Bill, Bill is*)?
2. The time (*decide*). They (*move*) into their new house next week.
3. I wonder where (*Jane is, is Jane*)? - She (*give*) (*-, a, the*) baby a bath (*at, in, for*) the moment.
4. Why is Tom so busy? - He (*look for*) a new job these days. He (*find*) anything? - Not yet.
5. "You constantly (*interrupt*) me when I (*talk*). Stop doing it or I (*punish*) you", my mother (*used to, was used to*) say but never (*do*) it.
- 6 (*A, the, -*) new law on smoking (*pass*) by the government recently.
7. These pancakes (*make*) by Grandma today. They usually (*make*) (*of, with, by*) eggs, flour and milk.
8. He (*reach*) a lot in his life. Not long ago he (*present*) (*with, by, of*) a medal.
9. Jane (*told, said*) me that she (*move*) to Cornwall (*the, a, -*) following year.

10. They spent all their money on computer games, so they (*must, had to, could*) walk all the way back home.
11. When Jane had measles, she (*have to, must, could*) stay at home for two weeks.
12. (*The, a, -*) old in the village are upset about the new road.
13. They (*change*) the building to make (*easy*) for (*a, the, -*) disabled to get around.
14. Ann's mother gave her a (*gold, golden*) ring (*for, to, on*) her birthday.
15. A lot of money (*be*) spent on ... equipment every year, but ... information collected is invaluable, (*a, the, -*)
16. ... gold is more expensive than ... silver, (*a, the, -*)
17. Someone broke (*in, into, to*) our house and (*steal*) our video camera.
18. Would you like (*some, any, many*) lemonade?
19. I found (*some, any, a few*) money (*in, on, at*) the street the other day.
20. They sell so much alcohol nowadays. If they (*ban*) the sale of alcohol at football matches, there (*may*) be less violence.

Test 21

1. More and more species (*become*) extinct nowadays. Nothing serious (*undertake*) yet to stop this process.
2. Yesterday I (*took, made*) twenty pictures, but today ~ only fifteen. I may intensify my work, if we (*go*) for a walk.
3. Dan (*can't, mustn't, may not*) speak to you now. He (*do*)it in a few minutes, when he (*be*) free.
4. The police discovered vital evidence which (*lead*) to (*-, a the*) arrest of the thief.
5. We (*see*) a terrible fire yesterday. - What the fire (*cause*) (*by, with, of*)?
6. Something (*happen*). An hour ago he (*see*) running doll the stairs.
7. The Academy Awards Presentation first (*organize*) in 19259 and since then it (*hold*) every year.
8. Mathematics (*be*) my favourite subject at school, but I think physics (*be*) (*interesting*) subject.
9. I've had (*few, a few, much*) problems, but I'm going to keep on trying until I (*succeed*).
10. You (*mustn't, can't, may not*) hold up secrets if there's something I (*can, ought, must*) to know.
11. Making a cake (*not, require*) much intelligence. All you (*cart, have to, must*) do is follow the instruction in the book.
12. The weather is fine and we (*lie*) on the (*gold, golden*) sand since morning.
13. I just (*come*) from the supermarket and I (*try*) on a (*silk, silky*) blouse, I (*buy*) there.
14. ... jury is ready to give ... verdict. ... jury are staying at ... park Hotel, (*a, the, -*)
15. What did you see on your tour to ... London? -Buckingham Palace and ...Houses of Parliament, ... Tate Gallery and ... Tower of London, ... Hyde Park, ... Westminster Abbey, ... British Museum and other sights, (*a, the, -*)
16. (*A, the, -*) French are very friendly people, aren't they?
17. If you have a fever, there is definitely something wrong (*with, to, about*) you.

18. Marco Polo made a journey (*though, along, into*) Africa and wrote a book describing what he (*pioneer*).

19. She gave me (*some, any, many*) advice, which helped me make the right decision.

20. I don't know French. If I (*know*) the language, I (*can*) tell you what it means.

Test 22

1. Let's sit and watch the sun go (*down, up, away*) from your balcony, ... we?

2. By the end of June, I (*work*) here for six months. I (*get*) some experience already and I like it here.

3. He always (*offer*) his assistance when he (see) someone in trouble.

4. He is completely ignorant (*for, about, of*) British history, but he (*try*) to read as much as possible about the country.

5. You (*finish*) your homework yet? - No, but it (*finish*) by eight o'clock.

6. Who (*water*) your plants when you (*be*) away? - They (*water*) by my neighbour.

7. What (*a, the, -*) lovely dress you (*wear*) today! - Yes. It (*buy*) for me by my husband lately.

8. Where is your car? - At the garage. It (*repair*). They (*do*) it by the end of the week.

9. The teacher told the pupils that (*the, a, -*) water (*freeze*) at 0 °C.

10. Joan (*can't, mustn't, shouldn't*) go on holiday this year, but she (*intend*) to save up so that she can manage travelling around (*a, the, -*) Europe next summer.

11. You (*should, can, may*) wear a life jacket when you go canoeing.

12. The tourists (*walk*) up the (*stone, stony*) path leading to the lake.

13. While Vera (*tidy*) her grandmother's house, she (*come*) across an old (*wooden, wood*) chest.

14. The girl found an old doll with (*gold, golden*) hair wrapped in (*silk, silky*) paper.

15. Which station are you meeting your friend (*at, on, in*)? - (*A, the, -*) Waterloo Station. It's (*a, the, -*) big place, but I hope I (*find*) him (*easy, easily*).

16. (*A, the, -*) life will be very different in (*a, the, -*) future.

17. As soon as he saw what (*happen*), he switched (*of, on, off*) the electricity.

18. Let me help you, ...? - It's very kind (*of, about, with*) you to offer us (*you, your, yours*) help.

19. We have passed the last exam today. Let's have a party, ...? - It's a good idea.

20. You have never offered me any help. - I (*offer*) to help if I (*think*), I'd be any use.

Test 23

1 This restaurant (*regard*) as one of (*good*) in our city, though it is much (*expensive*) than the others.

2. I just (*make*) some coffee. Would you like (*some, any*)? ' No, thanks. I (*not, have*) coffee at all.

3. The news (*announce*) at 9 o'clock last night, but nobody (*want*) to believe (*it, them*) even now.

4. Now the police (*suspect*) him of committing a robbery.

5. You (*have*) to have this report ready? - Well, it must (*hand*) by Tuesday.

6. Who (*make*) dinner tonight? - It (*make*) by Simon. He promised to do it.
7. The voting for the Academy Awards (*conduct*) secretly and the results (*not, reveal*) to anyone until the envelope (*open*) on stage in front of the audience.
8. The news (*be*) very encouraging, ... it?
9. It's late. You (*should, could, might*) go home as soon as possible.
10. "If you want to recover, you (*must, can, may*) follow a healthy diet", the doctor said to the patient.
11. "If you want to be slender, you (*can, may, ought to*) do sports", my friend said to me.
12. The doll was beautiful and the girl (*never, see*) it before in this house.
13. The girl sat down on the cold (*stone, stony*) floor to examine the doll more (*careful, carefully*).
14. ... life of mayfly is extremely short, (*the, a/an, —*)
15. All ... people should have ... freedom of speech, (*the, a/an, -*)
16. ... breakfast is ... most important meal of ... day. (*the, a/an, -*)
17. I (*try*) to fix the engine all morning, but finally (*could, might, had to*) admit my defeat.
18. We were just (*at, about, off*) leaving the house when Sue called.
19. The driver blamed (*his, himself, hers*) for the accident.
20. Why don't you have your car serviced regularly? If you (*have*) your car serviced regularly, you (*not, have*) so much trouble with it.

Test 24

1. Yesterday I met Mr Brown, who recently (*open*) a local museum which (*show*) (*-, a, the*) history of our town.
2. The reporter asked Mr Brown why he (*decide*) to open the museum in their town.
3. Taking a computer course (*be*) beneficial to my future career.
4. (*A, -, the*) "Titanic" was a British luxury passenger liner which (*sink*) during its maiden voyage from Southampton to New York in 1912.
5. A large amount of valuable jewelry (*steal*) from the shop. (*A, the, -*) man (*arrest*) yesterday and (*question*) by the police at the moment.
6. The police (*say*) that the robber may (*leave*) the country already.
7. Although the crime (*commit*) some days ago, nobody (*arrest*) yet.
8. If you don't go away, I (*send*) for the police.
9. Could I stay at my friend's for the week-end? - Yes, of course you (*could, can*).
10. Where (*shall, could, may*) I put these flowers? - In this vase.
11. Can I have a piece of that cake? - (*Yes, you can./Yes, certainly.*)
12. The doll (*wear*) a real (*gold, golden*) necklace and, underneath the coat, a (*silky, silk*) dress.
13. This doll (*belong*) to Lizzie's grandmother when she was young. The girl (*careful, carefully*) wrapped the toy up again and placed it gently back in the box.
14. In ... Stone Age people lived in ... caves, (*a, the, -*)
15. Paul was ... only person who remembered me. (*a, the, -*)
16. Turn on ... television, please. I like watching ... television in ... evening, (*a, the, -*)

- 17.1 (*ring*) him all morning but he never seems to be (*in, at, into*).
18. (*Nothing, anything*) else but a major disaster will get us to realize that we can't go (*on, in, with*) destroying the rain forests of the world.
19. Would you like (*something, anything*) to drink? - No, thanks.
20. If a person (*know*) he had only a month to live, how he (*spend*) that month?

Test 25

1. (*On, in, at*) April 14, (*-, a, the*) "Titanic" (*hit*) an iceberg in (*-, a, the*) Atlantic Ocean.
2. The missing jewels (*find*) by the police already.
3. When Simon (*arrive*) at the cinema, dozens of people (*queue*) outside.
4. Where you (*be*)? I (*expect*) you an hour ago.
5. Coffee (*be*) available as grounds or as instant coffee powder and (*drink*) (*by, with, of*) one third of the world's ' population.
6. Do you think that electric cars ever (*use*) by people? - The electric car (*already*) (*invent*) by someone, but at the moment they are too expensive for (*a, the, -*) most people to buy.
7. If electric cars (*drive*) instead of the cars we use today (*a, the, -*) air we breath would be cleaner, as they (*not, pump*) exhaust fumes into (*a, the, -*) atmosphere.
8. He said he (*shall, should, couldn't*) meet me at the station and told me to take (*the, a, -*) taxi.
9. Could you stay a little longer? - I'm sorry, but I (*can't, couldn't*).
10. Could I borrow your dictionary? - (*Yes, you can./Yes, you may*).
11. I (*was allowed to, could, must*) go to John's party last
12. The boys went (*deep, deeply*) into the forest and (*lose*) their way.
13. The treasure (*bury*) (*deep, deeply*) underground and it is (*hard, hardly*) possible to find it.
14. We spent ... weekend in ... countryside. ... weather was fine and we had ... good rest there... (*a, the, -*)
15. Do you like ... flowers? - Certainly. ... rose is my favourite flower. - What is ... first spring flower? - ... snowdrop, (*a, the, -*)
16. ... dolphin is ... clever creature, isn't it? - Yes. ... dolphins are really ... clever creatures, (*a, the, -*)
17. He was looking forward (*to, at, for*) his holiday in the Lake District (*at, in, of*) a few (*days', day, day's*) time.
18. We have hardly (*anything, something, nothing*) to eat
19. Who is here? - There (*be*) no one here at the moment.
20. Why are you painting the walls green? If you (*paint*) them white, the room (*be*) much brighter.

Level 3-B

Test 1

1. For many centuries, during the cold time of the year English people (*use*) coal in their fireplaces in private houses and smoke from factories contributed greatly to trouble, called smog.
2. The history of Scotland as well as the character of its people (*portray*) by such famous Scottish writers as Robert Burns, Sir Walter Scott and Robert Louis Stevenson.
3. The thistle (*have*) nothing pleasant in it, especially if one (*touch*) (*it, its, it's*) thorns. But it (*have*) (*-, an, the*) important meaning (*for, to, at*) Scotland. (*It's, it, its*) the Scottish national emblem.
4. Why the Scottish people (*choose*) the thistle as the national emblem of their country? - (*An, the, -*) answer is interesting, and it (*can, must, should*) be found in the history of Scotland.
5. I think that he (*discharge*) from (*a, the, -*) hospital soon. 6.1 don't know why Peter (*be*) late. He might (*delay*) by the traffic.
7. (*A, the, -*) children (*not, allow*) to wear jewelry to school.
8. Helen said that she (*go*) to the circus (*last, that, the following*) week.
9. She (*needn't, mustn't, couldn't*) have bought such (*a/an, the, —*) expensive dress yesterday.
10. You (*should, would, needn't*) have seen this film on TV last night, it was very good.
11. (*Couldn't, may*) I speak to Jane, please? - Just a moment, please. I (*call*) her.
12. He (*work*) (*hard, hardly*) these days. He (*hard, hardly*) goes (*somewhere, anywhere*) now.
13. My mother (*near, nearly*) fainted when the man came (*near, nearly*). She (*not, see*) him for ages.
14. ... apple ... day keeps ... doctor away, (*a/an, the, -*)
15. When in ... Rome, do as ... Romans do. (*a/an, the, -*)
16. You can't teach (*a/an, the, -*) old dog (*with, by, at*) new tricks.
17. (*The, a, -*) Whispering Gallery in St. Paul's Cathedral which is over 100 feet above the floor is remarkable (*of, off, for*) its acoustics.
18. Who has prepared to work overtime besides (*I, my, me*)? 19.1 can't find my book. Can you give me (*your, yours*)?
20. Let's go to the beach, ... ?
21. The people of Scotland (*choose*) the thistle as (*there, their, theirs*) national emblem because it (*save*) the land (*of, from, out of*) foreign invaders many years ago.
22. Mary Stuart (1542-1587), the queen of Scots, reigned in Scotland for only seven years; (*yet, also*) the romance, intrigue and mystery (*surrounding, surrounded*) her life (*make*) her a legendary figure in Scottish history.
23. Immigrants who (*arrive*) in Great Britain from all parts of the Commonwealth since 1945 only (*not, create*) a mixture of nations, but also (*bring*) their cultures and habits with them.

24. Mark Twain always (*think*) that his days on (-, *a, the*) Mississippi (*be*) the happiest in his life.
25. The house (*clean*) before the guests arrived.
26. Why is David late? - Perhaps, he (*hold*) up in (*a, the, -*) traffic.
27. Margaret Mitchell (*write*) the original novel "Gone with the Wind". The film (*release*) in 1939 and (*become*) (*a, the, -*) huge success soon after its release.
28. Two years (*is, are*) a long time to be away from home.
29. (*Could, would*) I use your telephone, please? - Yes, you (*can, could, would*).
30. There is nobody there. If he (*be*) in, he (*answer*) the telephone.

Test 2

1. If (-, *a, the*) weather (*get*) (*bad*), the coast guard (*can't, might, need*) issue a warning to all ships.
2. I (*not, go*) on holiday this year. - Neither
3. The ticket inspector made him (*get off*) the bus because he (*not, buy*) a ticket.
4. Our planet (*get*) (*hot and hot*) because of global warming.
5. It was Alexander Graham Bell (*who, which*) (*invent*) (*a, the, -*) telephone.
6. I prefer to wear clothes which (*make*) from natural fibres.
7. All the newspapers (*deliver*) by 9 o'clock. I hope my article (*publish*) in today's paper.
8. Unless I have a quiet room, I (*not, be able*) to do any work.
9. We (*mustn't, can't, needn't*) go shopping this week. We've got (*many, plenty, little*) of food.
10. (*Shall, will, should*) I help you (*with, in, at*) washing-up? -No, I (*can, may, be to*) manage (*by, -, with*) it myself.
11. Could I see the manager, please? - Yes, you (*may, could, shall*).
12. (*Sudden*) she heard her name again. She turned to see her brother smiling (*cheerful, cheerfully*). "Nick!" gasped Julia. "You (*near, nearly*) frightened me to death!"
13. My friend found it (*hard, hardly*) to get used to (*live, living*) in a foreign country.
14. Peter has got ... cold, so he has to stay in ... bed. (*a/an, the, -*)
15. Millions of people were killed in ... World War II. (*a/an, the, -*)
16. We went to ... Bath by ... plane and lost our luggage at ... airport, (*a/an, the, -*)
17. I prefer travelling (*by, on, on*) train (*at, for, to*) driving. It's much (*pleasant*).
18. Let's invite him to our party, ... ? 19.1 don't feel well today. I am ill, ... ?
20. If you have (*any, some, a little*) problems, you can discuss them with your teacher. 21.1 have got three pairs of shoes, none of which (*be*) black.
22. Although they (*be*) to Spain twice this year, they are going (*again, also, too*) next month.
23. By the time she (*finish*) doing her homework, it was dark outside.
24. My grandparents (*live*) in the same neighbourhood for fifty years. They (*not, want*) to change (*anything, nothing, something*).
25. Wearing jeans in the office (*not, allow*) and nobody (*want*) to change this rule.
26. Soho (*pack*) with continental food shops and restaurants.
27. Most recently there (*be*) a lot of Chinese (*from, out of, off*) Hong Kong in Soho.

28. (*These, this*) trousers (*be*) very old. I want (*a, the, -*) new pair of jeans.
29. Helen (*buy*) an expensive jacket this week and now she (*not, have*) enough money for the rest of the week. She (*shouldn't, couldn't, mustn't*) have bought such an expensive thing.
30. I can't repair the roof. I (*can*) repair it if I (*have*) a long ladder.

Test 3

1. As soon as he (*enter*) the room, he realized what (*go*) on.
2. The children (*pick*) the flowers for two hours before they realized what the time (*be*).
3. You can borrow my car suppose you (*put*) in (*some, any, a few*) petrol before you (*bring*) it back.
4. You won't get a visa (*if, when, unless*) you (*have*) your passport with you.
5. Soho, once considered one of (*dirty*) and (*dangerous*) parts of London, (*clean up*) in early 1980s.
6. Today, with its gurgling cappuccino machines and pavement cafes, Soho (*become*) a meeting place (*for, of, between*) all kinds of people from all over the world, whatever the hour of day or night.
7. Wales officially (*link*) to England in 1536 by the Act of Union. By 1970 only 25% of the population could speak Welsh, and in an effort to raise that proportion, education (*make*) bilingual.
8. (*Tell, say*) him to wait if he (*come*) earlier.
9. (*not, forget*) that you (*be to, must, can*) report to the manager as soon as you (*reach*) Manchester.
10. Somebody (*rob*) our flat today. You (*could, had to, ought to*) have locked the door when you (*go out*) in the morning.
11. "You (*should, might, could*) obey (*a, the, -*) law otherwise you (*have*) problems in your life, my boy", my father (*used to, was used to*) say.
12. Lucy (*wait*) (*hopeful, hopefully*) all morning for the postman to arrive but he didn't.
13. Let's hope there won't be any (*further, farther*) delays,
14. Have you got any musical instruments at home? - Yes. We've bought ... piano. Our daughter goes to ... music school and is learning to play ... piano, (*a, the, —*)
15. ... Atlantic Ocean and ... warm waters of ... Gulf Stream influence ... weather of ... British Isles, (*a, the, —*)
16. I've bought ... shirt and ... pair of trousers. ... shirt is white and ... trousers (*be*) blue, (*a, the, -*)
17. (*not, try*) and do two things together. Concentrate (*on, at, for*) one thing (*at, on, for*) a time.
18. Where we (*have*) to sit? - You can sit (*anywhere, somewhere, everywhere*). It doesn't matter.
19. Would you like (*something, anything, nothing*) to eat? -Two (*teas, tea*), please.
20. We haven't got ... bread. - You'd better go to the shop, then. We need ... tomatoes too. (*some, any*)
21. By the end of this year he (*lecture*) at this college (*for, since, during*) ten years.
22. Let me know as soon as you (*make*) your decision, ...?

23. Look at the clouds. It (*rain*). - Don't bother. I already (*take*) my umbrella.
24. Don't worry. By Friday afternoon, Diane (*prepare*) all the dishes for the dinner party.
25. During the 1960s and 1970s, laws (*pass*) in Great Britain under which using open coal fires in homes in the city area (*forbid*).
26. Hadrian's wall, the greatest monument of (*the, a, -*) Roman occupation of Britain, (*build*) to act as a defence against the Celts from Scotland.
27. King Alfred (849 - 899) (know) as "Alfred the Great". He was (*the, an, -*) only monarch in English history who (*give*) this title.
28. Mike (*told, said*) me that he (*couldn't, mustn't, mightn't*) (*tell, say, ask*) one twin from (*other, another, the other*) as they were identical.
29. If you don't understand (*something, anything, nothing*), you (*must, may, should*) ask your teacher to help you with your studies.
30. I (*be*) very grateful if you kindly (sign) this document and let me have it back as soon as possible.

Test 4

1. This time next month we (*travel*) around Africa, and we (*return*) home by the end of August.
2. Tina (*buy*) gifts for all her relatives before she (*leave*) (*for, at, to*) England. Yesterday she (*come*) to us to say goodbye.
3. More and more people (*develop*) health problems because of (*-, a, the*) air pollution.
4. When the train from Brussels (*arrive*)? - It (*arrive*) in 10 minutes at (*-, a, the*) Platform 7.
5. In 1301 after (*defeat/defeating*) the native Prince of Wales, King Edward I of England (*name*) his son "Prince of Wales". Since then (*old*) son of the king or queen of England traditionally (*give*) this title.
6. In 1536 Wales (*bring*) (*into, in, to*) the English system of national and local government by an Act of Union.
7. ... Welsh language is still very much a living force and (*teach*) side by side with ... English in schools of Wales, (*a, the, -*)
8. You asked John to fix you car, ...? - Yes, his advice (*was, were*) that I take it to the garage.
9. ... Young people (*should, have to, can*) respect ... elderly. ... life is often difficult for ... old people, (*a, the, -*)
10. After many attempts Terry (*be able to, could, might*) climb (*to, at, by*) the top of the mountain.
11. He (*drive*) a car (*well, good*) now, but two years ago he (*could, might, must*) ride only the bicycle.
12. Mrs Smith feels (*bad, badly*) today. She's by far (*beautiful*) woman I ever (see).
13. Was it a good party? - Yes, I (*leave*) far (*late*) I (*intend*) to.
14. ... name ... Soho is derived from ... hunting call, "So-ho", that ... huntsmen were heard to cry as they chased ... deer in ... royal parks, (*a, the, -*)

15. – Piccadilly Circus is like ... magnet for ... young people from all over ... world, (a, the, -)
- 16 - young people like to sit on ... steps under ... statue of Eros, celebrating ... freedom and friendship of ...youth, (a, the, -)
17. Many people think the increase (in, at, of) violent crime is because (of, at, -) television.
18. I don't mind what we do today. We (can, may, are to) do (something, anything) you want.
19. Let's go (somewhere, anywhere) tonight, ...? - Thanks, but I don't want to go (somewhere, anywhere, someone) tonight.
20. It's (your, yours) birthday party, you can invite (anyone, someone, somebody) you like.
21. You (visit) (-, a, the) Disneyland when you were in Paris? -No, unfortunately it was too far from where we (stay).
22. Linda (give up) her work, so she (can, must, may) look after her children herself.
23. Someone (give away) the secret plans of the company and the boss is very angry.
24. Now this shop (give out) free gifts to anyone who (spend) **more than £30**.
25. The subjection of (a, the, -) Welsh (complete) by Edward I who (make) his son, afterwards Edward II, the first Prince of Wales.
26. Westminster Abbey is the church where nearly all the kings and queens (crown) and where many of them (bury).
27. Sir Christopher Wren, the great architect of St. Paul's Cathedral (die) in 1723, aged 91, and (bury) in (a, the, -) building which his genius and toil (create).
28. I won't open the door unless I (know) who it is.
29. I (have) a sleepless night. - You (shouldn't, couldn't, might) have stayed up so late last night.
30. If the earth suddenly (stop) spinning, we all (fly) off it.

Test 5

1. Tom, (you, finish) reading the newspaper yet? - No, I still (read) it.
2. At noon yesterday, the staff (have) their monthly meeting.
3. The teacher (give) the students a test when the principle (come) into the classroom.
4. Dad (close) the windows, (set) the alarm, and (leave) the house. The children (sleep) already.
5. ... Nelson Column (erect) in 1842 in ... Trafalgar Square in commemoration of Admiral Nelson, who (win) a triumphant naval victory, but (kill) in the battle.
6. To commemorate Admiral Nelson's Victory in (a, the, -) great naval battle at Trafalgar, (a, the, -) Trafalgar Square (construct) in London.
7. In 1066 an invading army of the Normans (win) the victory at the battle of Hastings; as a result of that single battle, William, Duke of Normandy, (crown) king of England and (become) known in the popular history as William the Conqueror.
8. My teacher told me I (might, had to, needed) stay after school as (the, a, -) punishment for talking in class.

9. (*Need, can, ought*) I borrow your pen? (*My, mine*) doesn't work.
10. I (*must, mustn't, may*) go to (*a, the, -*) bank. I haven't got (*some, any, little*) money.
11. What time (*mustn't, will, shall*) I pick you up from (*a, the, -*) work? - (*At, in, about*) 7 sharp.
12. Have you heard Jane's playing (*the, a, -*) piano (*late, lately*)? - Yes, but he (*not, seem*) to be getting (*good*).
13. I like living in the country. It's a lot (*peaceful*) than the city.
14. ... Louvre has a large number of famous works, such as ... Mona Lisa and ... Venus de Milo. (*a, the, -*)
15. (*A, the, -*) pyramids in Egypt (*build*) to be tombs for (*a, the, -*) pharaohs.
16. In ... New York you could visit ... Central park, ... Empire State Building and ... Times Square and see ... show on ... Broadway, (*a, the, -*)
17. He's late again. It's typical (*of, for, about*) him to keep everybody waiting.
18. Be careful, there (*be*) too (*many, much, a lot of*) cars in (*this, these*) cities.
19. (*Many, much, a little*) students have financial problems, ... ?
20. (*Few, little, a lot of*) customers (*come*) into the shop today. It (*be*) quite all day long.
21. A young woman (*sit*) on (*a, the, -*) park bench while the children (*play*) nearby.
22. The boy went to (*a, the, -*) bed early because he (*play*) football all day.
23. Peter decided that he (*not, leave*) for work until he (*shovel*) the snow from the drive.
24. The lawnmower (*break down*) while my father (*mow*) the lawn.
25. For many thousands of years stories (*pass*) from (*a, the, -*) generation to generation orally, either in words or in songs.
26. (*A, the, -*) new chairman of the company (*announce*) in a week. The candidates (*discuss*) now.
27. She (*expect*) to arrive (*to, in, at*) London at 3 o'clock tomorrow afternoon.
28. You just (*clean*) the stairs? - Yes, so be careful. (*It, they*) (*be*) very slippery.
29. You put that shirt in the washing machine. - I know. It ... be dry-cleaned, (*mustn't, couldn't, have to*)
30. A university degree is a useful thing. If I (*have*) a university degree, I (*sit*) in a comfortable office now instead of standing at a street corner selling newspapers.

Test 6

1. The committee (*discuss*) the problem for two hours before they finally (*come*) to a decision.
2. Where are the children? - They (*decorate*) the Christmas tree as it (*be*) Christmas Eve today.
3. The parade already (*start*) by the time we (*arrive*). We (*delay*) by the traffic.
4. The team and their fans (*celebrate*) because they (*win*) the game.
5. John couldn't (*involve*) in the robbery. He was with me that evening.
6. Watching TV often (*considered*) a waste of time. On (*a, the, -*) other hand, TV is great company for those who live alone.
7. Neither Ann nor her friends (*attend*) today's meeting. Everybody is busy, ... ?

8. I'll tell you something, if you (*promise*) not to tell it to (*anyone, someone, no one*) else.
9. Look! The Greens (*bring*) us (*a, the, -*) bottle of wine (*for, to at*) our anniversary. - They (*needn't, couldn't, might not*) have done that, but it's very kind of (*they, them*).
10. You (*mustn't, oughtn't, needn't*) clean the floor today. -Oh, you (*do*) it already?
11. Your blue trousers (*be*) in the washing machine. - Oh, no! You (*shouldn't, mustn't, can't*) have done that. (*It, they*) (*have*) to be dry-cleaned.
12. This jacket was by far (*expensive*) in the shop, but it wasn't as (*expensive*) as (*your, yours*).
13. (*A, the, -*) Park Hotel is (*little*) expensive than (*a, the, -*) Plaza.
14. ... London manages in ... unique way to reflect ... past and, at ... same time, to live ... life of ... modern city, (*a, the, -*)
15. I have got ... car and ... motorcycle. ... car is second-hand and ... motorcycle is brand new.(*a, the, -*)
16. Do you know where ... tea comes from? - From ... India.(*a, the, -*)
- 17.1 (*try*) to learn Spanish but I'm not very satisfied (*at, on, with*) my progress.
18. Our runners haven't won ... medals, have they? - No, not as ... as last time. But there's plenty of time. There are still ... events to come. I'd like to go and see some of the track events, but I haven't got... time at the moment, (*a lot of, much, many*)
19. The snow was quite deep. There seemed (*a few, few, a little, little*) hope of completing our journey.
20. I wanted some cake, but there was (*none, no*) left.
21. We (*travel*) for five hours before we (*reach*) our destination. Everyone (*be*) very tired.
22. My brother (*go*) to a book exhibition yesterday and (*buy*) an interesting book on antiques. He (*be*) there many times before.
23. They (*make*) sandwiches for the picnic when I (*phone*) to tell them that we were going to be late.
24. How long Mrs.Conrad (*give*) cooking lessons by the year 2010?
25. Look (*at, for, through*) that dolphin! It (*jump*) through those hoops.
26. If he (*go*) on telling lies, nobody (*believe*) a word he says.
27. They said that they (*leave*) early (*the, a, -*) next morning.
28. If you (*call*) me yesterday, I would have been able to meet you for lunch today.
29. (*Shall, will, would*) I pour you a glass of orange juice? -Yes, please and (*could, may, shall*) you put (*some, any*) ice in it, too?
30. If only we (*have*) a light! It's depressing waiting in darkness.

Test 7

1. When the boy (*realize*) he (*lose*) his way he (*start*) to panic.
2. She (*not, be*) in a hurry that Monday morning because she (*take*) the day off.
3. How long you (*live*) in Sydney before you (*move*) back to London?
4. We (*attend*) our first lecture at the university at this time next Monday.
5. The pubs in London (*restore*) to their original Victorian beauty.

6. I've got two pounds and want to buy a CD. - Two pounds (is, *are*) not enough to buy a CD.
7. If I (*be*) you, I (*get*) a mobile phone.
8. I was worried as I (*be*) late because of the traffic.
9. (*Would, shall, will*) we go for a walk this afternoon?
a) *Yes, we would.* b) *Why not. It's a lovely day.*
10. I'm sure the book is in your desk. It (*must, can, may*) be there.
11. Our new car is twice as (*expensive*) as (*their, theirs*), but it is far (*cheap*) than (*your, yours*) car.
12. Tom is (a, *the, —*) wonderful artist. No one else can paint (*like, as*) him.
13. What Mark (*do*) for a living? - He works (as, *like*) a hotel manager.
14. We have got ... dog now. It's ... German Shepherd. Some years ago we had ... cat. It was ... Siamese, (*a, the, —*)
15. Such English names as ... Ordeon, ... Hilton, ... Plaza, ... British Museum, ... Tate Gallery, ... Titanic, ... Times are known to many people all over ... world, (*a, the, -*)
16. Mark lived in ... London, in ... Oxford Street some years ago. He speaks ... English fluently, (*a, the, -*)
17. I felt sorry (*about, on, for*) the children when we went (*on, to, in*) holiday as it rained every day.
18. I'd like to know the truth. Tell me (*everything, all*). Tell me (*all, everything*) you know, please.
19. (*The most, most*) people would like to earn (*much, many, lot*) money to live without (*some, any, no*) problems.
20. I'm afraid, we've (*no, none, neither*) money to buy this picture. - You are right. We haven't got (*some, any, no*) money to buy (*it, its, it's*).
21. We (*live*) in Cardiff for ten years when the company that Bill (*work*) for (*offer*) him a position at the London office.
22. Where you (*be*) yesterday afternoon? I (*call*) you all afternoon but there (*be*) no answer.
23. London (*change*) a lot recently. First of all, the historic sites (*clean*) and restored, making the city look as if it (*revitalize*).
24. I (*blame*) for it before I even (*have*) a chance to defend (*myself, oneself, ours*).
25. The refugees (*prevent*) from entering the country. It's a serious problem now.
26. The first goal (score) by our team, but unfortunately they (*lose*) the game.
27. If you (*put*) on the kettle, I (*make*) the tea, but now I have no time to do it.
28. The police informed him that he (*be*) under arrest, adding that he (*can, must, may*) remain silent but (*something, anything, nothing*) he said (*take down*) and used against him.
29. The doctor suggested I (see) a counselor, and he added that a counselor (*could, must, may*) help me get over my difficulties.
30. Your notes are almost illegible. If you (*type*) them, they (*be*) a lot easier to read.

Test 8

1. The spectators so (*move*) at the end of the film that everyone in the cinema (*cry*).

2. People often ignore the fact that air pollution (*must, can, could, might*) cause so many health problems.
3. The children spent all their money on computer games, so they (*be to, have to, must, could*) walk all the way back.
4. You (*must, can, might*) wear a life jacket when you go canoeing.
5. ... Young are usually impatient, but they should be more tolerant to ... old people, (*a, the, -*)
6. What musical instrument can you play? - I'm learning to play (*a/an, the, —*) violin.
7. ... Tango is not very popular with ... young people nowadays, (*a, the, -*)
8. My father usually travels by ... bus to ... work, (*a, the, -*)
9. We prefer to stay at (*a/an, the, -*) Ritz whenever we are in London.
10. When you arrive (*in, to, at, for*) England, you will be impressed (*by, with, at*) everything you will see there.
11. The teacher was pleased (*at, with, to, by*) the exam results.
12. The doctor warned me (*of, in, about, with*) the danger of eating too much fat food.
13. Lots of people care (*for, about, in, of*) elderly relatives.
14. We congratulated her (*on, in, with, about*) her success in her final exams.
15. Every day there is news of (*another, the other, other, others*) war breaking out somewhere in the world.
16. Can war actions ever be justified under (*some, any, every, none*) circumstances?
17. (*Each, another, all, every*) time I hear that music, it reminds me of you.
18. The exam was very difficult. Nobody passed it, ...?
19. The situation is uncertain. (*Nothing, anything, some, any*) could happen.
20. I wanted to know if the prices (*rise*) again by the end of the year.
21. The secretary didn't know when the president (*take*) the final decision on this issue.
22. I'd like to know if the river will not begin to rise until some rain (*fall*).
23. We asked the manager if they (*settle*) the price problem by the end of the month.
24. He promised that he (*phone*) us as soon as he (*arrive*) home.
25. None of them knew when the results (*announce*). Everybody (*wait*) for it.
26. Where St. Paul's Cathedral (*be situated*)¹! - In the
27. The ... party is a ruling party in Great Britain nowadays.
28. Try and (*do*) it right this time. - O.K. It's easy, as you (*right, rightly*) say.
29. My father is five years (*old*) than my mother but he looks (*young*) his age.
30. Why don't you get a cat? If you (*keep*) a cat, the mice (*not, run*) everywhere.

Test 9

1. Soho (*use*) to be considered one of (*dirty*) and (*dangerous*) places in London, but it (*clean up*) in (*-, a, the*) early 1980s.
2. Today Soho is one of (*lively*) and (*bohemian*) areas of London, with cafes (*which, what, that*) stay open (*-, a, the*) day and night.

3. Alexander Gustave Eiffel (*design*) (-, a, the) Eiffel Tower which is situated in the centre of Paris.
4. I'm sorry but all the tickets (*sell*) for this performance.
5. The survivors (*pick*) out of the water by a cruise liner, which (*hear*) their distress call.
6. The classroom was empty when I came in. The class (*was, were*) all on a school outing.
7. Mr. Derec asked his assistant if he (*read*) the reports and added that he (*want*) to go through them himself.
8. The teacher explained that the Moon (*go*) round the Earth, but one of the pupils didn't believe that the Moon (*be*) flat and asked at what temperature water (*boil*) there.
9. I'm sure Robert realized how wrong he (*be*). He (*must, can, may*) have realized everything.
10. It's possible that they (*sell*) (*their, there*) house soon. I (*may, can, must*) see it as soon as possible.
11. New York City is one of (*large*) and densely populated (*cities, city*) in the world.
12. David is (*good*) player of all. He (*play*) (*good*) than anyone else.
13. I never (*know*) such an independent young woman. She's (*independent*) woman I've ever met.
14. We have holidays twice ... year. I like to spend my holiday travelling. My car can go 200 km ... hour. Last year I spent ... month cruising down ... Nile, (*a, the, -*)
15. ... French, ... Scottish and ... Japanese are very friendly as well as ... Americans and ... Greeks, (*a, the, -*)
16. Have you lived in ... same city and in ... same street all your life? - Oh, no. I've lived in ... State Street only for ... year, but before it I lived in ... High Street, (*a, the, -*)
17. The train is late but nobody (*know*) the reason (*for, of, about*) the delay.
18. I should ban cars. (*All, no, none*) cars pollute the air, don't ... ? - Well, except electric (*one, ones*), I suppose.
19. What kind of fruit (*should, can, must*) I eat to stay healthy? - I don't think it matters. (*All, more, many*) fruit (*be*) good for you.
20. I knew there (*be*) a power cut because it was so dark everywhere. - Yes, (*some, all*) the lights in (*our, ours*) street went cut.
21. What (*happen*) alongside the river Thames of late? - The old warehouses (*transform*) into galleries, shops and clubs.
22. How Soho (*change*)? - It (*clean*), there are pavement cafes, so it (*become*) a meeting place.
23. One Sunday afternoon Tim and his (*old*) sister (*sit*) at home watching TV. Their parents (*go out*) for the day.
24. He didn't remember that he (*order*) to appear before the judge.
25. May Week at Cambridge University (*celebrate*) neither in May nor a week.
26. If you (*not, come*) late, they (*let*) you in and you (*have*) a good rest.

27. The police inspector asked me where I *(be)* the night before, at the time of the burglary.
28. The manager asked his secretary if he *(be)* using the computer to find the secret code.
29. It wasn't necessary for her to come so early, but she did. She *(needn't, mustn't, can't)* have come so early.
30. It's a pity he never patented his invention. If he *(patent)* it, he *(make)* a lot of money.

Test 10

1. No sooner Pamela *(disappear up)* the stairs than a horrible-looking man *(come)* into the room.
2. As soon as the children *(hear)* *(these, this)* news, a neighbour's dog *(start)* barking, and after a few minutes they *(hear)* their back door open.
3. I *(be)* absorbed in the story when suddenly I began to feel that someone *(watch)* me.
4. At *(a, the, -)* Cambridge University May boat races, music and drama concerts, picnics, and the May Balls, everything as far as possible *(hold)* in the open air-parties.
5. There are many schools in Britain which *(not, control)* financially by the state.
6. My office is three miles from my house. Three miles *(is, are)* a long way to walk to work.
7. The granddaughter asked her grandma how the prince *(wake up)* Sleeping Beauty.
8. I asked my brother if he really *(decide)* to sail from Spain to Australia all alone.
9. I advise you to have your car *(service)*. You *(should, must, can)* have your car serviced as soon as possible.
10. I'm certain Bill didn't reveal your secret. He *(can't, mustn't, may not)* have revealed it.
11. Mr. Johnson *(regard)* *(as, like, so)* a very successful lawyer.
12. Thank you for the information. - No problem. If you want *(any, some)* *(far)* information, just ask.
13. I *(hard, hardly)* *(finish)* cooking when the guests arrived.
14. O. Henry, *(whose, which)* real name was William Sydney Porter, was *(an, the, -)* American short-story writer.
15. ... President is considered to be ... most respected person in ... country, *(a, the, -)*
16. ... English is the major language throughout ... United Kingdom, although some people speak ... Welsh as their sole language, and only some hundreds speak ... Gaelic, *(a, the, -)*
17. The police *(believe)* that there is no connection *(between, among)* the two crimes.
18. The store has two lifts, and both *(be)* out of order, *(neither, none, either)* *(be)* working.
19. I'm going to the bank to get *(some, much, little)* money. I have to be back at the office in *(few, a few, a little)* minutes.

20. One shouldn't always believe what (*one, you*) (*read*) in the newspapers.
21. We (*receive*) no correspondence from David since he (*move*) away.
22. Some people value their independence (*high, highly*) and so they enjoy (*live, living*) alone.
23. It is (*hard, hardly*) to tell (-, *a, the*) difference between the twins, as they are identical.
24. The price of petrol (*go*) up again; the cost of running a car (*increase*).
25. The awards which (*know*) as Oscars, (*consider*) to be (*high*) honour anyone in the film industry can (*give*).
26. You (*read*) the newspaper this morning? - No. It (*not, deliver*) by the time I left for work.
27. You (*know*) your exam results yet? - No. They (*not, announce*) yet.
28. If you leave your car unlocked, someone (*steal*) it.
29. People (*must, can, should*) treat all living creatures with kindness and respect.
30. Why did you throw away those newspapers? - I'm sorry. If I (*know*) you were still reading them, I (*not, throw*) them away.

Test 11

1. I (*wait*) for the number 5 when I noticed an old lady who (*start*) to cross the road in front of me.
2. Eating sugar in the morning (*improve*) memory and concentration.
3. Tea (*help*) to protect people against heart disease because it (*contain*) tannin and flavanoids.
4. The doors of Oxford and Cambridge, (*good*) English Universities (*open*) to the public school-leavers.
5. Eton College, (*large*) of the ancient English public schools, (*found*) in 1440 as a collegiate church with a school attached.
6. We'll be late for the train if we go (*on, by, in*) foot. Let's take a taxi, ...?
7. The girl asked her grandfather if he (*agree*) that he (*be*) the best detective she ever (*meet*).
8. He said he (*can't, mustn't, wouldn't be able to*) come to help us the following week.
9. It's forbidden to go near the launch pad. You (*mustn't, can't, won't*) go near it.
10. It's five o'clock. They (*ought to, mustn't, need*) be here by now.
11. The mountain was so (*high, highly*) that they (*shouldn't, couldn't, might*) climb it.
12. The question was (*too, so*) difficult for me to answer.
13. There are (*few*) public holidays in Great Britain than in (*other, another, the other*) European countries.
14. O. Henry's first story (*publish*) in 1899 when the writer was in ... prison on ... false charge of stealing ... money from a bank, (*a, the, -*)
15. By 1981 only 19% of ... Welsh population spoke ... Welsh, even though ... Welsh language (*use*) for many radio and television programmes and in schools to promote ... Welsh culture and ... language itself, (*a, the, -*)
16. My grandmother has been taken to ... hospital. She 's got ... pneumonia. I'm going to ... hospital to visit her tomorrow, (*a, the, -*)

17. Did you pay (*by, in, on*) check or (*by, in, on*) cash? - I did it (*by, with, in*) credit card.
18. Did someone ring? - (*It, he, she*) was Vicky. She (*call*) just to say she (*arrive*) safely.
19. What's (*a, the, -*) weather like today? - It is much (*warm*) today than it was yesterday.
20. There's a woman at the door. - Oh, (*it's, she's*) my aunt Joan.
21. Something (*happen*). This is the first time he (*be*) late.
22. It's the only time I ever really (*get angry*) with him.
23. (*Since, for*) I've known him, he (*wear*) the same sweater.
24. The streets of London in 1665 were empty, shops (*close*) and every house in which there were sick people (*shut up*) and no one (*allow*) to go in or out, and the doors of such houses (*mark*) with a red cross.
25. At night the Great Fire of London could (*see*) ten miles away.
26. My niece has got mumps. - Oh, dear. Mumps (*be*) quite a serious illness.
27. She said he (*have*) to leave until the day after.
28. The man insisted he (*not, know*) that thing (*steal*).
29. Perhaps he took the train to work this morning. - Yes, he (*might, can, must*) have done it.
30. The job is much worse than I expected. If I (*realise*) how awful it was going to be, I (*not, accept*) it.

Test 12

1. They (*repair*) the road for months, but all work (*finish*) some days ago.
2. When I was at (*a, the, —*) university, I (*would, will*) work all night.
3. I (*used to*) be much (*slim*) when I was younger.
4. A person standing at the entrance of the Whispering Gallery can hear (*clearly, clear*) what (*say*) on the opposite side, 107 feet away.
5. The first Mayor of London (*elect*) in 1193.
6. If the lift still (*not, work*), we (*have to, must, could*) use the stairs.
7. The woman claimed she (*see*) never that man before.
8. The boy promised his mother that he never (*do*) such (*a, the, -*) thing again.
9. English children (*must, can, may*) go to school when they are five, first to infant schools, which they leave at the age of seven.
10. No one (*can, must, may*) prove from history that such (*a, the, -*) man as Robin Hood really lived; all that we know about him (*come*) from ballads.
11. (*Old*) he gets, (*friendly*) he becomes.
12. I was (*tall*) than my sister when we (*be*) young, but now she's (*tall*) than me.
13. Airline passengers (*might not, couldn't, are not allowed to*) use mobile phones during the flight.
14. ... Government sits on one side of ... room with ... Opposition on ... other, (*a, the, -*)
15. In ... north-west corner of the Palace stands ... Clock Tower with its famous bell called ... Big Ben, after Sir Benjamin Hall who supervised ... rebuilding of ... Parliament, (*a, the, -*)

16. Where is ... London Airport? - Oh, you should know that there are three airports in London: ... Heathrow Airport, ... Gatwick Airport and ... Luton airport. You can get there by ... bus from the air terminal in the centre of the city, (*a, the, -*)
17. The train was travelling (*at, with, on*) a speed of 120 miles an hour. -
18. ... was wet, and ... was a cold east wind. ... were few people in the streets, (*it, there*)
19. When the policeman came in, the gunman shot (*him, himself*). Now the policeman is in (*a, the, -*) hospital.
20. Ann made a sandwich and (*had to, must, could*) force (*hers, herself*) to eat it.
21. The Great Fire of London in the summer of 1666 (*burn*) for five days and (*destroy*) the greater part of the city.
22. In recent years riding (*become*) a sport for (*each, everybody*).
23. Historical and geographical circumstances (*turn*) London into one of the world's most important commercial and cultural centres.
24. In 1968 (*the, -*) British Army (*send*) to Northern Ireland after disturbances between Protestants and Catholics.
25. Everything in Great Britain officially (*do*) in the name of the Queen, but, in reality the Prime Minister is responsible (*for, at, with*) the policy (*conduct*) by (*a, the, -*) Parliament.
26. Jane looks (*nice, nicely*) today, doesn't she? - Yes. Her clothes (*be*) very smart.
27. Tom asked if he (*can*) have a word with me, explaining that it (*be*) about my case.
28. He apologized to the court for having caused the accident and said that he never (*mean*) to hurt (*someone, anyone, nobody*).
29. When Mark Twain was twelve, his father (*die*), and (*a, the, -*) boy (*must, have to, can*) earn a living for (*him, his, himself*).
30. Why didn't you say that you were short of money? If I (*know*), I (*lend*) you some.

Test 13

Choose the most suitable form:

1. (*Being tired, tired*) we couldn't continue (*working, having worked*) in the laboratory.
2. I have never heard (*she, her*) (*playing, to play*) the piano.
3. I like films (*showing, shown*) the lives of famous people.
4. In Britain she had a lot of problems as she wasn't used to (*drive, driving*) on the left.
5. My friend wants (*I, me*) (*to help, helping*) him with the translation of an English article.
6. I don't usually carry my passport with me. I'm afraid of (*losing, to lose*) it.
7. (*Not knowing, not having known*) many words, I had (*to use, using*) a dictionary while (*translating, being translated*) the text.
8. She avoids (*expressing, to express*) her opinion in public. She prefers (*keeping, to keep*) silence.
9. Would you mind (*answering, to answer*) a few questions? - I'd rather you stopped (*asking, to ask*) silly questions.

10. He finished (*writing, to write*) the letter with the words "I'm looking forward to (*seeing, see*) you."
11. The books (*written, writing*) by L. Tolstoy are (*read, reading*) with great interest.
12. I'm sorry (*to bother, bothering*) you, but I need (*to talk, talking*) to you.
13. I'm sorry (*for being, to be*) late. I was delayed by the traffic.
14. The article (*typing, being typed*) will be published in the local newspaper.
15. (*Pass*) the last exam, one of the students suggested (*going, to go*) to the pub in the evening. _
16. I'm sorry (*hearing, to hear*) that you've lost your job.
17. She is a very interesting person. I always enjoy (*talking to talk*) to her.
18. If you cross the street without (*look, looking*), you risk (*being, having been*) knocked down.
19. He is trying to sell his car but nobody is interested (*in buying, to buy*) it.
20. I live only a short way from here, so it's not worth (*taking, to take*) a taxi (*get*) home.

Test 14

Use the proper form of the Infinitive, Participle or Gerund in the following sentences.

1. (*Not, know*) the language and (*have*) no friends in the city, he found it hard (*get*) a job.
2. I am (*look*) forward to (*see*) you in our town.
3. When we came home, we found the door (*lock*).
4. The day (*be*) fine, we decided (*have*) a rest out of town.
5. The manager objected to our (*make*) private calls on his phone.
6. Is there anything worth (*read*) in your home library?
7. I want to have a new dress (*make*) for the New Year's party.
8. Would you like me (*turn*) down the radio a bit? - No, it's all right. I am used to (*work*) with a radio on.
9. The success of Byron's poems gave him every right (*say*), "I woke up one morning (*find*) myself famous".
10. In England if you want a milkman (*leave*) you milk in the morning, remember (*put*) a milk bottle outside your door.
11. I enjoy (*listen*) to music, but I don't like (*listen*) to people (*talk*) about it.
12. My parents think I am not capable of (*earn*) my own living, but I am going (*prove*) that they are wrong.
13. Do you feel like (*dine*) out or would you rather (*have*) dinner at home?
14. Your hair needs (*cut*). - I will have it (*do*) tomorrow.
15. It's for me (*decide*) where (*work*) after (*graduate*) from London University.
16. This sportsman is known (*take*) part in the last Olympic Games.
17. When would you like (*start*)? ~ Oh, let's wait till it stops (*rain*), otherwise we'll get soaked (*walk*) to the bus station.
18. I want you (*tell*) me what you know about this accident.
19. We saw smoke (*rise*) from the chimney and were glad that somebody was (*wait*) for us.

20. On (see) my friend I stopped (*read*) a book and put it away (*talk*) to him.
21. I always try (come) in quietly, but my mother always hears me (*go*) upstairs.
22. Would you mind (*keep*) quiet for a moment? I'm trying (*fill*) in this form.
23. I remember (*go*) to school for the first time and (be) frightened by everything I saw there.
24. When (*plant*) these flowers take care (*not, damage*) the roots.
25. Before trains were (*invent*) people used (*travel*) on horsebacks or in stage coaches.
26. Jane meant (*buy*) an evening paper, but she didn't see anyone (*sell*) them.
27. He was (*charge*) with (*receive*) and (*sell*) (*steal*) goods.
28. My father wasted the whole afternoon (*try*) (*repair*) his car.
29. My sister avoids lonely streets because she is afraid of (*rob*).
30. (*know*) London is (*know*) the contrasts of a big industrial city.
31. Do you happen (*know*) his address? - His address seems (*lose*) long ago.
32. She doesn't seem (*know*) anything about his (*leave*) abroad.
33. It's for our boss (*take*) the final decision on this problem.
34. If (*ask*), he will tell you a lot of interesting about his life in England.
35. She insisted on the telegram (*send*) at once.
36. One should be careful when (*cross*) the street.
37. The text (*translate*) for tomorrow's lesson is rather difficult for me.
38. While (*translate*) this article I came across many unknown words.
39. We watched the children (*jump*) from the window and (*fall*) into snow.
40. After (*spend*) two days (*argue*) about where (*go*) for our holidays, we decided (not, go) anywhere.

Careers

1 Complete each of these sentences with the correct option.

1 Selim believed he deserved a _____, so he just asked his boss for one.

a) target b) progress c) promotion

2 It is useful to set your own goals and to think about the skills you need to _____ them.

a) reach b) make c) master

3 In many countries, there are very few career _____ for people without formal qualifications.

a) plans b) breaks c) opportunities

4 It is very inconvenient to have to work _____ when you have young children.

a) flexitime b) overtime c) time off

5 Anika attends lots of professional development seminars because she wants to _____ a career move.

a) take b) make c) earn

6 If you want to get _____ in your career, you have to have clear short- and long-term goals.

a) ahead b) progress c) the sack

7 **'Bright Sparks'** is an agency that helps school leavers _____ on a career plan.

a) offer b) decide c) take

8 It is not enough just to _____ your best; you need to have ambitions as well.

a) make b) work c) do

9 Sales representatives often earn a _____ in addition to their salary when they achieve their targets.

a) money b) living c) bonus

10 Multinationals often _____ their employees excellent career opportunities if they are willing to travel.

a) offer b) make c) take

2 Complete the sentences using the words in the box.

take / do / evaluate / master / make

11. Do not always wait for your boss to tell you how well you are doing. You also need to _____ your progress yourself.

12. Vladimir is hoping to _____ research in informatics.

13. **Nandita's dream is to _____ a living as a public relations consultant.**

14. Delegating tasks is an important skill to _____ ..
15. Max is only 52, but he would like to _____ early retirement.
- 3 Complete these sentences with the appropriate form (positive or negative) of can, could or would.
16. Alex _____ speak Chinese, but he is planning to start learning next year.
17. Last year, our employees _____ use the new software, so we hired a consultant to teach them.
18. _____ you like to take a career break?
19. Naruto _____ get a promotion at GFS, so he wants to move to another company.
20. Do you think you _____ recommend one or two employment agencies?

4 Match each question 21–25 to the appropriate response a–e. Write your answers here:

21 _____ 22 _____ 23 _____ 24 _____ 25 _____

21 Could I speak to Mrs Zhang, please?

22 Can I take a message?

23 **Who's calling, please?**

24 **Could you tell me what it's about?**

25 Sorry. Could you say the second name again?

a If you could just tell her that Imelda Reyes rang.

b Well, I would like some information about the conference.

c Sure. That's Loys. L—O—Y—S.

d Just a moment, please. I'll put you through.

e Dieter Enke, from LPL.

5 Complete the following phrases using the words in the box.

calling / catch / engaged / on / afraid

26 Hold _____, please. I'll connect you.

27 Sorry, I didn't _____ your first name.

28 I'm _____ there's no answer.

29 I'm _____ about the meeting tomorrow.

30 I can't get through. Their phone's always _____ .

Companies

1 What does each of these comments refer to? Write the appropriate word or phrase from the box next to the comment.

competition / customer service / head office / investment plan / market share / profit / share price / subsidiary / turnover / workforce

1 It was particularly hard hit during the recession last year, when it fell to an all-time low of \$8.5. _____

2 **We've already got five in South America, and we're opening a new one in Mexico next month.** _____

3 It increased by 5% to \$61 million last year, but unfortunately our profit figures are not so impressive. _____

4 **That's where they make** most of the important decisions, of course. _____

5 If we buy out our local competitor, it will increase to 33%. _____

6 Two thirds of it are women. _____

7 **If we don't produce and sell more than 10,000 sets a year, we won't make any.** _____

8 **We need to think carefully about all the options and make sure it's ready for the board meeting next week.** _____

9 They do everything to make their clients satisfied, **so I'm not surprised they are praised for it.** _____

10 **It's really fierce in our business sector, but so far we've managed to stay ahead of it.** _____

2 Complete this e-mail. Write the verbs in brackets in the correct tense (Present simple or continuous).

Hi Sam,

We (11) _____ (have) a fantastic time here in Beijing. The conference itself (12) _____ (not start) until next Wednesday, so I (13) _____ (take) the opportunity to learn some Chinese. In fact, I (14) _____ (attend) a conversation class every morning, and I think I (15) _____ (make) good progress. Klaus and Ana (16) _____ (not stay) at the same hotel. We (17) _____ (see) each other at head office every afternoon. We (18) _____ (meet) a lot of interesting people there and (19) _____ (talk) about the future of **our companies. People here (20) _____ (like) to look ahead, and that's great.**

Tomorrow afternoon, we (21) _____ (meet) Sarah Li to discuss our **investment options. I (22) _____ (not think) it's going to be very easy,** so I (23) _____ (need) to be prepared.

We (24) _____ (wish) you were here with us already. (25) _____ you _____ (arrive) next Thursday as planned?

Talk soon,
Max

4 Match the two halves of these phrases. Write your answers here:

26___ 27___ 28___ 29___ 30___

26 First, I want to give you

27 **Secondly, I'll talk**

28 Finally, I want to look

29 **I'll be pleased to answer**

30 Thanks very much

a at our future plans.

b for listening to my talk.

c any questions at the end of my talk.

d about our new subsidiaries in Asia.

e some basic information about our activities.

Conflict

1 Complete the second sentence in each pair with another form of the underlined word.

1 During a negotiation, her face never shows any emotion. She seems completely _____.

2 The previous manager had lied to his staff and was no longer credible. He had lost all his _____.

3 People criticised him because they found him weak. People criticised him for his _____.

4 A good manager should always have a lot of patience. A good manager should never be _____.

5 They liked her because she was always so calm. What they liked about her was her _____.

2 Complete these sentences about personal qualities with the missing word. The first letter is given.

6 When someone tells you about their problems, try to show some s_____, be kind and say something to make them feel better.

7 The people in our team always come up with new ideas, new solutions. Their c_____ seems endless.

8 **The participants didn't seem very e_____ about the new proposal. In fact, most of them didn't show any interest whatsoever.**

9 Our supervisor is very i_____. One day he tells you to do things this way, and the next day he says you should do things another way.

10 Many people believe that i_____ meetings, where participants feel comfortable and relaxed, are often the most productive ones.

3 Underline the correct form in italics.

11 If he listens / listened to all sides first, he would find it easier to resolve conflicts.

12 He is / will be / would be more popular if he treated people with respect.

13 Would you get involved if you saw / would see two colleagues having an argument?

14 **If she wins / will win / would win this contract, she'll be promoted.**

15 **Do you think he will / would resign if he doesn't get a pay increase?**

4 Complete these sentences using the words in brackets.

For example: _____ to the conference even if you invited him. (he / not / come).

He wouldn't come to the conference even if you invited him.

16 Would you move to our Taiwan office if _____ ?
(you / can)

17 If you were in my position, how _____ with this crisis? (you / deal)

18 **They wouldn't do business with us if they _____** our terms favourable. (not / find)

19 If you look at our catalogue, you _____ how much we have expanded our product range. (see)

20 **You'd be more popular if _____** so nervous all the time. (you / not / be)

5 Complete these phrases with a word from the box.

deal / covers / way / points / see / view

21 I can see your point of _____ .

22 **Let's go over the main _____ again.**

23 Right. I think that _____ everything.

24 **Fine. We've got a _____ , then.**

25 **Let's _____ what we've got so far.**

26 **Let's look at this another _____ .**

6 Match the two halves of the phrases.

27 A compromise could be

28 I understand

29 **Why don't we**

30 **You don't have to worry**

a about transport costs.

b come back to that later?

c to pay half the sum in dollars.

d what you're saying.

Entertaining

1 Complete sentences 1–5 with answers a, b or c.

- 1 Let's ask the waiter if they have a _____ in Spanish for our guests.
a) menu b) recipe c) check
- 2 The Palace restaurant is famous for its friendly and efficient _____ ..
a) starter b) prices c) service
- 3 It's getting late. Shall we ask for the _____ ?
a) course b) bill c) card
- 4 If you want to go to the Astoria, remember to _____ a table in advance.
a) book b) check c) order
- 5 In many countries, it is usual to leave a _____ if you are satisfied with the service.
a) pound b) note c) tip
- 2 Complete the words with the missing vowels (a, e, i, o, u).
- 6 It's a rather _____ xcl _____ s _____ v _____ restaurant, so be prepared to spend a lot of money!
- 7 The Peking Inn is in a very c _____ nv _____ n _____ nt location – just five minutes from the office.
- 8 They say it's got a c _____ sy, welcoming atmosphere.
- 9 Il Vesuvio is great, and they ch _____ rg _____ very reasonable prices.
- 10 The food they serve at Frère Jacques is absolutely d _____ l _____ c _____ _____ s.

3 Complete each conversation excerpt with a multi-word verb from the box.

look after / look around / look forward to / put off / set back / take out / take part in / take up / turn down / turn up

- 11 A: I'm sure our guests would love to _____ the old town before they leave.
B: Yes. Let's ask Ben to show them some of the sights.
- 12 C: So, why did you _____ their offer, then?
D: Well, the schedule was absolutely horrible.
- 13 E: I _____ seeing the new head office.
F: Me too. They say it's in a superb location.
- 14 A: Do you think we should _____ their offer?
B: Yes, we've got to accept. The conditions are really good.
- 15 C: Who will _____ our guests from Venezuela?
D: Karen, as usual. She loves taking care of visitors.
- 16 E: Franz didn't _____ the discussion.
F: No. I noticed that he didn't want to get involved.
- 17 A: I think February is too early for our trade fair.
B: I agree. Why don't we _____ it _____ until May?
- 18 C: Our visitors have nothing to do this evening.

- D: I think we should _____ them _____ .
- 19 E: We'll have problems because some people always arrive unexpectedly.
F: How many extra participants do you think might _____, then?
- 20 A: That was an expensive party, wasn't it?
B: It certainly was. It _____ us _____ \$5,000!

4. Match each phrase (21–24) to the correct response (a–d). Write your answers here:

21 _____ 22 _____ 23 _____ 24 _____

21 Would you like me to show you round?

22 Marco, have you met Max Reger?

23 Can I get you a drink?

24 How are things?

a Yes, please. I'll have an orange juice.

b Very good, thank you. It's really busy at the moment.

c Oh yes, I've never been here before.

d No. Hello, Max. Nice to meet you.

Put the lines of this conversation in **the correct order (2–7)**.

__1__ Hi, I'm Joaquim.

_____ Absolutely! I'll get in touch when we can confirm the dates of the event, OK?

_____ Yes, it is. It's very lively. Well, maybe you could come to our next trade fair there. It's in May.

_____ Thanks, that's great! I'll look forward to that.

_____ Hello, Joaquim. Pleased to meet you. I'm Leila from the Cairo office.

_____ Mm, I'd love to. And it would be great if we had a stand at the fair, don't you think?

_____ Oh, Cairo! I've never been to Egypt, but I hear Cairo is a fascinating city.

Great ideas

1. Complete the sentences with the phrases from the box.

win an award / enter a market / protect the environment / meet a need / reduce waste
--

1. This new product will enable our company to _____ of 60 million consumers.
2. **Our new model is based on a brilliant idea, and I'm sure it will _____ for innovation.**
3. Lesco develops mobile phones which really aim to _____, to satisfy consumer demand.
4. In the past, our company threw away tons of used paper every year but now, thanks to selective recycling, we can _____ by almost 75%.
5. The clean technologies we have adopted will _____ by cutting the amount of fuel and dangerous chemicals we have to use.

2 Supply the missing noun in each sentence. The first letter is given.

6. Senovo Pharmaceuticals say they are going to make a major b_____ in the treatment of cancer with a new drug developed in India.
7. Our customers simply want more choice, so we have to extend our product r_____.
8. We noticed that demand for this kind of camera was increasing all the time, so we just took a _____ of the opportunity and launched a much better model.
9. People buy our office supplies because they raise their s_____. They give them a more upmarket image, in other words.
10. There is absolutely nothing like our new cleaning product available in shops. It really fills a g_____ in the market.

3 Complete this text. Write the words in brackets in the correct tense.

Manuel Ayala (11) _____ (develop) the new drug LKJ in 1998 while he (12) _____ (do) some research at the university of Santiago. In the next two or three years, he (13) _____ (write) a lot of articles about it and (14) _____ (give) talks at conferences around the world. One day when Manuel (15) _____ (tour) Australia, the CEO of a large pharmaceutical company (16) _____ (invite) him to work at their laboratories in Melbourne. Manuel (17) _____ (explain) that he (18) _____ (work) on an exciting project in Santiago and that he (19) _____ (need) six months to see it through. In 2002, he (20) _____ (go) to Australia on his own. His wife Miguelina (21) _____ (stay) in Santiago for another year because she (22) _____ (write) her doctoral dissertation. As soon as she (23) _____ (arrive) in Melbourne, she (24) _____ (apply) for jobs in marketing. However, she (25) _____ (not have) much luck and so decided to start her own agency.

Now, both Manuel and Miguelina have a job that they enjoy and they make a good living, but they often miss Santiago.

4 Complete the following phrases using the words in the box.

recap / item / favour / feel / purpose

- 26 The _____ of this meeting is to discuss the launch of our new model.
- 27 Most of us are in _____ of May or June.
- 28 How do you _____ about this?
- 29 The next _____ on the agenda is promotion.
- 30 **OK, let's _____ on the points we've covered so far.**

Managing people

1 Complete each sentence with a verb from the box.

believe / deal / delegate / invest / respond

- 1 We _____ a lot in training courses for our employees. We know it's money well spent.
- 2 Our new manager can _____ with problems very effectively.
- 3 Don't try to do everything on your own. You should _____ tasks to your assistant more often.
- 4 Our previous manager didn't even try to _____ to our concerns.
- 5 When your employees feel that you _____ in their abilities, they often start to perform better.

2 Complete each sentence with a preposition from the box.

for / on / to / with / to

- 6 We need to agree _____ the date of the relaunch of our new series.
- 7 Tom apologised _____ making so many mistakes in his report.
- 8 A good manager should listen _____ suggestions from staff.
- 9 It was my mistake, I know. I have already apologised _____ the director.
- 10 I couldn't agree _____ the others that our suppliers were responsible.

3 Re-order the words to make reported statements and questions.

- 11 do him I it to told _____
- 12 were said they she wrong _____
- 13 asked he members team the were who _____
- 14 invoice manager me not pay the the to told _____
- 15 asked finish meeting she the time what would _____

4 Rewrite the sentences beginning in the way shown.

- 16 'The team leader is from Canada.'
He said _____
- 17 'Listen to all suggestions from staff.'
She told me _____
- 18 'Why don't you talk to your manager more often?'
He asked me _____
- 19 'Do you find it difficult to delegate tasks?'
He asked me _____
- 20 'Don't forget to call Max.'
She told me _____

5 Each phrase contains a mistake. Write the phrase correctly.

- 21 I'll be in the touch soon.

- 22 Thanks you for showing me round the town.

- 23 I'm really enjoyed the meal last night.

24 Bye! Have you a nice journey back!

6 Match phrases **25–30** to responses **a–e**. Write your answers here:

25 _____ 26 _____ 27 _____ 28 _____ 29 _____ 30 _____

25 What do you usually do in the evenings?

26 Would you like to come with us to the theatre tonight?

27 Goodbye, Li. All the best.

28 **I'm glad you enjoyed the tour.**

29 Can you tell me about any interesting places to visit?

30 Thanks very much for your hospitality.

a Bye, Lucas. And thanks again for everything.

b You are very welcome. I hope you can come again soon.

c I like to spend time with my children. Sometimes I watch TV.

d I certainly did. It was wonderful. Thank you so much!

e It's very kind of you, but another time perhaps. I'm quite tired.

f The old town is very pretty. And you must see Liberty Square.

Marketing

1 Match a word from A and **B and complete sentences 1–10. Use each word from A twice.**

A advertising / consumer / market / product / sales	B behaviour / budget / campaign / forecast / launch / lifecycle / profile / research / segment / targets
--	---

- 1 The _____ is the length of time people continue to buy a particular product.
- 2 _____ showed very good potential for marketing the magazine **to executives in the age range 25–35.**
- 3 A _____ is simply a description of a typical customer.
- 4 Our company has established its brand name through a multi-million multi-media _____.
- 5 The introduction of a product to the market is called the _____.
- 6 Family and friends are a major factor in _____. They really influence what people buy, where and how.
- 7 A _____ is a group of customers of similar age and income level.
- 8 **I don't think cutting our _____ by half is a good idea.** Our campaigns are highly successful and always generate huge profits in the long term.
- 9 Our representatives are under a lot of pressure to meet their _____.
- 10 **I'm afraid I can only** make a pessimistic _____ for February and March.

2 Re-order the words to make questions.

- 11 much advertising do how on spend you ? _____
- 12 does endorsement mean what ? _____
- 13 **strengths and are company's weaknesses** what your ? _____
- 14 range did extend product their they when ? _____
- 15 is team leading sales who your ? _____

3 Complete each question with an appropriate word.

- 16 _____ your market share increase last year?
- 17 _____ kind of products do footballers endorse?
- 18 _____ they doing any market research at the moment?
- 19 _____ of these two products is more successful?
- 20 _____ you met our new manager?
- 21 _____ often do you launch a new product?
- 22 _____ Kaori phoned recently?

4 Complete this excerpt from a telephone conversation with the questions from the box.

Would you like them to do the marketing? / Could you give me a few details? / Did you say 5%? / Have you finished your report? / Why? / How about our market share? / How are things? / What do you think of 'Eureka!'?

A: Hi, Vladi. Raul here. (23) _____

B: Fine, thanks. Quite busy, in fact.

A: (24) _____

B: Almost. But I can tell you the figures I have are looking extremely good.

A: Excellent. (25) _____

B: Sure. Overall sales are up 15%. Our new soft drinks are up 12%, and our mineral water is doing just as well.

A: That sounds good. (26) _____

B: Well, we've increased it by 2.5%.

A: Sorry, I didn't catch that. (27) _____

B: No. 2.5%. But I think it might go up by five over the next quarter.

A: That would be great. By the way, there's something else I wanted to ask you. (28) _____

B: Oh, the new advertising agency. I think they're really good. (29) _____

A: I was thinking about the new energy drink that we're launching next month.

B: Right. (30) _____

A: Exactly. I want something less traditional for this new product.

B: In that case I think it's a good idea to contact them. They've got a very creative team, with lots of imaginative ideas.

New business

1 Complete these sentences with the words from the box.

bureaucracy / exchange / inflation / interest / investment / labour / domestic / trade / unemployment / incentives

- 1 The fall in _____ rate will probably lead to more business investment.
- 2 Because of the euro-yen _____ rate, Japanese exporters lost huge amounts of money that year.
- 3 The number of people claiming benefit rose to 945,000, and the _____ rate climbed to 5.5%.
- 4 **Prices went up again, and the country's _____ rate rose to 5.4%** last month.
- 5 Exports have increased considerably, so now our balance of _____ is positive again.
- 6 Our country is now attracting production from companies looking for a highly skilled _____ force.
- 7 The chamber of commerce recommended giving tax _____ to boost private sector investment.
- 8 The gross _____ product is the standard measure of the overall size of the economy.
- 9 Too many rules and regulations and too much government _____ in general have a negative impact on trade.
- 10 The government is trying hard to revive the economy and attract foreign _____ .

2 Match the sentence halves to make meaningful sentences.

- 11 **I'm in charge of Marketing**
- 12 As soon as we get the figures we need,
- 13 **We can't open a subsidiary in that country**
- 14 **While I'm head of this department,**
- 15 Before you take up their offer,
a there will be massive investment in staff training.
b until the security conditions have improved.
c we'll complete the report.
d you should ask for advice.
e while our manager is away at the trade fair.

3 In each sentence, underline the two possible time words in italics.

- 16 Our local representative will contact you *when / until / as soon* as you arrive.
- 17 **Don't make a decision** *before / until / while* you've read the contract.
- 18 Laura will supervise the work *while / when / after* I'm away.

19 *Before / When / As soon as* you arrive tomorrow, I'll give you a copy of the report.

20 **We'll visit the production unit** *during / as soon as / when* we have time.

4 Write the underlined numbers in these sentences in words or as numbers.

For example:

They moved to New Zealand in 1995. nineteen ninety-five

Unemployment increased by five percent. 5%

21 It costs **£80**. _____

22 They reduced their workforce to five thousand. _____

23 There were exactly 234 participants. _____

24 About 2/3 of the staff agreed. _____

25 Inflation is up by 1.25%. _____

26 The company lost three million pounds. _____

27 A quarter of the goods were damaged. _____

28 They employ about 2,400 people. _____

29 Profit increased 18%. _____

30 One hundred and fifteen people were made redundant. _____

Planning

1 Match a word or phrase from **A and B** and complete sentences 1–10.

<p>A collect / consider / do / estimate / forecast / keep within / meet / rearrange</p>	<p>B costs / information / our budget / sales / some research / the options / the schedule / the deadline</p>
---	---

- 1 The project was successful, except that we didn't _____ . We overspent by about 5%.
- 2 Our visitors are arriving two hours later than planned, so let's _____ immediately.
- 3 Our advertising campaign is producing good results, and we _____ of at least \$150,000 in the next quarter.
- 4 **It's difficult to _____ accurately when your suppliers increase their prices without warning.**
- 5 **First, let's _____ that we have for the launch date: it could be late spring, or early autumn, or next year.**
- 6 What we need to do is _____ about the buying habits of the people who live in that area.
- 7 It will be impossible to _____ of June 20 now that the project manager is ill. Everything will have to be put off until next month.
- 8 Jim wants to _____ into the factors that influence consumer behaviour.

2 Match the two halves of the sentences. Write your answers here:

9 _____ 10 _____ 11 _____ 12 _____

- 9 **He's** trying to arrange
- 10 It was impossible to implement
- 11 Jean is going to write
- 12 The training schedule has
a the next quarterly sales report.
b a meeting with BCA's sales manager.
c to be prepared by April 5.
d that plan with such a small budget.

3 Re-order the words to make sentences.

- 13 **Brazil expand hoping in they're to _____**
- 14 not a bonus expecting get good is she to _____
- 15 attract foreign we investment like more to would _____
- 16 a Bangalore in **open planning subsidiary to we're _____**
- 17 are going launch when model this to you ? _____

4 In each sentence, one word is missing. Re-write each sentence with the correct word in the right place.

- 18 We going to visit our suppliers next week. _____
19 I help you write the report if you like. _____
20 We look forward seeing you soon. _____
21 Analysts say the economy will better next year. _____
22 They want relaunch their video camera. _____

5 Complete these phrases with a word from the box.

comment / could / interrupt / like / mean / moment / on / what
--

- 23 _____ I say something?
24 Just a _____, please.
25 So _____ you're saying is that we've overspent?
26 How do you _____ exactly?
27 Sorry, could I just _____ on that?
28 I'd _____ to finish, if I may.
29 Sorry to _____, but what are the options?
30 Hold _____ a minute.

Products

1 Complete the missing adjectives in these sentences about products. Each adjective is in two parts and two letters are given.

- 1 Sony and Panasonic make l_____ -l_____ batteries.
- 2 Louis Vuitton bags are w_____ -m_____ products.
- 3 HP manufactures h_____ -t_____ computer products.
- 4 Wrangler makes jeans that are both fashionable and h_____ -w_____.
- 5 **Estée Lauder and L'Oréal have both developed b_____ -s_____** cosmetics.
- 6 Rolex and Tissot produce h_____ -q_____ watches.

2 Complete these sentences with the correct form of a verb from the box.

modify / discontinue / promote / distribute

- 7 **I'm afraid this product is no longer available. In fact, the whole range has been _____.**
- 8 We have always _____ our products through several wholesale companies.
- 9 Sales of the RPX3 have increased considerably since we _____ it slightly three months ago.
- 10 Their new soft drink was aggressively _____ and marketed.

3 Complete each sentence with a verb in the passive form.

- 11 We will launch our new range next summer.
Our new range _____ next summer.
- 12 They have not tested the new medicine yet.
The new medicine _____ yet.
- 13 They designed this new sports car in Japan.
This new sports car _____ in Japan.
- 14 We cannot ship the goods until they receive payment.
The goods _____ until we receive payment.
- 15 We are redesigning our website.
Our website _____.
- 16 Millions of people use our toiletries every day.
Our toiletries _____ by millions of people every day.

4 Complete the sentences with passive forms of the verbs in brackets.

- 17 The new office furniture _____ (deliver) yesterday.
- 18 **There wouldn't be so many complaints all the time if the goods _____ (pack) more carefully.**
- 19 All our documents _____ (translate) into Spanish and English, and this always makes our work easier.

20 If the machine breaks down again, our new chocolates _____ (not / produce) in time.

5 Complete this product presentation. The first letter of each missing word is given.

So, ladies and gentlemen, (21) t_____ is our new product. As you can see, it's robust and elegant. It's (22) m_____ of steel and plastic and (23) w_____ only 1.6 kilos. In addition, it (24) c_____ in a wide range of colours. Now, let me (25) t_____ you about its other selling points. It has several special (26) f_____. You have already noticed its very small (27) s_____, only 22 centimetres long and 5 centimetres wide. This, of course, makes it (28) i_____ for travelling. Finally, it has the added (29) a_____ of being very reasonably priced. Now, would anyone like to ask a (30) q_____?

Selling online

1 Choose the six correct words from the box to complete the sentences.

warehouse / bulk / delivery / despatch / discount / enquire / payment / refund / return / bargain / stock / sale

- 1 At that price, the car you bought was a real _____.
- 2 You cannot get a _____ if you do not send back the goods in their original packaging.
- 3 As we are always having storage problems, I think we should build a new _____.
- 4 If there is a problem with any of the goods you receive, please _____ them within three days.
- 5 Our policy is to _____ goods within 72 hours of receiving an order.
- 6 We offer a 5% _____ on orders over \$500.

2 Supply the missing word in each definition.

- 7 After-_____ service is the help people get from the shop where they have bought a product.
- 8 The _____ street is the street of a town where many shops and businesses are.
- 9 A _____-off period is the time when you can change your mind and cancel an order.
- 10 A money back _____ is a promise by the seller to give you your money back if you are not satisfied with the goods you bought.
- 11 Your credit card _____ are the name, number and expiry date on your credit card.
- 12 If you _____ about, you go to different places to compare prices and quality before you buy something.
- 13 If the goods you want are out of _____, it means that they are not available.
- 14 If a shop gives you interest-free _____, it means that you can pay for the goods after you have bought them, at no extra cost.
- 15 A _____ is a person or company that sells goods to people in shops.

3 Match the following sentence halves. Write your answers here:

16 _____ 17 _____ 18 _____ 19 _____ 20 _____ 21 _____ 22 _____

- 16 Internet shopping is changing the face of business,
 - 17 To be successful in both the online and offline world,
 - 18 If you want to stay ahead of your competitors,
 - 19 You will need your password every time you want to access our website,
 - 20 All our admin staff are trained by our own IT specialists,
 - 21 If you do not want to risk losing important data,
 - 22 Not all consumers are very good at surfing the Internet,
- a businesses should try and integrate the two as much as possible.

b so a good website shouldn't be too complicated.

c so traditional stores need to adapt as quickly as they can.

d so we don't have to send them on expensive courses.

e so you mustn't forget it.

f you have to start selling online.

g you must shut down your computer properly every time.

4 Write the extra incorrect word in each phrase.

23 We must to have delivery by May 12. _____

24 How is about paying by credit card? _____

25 **Let's talk about it the cost of redesigning our website.** _____

26 Could I ask you why do you want to pay that way? _____

5 Complete the text with the words from the box.

listen / summarise / strategy / aims

Whenever you have to negotiate, you should prepare carefully beforehand. It is important to let the other side know what you want, so you need to have very clear (27)_____. Of course, you should also (28)_____ carefully to the other side and ask questions if necessary. If the negotiation gets difficult, you may have to change your (29)_____. Finally, remember to (30)_____ often the points you agree on.

Stress

1 Complete the sentences with the verbs from the box.

do / do / make / keep / spend

1 I'm already under stress because I have to _____ a presentation at our next sales conference.

2 My boyfriend suggests that I should _____ judo or karate to relax.

3 I just wish I could _____ a few days in the countryside.

4 The problem is, I still have to _____ a lot of research for my paper.

5 One thing I really want to do is to _____ my evenings free.

2 Supply the missing word in each sentence. The first letter is given.

6 In addition to our usual duties, we now have to deal with all the admin work, so we have a very heavy w_____. A part-time assistant would really ease it.

7 Since our department has introduced f_____, we feel we have more control over our working hours. Why should we all work from nine to five every day?

8 Jim missed yesterday's d_____ for submitting his sales report. His boss is furious!

9 Ana's always last to leave the office and never talks about anything but work. Her colleagues says she's become a w_____.

10 A good number of highly-paid executives give up their stressful job to adopt a simpler, healthier l_____.

3 Supply the missing word in these sentences, which are all in the past simple or the present perfect.

11 _____ Naseem found a less stressful job yet?

12 _____ you see your stress counsellor yesterday?

13 They _____ n't said anything to the manager.

14 Tim and Kemal _____ n't resign – they were made redundant.

15 _____ you ever worked in Accounts?

4 Complete this dialogue. Write the verbs in brackets in the correct tense.

A: How frustrating! I (16)_____ (try) to call Lea all week and I just can't get through.

B: I can't believe nobody (17)_____ (tell) you yet! She (18)_____ (leave) our department ten days ago. She's no longer in Tunis.

A: Really? Why (19)_____ she _____ (leave)? I thought she (20)_____ (be) happy here.

B: Well, yes and no. She told me she (21)_____ (like) the team but she (22)_____ (not get on) with our new manager.

A: I'm not surprised! (23)_____ she _____ (say) anything else?

B: Before leaving, she applied for the post of Deputy Sales Manager at our head office in Cairo. Then she (24) _____ (have) a phone interview and she got the job immediately.

A: **Great! I'll miss her, but I'm glad she's got a better job. Have you talked to her recently?**

B: No, she (25) _____ (not be) in touch since she left. She must be very busy.

A: Sure. Anyway, give her my regards next time you talk to her, will you?

5 Write the extra incorrect word in each phrase.

26 **Why don't we to send** out a questionnaire? _____

27 OK, but on the other one hand, it will make some people unhappy. _____

28 **I'm not sure I'm agree.** _____

29 **For me, that's be out of the question.** _____

30 I feel it that we have to consider the cost. _____

File test 1

A

1 Order the words to make questions and sentences. Example: you / the / enjoy / didn't / meal / ?

Didn't you enjoy the meal?

- | | |
|---|--|
| 1 year / holiday / go / last / you / did / on / ? | 2 film / a / isn't / this / fantastic / ? |
| 3 instrument / play / can / a / you / musical / ? | 4 what / about / you / are / thinking / ? |
| 5 class / many / how / your / students / in / are / ? | 6. where / could / tell / you / me / cinema / the / is / ? |
| 7 speak / you / better / practise / , / more / the / you / will / the / . | |
| 8 more / uncomfortable / hotter / it / , / the / the / I / is / feel / . | |

2 Complete the sentences with one word. Example: Your sister speaks Spanish, ***doesn't*** she?

- 1 **You've been to France, _____ you?**
- 2 A Will you be at the party?
B **No, I _____.** I wasn't invited.
- 3 I eat meat, but my sister _____.
- 4 A **Billy doesn't like me any more.**
B He _____ like you! He told me yesterday.
- 5 A **I'd love to be famous.**
B _____ you? I'd hate it.
- 6 A **I'm going to the cinema tonight.**
B So _____ I.

3 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets. Example: **Have you ever had** (you / ever / have) an operation?

- 1 How long _____ (you / learn) English?
- 2 **I'm tired because I _____** (paint) the house all day.
- 3 I _____ (just / see) Tess in the library.
- 4 **Sam _____** (not talk) to me recently. I don't know why.
- 5 **Sorry, I can't come out. I _____** (not do) my homework yet.
- 6 How long _____ (your brother / have) his car?

4 Complete the words in the sentences. Example: **Sally doesn't like sharing her friends. She's very possessive.**

- 1 Josh is really s _____. **He never changes his opinion, even when he's wrong.**
- 2 Liz is very i _____. She often acts without thinking.

- 3 Some people say I'm r_____ because I don't like showing my feelings.
- 4 Harry wants a good job and lots of money. He's very a_____.
- 5 Ben's a c_____ person. He always in a good mood.
- 6 My brother is so i_____. He behaves like a child all the time!
- 7 I like people who are o_____ - _____. They're always prepared to accept new ideas.
- 8 Tim's i_____. He often says things that he doesn't mean.

5 Underline the correct word. Example: My new boyfriend is definitely Mr Good / Right / Correct. **He's my perfect** partner.

- 1 **James isn't** my kind / match / type. **He's too young and he's very silly.**
- 2 I hate speaking / chatting / talking up girls in bars. I never know what to say.
- 3 Susie is incredibly calm / vain / wise. She even carries a mirror in her handbag!
- 4 Don't **give Harry any nuts.** He's **allergic** to / for / with them.
- 5 My cousin is a pain in the chest / head / neck. He really annoys me.
- 6 **My sister's unhappy** because she **broke** out / up / away with her boyfriend last week.

6 Underline the odd word out. Example: bruise blister cough rash

- 1 wound X-ray scan operation
- 2 heart attack stroke food poisoning bandage
- 3 cough temperature stitches rash
- 4 flu a cold injection asthma
- 5 painkillers drugs medicine blister
- 6 bleed ache dizzy faint

7 Read the article and tick (✓) A, B, or C.

Increasingly, these days, people lead busy professional lives in which they have little time for lunch, let alone time to meet the next possible Mr or Ms Right. The emphasis in our lives is on using time we have left outside of work well, spending 'quality time' with our family and friends. So, it's no surprise that speed dating has become so popular. An activity in which busy men and women go to an organized event, have three-minute chats with more eligible members of the opposite sex than they would normally meet in a year, and then decide who might or might not be a potential partner, is a great example of perfect time management.

Speed dating is a relatively new phenomenon. Its first event was staged at Pete's Café in Beverly Hills California in 1998, and organized by a group of Jewish students who wanted to meet other singles of the same religion. They were sure it was a good idea and expected that large numbers of people would enjoy it, but not immediately. Within a very short time, however, it had spread everywhere, and its popularity was confirmed when a speed dating story line appeared in the hit American comedy series *Sex and the City*.

It hasn't taken sociologists very long to take an interest, either. An American study, carried out in 2005, discovered that it took hardly any time at all for men and women to choose who they would like to meet again in the future. Just seconds, in fact. This study would appear to completely undermine the argument of all those romantics who wonder how three minutes can possibly be enough to **decide whether somebody might be 'the one'**. It seems that we know instantly. Interestingly, women have a greater instinct for this than men. In a 2006 study, carried out by a Scottish university, over 40 per cent of women, which was twice the percentage figure for men, had made their minds up about the person they were chatting to within thirty seconds.

Other studies have looked into how to increase your chances of success when attending a speed dating event. They have produced some interesting results. For **example, what you smell like could be vital. And I'm not talking about remembering to wash before you go.** Women are attracted to men with a similar background and interests but a **very different scent. There's no greater turn off than a guy with an identical natural body smell, it would seem.** Height, too, seems to be **important to attraction, although short men shouldn't lose all hope.** The important thing is to be a few centimetres taller than the woman you're trying to chat up – being too tall can be just as bad as not being tall enough.

What you talk about can make all the difference, too. You'd think that speaking intelligently about the latest movie or play would impress the girls or the guys, but nothing could be further from the truth. No-one likes someone who's too clever. According to a recent study, it's life experiences that attract the opposite sex, so don't forget to tell them about all those places you've been to and things you've seen.

Example: People are busier now than in the past.

A True B False C Doesn't say

1 According to the writer we have less time to meet potential partners now.

A True B False C Doesn't say

2 **Speed dating seems an unusual activity in today's modern society.**

A True B False C Doesn't say

3 The first speed dating event aimed to bring together people of completely different backgrounds.

A True B False C Doesn't say

4 The people who arranged the first speed dating event thought it would become popular very quickly.

A True B False C Doesn't say

5 According to a 2005 study, when people meet for the first time, most only need a few seconds to decide if they like someone or not.

A True B False C Doesn't say

6 Women are more interested in speed dating than men.

A True B False C Doesn't say

7 Women find men whose body smell is similar to their own more attractive.

A True B False C Doesn't say

- 8 **Women don't mind if a man is shorter than they are.**
 A True B False C Doesn't say
- 9 The more intelligent you are, the more attractive you are.
 A True B False C Doesn't say
- 10 **At a speed dating event, it's probably better to talk about movies you've seen rather than the countries you've visited.**
 A True B False C Doesn't say

B

1. Complete the sentences with the present perfect simple or continuous form of the verb in brackets.

Example: Have you ever had (you / ever / have) an operation?

- 1 How long _____ (your sister / have) her bike?
 2 Mark _____ (not talk) to me recently. **I don't know why.**
 3 How long _____ (you / learn) English?
 4 **I'm tired because I _____ (paint) the house all day.**
 5 **Sorry, I can't come out. I _____ (not do) my homework yet.**
 6 I _____ (just / see) Eva in the library.

2 Order the words to make questions and sentences. Example: you / the / enjoy / didn't / meal / ? Didn't you enjoy the meal?

- 1 speak / you / better / practise / , / more / the / you / will / the / .
 2 more / uncomfortable / hotter / it / , / the / the / I / is / feel / .
 3 instrument / play / can / a / you / musical / ?
 4 class / many / how / your / students / in / are / ?
 5 what / about / you / are / thinking / ?
 6 where / could / tell / you / me / cinema / the / is / ?
 7 year / holiday / go / last / you / did / on / ?
 8 **film / a / isn't / this / fantastic / ?**

3 Complete the sentences with one word. Example: Your sister speaks Spanish, doesn't she?

- 1 A **I'm going to the theatre tonight.**
 B So _____ I.
- 2 A **Fred doesn't like me any more.**
 B He _____ like you! He told me yesterday.
- 3 I eat meat, but my sister _____.
- 4 A Will you be at the party?
 B **No, I _____.** I wasn't invited.
- 5 A **I'd love to be famous.**
 B _____ you? I'd hate it.
- 6 **You've been to Italy, _____ you?**

4 Underline the correct word. Example: My new boyfriend is definitely Mr Good / Right / Correct. **He's my perfect partner.**

- 1 **My sister's unhappy because she broke out / up / away with her boyfriend last week.**

- 2 My cousin is a pain in the chest / head / neck. He really annoys me.
- 3 **Don't give Luke any nuts. He's allergic** to / for / with them.
- 4 Susie is incredibly calm / vain / wise. She even carries a mirror in her handbag!
- 5 I hate speaking / chatting / talking up girls in bars. I never know what to say.
- 6 **Tom isn't my kind / match / type. He's too young and he's very silly.**

- 5 Underline the odd word out. Example: bruise blister cough rash
- 1 painkillers drugs medicine blister
 - 2 bleed ache dizzy faint
 - 3 flu a cold injection asthma
 - 4 cough temperature stitches rash
 - 5 wound X-ray scan operation
 - 6 heart attack stroke food poisoning bandage

- 6 Complete the words in the sentences. Example: **Sally doesn't like sharing her friends. She's very possessive.**
- 1 **Harry wants a good job and lots of money. He's very a**_____.
 - 2 **Simon's i**_____. **He often says things that he doesn't mean.**
 - 3 **Some people say I'm r**_____ **because I don't like showing my feelings.**
 - 4 Sean is really s_____. **He never changes his opinion, even when he's wrong.**
 - 5 I like people who are o_____ - _____. **They're always prepared to accept new ideas.**
 - 6 Kate is very i_____. She often acts without thinking.
 - 7 My sister is so i_____. She behaves like a child all the time!
 - 8 **Richard's a c**_____ person. He always in a good mood.

7. Read the article and tick (✓) A, B, or C.

Increasingly, these days, people lead busy professional lives in which they have little time for lunch, let alone time to meet the next possible Mr or Ms Right. The emphasis in our lives is on using time we have left outside of work well, spending 'quality time' with our family and friends. **So, it's no surprise that speed dating has become so popular.** An activity in which busy men and women go to an organized event, have three-minute chats with more eligible members of the opposite sex than they would normally meet in a year, and then decide who might or might not be a potential partner, is a great example of perfect time management.

Speed dating is a relatively new phenomenon. Its first event was staged at Pete's Café in Beverly Hills California in 1998, and organized by a group of Jewish students who wanted to meet other singles of the same religion. They were sure it was a good idea and expected that large numbers of people would enjoy it, but not immediately. Within a very short time, however, it had spread everywhere, and its popularity was confirmed when a speed dating story line appeared in the hit American comedy series *Sex and the City*.

It hasn't taken sociologists very long to take an interest, either. An American study, carried out in 2005, discovered that it took hardly any time at all for men

and women to choose who they would like to meet again in the future. Just seconds, in fact. This study would appear to completely undermine the argument of all those romantics who wonder how three minutes can possibly be enough to **decide whether somebody might be ‘the one’**. It seems that we know instantly. Interestingly, women have a greater instinct for this than men. In a 2006 study, carried out by a Scottish university, over 40 per cent of women, which was twice the percentage figure for men, had made their minds up about the person they were chatting to within thirty seconds.

Other studies have looked into how to increase your chances of success when attending a speed dating event.

They have produced some interesting results. For example, what you smell like **could be vital**. And I’m not talking about remembering to wash before you go. Women are attracted to men with a similar background and interests but a very different scent. **There’s no greater turn off than a guy with an identical natural body smell**, it would seem. Height, too, seems to be important to attraction, **although short men shouldn’t lose all hope**. The important thing is to be a few centimetres taller than the woman you’re trying to chat up – being too tall can be just as bad as not being tall enough.

What you talk about can make all the difference, too. You’d think that speaking intelligently about the latest movie or play would impress the girls or the guys, but nothing could be further from the truth. **No-one likes someone who’s too clever**. **According to a recent study, it’s life experiences that attract the opposite sex, so don’t forget to tell them about all those places you’ve been to and things you’ve seen**.

Example: People are busier now than in the past.

A True B False C Doesn’t say

1 People try to spend free time with family and friends.

A True B False C Doesn’t say

2 Speed dating is a good type of event for busy working people.

A True B False C Doesn’t say

3 **The owner of Pete’s Café first had the idea of a speed dating event.**

A True B False C Doesn’t say

4 **Speed dating didn’t become popular until quite a long time after the first event.**

A True B False C Doesn’t say

5 According to a 2005 study, three minutes is not enough time to decide if you like a member of the opposite sex.

A True B False C Doesn’t say

6 Only half the men in a Scottish study were able to choose whether they wanted to see someone again within thirty seconds.

A True B False C Doesn’t say

7 Your natural body smell might affect how attractive you are to the opposite sex.

A True B False C Doesn’t say

8 Men who want to attract a woman must be much taller than the woman.

A True B False C Doesn’t say

- 9 At a speed dating event, you should try to not talk about your family.
A True B False C Doesn't say
- 10 **When speed dating, it might be better to talk about where you've travelled to rather than the cinema.**
A True B False C Doesn't say

A

1 Underline the correct word(s).

Example: **In some towns there isn't enough entertainment for young / the young.**

1 The Frenches / French enjoy good food.

2 My brother has short dark / dark short hair.

3 He wore a striped new blue / new blue striped T-shirt and jeans to the party.

4 The Italian / Italians have a great sense of style.

5 Poor / The poor in many countries rely on charity to survive.

6 I bought some little silver lovely / lovely little silver earrings in Paris.

7 **He was so / such cold that he couldn't feel his toes.**

8 **I can't believe you drove such a / such long way to visit her.**

2 Complete the sentences with the correct form of the verb in brackets.

Example: The man came out of his house and ran (run) down the road.

1 I _____ (do) my homework when I suddenly heard a loud noise.

2 We _____ (walk) for about an hour when we realized we were lost.

3 When I got home, I remembered that I _____ (leave) my keys in the restaurant.

4 **The reason he _____ (not go) to the party was because Sam hadn't invited him.**

5 When the plane landed at Heathrow it _____ (rain) as usual.

6 He was really angry when she arrived because he _____ (wait) for her for 45 minutes.

3 Order the words to make sentences.

Example: hungry / bit / feeling / I'm / a **I'm feeling a bit hungry.**

1 meeting / about / unfortunately, / I / forgot / the

2 **thanks / say / even / girl / the / didn't**

3 never / on / out / Tessa / goes / weekdays

4 **bed / soon / I'm / to / going / go / to**

5 Ben / safe / I / with / feel / slowly / drives / because / he

6 clever / is / brother / my / extremely

4 Underline the odd word out. Example: V-neck sleeveless loose hooded

1 spotted patterned checked tight

2 cotton plain nylon linen

3 scruffy leather trendy stylish

4 striped denim velvet woollen

5 lycra fur vest velvet

6 match smart fit suit

5 Complete the words in the sentences .

1 I walked through c_____ and told them I had nothing to declare.

2 The f_____ attendant offered tea and coffee to the passengers.

3 The plane finally t_____ off after a three-hour delay.

- 4 You may have to pay extra if you have excess b_____.
- 5 The man looked carefully at my photo as I went through passport c_____.
- 6 The cabin c_____ are trained to keep calm in an emergency.
- 7 Some of the p_____ on the plane were frightened during the bad weather.
- 8 When the plane l_____ at the airport the weather was awful.

6 Underline the correct word(s).

Example: They are always very lucky – **they've** even / ever won a car!

- 1 **I've** nearly / near finished – **I won't** be long.
- 2 She wanted to buy new jeans but at / in the end she bought a skirt.
- 3 **Robert is a talented singer, but he yet / still doesn't have a recording contract.**
- 4 My sister hardly / hard eats any fast food, sweets, or chocolate.
- 5 **I'm really busy actually / at the moment, but I'm hoping to be able to have a holiday soon.**
- 6 I always get up lately / late on Saturdays and Sundays.

7 Read the article and tick (✓) A, B, or C.

There are times in the history of any great city when it **feels that it's at the centre of all that's fashionable. Though it was depressing and old-fashioned** in the fifties, and a bit scruffy at the edges for most of the seventies, London led the world of **fashion during the 'swinging' years of the sixties and during the punk revolution** at the end of the seventies. Showing the way were its fashion designers, notably Mary Quant and Vivienne Westwood.

Mary Quant

Mary Quant left Goldsmith College, London, in the early fifties with very clear ideas of what she wanted to achieve in the world of fashion. She was fed up with the idea that high fashion should be for the rich and the middle-aged, and thought that it should be fun and liberating. She started making clothes designed around simple shapes and patterns, and bright colours.

Mary had been lucky enough to meet and marry a wealthy businessman called Alexander Plunket Green while she was at college, and it was his investment that allowed her to open a shop soon after finishing her studies. Mary opened a boutique in the **King's Road, Chelsea, in the centre of London. The year was 1955.** It was an immediate success, thanks to her innovative designs, comparatively low prices, and eccentric window displays, which made the clothes look even more stylish.

By the mid sixties, Mary Quant was a household name, and a fashion leader of sorts. She had popularized, some people would say invented, the mini skirt, which was arguably the most iconic fashion statement of the sixties, and she had done more than anyone to make clothes youthful, sexy, and natural.

Vivienne Westwood

In 1971, Vivienne Westwood's partner, and the father of her son Joseph, opened a shop in the King's Road called Let it Rock. His name was Malcolm Maclaren. Vivienne, who had briefly studied at the Harrow School of Art in London, then

started to sell her designs in the shop. They weren't ordinary clothes, nor were they inexpensive. She combined traditional British materials such as tartan with more outrageous items like black leather, metal chains, large safety pins, razor blades, and dog collars.

After years of selling to a small, alternative set of customers, Vivienne's designs were suddenly in demand overnight after the punk rock band The Sex Pistols wore her clothes at their first gig. Perhaps they loved the style, but it is more likely that their manager, Malcolm McLaren, influenced their choice of shop. Although probably motivated by McLaren's business interests, the clothes and band worked well together. The band's anarchic energy combined with Vivienne's sense of punk style to take the world by storm in the late seventies, rocking the foundations of the fashion world. The influence of those designs is still felt today.

In more recent years, Vivienne has introduced many other elements into her fashion design, such as ways of cutting material borrowed from eighteenth-century clothes makers, and patterns first used by indigenous South American peoples. She is always looking for the innovative and shocking, and her ready-to-wear clothes, while no longer strictly punk, are still different and edgy.

- 1 London was trendy _____.
A during the fifties B in the sixties C for the whole of the seventies
- 2 When Mary Quant finished college, she _____.
A knew what she would like to do B was bored with fashion
C designed clothes for wealthy people
- 3 In the early 1950s, high-fashion clothes were _____.
A colourful and fun B only worn by certain people C easy to make
- 4 **Mary's husband** _____.
A helped her design the clothes B helped her to start her business
C was also a student when she was at college
- 5 When Mary opened her shop, _____.
A it was popular from the beginning
B there were problems with the shop's windows
C she worked hard on the designs
- 6 The writer of the text believes that Mary _____.
A invented the mini skirt B made the mini skirt popular
C introduced young people to fashion
- 7 Vivienne sold her clothes in _____.
A her own shop B a shop that sold music and clothes C a shop owned by someone else
- 8 **People liked Vivienne's clothes because they were** _____.
A different from other clothes that were available
B much cheaper than high-fashion garments C used traditional designs
- 9 **The punk band The Sex Pistols probably wore Vivienne's designs because** _____.

- A they liked the style B their manager decided they should wear them
 C they needed something unusual for their first gig
- 10 Recently, Vivienne has started using _____.
 A 18th-century pattern B 18th-century materials
 C 18th-century techniques

B

- 1 Order the words to make sentences.
- 1 clever / is / brother / my / extremely
- 2 never / on / out / Sarah / goes / weekdays
- 3 **bed / soon / I'm / to / going / go / to**
- 4 **thanks / say / even / girl / the / didn't**
- 5 Steve / safe / I / with / feel / slowly / drives / because / he
- 6 meeting / about / unfortunately, / I / forgot / the
- 2 Underline the correct word(s).
- 1 **I can't believe you drove** such a / such long way to visit him.
- 2 I bought some little silver lovely / lovely little silver earrings in Madrid.
- 3 He was so / such **cold that he couldn't feel his** toes.
- 4 The Italian / Italians have a great sense of style.
- 5 My sister has short dark / dark short hair.
- 6 Poor / The poor in many countries rely on charity to survive.
- 7 He wore a striped new blue / new blue striped T-shirt and jeans to the party.
- 8 The Frenches / French enjoy good food.
- 3 Complete the sentences with the correct form of the verb in brackets.
- Example: The man came out of his house and ran (run) down the road.
- 1 **The reason he _____ (not go) to the party was because Sam hadn't invited him.**
- 2 When the plane landed at Heathrow it _____ (rain) as usual.
- 3 We _____ (walk) for about an hour when we realized we were lost.
- 4 I _____ (do) my homework when I suddenly heard a loud noise.
- 5 When I got home, I remembered that I _____ (leave) my keys in the restaurant.
- 6 He was really angry when she arrived because he _____ (wait) for her for 45 minutes.
- 4 Underline the correct word(s).
- 1 Michael is a talented singer, but he yet / still **doesn't have a recording contract.**
- 2 I always get up lately / late on Saturdays and Sundays.
- 3 She wanted to buy new jeans but at / in the end she bought a skirt.
- 4 My sister hardly / hard eats any fast food, sweets, or chocolate.
- 5 **I'm really busy** actually / at the moment, **but I'm hoping to be able to have a** holiday soon.
- 6 **I've** nearly / near finished – **I won't be long.**
- 5 Underline the odd word out.
- Example: V-neck sleeveless loose hooded
- 1 scruffy leather trendy stylish
- 2 cotton plain nylon linen
- 3 lycra fur vest velvet

- 4 striped denim velvet woollen
- 5 match smart fit suit
- 6 spotted patterned checked tight
- 6 Complete the words in the sentences.

Example: A porter's job is to help people carry their bags.

- 1 You may have to pay extra if you have excess b_____.
 - 2 Some of the p_____ on the plane were frightened during the bad weather.
 - 3 The plane finally t_____ off after a three-hour delay.
 - 4 The cabin c_____ are trained to keep calm in an emergency.
 - 5 The man looked carefully at my photo as I went through passport c_____.
 - 6 When the plane l_____ at the airport the weather was awful.
 - 7 The f_____ attendant offered tea and coffee to the passengers.
 - 8 I walked through c_____ and told them I had nothing to declare.
7. Read the article and tick (✓) A, B, or C.

There are times in the history of any great city when it feels that it's at the centre of all that's fashionable. Though it was depressing and old-fashioned in the fifties, and a bit scruffy at the edges for most of the seventies, London led the world of fashion during the 'swinging' years of the sixties and during the punk revolution at the end of the seventies. Showing the way were its fashion designers, notably Mary Quant and Vivienne Westwood.

Mary Quant

Mary Quant left Goldsmith College, London, in the early fifties with very clear ideas of what she wanted to achieve in the world of fashion. She was fed up with the idea that high fashion should be for the rich and the middle-aged, and thought that it should be fun and liberating. She started making clothes designed around simple shapes and patterns, and bright colours.

Mary had been lucky enough to meet and marry a wealthy businessman called Alexander Plunket Green while she was at college, and it was his investment that allowed her to open a shop soon after finishing her studies. Mary opened a **boutique in the King's Road, Chelsea, in the centre of London. The year was 1955.** It was an immediate success, thanks to her innovative designs, comparatively low prices, and eccentric window displays, which made the clothes look even more stylish.

By the mid sixties, Mary Quant was a household name, and a fashion leader of sorts. She had popularized, some people would say invented, the mini skirt, which was arguably the most iconic fashion statement of the sixties, and she had done more than anyone to make clothes youthful, sexy, and natural.

Vivienne Westwood

In 1971, Vivienne Westwood's partner, and the father of her son Joseph, opened a shop in the King's Road called Let it Rock. His name was Malcolm Maclaren. Vivienne, who had briefly studied at the Harrow School of Art in London, then **started to sell her designs in the shop. They weren't ordinary clothes, nor were they** inexpensive. She combined traditional British materials such as tartan with more outrageous items like black leather, metal chains, large safety pins, razor blades, and dog collars.

After years of selling to a small, alternative set of customers, Vivienne's designs were suddenly in demand overnight after the punk rock band The Sex Pistols wore her clothes at their first gig. Perhaps they loved the style, but it is more likely that their manager, Malcolm McLaren, influenced their choice of shop. Although probably **motivated by McLaren's business interests, the clothes and band worked well together.** **The band's anarchic energy combined with Vivienne's sense of punk** style to take the world by storm in the late seventies, rocking the foundations of the fashion world. The influence of those designs is still felt today.

In more recent years, Vivienne has introduced many other elements into her fashion design, such as ways of cutting material borrowed from eighteenth-century clothes makers, and patterns first used by indigenous South American peoples. She is always looking for the innovative and shocking, and her ready-to-wear clothes, while no longer strictly punk, are still different and edgy.

- 1 **London wasn't fashionable** _____.
A in the late sixties B in the early seventies C in the late seventies
- 2 When Mary Quant finished college, high fashion was _____.
A aimed at one group of people B becoming more exciting C different to what she had studied at college
- 3 Mary Quant wanted her clothes to make women feel _____.
A free and natural B smart and sophisticated C more wealthy than they really were
- 4 Mary Quant was able to open a shop because _____.
A she had finished college B she had help C she had saved some money at college
- 5 **Mary's designs were immediately popular** because they _____.
A looked more fashionable than they were B were original C were very cheap
- 6 According to the writer of the text, in the 1960s, the mini skirt _____.
A was designed by Mary Quant B was the sexiest item of clothing
C was probably the most important item of clothing of that period
- 7 Vivienne started selling large numbers of clothes _____.
A almost at once B after a long period of time C as soon as she had her own shop
- 8 **According to the writer, the Sex Pistols probably chose to wear Vivienne's clothes** because _____.
A they were recommended by their manager B they loved her punk style
C they wanted to change fashion forever
- 9 **Vivienne's 1970 designs** _____.
A are still important now B weren't popular C were only worn by the Sex Pistols
- 10 Recently, Vivienne has started using _____.
A South American designs B South American material C South American techniques

- 6 **The driver didn't mean to kill** the woman, so he was sent to prison for m_____.
- 7 The police were waiting outside the bank and they a_____ the robber as soon as he came out.
- 8 The three h_____ made the pilot land the plane in the desert.
- 9 The b_____ took our TV and DVD player.

5 Underline the odd word out.

- 1 chilly warm cool freezing 2 monsoon breeze hailstorm blizzard
- 3 hot scorching boiling below zero
- 4 settled changeable fog bright 5 clear showers

	5
--	---
- drizzling pouring

6 Complete the sentences with one word.

- 1 **I don't like taking _____, for example I would never do a dangerous sport.**
- 2 **The team took _____ in the tournament, but they didn't do very well.**
- 3 **My sister has taken _____ jogging, so she's getting really fit.**
- 4 **You don't take _____ of yourself. You eat too much fast food and don't do any exercise.**

	6
--	---

5 I like to take things _____ on a Sunday morning, so I stay in bed and read the newspaper.

6 **Tom never takes _____ of what other people say. He's very stubborn.**

Read the article and tick (✓) A, B, or C.

Derek Bentley was sentenced to death and was subsequently hanged on 28 January 1953. He was 19 years old and had been found guilty of murder. However, many thought that his trial was a great legal tragedy and it served to help end the use of the death penalty in Britain a few years later.

So, why was he hanged?

It all began on a Sunday in November 1952 when Bentley attempted to carry out **a burglary with his friend Christopher Craig. Whose idea the burglary was isn't known for sure, although the personalities of the two men do suggest who might have been the leader.** Craig was loud and had a high opinion of himself, whereas Bentley, in contrast, was quiet and reserved, and very much impressed by his **younger friend's confidence.** Both were armed with knives, but Craig also had a revolver concealed in his jacket, something that Bentley almost certainly knew about. Bentley himself also carried a knuckleduster, a small metal weapon that could seriously hurt someone in a fight.

The two were on the roof of a building when the police spotted them. They had earlier been seen breaking into the building by a young girl whose mother had called the police, and now they were trapped. Two policemen chased them, and soon caught Bentley, but Craig decided to try and get away. He fired his gun, **hitting a policeman in the shoulder. It was then that Bentley shouted to Craig, 'Let him have it!'**, words that would become famous as a key piece of evidence in the trial. Moments later, more police arrived and started to chase Craig up some stairs. He turned and fired, killing a policeman before jumping from the roof and breaking his back. He was then arrested.

Both Bentley and Craig were charged with murder, and both, at their trial, told the court that they were innocent. This was a mistake. There was so much evidence to prove that Craig had committed the crime that it would have been better for him to plead guilty. Unsurprisingly, it took the jury little more than an hour to find both men guilty, and Bentley was sentenced to death by hanging. Craig, however, was only 16, and avoided the same punishment.

The trial, and particularly Bentley’s sentence, shocked many people. In part, this was because of the prosecution lawyers’ arguments. Central to their case against Bentley was that he and Craig were equally responsible for the murder. The prosecution was able to prove to the jury that by planning a burglary, carrying a weapon, although not the murder weapon, and shouting ‘let him have it’ to Craig, Bentley was as much a murderer as his younger friend. However, the court didn’t consider it important that Bentley had a mental age of 11, that the phrase ‘let him have it’ could mean ‘shoot him’ but could also mean ‘give him the gun’, and the fact that, unlike Craig, Bentley was restrained, though not arrested, by another policeman at the time of the murder.

Forty-five years after the trial, following years of arguing, campaigning and protests by Bentley’s father and sister, the Court of Appeal finally ruled, admitting that the original sentence and verdict were mistaken. Sadly, neither his father nor his sister lived long enough to see Bentley’s name cleared.

- 1 According to the text, the burglary was probably the idea of _____.
A Craig B Bentley C Bentley and Craig
- 2 **Craig’s character could be described as** _____.
A arrogant B easy-going C sensitive
- 3 Bentley was armed with _____.
A a gun and a knife B a knife and a knuckleduster C a gun and a knuckleduster
- 4 Bentley and Craig were reported to the police by _____.
A a passing policeman B a mother C a young child
- 5 Before jumping off the roof, Craig _____.
A fired at two policemen B was chased by two policemen C killed two policemen
- 6 Unlike Craig, Bentley _____.
A said that he was guilty B was given the death penalty C knew there was a lot of evidence against him
- 7 At the trial, _____.
A only Craig was charged with murder B there was too much evidence to listen to C it didn’t take the jury long to reach their verdict
- 8 **Part of the prosecution’s argument that both Bentley and Craig were guilty of murder was** _____.
A that Bentley told Craig to kill the policeman B that Bentley carried a gun C that they were close friends

Reading total		10
---------------	--	----

9 The writer feels that an argument in favour of Bentley's innocence was that

- _____.
- A he was under arrest at the time
- B he obviously wanted Craig to give the policeman the gun
- C what Bentley shouted could be understood in more than one way

10 The Court of Appeal changed the original verdict as a result of _____.

- A a long fight by Bentley's family B a change of mind by the trial judge
- C a change in the legal system

B

1 Underline the correct word(s).

- 1 He'll likely / probably have already gone by the time you get here. 6
- 2 They 'll have built / 'll be building the arena by the end of the year.
- 3 It's very late – they aren't likely / probably to come now.
- 4 I'll have gone / I'll be going out this evening – I have tickets for the cinema.
- 5 We normally have lunch at 1.30, so I'm sure we'll have finished / we finish by 2.30 at the latest.
- 6 This time tomorrow, I'm sitting / I'll be sitting on the beach in Acapulco!

2 Complete the sentences with the correct word(s).

- 1 I _____ home until I've finished this report. 6
- don't go 'm not going will have gone
- 2 If you feel tired, you probably _____ enough sleep.
- won't have had haven't had aren't going to have
- 3 Take my phone _____ you need to give me a call. in case unless when
- 4 I _____ you if I decide not to go to the party. tell will be telling 'll tell
- 5 If you eat plenty of fruit and vegetables, you _____ to take vitamin C supplements.
- don't need aren't needing will need
- 6 If it _____ on Wednesday, the show will be cancelled.
- will rain 's raining will have rained

3 Complete the sentences with the correct passive form of the verb in brackets.

- 1 The thief ran out of the back door to avoid _____ (catch) by the police.
- 2 People should _____ (fine) for parking in spaces for disabled people.
- 3 The thief _____ (say) to be a short, thin man with a local accent. 8
- 4 While my car _____ (repair) last week I had to walk to work every day.
- 5 My mobile phone _____ (steal) from my bag last week.
- 6 When I walked into the office, I realized we _____ (rob).
- 7 A new cinema _____ (build) in our town right now.
- 8 It _____ (believe) that crime is increasing in this country.

about. Bentley himself also carried a knuckleduster, a small metal weapon that could seriously hurt someone in a fight.

The two were on the roof of a building when the police spotted them. They had earlier been seen breaking into the building by a young girl whose mother had called the police, and now they were trapped. Two policemen chased them, and soon caught Bentley, but Craig decided to try and get away. He fired his gun, **hitting a policeman in the shoulder. It was then that Bentley shouted to Craig, 'Let him have it!'**, words that would become famous as a key piece of evidence in the trial. Moments later, more police arrived and started to chase Craig up some stairs. He turned and fired, killing a policeman before jumping from the roof and breaking his back. He was then arrested.

Both Bentley and Craig were charged with murder, and both, at their trial, told the court that they were innocent. This was a mistake. There was so much evidence to prove that Craig had committed the crime that it would have been better for him to plead guilty. Unsurprisingly, it took the jury little more than an hour to find both men guilty, and Bentley was sentenced to death by hanging. Craig, however, was only 16, and avoided the same punishment.

The trial, and particularly Bentley's sentence, shocked many people. In part, this was because of the prosecution lawyers' arguments. Central to their case against Bentley was that he and Craig were equally responsible for the murder. The prosecution was able to prove to the jury that by planning a burglary, carrying a weapon, although not the murder weapon, and shouting 'let him have it' to Craig, Bentley was as much a murderer as his younger friend. However, the court didn't consider it important that Bentley had a mental age of 11, that the phrase 'let him have it' could mean 'shoot him' but could also mean 'give him the gun', and the fact that, unlike Craig, Bentley was restrained, though not arrested, by another policeman at the time of the murder.

Forty-five years after the trial, following years of arguing, campaigning and protests by Bentley's father and sister, the Court of Appeal finally ruled, admitting that the original sentence and verdict were mistaken. Sadly, neither his father nor his sister lived long enough to see Bentley's name cleared.

- 1 According to the text, it is extremely likely that _____.
A Bentley planned the burglary B Craig planned the burglary C they planned the burglary together
- 2 Bentley's character could be described as _____. A arrogant B insecure C sociable
- 3 Craig was armed with _____.
A a knife and a knuckleduster B a gun and a knife C a knife, a gun, and a knuckleduster
- 4 When committing the burglary, Bentley and Craig were first seen by _____.
A a young child B a mother C some policemen
- 5 In the chase, the police _____.
A couldn't catch either of the young burglars at first
B didn't catch one of the boys until he injured himself C caught the boys after shooting at them

- 6 At his trial, Craig _____. A said he was guilty of the crime B had enough evidence to prove his innocence
 C probably should have admitted he was guilty
- 7 **Craig wasn't** sentenced to death because _____.
 A of his age **B there wasn't enough evidence** C Bentley said he was guilty
- 8 One of the things the prosecution did to persuade the jury that Bentley was guilty was to _____.
 A show them the murder weapon B prove that what he had said encouraged his friend to murder
 C show that it was his idea to commit the burglary
- 9 **A key argument which wasn't used in court was that** _____.
 A Bentley was actually younger than Craig **B Bentley didn't mean to say 'let him have it'**
 C Bentley wasn't as intelligent as the average 19-year-old
- 10 **The original verdict and sentence weren't changed** _____.
 A until the 1980s **B whilst Bentley's father was alive** C by the Court of Appeal

Reading total		10
---------------	--	----

A

1 Complete the sentences with the correct form of the verbs in brackets.

1 If you _____ (study) more, you might do better in your exams.

2 If I _____ (be) you, I wouldn't go climbing without a guide.

	6
--	---

3 **You _____ (not survive) the crash if you hadn't been wearing your seatbelt.**

4 You could have won the race if you _____ (train) a bit harder.

5 **She _____ (not come) to the party if she'd known** Tim was going.

6 **If you _____ (not talk) so fast all the time, I'd be able to understand you.**

2 Underline the correct word(s).

1 They might have / must have **finished the match by now. It's too dark to play.**

2 You look tired. You should have gone / should go to bed earlier last night.

3 I may have / must have **met Tim before, but I can't remember.**

	7
--	---

4 Helen **can't have / mustn't have** passed the test. **She didn't do any** revision!

5 She **shouldn't have** / might not have told you I was leaving. I asked her not to tell anyone.

6 **You'd rather / You'd better** go to the doctor's. You don't look very well.

7 **We'd better / We'd rather** leave early. There'll be a lot of traffic.

3 Complete the sentences with the correct word(s).

1 Something _____ good. Are you baking bread?
smells tastes sounds

2 These shoes _____ a bit tight. They hurt my feet.
look feel taste

3 You look more _____ your father than your mother.
as like as if

	7
--	---

4 **It's so hot and humid today. It feels _____ there's going to be** a storm.
as if if that

5 This soup _____ horrible. I think I put too much salt in it.
tastes feels smells

6 **I don't _____ going to the party tonight.**
feel feel like feel as if

7 **This music _____ great. What's the name of the band?**
looks feels sound

4 Complete the words in the sentences.

1 Tess has been feeling a bit d_____ in the dumps since her boyfriend moved to Spain.

	7
--	---

2 Lenny was d_____ when he found out he'd passed all his exams.

3 I was really o_____ when Liz and Michael didn't invite me to their wedding. They invited everyone else.

4 I was very g_____ when Jess offered to help me with my maths homework.

- 5 Harry always gets nervous _____ just before an exam, but as soon as he starts, he's fine.
- 6 **I'm sick and tired _____ of working in this office. The work's boring and the people are horrible.**
- 7 When Sam finished the marathon he looked absolutely exhausted _____!
- 5 Underline the correct word.
- 1 Somebody robbed / stole my bag yesterday.
- 2 Did you listen to / hear the thunder last night? It was really loud.

	6
--	---
- 3 Please remind / remember me that I have a meeting on Wednesday afternoon.
- 4 **I don't matter / mind if you can't come to my party. I understand how busy you are.**
- 5 I usually avoid / prevent going into town on Saturdays **because it's so busy.**
- 6 **I haven't done much work so I'm not** hoping / expecting to get very good results.
- 6 Complete the sentences with one word.
- 1 Can you give me a tissue? I need to blow my _____.
- 2 **I'm sure they're going out together. When I saw them he was _____**

	7
--	---

her hand.
- 3 People often _____ hands when they meet each other for the first time.
- 4 The fortune teller looked at the lines on the _____ of my hand and told me I would have a long and happy life.
- 5 **I can't do up the zip of these trousers. They're too tight at the _____.**
- 6 **When I asked Ben why he didn't want to go out with Sue, he _____ his shoulders and said he didn't know.**
- 7 I thought my boss was being serious, but in fact he was pulling my _____.

READING

We've all heard amazing stories in which people struggle heroically to survive against all the odds. We wonder what we would have done in similar impossible situations and find it hard to imagine how these people found the strength to stay alive. The truth, though, is that not all survivors are quite so heroic. As these two stories show, the will to survive isn't always so strong.

The marathon runner

Thrilling yet terrifying, the Marathon des Sables is arguably the world's toughest foot race. Competitors attempt a six-day 150-mile run across the Sahara desert in temperatures of over 100 degrees. Just imagine getting lost. That, however, is exactly what happened to an Italian policeman called Marco Contadino, a regular competitor, when he took part in the race in 1996. A sandstorm developed as he was running, which covered the marks of the course he was following with sand. Marco should have stopped and waited for the storm to calm down, but he kept on, desperate to stay in seventh place in the race, only to find that when the wind dropped he could no longer see the course. He reached for his water bottle and found there were only a few drops left in the bottom of it.

For three whole days Marco tried to find his way back to the course, with barely any water and no idea what direction he was heading in. He started to visualize the agonising death he would soon have to face. A friend had once told him that dying of thirst was the worst of all possible deaths. Fearing such a long and painful death, he decided to cut his wrists with a knife. But, short of water, his blood was thick and would not flow. In desperation, he headed out into the desert one more time, expecting to die. Five more days passed until, miraculously, a group of Tuareg nomads found him and took him to a village. Marco discovered he was in Algeria, 130 miles away from the race course.

The yachtswoman

As an experienced sailor, Lynn Walker knows nothing is ever certain on the high seas. However, when she took on the job of sailing a luxury yacht from Tahiti to San Diego, she must have believed that it would be one of the less complicated trips she had done. Little did she know that after a week of calm sailing the weather would change dramatically, bringing a tropical depression from Central America to blast the yacht with 50-foot waves. Lynn found herself battling against Hurricane Raymond. It was an unequal battle, and the boat soon turned over.

Lynn was unconscious for a long time. When she did finally come round, she realized that the boat had miraculously righted itself, and that she had been saved by the lifeline connecting her to the boat. She had tied it to herself moments before the boat had first gone under the waves. Tragically, she could see Simon, her boyfriend, lying dead in the water.

There was plenty of food on the boat, and the weather was calm again, but Lynn could only feel an overwhelming sense of hopelessness. She found that she **couldn't eat, and simply sat on the soaking wet deck. It was as if she had given up,** and was waiting to die. Then, all of a sudden, a voice in her head told her to survive. She managed to put up a makeshift sail, and consulting the surviving charts on the boat, somehow sailed to Hawaii.

- 1 What does the writer not say about the Marathon des Sables?
A It makes you feel incredibly excited.
B It gives you a real sense of achievement. **C It's extremely difficult.**
- 2 When Marco competed in the Marathon des Sables in 1996 _____.
A he used a new route **B it wasn't the first time he had competed**
C it was the hottest weather ever
- 3 **Why couldn't Marco find his way back to the course?**
A He had no way of knowing which way to go.
B He was having strange visions from lack of water.
C He was too tired to concentrate on where he was going.
- 4 Marco attempted suicide because _____.
A he knew someone who had died of thirst
B he thought it'd be better than dying slowly without water
C he thought it was the best thing to do if the pain was too much
- 5 Marco was rescued _____.

- A eight days after he got lost B not far from where he first got lost
 C by people who had been looking for him
- 6 When she agreed to sail the yacht from Tahiti, what did Lynn think the job would be?
 A She knew it would be easy. B She expected it to be easy.
 C She hoped it would be easy.
- 7 During the first few days of sailing _____.
 A Lynn probably regretted accepting the job B the weather was fine
 C Lynn heard that there was bad weather ahead of her
- 8 Lynn wasn't able to sail the yacht in the hurricane because _____.
 A the storm was too strong B she wasn't a good sailor
 C the weather changed too quickly
- 9 How did Lynn survive?
 A She'd tied herself to the yacht.
 B The boat wasn't the wrong way up for long.
 C She wasn't unconscious for long.
- 10 Lynn didn't feel like fighting to survive because _____.
 A there wasn't enough food B she thought she was going to die
 C she was so depressed

Reading total		10
---------------	--	----

B

- 1 Underline the correct word(s).
- 1 **You'd rather / You'd better** go to the doctor's. You don't look very well.
- 2 **We'd better / We'd rather** leave early. There will be a lot of traffic.

	7
--	---
- 3 He **shouldn't have** / might not have told you I was leaving. I asked him not to tell anyone.
- 4 Catherine **can't have / mustn't have** passed the test. She didn't do any revision!
- 5 I may have / must have **met Jack** before but I can't remember.
- 6 They might have / must have **finished the match** by now. It's too dark to play.
- 7 You look tired. You should have gone / should go to bed earlier last night.

- 2 Complete the sentences with the correct word(s).
- 1 **It's so hot and humid** today. It feels _____ there's going to be a storm.
 as if if that
- 2 **This music** _____ great. What's the name of the band?
 looks feels sounds

	7
--	---
- 3 **I don't** _____ going to the party tonight. I'm too tired.
 feel feel like feel as if
- 4 These shoes _____ a bit tight. They hurt my feet.
 look feel taste
- 5 This soup _____ horrible. I think I put too much salt in it.
 tastes feels smells

6 You look more _____ your father than your mother.
as like as if

7 Something _____ good. Are you baking bread?
smells tastes sounds

3 Complete the sentences with the correct form of the verb in brackets.

1 **You _____ (not survive) the crash if you hadn't been wearing your seatbelt.**

2 If you _____ (not talk) so fast all the time, I'd be able to understand you.

	6
--	---

3 **He _____ (not come) to the party if he'd known Sarah was going.**

4 You could have won the race if you _____ (train) a bit harder.

5 If you _____ (study) more, you might do better in your exams.

6 **If I _____ (be) you, I wouldn't go climbing without a guide.**

4 Complete the sentences with one word.

1 I thought my boss was being serious, but in fact he was pulling my _____.

2 The fortune teller looked at the lines on the _____ of my hand and told me I would have a long and happy life.

3 **When I asked Simon why he didn't want to go out with Anna, he _____ his shoulders and said he didn't know.**

4 **I can't do up the zip of these trousers. They're too tight at the _____.**

5 **I'm sure they're going out together. When I saw them he was _____ her hand.**

6 People often _____ hands when they meet each other for the first time.

7 Can you give me a tissue? I need to blow my _____.

5 Complete the words in the sentences.

1 Thomas always gets n_____ **just before an exam, but as soon as he starts, he's fine.**

2 I was really o_____ **when Julia and Jon didn't invite me to their wedding. They invited everyone else.**

3 When Luke finished the marathon he looked absolutely e_____!

4 Mark was d_____ **when he found out he'd passed all his exams.**

5 **I'm sick and t_____ of working in this office. The work's boring and the people are horrible.**

6 Amanda has been feeling a bit d_____ in the dumps since her boyfriend moved to Spain.

7 I was very g_____ when Jess offered to help me with my maths homework.

6 Underline the correct word.

1 **I don't matter / mind if you can't come to my party. I understand how busy you are.**

2 **I haven't done much work so I'm not hoping / expecting to get very good results.**

3 I usually avoid / prevent **going into town on Saturdays because it's so busy.**

4 Somebody robbed / stole my bag yesterday.

5 Please remind / remember me that I have a meeting on Wednesday afternoon.

6 Did you listen to / hear the thunder last night? It was really loud.

READING

We've all heard amazing stories in which people struggle heroically to survive against all the odds. We wonder what we would have done in similar impossible situations and find it hard to imagine how these people found the strength to stay alive. The truth, though, is that not all survivors are quite so heroic. As these two **stories show, the will to survive isn't always so strong.**

The marathon runner

Thrilling yet terrifying, the Marathon des Sables is **arguably the world's** toughest foot race. Competitors attempt a six-day 150-mile run across the Sahara desert in temperatures of over 100 degrees. Just imagine getting lost. That, however, is exactly what happened to an Italian policeman called Marco Contadino, a regular competitor, when he took part in the race in 1996. A sandstorm developed as he was running, which covered the marks of the course he was following with sand. Marco should have stopped and waited for the storm to calm down, but he kept on, desperate to stay in seventh place in the race, only to find that when the wind dropped he could no longer see the course. He reached for his water bottle and found there were only a few drops left in the bottom of it.

For three whole days Marco tried to find his way back to the course, with barely any water and no idea what direction he was heading in. He started to visualize the agonising death he would soon have to face. A friend had once told him that dying of thirst was the worst of all possible deaths. Fearing such a long and painful death, he decided to cut his wrists with a knife. But, short of water, his blood was thick and would not flow. In desperation, he headed out into the desert one more time, expecting to die. Five more days passed until, miraculously, a group of Tuareg nomads found him and took him to a village. Marco discovered he was in Algeria, 130 miles away from the race course.

The yachswoman

As an experienced sailor, Lynn Walker knows nothing is ever certain on the high seas. However, when she took on the job of sailing a luxury yacht from Tahiti to San Diego, she must have believed that it would be one of the less complicated trips she had done. Little did she know that after a week of calm sailing the weather would change dramatically, bringing a tropical depression from Central America to blast the yacht with 50-foot waves. Lynn found herself battling against Hurricane Raymond. It was an unequal battle, and the boat soon turned over.

Lynn was unconscious for a long time. When she did finally come round, she realized that the boat had miraculously righted itself, and that she had been saved by the lifeline connecting her to the boat. She had tied it to herself moments before the boat had first gone under the waves. Tragically, she could see Simon, her boyfriend, lying dead in the water.

There was plenty of food on the boat, and the weather was calm again, but Lynn could only feel an overwhelming sense of hopelessness. She found that she

couldn't eat, and simply sat on the soaking wet deck. It was as if she had given up, and was waiting to die. Then, all of a sudden, a voice in her head told her to survive. She managed to put up a makeshift sail, and consulting the surviving charts on the boat, somehow sailed to Hawaii.

- 1 What does the writer not say about the Marathon des Sables?

A It's physically difficult. **B It's frightening.** C It can be lonely.
- 2 When Marco entered the Marathon des Sables in 1996 _____.

A he hadn't run a six-day race before B he was one of the best runners
C he had run the race before
- 3 Marco got lost because _____.

A he continued running despite the storm

Reading		10
total		

B the course hadn't been marked out properly
C he was **thirsty and couldn't think properly**
- 4 What encouraged Marco to attempt suicide?

A The thought of his friend who had died in the desert.
B He thought suicide would be an easier death than dying of thirst.
C The terrible pain in his head.
- 5 For how long was Marco lost?

A about three days B about five days C about eight days
- 6 Lynn accepted the job of sailing the boat from Tahiti _____.

A knowing that it wouldn't be difficult B hoping that it would be quite easy
C expecting it to be easy
- 7 During the first few days, _____.

A it was good weather for sailing
B Lynn was very worried about the bad weather
C the bad weather made sailing difficult
- 8 The boat quickly turned over because _____.

A Lynn was only used to sailing in good weather
B the hurricane was so powerful C the boat was badly designed
- 9 What was a major reason why Lynn survived?

A She quickly gained consciousness. B Simon saved her.
C She had attached herself firmly to the boat.
- 10 The main reason Lynn was able to save herself was _____.

A she was a well-trained sailor
B a feeling inside her **that she didn't want to die** C she was near to Hawaii

A

1 Complete the sentences with the gerund or the infinitive form of the verbs in brackets.

- 1 I don't mind _____ (miss) the film. I've seen it before.
- 2 I remember _____ (visit) my grandparents by the sea when I was a child.
- 3 We'd better _____ (get) up early tomorrow if we're going to catch the early train.
- 4 I tried _____ (learn) all the vocabulary for the test, but I couldn't remember it all. 8
- 5 I can't wait _____ (go) on holiday with my friends in the summer.
- 6 I started _____ (play) the guitar when I was about 11.
- 7 My brother's teachers make him _____ (work) very hard at his school.
- 8 I'll never forget _____ (see) The Pyramids for the first time.

2 Underline the correct word(s).

- 1 I **wasn't used to** / **didn't use to** like fish, but now I eat it two or three times a week.
- 2 Ricky usually / used to **walks to school**, but today he's **getting the bus**. 6
- 3 I used to play / playing the piano, but now I play the drums. 6
- 4 **I'm not used to** / **I didn't used to** swimming in the sea. I usually swim in a pool.
- 5 **My boyfriend moved away last summer and I can't** get used to / be used to being without him.
- 6 When we go on holiday, we usually / use rent a house on the beach.

3 Order the words to make sentences.

- 1 Mark / homework / let / to / I / refused / copy / my
- 2 driving / airport / the / Jane / on / insisted / me / to
- 3 doing / homework / not / I / for / apologized / my 6
- 4 me / Ben / convinced / up / football / playing / to / not / give
- 5 money / he / the / stolen / that / the / boy / admitted / had
- 6 **isn't / this / painting / that / expensive / as / as / one**

4 Complete the words in the sentences.

- 1 A t_____ is a man who has quite a high singing voice.
- 2 A s_____ is an instrument you blow into, often played by jazz musicians. 6
- 3 A c_____ is a group of people that sing together.
- 4 If a voice sounds m_____, **it's likely to send you to sleep.**
- 5 The person who directs an orchestra is called a c_____.
- 6 A c_____ looks like a very big violin.

5 Complete the sentences with the correct word(s).

- 1 My aunt suffers from _____. She stays awake for hours every night.

	6
--	---

insomnia jet-lag nightmares
- 2 **When it's very hot, I just sleep under a _____.**
pillow sheet log
- 3 If I eat late at night, it will _____ me awake.
stay keep make
- 4 Joe was so tired that as soon as he lay _____, he fell fast asleep.
down across up
- 5 My uncle works long hours so he sometimes takes a _____ in the afternoons.
dream yawn nap
- 6 **Margaret's put _____ a lot of weight this year.**
to on with

6 Complete the sentences with one word.

- 1 The opposite of *objective* is _____.
- 2 A _____ is somebody whose job is to give his / her opinion about a play, film, book, etc.
- 3 If you want to sell something, you might write about it in the _____ ads section of the newspaper.
- 4 The first page of a newspaper is called the _____ page.

	8
--	---
- 5 If you want to find out about the weather tomorrow, listen to the weather _____.
- 6 **A _____ is the person who describes a sports event while it's happening on TV or on the radio.**
- 7 **You can find out what's going to happen to you tomorrow if you read your _____.**
- 8 If a newspaper is _____, it means that some information was removed because it might offend people or because it might be politically dangerous.

7 Read the article and tick (✓) A, B, or C.

Nowadays sections of the media seem to believe that people are more stupid and less well-informed than they used to be. And young people are the focus of their **attention. But, how can society be 'dumbing down' and becoming more stupid, when both common sense and statistics suggest that this can't be true? It's a fact that levels of intelligence have been rising steadily over the past 50 years, and it's surely reasonable to suspect that, in an age when technology provides easy access to information, young people might just know more about what's going on than previous generations did.**

That's why I was deeply irritated to find unreliable research being used to **promote the idea that today's young people are less well-informed** and therefore less intelligent. Research carried out in the United States has discovered that young people no longer read newspapers regularly. The researchers claim they are astonished that, whereas decades ago young and old Americans got their news

from the same sources, nowadays teenagers and young adults don't read a newspaper as part of their typical daily routine. But why the astonishment? I'm convinced that this has always been true. Young people's lives aren't built around routines, but are often chaotic and unplanned. What's more, why should they make the time to read something that was never written with their interests in mind, anyway? In my experience, such a habit is and always has been something that comes with getting older and settling down.

Some people have taken the results of this research to conclude that, because **young people don't read newspapers, they must be less** well-informed. But they fail to consider that the widespread use of the Internet has not only changed but improved the way young people access the news. Newspapers are quickly becoming old-fashioned, and I suspect that, as more older people get used to obtaining news faster and for free online, newsprint will soon be a thing of the past read only by those too afraid to use a computer.

One thing that the American research gets right is its description that how people get the news has changed over time, with newspapers being the main source of news until the fifties when television took over. The rise of the Internet, providing news that is not only up to date, but also designed to meet the interests and demands of the reader, is also described accurately. However the research then goes on to argue that one of the problems with online access to news is that people **who view it find it hard to remember what they've read. The implication is that** reading information printed in a paper is somehow a more reliable way of getting and remembering it than reading it on a computer screen. But there is no evidence **to support such a claim. I'm sure that 1940s newspaper readers forgot everything** they read some time between breakfast and dinner, too.

So what can we make of the American research? That it tells us nothing new. Or, more worryingly, that, once again, unreliable and biased research is being used to promote the false idea that young people today are not as intelligent as we used to be.

- 1 The media think that _____. A young people are less clever B statistics prove society is more stupid
C the whole of society is less intelligent than it was
- 2 The writer thinks that young people nowadays are _____.
A probably better informed than in the past B more confident about using new technology
C as clever as young people 50 years ago
- 3 The writer is angry because _____. A young people aren't as intelligent as they used to be
B the research in the US didn't look at older people
C bad research is being used to prove a point
- 4 Research in the US found that young people _____. A do not read newspapers
B aren't as interested in the news as they used to be C don't read newspapers every day
- 5 The writer is surprised _____.

Reading total		10
---------------	--	----

A by the researchers' reaction to their research B that young people don't read newspapers

C that old people's reading habits haven't changed

6 The writer believes young people _____. A don't find newspapers interesting

B are too busy to read a newspaper C should plan to read a newspaper everyday

7 In the future, the writer thinks the news will _____.

A mainly be read on the Internet B probably be only read by older people C be better written

8 The American research says that _____. A TV isn't better than newspapers at telling the news

B the Internet allows people to read articles that are of special interest to them

C online news and newspapers are equally popular

9 Regarding the Internet and helping people to remember the news, the writer

_____.

A doesn't think it's better than newspapers B would like more research to be done

C thinks it's difficult to be certain at the moment

10 In the final paragraph, the writer says that _____. A the research is correct about Americans

B young people are often accused of being stupid C he worries that the research might actually be true

B

1 Order the words to make sentences.

1 isn't / this / painting / that / expensive / as / as / on

2 money / he / the / stolen / that / the / boy / admitted / had

3 driving / airport / the / Emma / on / insisted / me / to

4 me / David / convinced / up / football / playing / to / not / give

5 doing / homework / not / I / for / apologized / my

6 Sam / homework / let / to / I / refused / copy / my

6

2 Complete the sentences with the gerund or the infinitive form of the verbs in brackets.

1 I tried _____ (learn) all the vocabulary for the test, but I couldn't remember it all.

2 I started _____ (play) the piano when I was about 11.

3 My sister's teachers make her _____ (work) very hard at her school.

4 I don't mind _____ (miss) the film. I've seen it before.

5 I can't wait _____ (go) on holiday with my friends in the summer.

6 I'll never forget _____ (see) The Pyramids for the first time.

7 We'd better _____ (get) up early on Saturday if we're going to catch the early train.

8

8 I remember _____ (visit) my grandparents by the sea when I was a child.

3 Underline the correct word(s).

1 **My boyfriend moved away last summer and I can't** get used to / be used to being without him.

2 **I'm not used to / I didn't used to** swimming in the sea. I usually swim in a pool.

6

3 When we go on holiday, we usually / use rent a house on the beach.

4 Ricky usually / used to **walks to school, but today he's getting** the bus.

5 **I wasn't used to / didn't use to** like fish, but now I eat it two or three times a week.

6 I used to play / playing the piano, but now I play the drums.

4 Complete the sentences with the correct word(s).

1 **Sally's put** _____ a lot of weight this year.
with

to on

2 My uncle works long hours so he sometimes takes a _____ in the afternoons.

6

dream yawn nap

3 James was so tired that as soon as he lay _____, he fell fast asleep.
down across up

4 If I eat late at night, it will _____ me awake.
keep make

stay

5 **When it's very hot, I just sleep under a** _____.
sheet log

pillow

6 My brother suffers from _____. He stays awake for hours every night.
insomnia jet-lag nightmares

5 Complete the sentences with one word.

1 If a newspaper is _____, it means that some information was removed because it might offend people or because it might be politically dangerous.

8

2 If you want to find out about the weather tomorrow, listen to the weather _____.

3 **You can find out what's going to happen to you tomorrow if you read your** _____.

4 The opposite of *objective* is _____.

5 A _____ is somebody whose job is to give his / her opinion about a play, film, book, etc.

6 A _____ is the person who describes a sports event while it's happening on TV or on the radio.

7 If you want to sell something, you might write about it in the _____ ads section of the newspaper.

8 The first page of a newspaper is called the _____ page.

6 Complete the words in the sentences.

- 1 A c_____ is a group of people that sing together.
- 2 A c_____ looks like a very big violin.
- 3 The person who directs an orchestra is called a c_____.
- 4 If a voice sounds m_____, **it's likely to send you to sleep.**
- 5 A t_____ is a man who has quite a high singing voice.
- 6 A s_____ is an instrument you blow into, often played by jazz musicians.

7. Read the article and tick (✓) A, B, or C.

Nowadays sections of the media seem to believe that people are more stupid and less well-informed than they used to be. And young people are the focus of their **attention. But, how can society be ‘dumbing down’ and becoming more stupid, when both common sense and statistics suggest that this can’t be true? It’s a fact that levels of intelligence have been rising steadily over the past 50 years, and it’s surely reasonable to suspect that, in an age when technology provides easy access to information, young people might just know more about what’s going on than previous generations did.**

That’s why I was deeply irritated to find unreliable research being used to promote the idea that today’s young people are less well-informed and therefore less intelligent. Research carried out in the United States has discovered that young people no longer read newspapers regularly. The researchers claim they are astonished that, whereas decades ago young and old Americans got their news **from the same sources, nowadays teenagers and young adults don’t read a newspaper as part of their typical daily routine. But why the astonishment? I’m convinced that this has always been true. Young people’s lives aren’t built around routines, but are often chaotic and unplanned. What’s more, why should they make the time to read something that was never written with their interests in mind, anyway? In my experience, such a habit is and always has been something that comes with getting older and settling down.**

Some people have taken the results of this research to conclude that, because **young people don’t read newspapers,** they must be less well-informed. But they fail to consider that the widespread use of the Internet has not only changed but improved the way young people access the news. Newspapers are quickly becoming old-fashioned, and I suspect that, as more older people get used to obtaining news faster and for free online, newsprint will soon be a thing of the past read only by those too afraid to use a computer.

One thing that the American research gets right is its description that how people get the news has changed over time, with newspapers being the main source of news until the fifties when television took over. The rise of the Internet, providing news that is not only up to date, but also designed to meet the interests and demands of the reader, is also described accurately. However the research then goes on to argue that one of the problems with online access to news is that people **who view it find it hard to remember what they’ve read. The implication is that reading information printed in a paper is somehow a more reliable way of getting and remembering it than reading it on a computer screen.** But there is no evidence

to support such a claim. I'm sure that 1940s newspaper readers forgot everything they read some time between breakfast and dinner, too.

So what can we make of the American research? That it tells us nothing new. Or, more worryingly, that, once again, unreliable and biased research is being used to promote the false idea that young people today are not as intelligent as we used to be.

- 1 The media argue that younger people _____. **A aren't as**
intelligent as they used to be
- B are statistically more likely to be less intelligent **C are as intelligent**
as the rest of society
- 2 The writer believes young people are probably _____. **A better at using**
statistics
- B cleverer than young people 50 years ago **C happier using new**
technology than older people
- 3 The research in the US _____. **A only looked at older people**
- B proved that young people are less intelligent **C only**
focused on newspaper reading habits
- 4 The US research argues that _____. **A all Americans**
read the same newspapers
- B older Americans read different newspapers to young Americans
- C young Americans don't read newspapers every day**
- 5 **The writer doesn't understand why** _____. **A people are less**
interested in the news
- B the researchers think they have discovered something new **C people's**
reading habits have changed
- 6 The writer believes reading a daily newspaper _____. **A is something people do when they're older** **B needs to be**
planned in advance
- C takes too much time for young people
- 7 The writer thinks that in the future _____. **A fewer people will read newspapers**
- B newspapers will be very popular with older people **C**
newspapers will be too expensive
- 8 The American research says that _____. **A online news is more popular than television news**
- B the Internet provides the most current news
- C newspapers haven't changed since the 1950s**
- 9 Regarding newspapers and helping people to remember the news, the writer
_____. **A thinks they are no better than the Internet**
- B doesn't think that enough research has been done** **C wouldn't be**
surprised if they were better
- 10 **In the final paragraph, the writer says that** _____. **A it's a problem that this**
research can be used to criticize young people **B the research was a waste of**
time **C society is now worrying about young people**

Reading total		10
------------------	--	----

5 little / less / more

6 all / less / nothing

5 Underline the odd word out.

- 1 mosque synagogue chapel skyscraper
- 2 suburbs poverty centre outskirts
- 3 cycle lane underground law courts taxi rank
- 4 cosmopolitan overcrowding slums pollution
- 5 historic neighbourhood provincial vibrant
- 6 harbour hill vandalism square

	6
--	---

6 Complete the words in the sentences.

- 1 A g_____ studies rocks.
- 2 My favourite subject is b_____, because I like learning about living things.
- 3 A c_____ is a person that studies the structure of substances and what happens when they are mixed together.
- 4 New ideas often c_____ up when scientists are working in their laboratories.
- 5 My brother is d_____ research into a new drug.
- 6 **I'd like to teach p_____ because I'm interested in natural forces.**
- 7 The mobile phone was i_____ in the 1970s.
- 8 Scientists have to do experiments to p_____ their theories.

	8
--	---

7 Read the article and tick (✓) A, B, or C.

One of the most popular programmes on prime time TV at the moment is Tribe, which stars Bruce Parry, a former soldier who, like any good TV anthropologist, takes his camera into the heart of the tribal communities he visits, and films the traditions and customs of people who follow an ancient way of life. Bruce takes a slightly different approach, however. Rather than just telling us about remote tribes, Bruce joins them. He eats their food, takes part in their rituals, and completely involves himself in their daily lives.

When I met Bruce Parry in an upmarket restaurant in London, he was smartly dressed with shiny shoes and neatly-combed hair, not exactly the look of a tribal warrior, but not surprising when you consider his time as a soldier. He had his familiar smile and easy-going manner, but he looked tired. Bruce admitted that after spending an exciting year filming the programme, he **wasn't feeling as energetic as usual.**

Our lunch couldn't have been more different from Bruce's recent experiences. On his travels, **to prove his status as an adult male, he's been hit with a stick, and he's allowed himself to be given frog poison. The poison made him particularly ill, but if he hadn't done it, he wouldn't have been allowed to take part in the life of the tribe, hunt for wild pigs or, indeed, been able to call himself a man in the eyes of the tribespeople. He's eaten food cooked on hot stones with cannibals and he's lunched on insects. I was keen to find out how he could have such horrible things done to himself in the name of TV entertainment so I asked him about those terrible lunches.** Bruce was quick to explain that the Kombai tribe he met in Papua New Guinea had recently given up human flesh and that their cooking was surprisingly appetizing, but admitted that, crunchy, black and nutritious though they might be, after three days he got fed up with the insects he ate with the Adi people of Ethiopia.

Bruce describes himself as a man who desperately wants to be part of an ancient way of life. He also argues that the tribes he visits are not being used by his programmes for entertainment. Some people in the media think otherwise and have compared the tribespeople to contestants in a sort of reality TV show, who are there for us to laugh at, but Parry points out that these people are not unaware of the outside world. Rather, they have met people from the so-called civilized

world and have decided they are happier living their ancient ways of life. When they agree to the films they know what they are doing and, as such, are happy to show the world their culture, and are pleased that outsiders are curious enough to visit them. Spending time with people and doing what they do is, after all, a form of respect.

- 1 **What is Bruce's current job?**
 A He appears in a TV show.
 B He is an anthropologist at a well-known university. C He is a soldier.
- 2 What is unusual about the way Bruce makes TV programmes about remote tribes?
 A He films right in the heart of tribal villages. B He films surprising events.
 C He lives life as one of the tribe.
- 3 In what way was the Bruce whom the writer met in the restaurant similar to the character the writer knows from TV?
 A the way he was dressed B the way he smiled C his levels of energy
- 4 How does the writer describe Bruce in the restaurant?
 A well-dressed and friendly but exhausted
 B very smartly dressed but nervous C lively and funny
- 5 Why was Bruce given frog poison? A He wanted to test himself.
 B He wanted to be able to live as a member of the tribe.
 C He wanted to prove to himself that he was a man.
- 6 What did Bruce not eat while he was making the TV programme?
 A insects B food cooked on hot stones C human flesh
- 7 How does Bruce describe the food of the Kombai tribe?
 A tasteless B boring C delicious
- 8 **It's likely that Bruce enjoys making the TV programmes because** _____.
 A he would like to live the same way B he learns a lot C he has a lot of fun
- 9 Bruce says _____.
 A his programmes are more entertaining than reality TV
B it's good for tribespeople to learn about the modern world
 C that the tribespeople want to tell the world about their lives
- 10 How does Bruce describe the tribespeople?
 A They know nothing of the world.
 B They want to keep their traditional ways secret.
 C They know about the world but choose old ways of living.

Reading total		10
---------------	--	----

B

- 1 Complete the sentences with the correct word(s).
- 1 **She's having her roof _____ at the moment.**
 repair repaired to repair
- 2 **There aren't _____ Italian students in my class.**

any some no

3 _____ in the shop is half-price tomorrow.

Most of Everything none

4 She offered us some water, but _____ of us were thirsty.

no any none

5 **My brother's a vegetarian. He doesn't eat _____ fish or meat.**

either both neither

6 **There's _____ bread, so I can't make you a sandwich.**

none no any

7 I go running _____ day except on Sunday.

all every all the

8 _____ students in my English class are Spanish.

Most of the Most the The most

	8
--	---

2 Complete the sentences with a / an, the, or – (no article).

1 _____ Lake Superior is the largest lake in the USA.

2 Most people agree that Einstein was _____ genius.

3 **I'd like to go to _____ university that my brother goes to.**

4 _____ elephants don't eat meat.

5 Mount Everest is in _____ Himalayas.

6 **I'll meet you in _____ library at 4.00 p.m.**

	6
--	---

3 Underline the correct word(s).

1 I need a pair of / a shorts to take to the beach.

2 The staff at the hotel was / were incredibly helpful.

3 We had a good holiday, but the accommodation **weren't** / **wasn't** of a very high standard.

4 The students were given an / some advice about their future careers.

5 He gave me some really good advices / advice about my friend.

6 I often eat a piece of / a toast for breakfast.

	6
--	---

4 Complete the words in the sentences.

1 New ideas often c_____ up when scientists are working in their laboratories.

2 Scientists have to do experiments to p_____ their theories.

3 **I'd like to teach p_____ because I'm interested in natural forces.**

4 My brother is d_____ research into a new drug.

5 A g_____ studies rocks.

6 A c_____ is a person that studies the structure of substances and what happens when they are mixed together.

7 The mobile phone was i_____ in the 1970s.

8 My favourite subject is b_____, because I like learning about living things.

	8
--	---

5 Choose two words and put them together in the correct order to make phrases.

1 all / less / nothing

2 little / less / more

3 take / give / borrow

4 law / rules / order

6

5 sooner / after / later

6 lightning / thunder / rain

6 Underline the odd word out.

1 harbour hill vandalism square
overcrowding slums pollution

2 cosmopolitan

3 historic neighbourhood provincial vibrant
centre outskirts

4 suburbs poverty

5 cycle lane underground law courts taxi rank
synagogue chapel skyscraper

6 mosque

6

7 Read the article and tick (✓) A, B, or C.

One of the most popular programmes on prime time TV at the moment is *Tribe*, which stars Bruce Parry, a former soldier who, like any good TV anthropologist, takes his camera into the heart of the tribal communities he visits, and films the traditions and customs of people who follow an ancient way of life. Bruce takes a slightly different approach, however. Rather than just telling us about remote tribes, Bruce joins them. He eats their food, takes part in their rituals, and completely involves himself in their daily lives.

When I met Bruce Parry in an upmarket restaurant in London, he was smartly dressed with shiny shoes and neatly-combed hair, not exactly the look of a tribal warrior, but not surprising when you consider his time as a soldier. He had his familiar smile and easy-going manner, but he looked tired. Bruce admitted that after spending an exciting year filming the programme, he **wasn't feeling as energetic as usual**.

Our lunch couldn't have been more different from Bruce's recent experiences. On his travels, to prove his status as an adult male, he's been hit with a stick, and he's allowed himself to be given frog poison. The poison made him particularly ill, but if he hadn't done it, he wouldn't have been allowed to take part in the life of the tribe, hunt for wild pigs or, indeed, been able to call himself a man in the eyes of the tribespeople. He's eaten food cooked on hot stones with cannibals and he's lunched on insects. I was keen to find out how he could have such horrible things done to himself in the name of TV entertainment so I asked him about those terrible lunches. Bruce was quick to explain that the Kombai tribe he met in Papua New Guinea had recently given up human flesh and that their cooking was surprisingly appetizing, but admitted that, crunchy, black and nutritious though they might be, after three days he got fed up with the insects he ate with the Adi people of Ethiopia.

Bruce describes himself as a man who desperately wants to be part of an ancient way of life. He also argues that the tribes he visits are not being used by his programmes for entertainment. Some people in the media think otherwise and have compared the tribespeople to contestants in a sort of reality TV show, who are there for us to laugh at, but Parry points out that these people are not unaware of the outside world. Rather, they have met people from the so-called civilized world and have decided they are happier living their ancient ways of life. When they agree to the films they know what they are doing and, as such, are happy to show the world their culture, and are pleased that outsiders are curious enough to visit them. Spending time with people and doing what they do is, after all, a form of respect.

1 What did Bruce do before working on TV?

A He was a soldier. B He was an anthropologist. C He was a cameraman.

2 In what way are Bruce's TV programmes different from other programmes about tribes?

- A He visits the most ancient and remote tribes. B He actively lives the life of the tribe.
- C He learns to cook their food.
- 3 What surprised the writer when she met Bruce?
A Bruce's personality. **B Bruce's smart appearance.** **C Bruce's tiredness.**
- 4 Their lunch in the restaurant _____.
 A was a contrast to the meals he had on his travels B reminded Bruce of meals he had had before
- C made him realize how badly he had eaten on his travels
- 5 Bruce agreed to take frog poison because _____.
 A he is a man B it was better than being hit with a stick C he wanted to live as one of the tribe
- 6 What did Bruce eat when making the TV programme?
 A wild pigs B human beings C insects
- 7 How does he describe the food of the Adi people?
 A tasteless B boring C delicious
- 8 Bruce would like to _____.
 A continue learning about the tribes he films B live the same sort of life as the tribes he films
- C make his TV programmes about the tribes more entertaining
- 9 **Why have Bruce's TV programmes been criticized** by some people?
 A They think they use the tribespeople for entertainment.
- B They think they aren't as good as reality TV.** **C They don't think Bruce is a good film-maker.**
- 10 Bruce says his TV programmes are good for tribespeople because _____.
 A they want the world to know about their way of life
- B it means fewer outside visitors visit the tribes C they can learn more about the outside world

Reading total		10
------------------	--	----

A

1 Complete the sentences with the correct form of the verb in brackets.

- 1 I wish I _____ (have) a better job. I don't enjoy this kind of work.
- 2 This book is so boring. I wish I _____ (not start) reading it.
- 3 Luke wishes he _____ (can) play football better.
- 4 I wish it _____ (stop) raining. I want to go out.
- 5 I'm starving. I wish I _____ (eat) breakfast this morning.
- 6 I wish my train _____ (come)! I'm going to be late for work again.

	6
--	---

2 Underline the correct word(s).

- 1 I like maths, even though / despite I'm not very good at it.
- 2 I went to the library to / for look for a book about art.
- 3 I phoned my boss in order to / so that he would know I wasn't coming.
- 4 In spite of / Although the heavy traffic, we got to the airport on time.
- 5 I lent Jane some money, even though / despite I didn't have much.
- 6 We took a taxi so as not to / to not be late.

	6
--	---

3 Complete the sentences with the correct word.

- 1 My grandparents, _____ live by the sea, often invite me to stay with them.
that who which
- 2 She's the girl _____ owns the big dog. _____ which that whose
- 3 My mum's the only person to _____ I can talk about my problems. _____ that who whom
- 4 _____ I like best about Nicky is her generosity. _____ That Which
What
- 5 Tim didn't pass any of his exams, _____ is a bit of a problem for him.
which what that
- 6 My best friend, _____ dad is a music teacher, plays the piano and the guitar.
whom whose who
- 7 Don't worry. You can sit _____ you want here. _____ whichever
wherever whatever
- 8 _____ much exercise I do, I never seem to lose weight.
Whichever Whatever However

	8
--	---

4 Complete the sentences with the correct form of the word in brackets.

- 1 Sammy is quite _____ (amuse) when he's in a good mood.
- 2 It really _____ (annoy) me when people shout on mobile phones.
- 3 I was _____ (disappoint) when I got a bad mark in my maths exam.
- 4 After three _____ (exhaust) days on the road, we finally reached the house we'd rented.
- 5 It was such a _____ (thrill) film that I was sitting on the edge of my seat.

	6
--	---

6 What really _____ (frustrate) me about learning Polish is the difficult pronunciation.

5 Complete the words in the sentences.

- 1 My uncle sold his shop because he wasn't making a p_____.
- 2 A person who works for somebody else is called an e_____.
- 3 Their business e_____ up being very profitable.
- 4 Most people hate getting j_____ mail through their doors.
- 5 My friend, who is an actor, starred in a TV c_____ for shampoo.
- 6 Our company does b_____ with other companies all over the world.
- 7 The firm I work for is being taken o_____ by a multinational company.
- 8 The lawyer told his c_____ **that he couldn't work for her any longer.**

	8
--	---

6 Write the words in brackets with the correct prefix.

- 1 food that is a bit raw (cook) = _____
- 2 something that is tiny (scopic) = _____
- 3 not paid enough (paid) = _____
- 4 **somebody that doesn't smoke any more (smoker) = _____**
- 5 to sleep more than you should (sleep) = _____
- 6 to say a word or letter wrongly (pronounce) = _____

	6
--	---

7 Read the article and tick (✓) A, B, or C.

Imagine being able to go back in time and have a little chat with the 17-year-old you. We asked two 30-somethings what advice they would give their younger selves.

Martha Lee

The problem with most 17-year-olds is not that they are wild or rebellious but **that they're just so sensitive, and so self-obsessed** that even an innocent comment **might cause them much emotional pain. So, what I'd tell my younger self is to live** a little, relax, and take no notice of what anyone else says. At parties, when I was 17, **I'd sit in the corner trying to look grown up and sophisticated instead of enjoying myself. I'd soon put a stop to that if I could go back in time. I'd drag the** silly girl up and show her just how much fun dancing in an embarrassing way can be! Mind you, I might have a word with her about how a little lipstick is more **appealing than layers and layers, and why that lovely flowery dress didn't suit** those awful high-heeled white sandals.

When I was 17, **I was constantly worrying about boys. So, I'd tell her to lighten up, forget about them, and spend more time with the girls. I'd love her to know that not having a date on a Saturday night was not the end of the world, and didn't mean she was a loser. And I'd tell her that if a boy she liked didn't fancy her, he was allowed to have that opinion, and that following him around, changing hairstyles, or ringing him up and putting the phone down as soon as he answered wouldn't change anything.**

The other thing I'd tell her is that her mother was not an ignorant, embarrassing but loveable idiot, who didn't know what she was talking about, but rather a witty

and forgiving woman who was intelligent enough to be amused rather than annoyed at how arrogant and selfish teenagers can be.

Jim Stewart

To be honest with you, I don't think there would be much point in going back in time and talking to me as a 17-year-old, and not because I wouldn't listen. I was always being given advice, but, at that age, however hard I tried, I just couldn't take it in. My world was listening to rock music, cleaning my new motorbike and watching football. Everything else seemed irrelevant. I tried to have ambitions and be sensible, but I really couldn't see why.

But if I did have the chance to talk to tall, skinny, long-haired me, what would I say? **Get your hair cut? No, I don't think so, although I would tell the younger me to try to eat more healthily. Not that I was overweight. On the contrary, when I look at old photos I always envy the fact that I managed to wear such tight jeans. Actually, what I'd really want to tell myself is to think bigger and to not limit my horizons. I don't think I was encouraged to take risks and to try to find out what I really wanted to do. Perhaps there was pressure on me to conform, to go to college, to get a good job, that sort of thing.**

Oh, and the other thing I'd tell the 17-year-old me is to cut up all my credit cards. I wasn't very good with money and I just didn't realize how quickly you can get into debt. If it hadn't been for my dad, it would have taken years to pay off all the bills I ran up.

- 1 Martha thinks 17-year-olds are _____.
A adventurous B impulsive C easily hurt
- 2 Martha advises her younger self to _____.
A be more mature
B be more sensitive to others
C not worry about what others think
- 3 Martha thinks that her younger self _____.
A wore too much lipstick
B should have worn trousers rather than dresses
C shouldn't have worn high heels
- 4 Martha thinks her younger self _____.
A took dating too seriously
B went out with too many boys
C was a bit of a loser
- 5 **If she liked a boy who didn't like her, the young Martha would** _____.
A not give up
B forget about him by changing her appearance
C refuse to speak to him when he phoned her
- 6 **Martha's mother** _____.
A **was annoyed with the young Martha's selfishness**
B laughed at the young Martha
C **tolerated the young Martha's selfishness**
- 7 Jim thinks that his younger self _____.
A refused to listen to anyone

B was too interested in rock music to listen to advice
C **didn't know what to do with the advice he received**

Reading total		10
---------------	--	----

- 8 These days, Jim _____.
A is not as slim as he was B **doesn't wear jeans** very often C has shorter hair
- 9 Jim would advise his younger self to _____.
A be more adventurous when deciding what to do
B make sure he worked hard and got a good job
C go to college and finish his studies
- 10 Jim criticizes his younger self for _____.
A buying expensive things
B being in debt for so long
C not knowing that it is easy to get into debt

B

1 Complete the sentences with the correct word.

- 1 **Don't worry. You can sit _____ you want here.**
whichever wherever whatever
- 2 _____ much exercise I do, I never seem to lose weight.
Whichever Whatever However
- 3 My best friend, _____ mother is a music teacher, plays the piano and the guitar. 8
whom whose who
- 4 _____ I like best about Sarah is her generosity.
That Which What
- 5 **Andrew didn't** pass any of his exams, _____ is a bit of a problem for him.
which what that
- 6 **My sister's the only person to _____ I can talk about my problems.**
that who whom
- 7 My grandparents, _____ live by the sea, often invite me to stay with them.
that who which
- 8 **He's the boy _____ owns the big dog.**
which that whose

2 Complete the sentences with the correct form of the verb in brackets.

- 1 **I wish my bus _____ (come)! I'm going to be late for work again.**
- 2 I wish it _____ (stop) raining. I want to go out. 6
- 3 **I'm starving. I wish I _____ (eat) breakfast this morning.**
- 4 This book is so boring. I wish _____ (not start) reading it.
- 5 John wishes he _____ (can) play football better.
- 6 I wish I _____ (have) a better job. **I don't enjoy this kind of work.**

3 Underline the correct word(s).

- 1 I lent Charlotte some money, even though / despite **I didn't have much.**
- 2 We took a taxi so as not to / to not be late. 6

- 3 In spite of / Although the heavy traffic, we got to the airport on time.
- 4 I phoned my boss in order to / so that **he would know I wasn't coming.**
- 5 I like physics, even though / despite **I'm not very good at it.**
- 6 I went to the library to / for look for a book about art.

4 Complete the words in the sentences.

- 1 The lawyer told his c_____ **that he couldn't work for him any longer.**
- 2 Our company does b_____ with other companies all over the world.
- 3 My friend, who is an actor, starred in a TV c_____ for shampoo.
- 4 The firm I work for is being taken o_____ by a multinational company.
- 5 Their company e_____ up being very successful.
- 6 A person who works for somebody else is called an e_____.
- 7 Most people hate getting j_____ mail through their doors.
- 8 **My aunt sold her shop because she wasn't making a p_____.**

	8
--	---

5 Write the words in brackets with the correct prefix.

- 1 **somebody that doesn't smoke any more (smoker) = _____**
- 2 to say a word or letter wrongly (pronounce) = _____
- 3 to sleep more than you should (sleep) = _____
- 4 food that is a bit raw (cook) = _____
- 5 not paid enough (paid) = _____
- 6 something that is tiny (scopic) = _____

	6
--	---

6 Complete the sentences with the correct form of the word in brackets.

- 1 What really _____ (frustrate) me about learning Polish is the difficult pronunciation.
- 2 It was such a _____ (thrill) film that I was sitting on the edge of my seat.
- 3 **After six _____ (exhaust) days on the road, we finally reached the house we'd rented.**
- 4 I was _____ (disappoint) when I got a bad mark in my physics exam.
- 5 It really _____ (annoy) me when people shout on mobile phones.
- 6 **Ben is quite _____ (amuse) when he's in a good mood.**

	6
--	---

7 Read the article and tick (✓) A, B, or C.

Imagine being able to go back in time and have a little chat with the 17-year-old you. We asked two 30-somethings what advice they would give their younger selves.

Martha Lee

The problem with most 17-year-olds is not that they are wild or rebellious but **that they're just so sensitive, and so self-obsessed** that even an innocent comment **might cause them much emotional pain. So, what I'd tell my younger self is to live a little, relax, and take no notice of what anyone else says. At parties, when I was 17, I'd sit in the corner trying to look grown up and sophisticated instead of enjoying myself. I'd soon put a stop to that if I could go back in time. I'd drag the silly girl up and show her just how much fun dancing in an embarrassing way can**

be! Mind you, I might have a word with her about how a little lipstick is more appealing **than layers and layers, and why that lovely flowery dress didn't suit those awful high-heeled white sandals.**

When I was 17, I was constantly worrying about boys. So, I'd tell her to **lighten up, forget about them, and spend more time with the girls. I'd love her to know that not having a date on a Saturday night was not the end of the world, and didn't mean she was a loser. And I'd tell her that if a boy she liked didn't fancy her, he was allowed to have that opinion, and that following him around, changing hairstyles, or ringing him up and putting the phone down as soon as he answered wouldn't change anything.**

The other thing I'd tell her is that her mother was not an ignorant, embarrassing but loveable idiot, who didn't know what she was talking about, but rather a witty and forgiving woman who was intelligent enough to be amused rather than annoyed at how arrogant and selfish teenagers can be.

Jim Stewart

To be honest with you, I don't think there would be much point in going back in time and talking to me as a 17-year-old, and not because I wouldn't listen. I was always being given advice, but, at that age, however hard I tried, I just couldn't take it in. My world was listening to rock music, cleaning my new motorbike and watching football. Everything else seemed irrelevant. I tried to have ambitions and be sensible, but I really couldn't see why.

But if I did have the chance to talk to tall, skinny, long-haired me, what would I say? **Get your hair cut? No, I don't think so, although I would tell the younger me to try to eat more healthily. Not that I was overweight. On the contrary, when I look at old photos I always envy the fact that I managed to wear such tight jeans. Actually, what I'd really want to tell myself is to think bigger and to not limit my horizons. I don't think I was encouraged to take risks and to try to find out what I really wanted to do. Perhaps there was pressure on me to conform, to go to college, to get a good job, that sort of thing.**

Oh, and the other thing I'd tell the 17-year-old me is to cut up all my credit cards. I wasn't very good with money and I just didn't realize how quickly you can get into debt. If it hadn't been for my dad, it would have taken years to pay off all the bills I ran up.

- 1 Martha does not think 17-year-olds are _____.
A self-confident B emotional C easily upset
- 2 Martha advises her younger self to _____.
A be more sociable B grow up C stop worrying about herself
- 3 Martha criticizes her younger self for _____.
A wearing clothes that don't look good together B wearing make-up C wearing flowery patterns
- 4 Martha thinks her younger self _____.
A didn't have enough girl friends B went out too much on Saturdays
C spent too much time thinking about boys
- 5 When Martha was younger and liked a boy, she would _____.

A phone him and tell him B do anything to get him to like her C avoid him

6 When young, Martha thought her mother was someone _____.

A whose opinion she would listen to seriously B who was easy to like
C who was humorous and intelligent

7 **In Jim's opinion, his younger self** _____.

A **wouldn't welcome his advice** B **wouldn't see the point of his advice**
C **wouldn't listen to a word of his advice**

8 Nowadays, Jim is _____.

A slimmer B fatter C shorter-haired

Reading total		10
------------------	--	----

9 Jim thinks he should have _____.

A worked harder and gone to college B thought more ambitiously about his future
C done what he really wanted to do

10 Jim says that his younger self _____.

A was in debt for years B **wasn't careful with money** C got into debt too easily

Business and Advertising

Type the missing words

Does your company		many goods from abroad?
Our company		a lot of car parts to Europe.
If I had enough money, I'd		up a business making jewellery.
The name is different, but I'm sure this hotel is part of the Hilton		.
The fashion shop Zara has		in cities all over Europe.
Pedro works for a big		. They've got offices on every continent.
We're planning a spectacular event to		our new eco-car.
I know it sounds like a British bank, but its		is in Shanghai.
Some of the workers will be		redundant when the new machines arrive.
We		some market research to find out people's opinions before we decided.
I'm sorry, but I've		my decision and I'm not going to change my mind.
This is one of my		- we work together in the accounts department!
If your shop assistants aren't helpful,		won't buy your products.
A successful		is one people recognize. Think of the Nike tick, for example.
We need a good, memorable		for our product; something like 'Just do it!'
It's quite a small company, we've probably got about 30		.
First we made a		which isn't unusual. Then we made a profit the second year.
We'll need to employ a lot more people when we		the business.

Clothes and Fashion

Type the missing words

Helen couldn't do up her jeans because they were too		.
Clothes made of		are the most comfortable in hot weather.
I won't wear anything made of		. I don't agree with killing animals for fashion.
Wear a suit for your interview. You need to look		.
My clothes are quite		. I don't have enough money to buy new things.
Jack always looks		; he wears old jeans and he never combs his hair.
Being		in the country is impossible as we don't get the latest fashions.
What are you		up for? Are you going somewhere special?
Do you think this colour		me, or is it too dark?
Get		now and brush your hair, or you'll be too late for breakfast.
You can't wear that tie, it's the wrong colour. It doesn't		your shirt.
I can't borrow my sister's clothes because I'm too tall and they don't		me.
Cycling shorts and a lot of other sports clothes are usually made of		.
My son leaves all his clothes on his bed, he never		anything up.
I can't wear my work clothes to the party, I'll have to get		before we go.
Judith is very		. She always dresses very elegantly.
		tops aren't allowed inside a church; you have to cover your arms.
Years ago women all wore stockings made of		, but nowadays they wear tights.

Crime and Punishment

Type the missing words.

John tried to		the police officer, and offered him money to release him.
A		broke into our house while we were at the theatre and stole our new TV.
The new school has been		; someone has broken all the windows.
There was another		from our office yesterday. Anna's iPod was stolen.
My cousin		her dog into the UK illegally.
The		said he had a gun, and demanded to be flown to a different airport.
If the boss's son had been		, someone would have asked for money by now.
'I'll tell Mum about your tattoo if you don't help me!' 'That's		!'
Look, I haven't		a crime, so why can't you let me go?
When the police arrived, they		the driver who had caused the accident.
The police questioned Harris for an hour, and then		him with the murder.
I was so scared at the trial when I saw in		the man who had attacked me.
The police were sure he was the thief, but at the trial he was found not		.
For important trials there is always a		of 12 people.
If someone is		at a trial, it means they are free to go home.
A murderer can be		to spend the rest of his life in prison.
Unfortunately, there were no		to the attack. No one saw it happen.
The		told the boys they had to do 100 hours of community service.

Feelings

Type the missing words

She was		when the police said that her son had been arrested.
We were so		to get out of the plane. We thought it was going to crash.
Dave was		with his exam results. He had hoped to do better.
Dad says it's right and Mum says it's wrong. Now I'm completely		.
I'm really		; I don't know what I would have done without your help.
He didn't stay with us for long. He was		and he missed his family.
My parents weren't just angry with me, they were absolutely		!
If we don't invite Uncle Jim to our wedding, he'll be really		.
I was scared		when all the lights suddenly went out!
Our team won the championship. I'm over the		!
Cheer up! You look really down in the		today.
Jack couldn't believe his		when he opened his birthday present!
I'm sick and		of doing all the work in this house. I'm fed up with you all.
I'm broke and I can't pay my rent. Please lend me the money. I'm		!
Poor Thomas is		out. He's been working 12 hours a day for a whole month now.
We were		to see them in the street; we thought they were in Australia!
Annabel's favourite pet died last week, and she's absolutely		.
I was		when I heard the news. I didn't know what to say.

Illness and Treatment

Type the missing words.

Your face feels very hot. I think you might have a _____ .

Look at the little red spots on my arms and legs; I've definitely got a _____ .

I've been wearing my new shoes all day, and now I have a _____ on my foot.

You must have cut yourself shaving; your chin is _____ .

Oh dear, I feel really _____ . My head's going round and round.

We thought the man might be dead, but luckily he was just _____ .

Tom couldn't speak properly after his _____ , and he couldn't move his left arm.

If you've got really bad stomach ache and _____ , it might be food poisoning.

Sonia gets really ill if she eats seafood. She says she's _____ to it.

If you don't lose some weight and stop smoking, you could have a heart _____ .

Mum _____ her hand as she was taking something hot out of the oven.

Susie has _____ . She can't breathe very well when she does exercise.

Take this _____ three times a day before meals. You'll soon feel better.

The doctor showed me an _____ of my leg so that I could see where it was broken.

That's a very deep cut. I think you'll need to have a few _____ in it.

I won't let them give me an _____ for the pain because I hate needles.

You don't need to go to hospital, just stay at home and _____ .

We'll put a _____ on your wound to stop any infection getting in.

Music

Type the missing words

My brother plays the drums; he's a _____ with a rock band.

This piece of music has two trumpets. Another _____ needs to play with you.

My friend and I sing in the school _____ .

The orchestra played badly. The _____ couldn't keep them all together.

I was trying to explain to Dad that a _____ doesn't sing to music, he speaks!

Being the _____ singer doesn't mean you're better than the rest of us in the band!

They asked me to sing on my own, but I'm not good enough to be a _____ .

Gillian's a brilliant _____ . She's written some wonderful piano music.

I've got quite a high voice, so I'm going to sing _____ in our singing group.

The _____ is the singer with the lowest voice in the choir.

It's his own fault. He was caught cheating so now he'll have to _____ the music.

This singer has such a _____ voice she always sends me to sleep!

I don't understand the lyrics of this song. It's totally _____ .

He's singing some very strange notes; he's completely out of _____ !

It's bad manners to blow your own _____ and tell everyone how clever you are.

Rock music usually has a really strong _____ .

'Why are you crying?' 'Because this piece of music is so sad and _____ .'

I've got a good _____ for music. Once I've heard a tune I can play it on the piano.

Personality

Type the missing words.

My brother is _____ ; he behaves like a three-year-old.
Think about it carefully; don't be too _____ or you might regret it later.
My grandmother is always _____ ; she's never in a bad mood.
Don't talk to Alan for too long, you know how _____ his wife is.
He'll never change his mind. He's really _____ .
My parents are very _____ , they usually let me do most things I want.
Don't be so _____ . You always think the worst is going to happen.
My teenage sister is very _____ ; you can trust her to behave sensibly.
I'm getting really _____ . I don't remember things unless I write them down.
Stop being so _____ ; I don't have to do what you say all the time.
He's very _____ , isn't he? He wants to get to the top of his profession.
I can't mend anything in the house myself. I'm not very _____ .
My neighbour brought me lunch every day when I was ill. She has a heart of _____ .
Paul's a bit of a _____ fish. You can't get close to him at all.
Our boss doesn't worry about hurting our feelings. She's as hard as _____ .
That man's a real pain in the _____ . He's very irritating; I can't stand him.
Everyone else panicked when they heard the explosion, but Jack stayed very _____ .
My sister is so _____ ; she was OK yesterday, but today she won't speak to me.

The Body

Type the missing words

Did you know that a baby's _____ beats about 120 times in a minute?
Geoff's broken his _____ , so he can't bend his arm.
Don't bite your _____ . Let them grow!
Take a deep breath and fill your _____ with air.
I can't get that song out of my _____ ! I've been singing it all day!
These boots hurt the back of my feet. My _____ have got blisters now.
You can't go out looking like that. Comb your _____ !
I've been sneezing and blowing my _____ since I got up this morning.
You should brush your _____ after every meal.
Our maths teacher only has to raise his _____ to make us quiet in class!
She can't cross the road by herself, you'll have to hold her _____ .
We shook _____ when we met for the first time.
Do you really work at Buckingham Palace, or are you pulling my _____ ?
I promised to do a bungee jump with John but now I'm starting to get cold _____ .
I must tell you about my problem. I need to get it off my _____ .
No, don't tell me! It's on the tip of my _____ .
Can you give me a _____ with these cases? They're really heavy.
I'm worried about my driving test. I've got butterflies in my _____ .

The Media

Type the missing words

I thought it was a good play, but the newspaper	wrote a bad review.
The	will do anything to get a good photo of a celebrity.
The television	looked very serious as he reported about the famine.
I'm a	journalist now; I work for lots of different newspapers.
Let's see what my	says; am I going to meet the man of my dreams today?
Peter always does the	on the back page; he loves doing puzzles.
Look at this	; it's really funny. I love the way he draws people's noses.
Look up the weather	online. If it's good, we'll go to the beach.
Have you seen the paper's	page? It says England won the World Cup Final!
I don't want to be a TV presenter. I want to travel the world and be a	.
I heard that his new film was	; they cut out some of the violent scenes.
I want you to write an	report. I'm interested in facts, not opinions.
The report on global warming was	. They only told one side of the story.
Why don't you advertise your old bike in the	ads section of the paper?
The	got very excited as he described the final minutes of the match.
The newspaper	lost his job when he published photos which were fakes.
What's the name of that nice	who introduces programmes on Channel 5?
The information in this report isn't	. They didn't check their facts.

Towns and cities

Type the missing words

There's a	of a soldier on a horse in the middle of the square.
I like going down to the	to watch the fishing boats coming back home.
Shopping is so much easier now that we have a	street with no traffic.
I love the	in New York, especially the Chrysler. It's so tall.
My Muslim neighbour worships at the	five times a day.
You should go round the old	; there are beautiful historic houses there.
I always give money to	in the street. I feel sorry for them.
	is a problem in our road. Cars are often damaged, and windows broken.
There are many	people in London who have to sleep on the street.
Some doctors say breathing problems might be caused by air	in cities.
There is a lot of	in this city; a lot of people have no money at all.
Our school is very	. We have students from 39 different countries!
	is a problem here. There can be 15 people sharing one small house.
This used to be an	town, but all the factories have closed down now.
Oxford is a	city; a lot of the buildings are hundreds of years old.
We live in the	, about three kilometres from the city centre.
The supermarket is on the	of the town, so we'll have to get a taxi.
The old cities of Buda and Pest are connected by a	over the Danube.

Type the missing words

You'll need an umbrella. It's _____ with rain.
'Is it raining much?' 'No, it's just _____ a bit.'
There will be very strong winds, maybe even _____, in the north tomorrow.
In the autumn there is often _____ in the mornings; it goes when the sun shines.
There is a terrible _____ here; it hasn't rained for nearly two years.
I think that was _____. I saw a bright flash in the sky just now.
We went to India during the _____ season, and of course it rained every day.
We lost everything in the _____. Our house was under three metres of water.
The weather in England is often _____: sunny one day and rainy the next.
There was thick _____ on the motorway. I could hardly see the road in front of me.
Don't go out in this heavy rain, you'll get _____.
Can we go inside? I'm really cold. Look, I'm _____.
Be careful, snow and ice have made the roads very _____.
If you fall asleep in the sun, you'll get _____.
The sound of ice falling on the roof woke me up during the _____.
I can hear _____. We're going to have a storm.
Scientists say that global warming is causing the polar ice caps to _____.
It's absolutely _____ outside. You should wear a warm coat.

4.2 Контрольные задания для развития навыков перевода

1–2 семестр

Test 1

1. Тринадцать - это счастливое число для меня. - А я боюсь этого числа, хотя знаю, что это только лишь предрассудок.
2. У богатых и бедных разные проблемы. Богатым трудно понять бедных.
3. Здесь часто идет дождь, не так ли? - Раз в месяц. Я не люблю дождливую погоду.
4. В каждой семье есть свои секреты. Кому ты можешь доверить свои?
5. В последнее время в моей жизни мало изменений. Не о чем говорить. - Отсутствие новостей - это тоже хорошая новость.
6. Я скучал по тебе, так как мы не виделись целую вечность. Где ты была все это время?
7. Зарплата моей сестры не очень высокая. Она хочет найти другую работу.
8. Фрукты полезны для здоровья. Сегодня на десерт фрукты и мороженое.
9. Вы снова простудились. Желаю вам быстрого выздоровления.
10. Все хотят получить высшее образование, не так ли? — Вы совершенно правы.
11. Мне кажется, я болен, правда? - Да, ты должен остаться дома. Не выходи на улицу сегодня, хорошо? Тебе бы лучше пригласить врача домой.
12. Каждый вечер этот мужчина со своей собакой гуляет в парке недалеко от нашего дома. - Мужчину с собакой видят здесь и каждое утро.
13. Почему вы кричите на меня? Что случилось? Я ничего плохого не сделал.
14. Посмотри! Идет сильный снег. Давай останемся дома, хорошо?
15. «Мой мальчик, ты сидишь у компьютера целый день. Ты испортишь зрение и тебе придется носить очки», -обычно говорила мама сыну, когда он учился в школе.
16. Приближается зима. Птицы улетели в теплые страны, природа готовится к долгому зимнему сну.
17. Мой друг работает в библиотеке с 9 часов утра. Он все еще пишет курсовую работу. Я уже защитил курсовую работу и готовлюсь к последнему экзамену.
18. Когда он уезжает в Западную Европу? - Он еще не решил. Все зависит от вас.
19. Мать и отец - это единственные люди, которых я когда-нибудь любил. Я знаю, что они никогда не подведут и не предадут меня.
20. Кто сделал такой прекрасный перевод сонетов Шекспира на русский язык? - Это С. Маршак.

21. Почему ты не сказал, что у нас нет хлеба? Я бы купил буханку хлеба по дороге домой.

22. Мы бы не опоздали на поезд, если бы не пользовались устаревшим расписанием.

Test 2

1. Моя старшая сестра живет в Москве. Она на пять лет старше меня.

2. Вы слышали последние новости сегодня? - Да. Сегодняшние новости очень важны для меня. Они помогут мне в решении некоторых вопросов.

3. Твоя машина гораздо удобнее моей. Чем быстрее продам свою машину, тем лучше для меня.

4. Мне не нужны никакие дальнейшие объяснения, я больше тебе не верю.

5. В нашей группе двенадцать студентов. Никто из нас не умеет водить машину. Я впервые водил машину сегодня.

6. Их пригласили на эту встречу, и они обещали прийти со своим учителем. Встреча должна начаться через час.

7. Много было сказано об этом, но ничего не было сделано. Некого винить.

8. По телевизору сообщалось, что первая станция метро открылась в Лондоне в 1860 году. Лондонское метро является старейшим в мире.

9. Все готовы помочь ей, не так ли? - Да. Но она отказалась от любой помощи.

10. Какая ужасная погода! Если погода не изменится, мы не останемся здесь. Пора бы нам вернуться домой.

11. Не лги мне, хорошо? Разве ты не знаешь, что он уехал за границу и не вернется сюда? Если бы он был здесь, давно бы позвонил нам.

12. Кто играет на пианино в вашей семье? - Никто. Моя младшая сестра учится играть на пианино только два месяца.

13. Анна - одна из студенток моей мамы. Она лучшая студентка в группе.

14. Вы не тот человек, который может сделать кого-либо счастливым. Я прав, не так ли?

15. Я никогда не был в Нидерландах и Южной Америке, но я дважды посетил Китай и Филиппины.

16. Мне был дан хороший совет, но я не смог воспользоваться им и был наказан.

17. Сведения, которые вы мне дали, не точны. Вы подвели меня. У меня много неприятностей сейчас.

18. Мы часто думаем о прошлом и мечтаем о будущем. Будущее кажется нам счастливее прошлого.

19. Не входи в комнату. Соглашение сейчас подписывают. Такие документы здесь подписываются впервые.

20. Лена сказала, что ей приснился странный сон. Ее глаза были красными. Я поняла, что она плакала.

21. Если бы у меня было больше свободного времени, я бы посетил все музеи Лондона. - Тебе бы потребовалось много времени для этого.

22. Почему ты не пригласил его на день рождения? Он бы пришел, если бы ты сказал ему об этом.

Test 3

1. Во время сессии я никуда не ходил и даже не смотрел телевизор. Я много занимался и сдал все экзамены успешно.

2. Книга оказалась гораздо более интересной, чем я ожидал. Это самая интересная книга, которую я прочитал в последнее время.

3. Мы обсуждали новости, которые только что получили. Это для нас очень важные сведения.

4. Едва я пришел домой, как позвонил друг. Он сказал мне, что вернулся из Англии вчера.

5. Она была благодарна своим родителям. Они так много сделали для нее.

6. Мы прождали больше часа, до того как пришел автобус.

7. Если не будет светить солнце, птицы не будут петь, и мир будет скучным, безжизненным местом.

8. Помочь вам? - Откройте окно и закройте дверь, пожалуйста. В комнате душно.

9. Он получит хорошую работу, если успешно сдаст все экзамены. Но я не уверен, что он сможет это сделать.

10. Я могу сказать тебе, что наша семья будет делать в канун Нового года: отец будет готовить индейку с яблоками, мама будет печь пирог, а я буду украшать елку.

11. Нас пригласили принять участие во встрече с иностранными студентами. Там будут обсуждаться многие интересные вопросы. Мы должны быть там в 3 часа.

12. Когда я пришел, эта проблема все еще обсуждалась. Никакого решения не было принято. Нам пришлось ждать, когда его объявят.

13. Меня остановила полиция, потому что я ехал слишком быстро. Я должен был уплатить штраф.

14. Мы думали, что анкеты все еще заполняют, но они уже были заполнены и лежали на столе. Там не было только моей анкеты.

15. Не следует водить машину, пока тебе не исполнится 18 лет.— Я не собираюсь это делать.

16. Наш дом ремонтируют уже полгода, и никто не знает, когда закончится ремонт.

17. Полиция не думает, что преступление было совершено этим человеком. Подозревают кого-то еще.

18. Она сказала, что у нее ужасно болит голова на этой неделе. Я думаю, что у нее грипп.

19. Она надеется, что ее новую статью напечатают к концу недели. Две ее статьи уже опубликованы в этом журнале.

20. Мы не думали, что они приедут так быстро. Комната не была подготовлена к их приезду.

21. Мальчик не смог ответить на вопросы учителя. Если бы он слушал его внимательно, он бы всё понял.

22. Ночь была очень холодная. Если бы ты не закрыл окно, мы бы все здесь простудились. У меня высокая температура и болит горло. Боюсь, что у меня ангина. Не волнуйся, за врачом уже послали.

1 А

1. Задача таможенной службы – идентифицировать возможности уклонения от уплаты налогов и принятие соответствующих мер по ликвидации последствий.
2. Таможенная служба играет важную роль в экономике нашей страны.
3. Согласно данному документу необходим специальный сертификат на ввоз этих товаров в нашу страну.
4. Таможенная служба выполняет правоохранительную функцию.
5. Самое большое кол-во груза пересекает границу на поездах.
6. Только те люди, кто временно въезжает или покидает страну, освобождаются от таможенных пошлин.
7. Сегодня от всех участников таможенного союза требуется повышенная бдительность.
8. Таможенная регистрация осуществляется на 15 ж/д станциях.
9. Задача таможенной службы – минимизировать воздействие незаконной торговли.
10. Таможенные процедуры должны быть простыми, последовательными и легкодоступными.
11. Цель таможенной службы – улучшить эффективность контроля за оборотом наркотиков, с особым акцентом на коммерческой контрабанде и разрушении международной поставки наркотиков.
12. Работа белорусской таможенной службы регулируется следующими документами:
 - a) «Об основах организации таможенной службы Республики Беларусь»
 - b) «Положение о Государственном таможенном комитете Республики Беларусь»
 - c) «Устав таможенной службы»
 - d) «О таможенном тарифе»
 - e) «Товарная номенклатура внешнеэкономической деятельности Республики Беларусь»
 - f) «Гармонизированной система описания и кодирования товаров»

1 В

1. Для того чтобы содействовать потоку груза, уменьшить количество потерянного груза требуются современные таможенные технологии.
2. Вам надо заплатить пошлину за транспортировку товара через границу.

3. Под страхом конфискации товара они нашли требуемые сертификаты.
4. Недавно было создано новое таможенное законодательство.
5. Вам нужна печать, подтверждающая, что пошлина была уплачена.
6. Из-за тяжелой экономической ситуации в стране мы ограничиваем экспорт нашей продукции.
7. Физические лица не подлежат каким-либо таможенным пошлинам, если стоимость их товара не превышает 1500 евро.
8. Нам необходимо более тесное сотрудничество, чтобы предотвратить контрабанду.
9. Задача таможенной службы – свести к минимуму невыплаченный долг (непогашенную задолженность).
10. Какие товары подвергается таможенным пошлинам?
11. Цель таможенной службы – улучшить эффективность контроля за оборотом наркотиков, с особым акцентом на коммерческой контрабанде и разрушении международной поставки наркотиков.
12. Работа белорусской таможенной службы регулируется следующими документами:
 - a) «Об основах организации таможенной службы Республики Беларусь»
 - b) «Положение о Государственном таможенном комитете Республики Беларусь»
 - c) «Устав таможенной службы»
 - d) «О таможенном тарифе»
 - e) «Товарная номенклатура внешнеэкономической деятельности Республики Беларусь»
 - f) «Гармонизированной система описания и кодирования товаров»

1. Создание этого союза будет способствовать свободной торговле среди стран, подписавших его.
2. Данная экономическая политика нацелена на защиту богатства и мощи государства.
3. Правительство вынуждено было установить контроль за ценами и оплатой труда.
4. Чтобы удержаться на рынке, правительство запретило экспорт сырья и импорт готовой продукции.
5. В своем докладе он продемонстрировал преимущества снятия торговых ограничений.
6. Согласно этому закону будут взиматься высокие пошлины на импорт.
7. Защитные пошлины были снижены на 20 %.
8. Против чего выступают экономисты и бизнесмены в этой стране?
9. Налоги на акциз могут выступать в качестве барьера торговле, если они взимаются по более высоким ставкам на импорт, чем на отечественные товары.
10. Когда началось развитие многосторонних торговых соглашений и других форм международного сотрудничества?
11. Представители великих держав собираются обсудить вопрос распространения ядерного оружия.
12. Данное соглашение предусматривает свободный ввоз готовой продукции.

Part 1

1. начисление пошлин
2. товары для внутреннего потребления
3. запреты и ограничения
4. выпуск товаров для внутреннего потребления
5. вид транспорта
6. гарантия
7. процедура хранения на таможенном складе
8. законодательные и регулирующие положения, относящиеся к контролю ввозимого товара
9. сопроводительные документы
10. процедура временного ввоза
11. Чтобы произвести таможенную очистку товаров, декларант должен предъявить грузовую декларацию, лицензию на импорт, сертификат происхождения товара и другие документы, а также оплату взимаемых таможенных сборов и пошлин.
12. При определенных условиях оплата может быть отсрочена.
13. Таможенные власти могут потребовать, чтобы определенные категории товара проходили таможенную очистку для реализации на внутреннем рынке на постах, специально установленных для этой цели.
14. Круг обязанностей таможенных постов может быть ограничен видом используемого транспорта, специфическими категориями товара или товаром, предназначенным для определенного региона.

Part 2

1. проверить подлинность документов
2. частичное освобождение от таможенных пошлин и сборов
3. возмещение затрат
4. постановления (положения) применимые к товарам, подлежащим обложению таможенными пошлинами
5. осуществить (выполнить) официальный запрос
6. гарантировать соблюдение таможенных постановлений, положений
7. Ваши документы находятся на стадии рассмотрения.
8. Вы должны оплатить таможенные пошлины на дату отгрузки.
9. Сертификат качества выдан сроком на 3 месяца.
10. совокупная стоимость товара
11. Ваш товар не подпадает/не подвержен специальным льготам.
12. система начисления единой ставки налога
13. Вам нужна гарантия на временный ввоз данного вида транспорта.
14. Предъявите, пожалуйста, оплату взимаемых пошлин на экспорт.
15. товары личного пользования (synonyms)

16. Ближайший таможенный пост находится на расстоянии 1 км от границы.
17. Мы оставляем это на усмотрение таможенных властей.
18. Этот таможенный пост закрыт на летний период.
19. Ваше транспортное средство конфисковано сроком на 5 дней.
20. пошлины, налагаемые на импортируемые товары
21. Этот сертификат выдан на предъявителя.
22. В документе говорится, что страховка покрывает все личное имущество.

1. товар, освобожденный от пошлин
2. грузополучатель
3. физическое лицо
4. быть совместимым с применением других видов контроля
5. выборочная проверка
6. выполнять таможенные формальности
7. карнет временного допуска
8. место выдачи багажа
9. поручительство
10. легализация денег
11. товары первой необходимости
12. обязательство
13. предоставить в чье-либо распоряжение
14. при более тщательной проверке
15. в пределах согласованного срока
16. пломба
17. организация, выдающая документы
18. в надлежащий срок
19. выпуск товара
20. в течении 7 дней с даты получения чего-либо
21. поручитель
22. в силу
23. транзитный орган
24. образцы
25. таможенные формальности
26. подделка

Free Zones

1. благоприятные в таможенном отношении условия
2. Как можно нейтрализовать повышение стоимости в результате введения тарифов и других регулирующих средств?
3. регулировать экспортно-импортные операции
4. установить порядок въезда, выезда и пребывания
5. установить льготные таможенные пошлины
6. сократить дорогостоящие и обременительные процедуры
7. предоставлять освобождение от налогов и пошлин на импорт
8. В какой свободной зоне можно улучшить товарное качество?
9. выполнять операции
10. товары в свободном обращении
11. процедура временного ввоза для переработки вне таможенной территории
12. способствовать развитию внешней торговли страны
13. процедура международных транзитных перевозок
14. полный экспорт
15. таможенные процедуры, которые предоставляют экспортные стимулы
16. процедура временного ввоза
17. товары, условно освобожденные от уплаты налогов и пошлин на импорт
18. амортизация, изнашивание
19. процедура временного ввоза для переработки на таможенной территории
20. выражать признательность за
21. грузоотправитель
22. грузополучатель
23. накладные расходы
24. по преступной халатности
25. по настоящему контракту
26. по истечению срока действия контракта
27. по обвинению в

1. принимать участие в большинстве выполняемых функций
2. моя работа включает в себя (предполагает, связана)
3. быть ответственным за что-либо
4. иметь дело с избыточными жалобами
5. выступить с инициативами
6. реагировать на изменяющиеся требования
7. обрабатывать телефонные запросы (**обращаться** с телефонными запросами)
8. Каждый человек имеет свою индивидуальность, и офицер таможенной службы должен относиться к каждому по-разному - но справедливо.
9. регулярно представлять компьютерные отчеты
10. обрабатывать претензии (заявления)
11. волокита, бюрократизм
12. Таможенная служба должна найти баланс между своей правоохранительной ролью и тем, что от нее ожидает общественность.
13. выполнять миссию
14. препятствовать экономическому развитию
15. Таможенная служба имеет важные государственные обязанности и должна показывать высокие этические стандарты для повышения доверия общества к целостности своей службы.
16. подчиняться закону
17. совершать преступления
18. подвергаться дисциплинарным взысканиям
19. Важно, чтобы Таможенные власти разработали кодекс поведения, включающий поощрения и наказания, который должен привести к самодисциплине, и к тому, чтобы все сотрудники демонстрировали образцовый уровень личной этики для создания образа Таможенной Службы, который безупречен.

А

1. система классификации товара
2. проект таможенной номенклатуры
3. под эгидой
4. С какой целью используются номенклатуры?
5. Идея общей структуры для таможенных тарифов была предложена на всемирной экономической конференции в 1972 году.
6. Все заинтересованные в международной торговле осознают необходимость рационализировать и гармонизировать данные по торговой документации, обозначение и кодирование, принятое в разных странах, единицы качества, виды транспорта, требования к транспортировке и товары.
7. вносить вклад в гармонизацию таможенных процедур и содействие международной торговле
8. многостороннее соглашение
9. товары особой важности
10. Генеральное соглашение по таможенным тарифам и торговле
11. Члены ГАТТ имеют право взимать следующие расходы на импорт:
 - а) налог на импорт, равный по величине (по сумме) внутренним налогам на продукт;
 - б) антидемпинговые пошлины в случае импортируемых товаров, которые продаются по цене ниже цены на внутреннем рынке;
 - в) компенсационные пошлины, чтобы компенсировать последствия субсидирования экспорта;
 - г) сборы и другую надлежащую плату за оказанные услуги.

В

1. система классификации товара, основанная на критериях
2. обнаруживать недостатки
3. налагать налоги и пошлины
4. создавать благоприятные условия для стандартизации таможенных тарифов
5. Последнее время в таможенное законодательство были внесены значительные поправки.
6. Что стали называть Женевской номенклатурой?
7. Учитывая, что сфера влияния гармонизированной системы как единого экономического языка для товаров постоянно расширяется, ее единообразное применение всеми пользователями является залогом ее успеха.
8. обоюдное содействие
9. международная стандартная торговая классификация
10. с целью формулировки соответствующих (надлежащих) предложений
11. Члены ГАТТ имеют право взимать следующие расходы на импорт:

- а) налог на импорт, равный по величине (по сумме) внутренним налогам на продукт;
- б) антидемпинговые пошлины в случае импортируемых товаров, которые продаются по цене ниже цены на внутреннем рынке;
- в) компенсационные пошлины, чтобы компенсировать последствия субсидирования экспорта;
- г) сбор и другую надлежащую плату за оказанные услуги.

4.3 Итоговые тесты

1 семестр

I Match the verbs to the prepositions or adverbs and complete the sentences, using the verbs in the correct form.

break, bring, hold, carry	up, out, down, into, back, on
---------------------------	-------------------------------

1. **That's the third time our car _____ this month.**
2. Someone _____ our house last night but nothing was stolen.
3. Thomas speaks French and English well because he was _____ by English parents in France.
4. **Denise was determined to _____ the task she'd been given, no matter how long it took.**
5. **"Ms Laurence is on another line. Could you _____ for a moment, please?"**
6. Schools _____ for Easter a week before Easter Sunday.
7. I was _____ in a traffic jam.
8. Did you hear that REM have just _____ a new album?
9. It seems that the fire _____ in the kitchen.
10. The police _____ a furious crowd.

II. Fill in the correct preposition.

1. You always blame me _____ things that are not my fault.
2. Mr Nicholas accused his secretary _____ stealing money from the till.
3. The man was arrested and charged _____ murder.
4. I am depending _____ you to help me organize the wedding reception.
5. **I wasn't aware _____ the fact that he had retired.**
6. We congratulated Shirley _____ the success of her first book.
7. Many people believe _____ life after death.
8. **What's the difference _____ a chimpanzee and a monkey?**
9. It was dark and I bumped _____ the table.
10. **Kate Hughes works for Administration and Personnel that's why she deals _____ staff problems.**

III. Complete the second sentence so that it has a similar meaning to the first sentence.

1. He had to do any work he was suggested to earn enough money and be able to pay bills, buy food and personal belongings.
He had to do any work he was suggested to _____.
2. Your furniture is old-fashioned. You should remove it and buy something more stylish.

Your furniture is old-fashioned. You should _____ and buy something more stylish.

3. I want you to contact our customers and inform them about our business offer.
I want you to _____ our customers and inform them about our business offer.

**4. I've been working all day long and I'm very tired that's why I'll go to bed early.
I've been working all day long and I'm very tired that's why I'll _____.**

5. You must remain calm in a dangerous situation to make up the right decision.
You must _____ in a dangerous situation to make up the right decision.

6. My brother said that he had divorced. That news shocked me so much that I **didn't know what to say.**

My brother said that he had divorced. That news shocked me so much that I _____.

7. Stop fidgeting. It irritates me.
Stop fidgeting. It _____.

8. My sister was looking after my baby while I was making a cake.
My sister _____ my baby while I was making a cake.

9. Though Brian is my boss, we are on friendly terms.
Though Brian is my boss, we _____.

**10. If I were you, I wouldn't rely on him.
_____, I wouldn't rely on him.**

IV .Use the required tense forms in the following sentences:

1. **Up to the moment when Mr O'Donnel _____ (to say) "You're fired", I _____ (to have) no idea why he wanted to see me.**

2. I'll see to it that he (to take) his sister with him.

3. Hardly he (to ask) his question when she (to answer) them.

4. He (to give) his father an anxious look as he (to enter) .

5. " Come to my room this minute," he said. " You (to hear) me? Please, hurry, I (to wait) for you."

6. Dad always (to clean) the car when I want to use it.

7. I scarcely (to have) a glass of water since breakfast.

8. He knew what she (to think) about since she received the telegram.

9. Bill (to hope) to retire at 60, but they persuaded him to stay on for a few more years.

10."What we (to do) now?" she asked as they reached the street.

V. One verb in each sentence is in the wrong tense. Find the incorrect word or phrase and write it in the correct tense.

1. **I've been having a lot of problems with my computer recently and so I got a Technician to come and have a look at it, but she told me that it was because I wasn't using it properly.**

2. Patricia and I were having a really good discussion when Jason suddenly Appeared and decided that he wanted to join in, even though he has known

absolutely nothing about what we were talking about.

3. **Charlie didn't know what Peter had said to Imogen, but he could see** Immediately that she had been crying and he was putting his arm around her to comfort her, which made her feel a little better.
4. **Jake and I thought about where to go on holiday for weeks but we just can't** decide.
5. **We have the living room repainted so it's probably best if we go** into the kitchen.
6. It was a few days since I heard from Roger, but he left Russia last Monday and he was planning to arrive in China yesterday, so I called his mum to see if she had heard anything.
7. She suddenly realized that it was now completely dark and that she was walking for a long while.
8. She used to go out with John, but she sees a guy from her work these days.
9. At work she is appearing to be very confident, but I think she is shy with strangers.
10. It was quiet. The wind calmed down and the moon was shining over the sea.

VI. Read the text and do the exercises given below.

The setting is every child's dream. A huge, rambling, 300-year-old house, warmed by log fires, overrun by pets, and set in acres of natural playground. And no school.

That is what makes the Kirkbride household so rare. James, 18, Tamara, 15, Tigger, 14, and Hoppy, 10, have spent the last four years doing what other children only enjoy at weekends and holidays.

They get up when they feel like it, breakfast at leisure, and spend the rest of the day doing what they want. They walk, swim, fish, paint, read, play musical instruments, cook or sit around and chat.

There has been no attempt at having any lessons since John and Melinda Kirkbride took their children out of the local school – James five years ago and the others a year later. **Hoppy had been there only six days. «We did start with a sort of curriculum when we took James out», says John, 46, a large forceful man. «But we soon realised we were repeating the mistakes of the system.»**

«From the beginning, we both felt that packing our children off to school was wrong», says Melinda, a German-born former actress. «Seeing their unhappiness made us re-examine our own school years, and remember how destructive they were.» John, formerly a TV producer, began a teachers' training course in Norwich, «to see if I could reform from within.» He soon found he couldn't and, after completing the course and teaching for four months, he removed himself and his children, from the system.

If the personalities of the children were the only criteria, the experiment would be an undoubted success. They are intelligent, confident, capable and considerate. All, including the two boys, cook and sew. Chores are shared without arguments. Their friendliness to each other, and to the many guests who visit the house, is natural and unforced.

«Teach is a swear word in this house», says John. «It destroys the child's own natural talent and creativity. Now learning – that's a different matter. All our children learn when and if they want to learn something. They look it up in books or they go and ask someone who knows, they use their initiative – which is more than any school could teach them».

I. *Mark the following statements True or False.*

1. The Kirkbride household is typical of the east coast of Britain.
2. None of Melinda and John's children have ever attended school.
3. John and his wife do not accept the traditional school system.
4. The parents don't make any of their children learn anything.

II. *Answer the following questions.*

1. How many children do the Kirkbrides have?
2. What kind of house do the Kirkbrides live in?
3. What is the Kirkbrides children's daily routine?
4. What are the children's personalities like?

2 семестр

I. Rephrase the underlined part of the sentence using one of the phrasal verbs.

1. **The line is busy. I can't** reach her by telephone.
2. He is a very cheerful person, who has a friendly relationship with everyone he meets.
3. The prisoner escaped while the guard was sleeping.
4. When the police surrounded the criminal he surrendered.
5. **There aren't enough biscuits for everyone** to have share. Would anyone like some cake instead?
6. They cancelled **the meeting because the chairperson couldn't come.**
7. While reading a text you can look for unknown words in a dictionary.
8. **I shouldn't have** left the bus. That was my stop!
9. This job requires skill and patience.
10. The police are investigating the case of the stolen painting.

II. Fill in the correct prepositions.

1. He wore sunglasses to protect his eyes _____ the sun.
2. **I'm hopeless** _____ **bowling, but I like billiards.**
3. Bad weather prevented the ship _____ departing.
4. All the boys were jealous _____ Tim because he had such a nice bicycle.
5. Tom was furious _____ Ann for forgetting their anniversary.
6. **I haven't heard** _____ **Peter since he moved away.**
7. It was mean _____ him not to sent you a birthday card.
8. It never occurred _____ her to ask her parents for help.
9. My younger sister was frightened _____ the big spider when were on holiday.
10. How do you manage to live _____ the salary you receives.

III. Choose the correct answer.

1. Shirley will _____ her research during the next few weeks.
A have done
B be doing
C have been doing
D have been done
2. Next year, Sam will _____ patients at this hospital for 25 years.
A have been treating
B treat
C be treating
D be going to treat
3. Kelly wanted to have a live band _____ at the wedding.
A to be played
B play
C played
D been playing

4. When I last saw Nancy, she told me she _____ of buying a house, but now **she's changed her mind.**

- A thought
- B is thinking
- C was thinking
- D has been thinking

5. **Profits _____ slightly next year, although we don't predict any job losses.**

- A expect to fall
- B are expected to fall
- C are expected falling
- D are expected to fall

6. The speaker stressed that poverty _____ one of the most important global issues.

- A is being
- B is
- C had been
- D would be

7. **Stuart's thinking of having _____ .**

- A shaved his head
- B his head shaving
- C his head shaved
- D shaved to his head

8. **You won't get any radio reception while _____ through the tunnel.**

- A you've driven**
- B you'll drive**
- C you're driving**
- D you'll be driving**

9. I knew that she had left when it _____ .

- A was getting dark
- B is getting dark
- C has been getting dark
- D had been getting dark

10. Bill asked me why _____ to go shopping with me.

- A I hadn't invited him**
- B hadn't invited him**
- C I hadn't him invited**
- D hadn't him invited**

IV. Give the correct form of the verbs in brackets.

1. Look out! You (to hit) the car in front.
2. I must (to get) old to be talking like that.
3. **I'm afraid I (to have) time to finish all this work today.**
4. A new law to ban smoking (to consider) following new research.
5. In a few minutes, I (to wait) here for Mike for over 2 hours. Where can he be?

6. I was sure she had been writing since she (to come) home.
7. Adam told me that his girlfriend (not to eat) meat at all.
8. Chess (to play) for around two thousand years now.
9. Pete told Francis **he (to bring up) by his grandparents but in fact he hadn't** at all.
10. On the whole there was less said than might (to expect).

V. Rephrase the sentences using modal verbs.

1. Is it possible that they are waiting for us?
2. Perhaps it will rain today.
3. I wonder where it is that you met him.
4. No doubt, she is married.
5. It is time for me to go.
6. **I'm certain the journey cost her a lot of money.**
7. The book is not on the shelf. Jane is probably reading it.
8. He is perhaps at home.
9. Is she really telling lies?
10. There is no necessity to tell me that you are sorry.

VI. Translate the sentences.

1. Он, должно быть, позвонит тебе завтра.
2. Я не мог не поддержать ее.
3. Мне ничего другого не оставалось, как рассказать им правду.
4. Я чуть не потерял ключи.
5. Он просто не мог отказать ей.
6. Пожалуй, будет лучше, если вы покажете ему письмо.
7. Я непременно должен сделать это.
8. Только подумать, до чего дело дошло.
9. Мне это совершенно безразлично.
10. Что со мной будет?

VII. Read the text and do the exercises given below.

Anyone who has ever visited the centre of London cannot help but notice the number of young people who beg in the streets, and some who probably steal as well. Last summer I returned to attend a summer language course in London and stayed in the same area I had visited five years earlier. I was shocked by the increase in the number of young homeless people, living and sleeping in the streets.

There are approximately 30,000 homeless people in and around London. This has worsened due to the long recession¹ in Britain and the change in the social security system which doesn't allow any person under 18, or those without a permanent address to receive any social benefits from the governments. The numbers of homeless are growing as more young people come to London, believing that they will find work and a place to live. Unfortunately London does not live up to their dreams and a vicious circle is created: without a job they have

no money to rent a place to live and without a place to live they cannot get any government social benefits or a job.

My solution to this problem may be short term but at least it would be a start for many of these young people. Squatting² should become legal again, as it once was in Britain. It is only recently that the law has been changed to make squatting illegal.

Surely it would be more profitable for the local council to let people squat in these houses if they are going to be empty for more than six months. These young people would then have an address and if over 18 years old, could get some benefits. They could then buy some decent clothes, tidy themselves up and have a greater chance of getting a job and a proper place to live. The houses may be in a bad condition but for homeless people this must surely be better than sleeping in the streets in the rain and cold. Somehow the vicious circle has to be broken.

¹ recession – worsening of economic activity

² squatting – occupying a house or a flat without permission

I. *Mark the following statements True or False.*

1. Homeless people do not receive any social benefits from the government.
2. People under 18 years old are not allowed to work in Britain.
3. Squatting used to be allowed in Britain.
4. The author suggests that the local councils should let homeless young people live in the houses that have been empty for more than 6 months already.

II. *Answer the following questions.*

1. Where did the author live when he came to London last year?
2. Why are the numbers of homeless people growing?
3. Why is the situation with homeless people like a vicious circle?
4. Why are there many empty houses in London?

3 семестр

I. Seven of these conditional sentences contain a mistake. Tick the correct sentences, then find and correct the mistakes.

1. I would have called you if I knew you were at home.
2. It may be possible, if both parties desire it, to reduce the time scale.
3. Shall we start the decorating at the weekend if we had no other plans?
4. **When you press the “record” button, the green light comes on.**
5. If the form has been correctly completed, the transfer will take only two days.
6. The organizers would respond positively to proposals if they are submitted by 10th June.
7. If he would have waited a bit longer, we would have given him the result.
8. **If the company didn’t want to continue sponsoring us in the future, they wouldn’t renew our contract last week, would they?**
9. **Shh! I’d be grateful unless you made comments during the concert.**
10. **Even they go down with flu after they’ve had the vaccination, it’s likely to be less serious.**

II. Complete each sentence so that the meaning remains the same.

1. You ought to start doing your homework.
It’s high time you
2. Would you have gone if you had been invited?
Supposing you
3. **I don’t want you to bring that smelly dog into this house.**
I’d rather you
4. I prefer wearing natural fabrics.
I’d sooner
5. He sounds quite convincing. Perhaps he knows what he is talking about.
He sounds as though
6. You are always talking with your mouth full. I want you to stop doing it.
I wish you
7. **I don’t like your criticizing me all the time.**
I wish you
8. **It’s awful – Sam doesn’t know how I feel about him!**
If only
9. If I had bought more shares, I would have become rich!
I wish I would have become rich!
10. **I can’t enter the system because I don’t have the password.**
If only ..., I would enter the system.

III. Write suitable forms of the words in brackets, putting verbs into –ing form or infinitive form. You may need to change the words.

1. I'm afraid you'll have to move your car, sir. There is _____ here. (not/park)
2. The thing I most enjoy about my job is _____ people with problems. (help)
3. You're welcome _____ yourself to anything from the fridge. (help)
4. It's strange that she didn't mention _____ him at the party. (meet)
5. I really can't risk _____ these awful programmes. (the children/see)
6. I must remember _____ my alarm clock tonight. (set)
7. Dean's so sorry; he really didn't mean _____ you. (hurt)
8. We went on _____ even after the music had stopped. (dance)
9. We regret _____ the cancellation of today's service due to bad health. (announce)
10. As the plane flew over we saw the workers _____ the new opera house. (build)

IV. Complete the sentences with the most suitable item(s). If more than one item is possible, give all variants.

so that, whereas, but, while, so as not to, in order not to, in case, therefore, in spite of, who, which, what, even though, and as a result, whose, although, by the time, as, despite, why, that
--

1. You mustn't talk _____ you are sitting an exam.
2. _____ we got to the party, nearly everyone had left.
3. _____ I was cooking, the oven exploded.
4. I'll give you my phone number _____ you need any information.
5. She worked hard _____ she could go to University.
6. They hurried _____ miss the train.
7. She did well in the test _____ Tom didn't.
8. _____ the fact that I didn't study, I passed the exam.
9. _____ he has lived in Spain for five years, he can't speak Spanish.
10. This is the house _____ roof was destroyed.
11. Lack of money is the reason _____ we are not going on holiday.
12. Here's the woman _____ worked out that programme.
13. That hotel, _____ is by the sea, is where we stayed.
14. He didn't do _____ I told him.
15. He didn't do well in the test _____ he had to take it again.

V. Choose the correct item.

1. He claimed _____ the Loch Ness monster when he was in Scotland.
A to see B to be seen C seeing D to have seen
2. Tina suggested _____ to the concert.
A going B have gone C to have gone D to go
3. The film was _____ long that I fell asleep before the end.
A such B very C enough D so

4. I'm sorry _____ you didn't get the job.

A saying B to saying C to say D for saying

5. The office _____ I first worked in is somewhere around here.

A where B which C that D when

6. Do you know the year _____ he was appointed the chief executive.

A which B when C that D why

7. I wonder _____ mind watching this bag for me for a moment.

A would B you would C if would you D whether you would

8. The Prime Minister denied _____ anything wrong.

A to do B having done C to have done D to be doing

9. It's high time they _____ .

A are leaving B were leaving C have to leave D had been leaving

10. I wish you _____ so rude to her last night.

A weren't B wouldn't be C hadn't been D haven't been

11. Despite _____ president, she felt totally powerless.

A being B she was C of having been D to be

12. If there _____ happen to be any reason for late delivery, please inform our Accounts Department.

A might B could C would D should

13. _____ either of you want some more dessert?

A Had B would C Did d Were

14. If you hadn't taken the money, you _____ in prison now.

A wouldn't have been B hadn't been C haven't been d wouldn't be

15. Unless Ray _____ here soon, I'm going to leave because I'm getting bored.

A doesn't get B gets C won't get D will get

VI. Read the text and do the exercises given below.

Annie Stewart has been a keeper at Woburn Animal Kingdom for the past twelve years, and for eight years before that she worked at another safari park. It's hard physical work, out in all weathers – animals have to be fed and looked after every day of the year.

«My working day normally begins at 8 a.m., but if an animal is sick I may have to be up all night with it. Week-ends and bank holidays are our busiest times while we're open to visitors between March and October. I begin by loading feeds onto my car, then I drive to the eland (a type of larger antelope). I feed and check them. Then I go through a similar process with the giraffe and the hippo.

We always have to take special care in our dealings with the rhino – remember that they are dangerous wild animals. They have to be watched all the time in case something upsets them. And the eland can be especially unpredictable¹ when the strangers are around. They only trust two of us to go near them, so if there are any problems with them on my day off I might easily be called in.

During the season when we're open to the public, it's part of the keepers' job to patrol the park watching the public as much as the animals. People can be amazingly silly, ignoring signs and warnings. They seem to have no idea of the possible danger. Some get out of their cars to take photographs when they are

frighteningly close to an animal that could kill them in an instant. We have to try and be diplomatic and maintain a sense of humour.

I get to know all the animals in my care individually. I fill in a daily diary and a weekly report, making a note of any changes of behaviour. This is a job that requires dedication and hard work. I was first attracted to it when I saw a documentary about this place 20 years ago. I had experience of looking after dogs in boarding kennels², and I was fascinated by the safari park concept. So I wrote to them and was lucky enough to get a job, learning as I went along. It's like a wild animal farm here – the animals have plenty of freedom and I enjoy the independence and **responsibility which are central to my job**».

¹ unpredictable – **непредсказуемый**

² kennels – **псарня**

I. *Mark the following statements True or False.*

1. Annie Stewart has been a safari park keeper for 20 years.
2. When there are queues of traffic Annie can be called in even on her days off.
3. Annie's first job in Animal Kingdom was looking after dogs in boarding kennels.
4. Annie had to do some learning before she was accepted to the Animal Kingdom.

II. *Answer the following questions.*

1. What are the busiest times for Woburn Animal Kingdom?
2. Why do the rhino have to be watched all the time?
3. Why do people need watching as much as the animals?
4. What things about Annie's job are the most important for her?

4 семестр

I. Put the verbs in brackets into the correct form

1. Sorry, but I will be very busy when you *(come)* to see me at this time tomorrow.
2. Mary usually *(phone)* me on Saturdays but she *(not, do)* it last Saturday.
3. I need a new job. I *(do)* the same job for too long. 4. I *(not, be)* at the theatre for ages, so I *(plan)* to go there on Saturday.
5. George looked very nice. He *(wear)* a very nice suit when I *(see)* him.
6. I must hurry. My friend will be annoyed if I *(not, be)* on time.
7. Who *(invent)* the electric bulb? - Let's ask the teacher about it, ... ?
8. These beautiful flowers *(present)* to her by her friends.
9. When we lived in London we often *(go)* sightseeing.
10. Before I came, they *(sign)* the contract with the English company.
11. He was in prison at the time when the crime *(commit)*.
12. This house *(build)* next year. They promised that it *(build)* by the end of the year.
13. A cinema is a place where films *(show)*.
14. Mary told me that she *(cannot)* stand jazz music.
15. He said that he *(not, like)* to go to the parties.
16. We were students. Ann wanted to know where I *(live)* before finishing school and where I *(work)* after college.
17. They told me that the train already *(start)*.
18. I'm surprised that nobody told me that this road *(be)* dangerous.

II. Use the proper form of the modal verb (*can, could, be able to, must, may*)

19. Jack was an excellent tennis player, he ... beat anybody.
20. ... I have a glass of water, please?
21. Tom ... drive but he hasn't got a car.
22. My grandfather was a very clever man. He ... speak five languages.
23. When you come to Minsk again, you ... come and see us.
24. Jim gave me a letter to post. I ... remember to post it.
25. "You ... finish this work later", the teacher said to the pupils.
26. ... I have one of these cakes?

III. Use the proper form of the adjective

27. Which is *(high)* mountain in the world?
28. In my opinion *The Swan Lake* is *(good)* ballet I ever *(see)*.
29. The *(much)* you read, the *(little)* you forget.
30. I think you could do it *(good)* than me, but you *(not, do)* anything at all.
31. This is *(easy)* problem which I have ever sold.

III. Choose the right preposition

32. Don't hurry to the cloak-room *(at, in, by)* the end of the performance.

look (*at, for, though*) it in his pockets, in his bag and suitcase, but (*cannot, may not, must not*) find it anywhere.

"(*There, It*) doesn't matter", says the ticket collector, who knows the scientist very (*well, good*). "There, is no hurry. I (*may, can, should*) come again (*at, on, in*) the next station". "Oh! But I (*can, must, could*) find it", says the old man (*helplessly, helpless*). "I want to know where I (*go, am going*)".

VIII. *Read the text and do the exercises given below.*

Native Americans

The story of the Native Americans – or American Indians -is one that is unique, tragic and inspiring. It is unique because the Indians were the original inhabitants of the American continent and experienced every phase of its European settlement. It is tragic because the conflict between the Indians and whites paralleled the experience of peoples throughout the world who have come in contact with expanding, industrialized societies. It is an inspiring story because the Native Americans, although lost much of their land in the 19th century, have survived, have asserted their political and economic rights, and have succeeded in retaining their identity and culture despite the onslaught of modern civilization.

Today Native Americans are full citizens of the United States. They are proud of their own cultural heritage, which they are trying to protect and maintain.

Marks of that heritage can be found all over the United States. Many of the names on United States maps Massachusetts, Ohio, Michigan, Kansas – are Indian words. Indians taught the Europeans how to cultivate crops such *as* corn, tomatoes, potatoes, tobacco.

About half of the Indians in the United States live in large cities and rural areas throughout the country. The remainder live in about 300 federal reservations (land set for their use).

Today, there are about 1,4 million Native Americans, which is believed to be more than there were when the first European explorers arrived in the New World.

a) Mark the statements which are True.

1. The story of the native Americans is one of saddest in the history of mankind.
2. The Indians have never been the original inhabitants of the American continent.
3. **The native Americans have managed to retain their identity and culture.**
4. It's almost impossible to find any marks of the Indians' heritage in the USA nowadays.
5. Today all Indians live in federal reservations.

b) Write down your answers to the following questions.

1. The story of American Indians is unique, tragic and inspiring, isn't it?
2. Why is the story of American Indians tragic?
3. Can you explain why their story is inspiring?
4. Where can the marks of Indian heritage be found?
5. Where do American Indians live nowadays?

6. How many Native Americans are there in the USA today?

IX. *Make up your sentences using the following words and word combinations on the topic Minsk.*

1. be situated

6. commemorate the victory

2. destroy

7. Francisk Scaryna Avenue

3. during the occupation

8. cultural life

4. liberate

9. places of interest

5 семестр

I. Put the verbs in brackets into the correct form

1. Look at Erin. She *(to cry)*_____ and *(to laugh)*_____ at the same time. I wonder if she *(to scream)* _____ the next minute.
2. I'm tired of this cold weather. As soon as spring *(to come)*_____, I *(to play)*_____ tennis and jog in the park.
3. While I *(to make)*_____ dinner last night, some *oil (to catch)* _____ on fire. The minute the ceiling detector *(to begin)* -----, — to buzz, my roommate *(to run)*_____ into the kitchen and said he *(to call)*_____ the fire-brigade immediately. He said that the same thing once *(to happen)*_____ to him. I said he didn't have to do it as the fire could *(to fight)* _____ out by the two of us easily.

II. Write in the articles *a, an, or the* where appropriate.

One day on ... bright summer afternoon ... well-dressed young man, who looked like ... gentleman called to see ... well-known dentist in ... Picadilly street in London. He was shown into ... waiting-room and told that ... dentist was having ... dinner and he would examine ... man's teeth as soon as he finishes ... meal.

III. Complete the following sentences with appropriate prepositions

1. They'll have to get ... early ... Friday morning to catch ... the 7 o'clock train ... Leeds.
2. Jack is ... the habit ... riding his motorbike up and down the road ... the morning.

IV. Complete the dialogue with the appropriate questions

Miss Smith is having a job interview with the manager of a tour association.

M: _____

S' No, I haven't done this kind of work before.

M: _____

S: I saw an advertisement in the local paper.

M: _____

S: I am working in a travel agency at the moment.

M: _____

S: For over three years.

M: _____

S: I want to have a better-paid job.

V. Translate into English the words given in brackets

1. Here, children. I have two coins. One is for you, Tommy, *(другая)* _____ is for you, Jimmy.
2. There isn't *(много)* _____ interesting news in the paper today.

3. This question is (*намного*)_____easier than the last one.
4. Karen hasn't seen this film and Erin hasn't seen it (*тоже*)
5. I threw myself flat and (*лежал*) _____motionless for ten minutes.
6. Have you heard the (*последние*)_____news?
7. The boy didn't tell us (*ничего*)_____
8. This year she buys (*меньше*)_____new things than she did last year.

VI. Choose the correct alternative.

1.
 - a) This is not a single light in the house.
 - b) It is not a single light in the house.
 - c) There is not a single light in the house.
2.
 - a) Before you left, don't forget to turn off the TV set.
 - b) Before you leave, don't forget to turn off the TV set.
 - c) Before you will leave, don't forget to turn off the TV set. -

VII. Match the sentence with an appropriate answer.

- | | |
|--------------------------------------|----------------------|
| 1. Meet my friend Lucy. | a. Yes, of course. |
| 2. Will you meet my friend at 10.30? | b. That'll be great. |
| 3. How about meeting at 10.30? | c. Nice to see you. |

VIII. Read the text and do the exercises given below.

Amy Mitford: I don't really know my father. He isn't easy to get on with. He's quite self centred, and a little bit vain, I think, and in some ways quite unapproachable. The public must think he's very easy-going, but at home he keeps himself to himself.

He can't have been at home much when I was a child, because I don't remember much about him. He's always been slightly out of touch with family life. His work always came first, and he was always off somewhere acting or rehearsing. He loves being asked for his autograph, he loves to be recognized. He has won several awards, and he's very "proud of that. He was given the Member of the British Empire, and we had to go to Buckingham Palace to get the medal. It was incredibly boring – there were hundreds of other people getting the same thing, and you had to sit there for hours. He shows off his awards to whoever comes to the house.

I went to public school, and because of my total lack of interest and non-attendance I was asked to leave. I didn't want to go there in the first place. I was taken away from all my friends. He must have been very pleased to get me into the school, but in the end it was a complete waste of money. I let him down quite badly, I suppose. I tried several jobs but I couldn't settle down in them. They just weren't challenging enough. Then I realized that what I really wanted to do was live in the country and look after animals, so that's what I now do.

As a family, we're not that close, either emotionally or geographically. We don't see much of each other these days. My father and I are totally different, like

chalk and cheese. My interests have always been the country, but he's into books, music and above all, opera, which I hate. If they do come to see us, they're in completely the wrong clothes for the country – mink coats, nice little leather shoes, not exactly ideal for long walks across the fields.

He was totally opposed to me getting married. He was hoping we would break up. Gerald's too humble, I suppose. He must have wanted me to marry someone famous, but I didn't, and that's all there is to it. We don't want children, but my father keeps on and on talking about wanting grandchildren. You can't make someone have children just because you want grandchildren.

I never watch him on television. I'm not that interested, and anyway he usually forgets to tell me when he's on.

a) Mark the following statements True or False

1. Amy is very proud of her father's awards.
2. Amy had always dreamt of going to public school.
3. Amy is fond of animals most of all.
4. Amy's parents are not used to country life.

b) Write down your answers to the following questions.

1. What does Amy think of her father as a person?
2. Why doesn't Amy remember much about her father?
3. Why does Amy feel guilty about her father sometimes?
4. Why was Amy's father against her getting married?

6 семестр

I. Put the verbs in brackets into the correct form

Uncle Tom (*to work*)_____ on the railway for forty years before he (*to retire*)_____. At that time the station was the pride of his heart. He (*to know*)_____ what a passenger (*to allow*)_____ to do when he (*to find*)_____ himself at the station. One day, about a year after Tom (*to retire*)_____, when I (*to stay*)_____ with Tom's brother, he said: «Let's go and see old Tom. I (*not to see*)_____ him for a long time. He (*to be*)_____ happy to see us». When we (*to come*)_____ up to his place, Tom (*to sit*)_____ outside the old carriage which he (*to get*)_____ as a present on his retirement, smoking his pipe in the heavy rain. «Why on earth you (*to sit*)_____ there? Why don't you go inside the carriage out of the rain?» «But it's a non-smoking carriage», he answered.

II. Write in the articles *a, an, or the* where appropriate.

... birthdays are always fun, especially for ... small children. I still remember ... first present I found on ... table when we were having ... breakfast in the morning. We lived in ... village in ... North Yorkshire then. It was ... lovely doll and ... music box. I forgot about breakfast when I opened ... parcel.

III. Complete the following sentences with appropriate prepositions

We arrived ... this city ... last month. I was excited ... my first day ... the new school, and ... the first school day I left ... home very early. When I entered ... the classroom it was empty. I sat down ... the front desk and wondered if I was in the right room.

IV. Fill in the gaps with different form of the given word.

1. What was his _____ to it? *to react*
2. I have some _____ with English pronunciation. *difficult*
3. It's a very _____ street. *noise*
4. He has passed his exams _____. *success*

V. Translate into English the words given in brackets

1. Have you (*сделал*) _____ plans for your holiday yet?
2. She doesn't care how (*много*) _____ money she spends on her clothes.
3. People are (*намного более*) _____ intelligent than monkeys.
4. The smoke (*поднялся*) _____ in the still air.
5. Their house is big and (*наш*) _____ is small.
6. (*Или*) _____ come in (*или*) _____ go out, but close the door.

7. He hasn't got (*нужде*) _____ to live.

8. Help (*себе*) _____ to this cake.

VI. Choose the correct alternative.

1. a) Fred speaks English worse of all.

b) Fred speaks English worst of all.

c) Fred speaks English badly of all.

2. a) They made me look after the smaller children.

b) They made me to look after the smaller children.

c) They made me looking after the smaller children.

VII. Read the text and do the exercises given below.

Bert Rogers has two sons. His younger son, Howard, is an artist; he is married and has two small daughters.

BERT: «I missed out on quite a big part of Howard's childhood. When he was little I was working very long hours. I had to be content with seeing my children at week-ends».

«From an early age he was always working with paints and pencils. He had a natural talent for it – all I needed to do was guide and encourage him. We used to draw together because I, too, had always enjoyed painting and drawing.

«By the time he was 13, Howard had made up his mind that he wanted to be an artist. I would have preferred him to have followed a more academic career, but he left school at 16 and went to art college; I was disappointed, but I had no choice but to support him and try to take pride in his achievements.

«Even now, we still argue. Howard is impulsive and volatile; temperamentally, he's far more like his mother than he is like me. He has quite strong left-wing views and we often clash. When we're arguing he gets quite emotional, but I respect him for his views, even though I think he's often wrong.

«As an artist and a man who's expressing himself, he's on top of things. In a way, I envy him because he was able to do what he wanted to do. I'd hoped to train as an engraver, but my father wouldn't support my apprenticeship. I suppose because my own talent was wasted I made a point of encouraging Howard's, and I think it has been well worthwhile».

HOWARD: «My childhood memories of my father are pretty vague. He wasn't a powerful presence because he wasn't at home much. It's only now that I'm a father myself that I can understand what sort of person he is. He's kind and very understanding. I can talk to him more openly than I've ever done.

«Since my children were born, I've seen much more of Dad than I used to. I love to see the pleasure he gets from them. The children have bridged some of the gap between us.

«Despite all the difficulties we've had in the past, I do love my father very much, and I think it's only quite recently that I've realised this».

a) Mark the following statements True or False

1. Bert used to draw together with his son to teach him to use paints and pencils.

2. Howard takes after his mother in character.

3. Bert failed to become an engraver because he was less talented than his son.
4. Father and son have been seeing less of each other since the birth of Howard's children.

b) Answer the following questions

1. Why was Bert disappointed when Howard went to art college?
2. Why does Bert envy his son in a way?
3. At what time in his life did Howard understand what sort of person his father is?
4. What features of character does Howard value in his father?

7 семестр

I. Put the verbs in brackets into the correct form

It happened last August at the airport. A few weeks ago, a group of us *(to decide)*_____to go together for a holiday. When we *(to wait)*_____in the queue at the passport control I suddenly *(to realize)*_____that I *(to leave)*_____my passport at home. I *(to ring)* _____my parents, but they *(to work)* _____in the garden. Luckily my mother *(to hear)*_____ the phone. My passport *(to find)*_____in my trousers pocket. My mother said: «If you *(to take)*_____a taxi this minute you *(to be)*_____able to get on the **plane in time.**» I *(to run)*_____all the way to the plane and when at last I *(to get)*_____on it the passengers *(to start)*_____clapping.

II. Write in the articles *a, an, or the* where appropriate.

There was ... programme on television about ... dangers to the environment. ... ozone layer will continue to disappear if we don't find ... way to stop it. ... world's weather is changing. ... pollution is having ... grave effect on our climate. Last week ... oil tanker spilt ... oil into ... Marble Sea damaging the wildlife.

III. Complete the following sentences with appropriate prepositions

This is our first real holiday ... ages. We arrived ... this place ... Friday morning ... about eleven o'clock. Unfortunately we had to wait ... our flight ... the airport for quite a long time. It's nice here. We can get to the beach ... five minutes. We don't go out every evening and usually sleep ... eleven o' clock in the morning.

IV. Fill in the gaps with different form of the given word.

1. When will the_____take place? *to celebrate*
2. It's an_____part of the city. *industry*
3. The_____of the city was enormous. *to destroy*
4. It is often_____to learn the rules. *to help*

V. Translate into English the words given in brackets

1. You shouldn't *(говорить)*_____lies, you know it.
2. Your new dress looks very *(дорого)*_____
3. These clothes are *(последний)*_____fashion.
4. Your news *(были)*_____interesting.
5. The committee has *(сделал)*_____its decision.
6. This boy is taller than *(другие)*_____in the class.
7. I saw *(никого)*_____of our pupils there.
8. He has made *(меньше)*_____progress this year.

VI. Choose the correct alternative.

1. a) This is so easy test.

- b) This is such easy test.
 - c) This is such an easy test.
- 2.
- a) They went straight across the field.
 - b) They went straightly across the field.
 - c) They went straightly along the field.

VII. Read the text and do the exercises given below.

Airline pilots have high social status and earn a great deal of money. Air hostesses' have an uncertain status and earn little. For those recently qualified, the **basic pay in some airlines is as little as £300 a month.**

This is little to balance against the possibility of a hijack² or a disaster. So why do they do it?

I went to see Diane Humphreys, Senior Hostess with Dan-Air at Manchester Airport, to try to find the answer to this question. Mrs. Humphreys has had the job for 16 years. Before that she was an ordinary air hostess for six years.

One reason why air hostesses don't get over-**anxious about flying • may be** that they're so busy, before, during and after a flight. I asked Mrs. Humphreys to tell me what a typical summer timetable for a hostess would be. She said that four or five flights a week during the summer is not uncommon.

«On a Monday morning, a hostess might have an early morning flight, ' perhaps at 7 a.m. She has to check in 1.5 hours before the flight.

She has to prepare the cabin and toilets and make sure that the food and drinks are aboard. Dan-Air does not do long-distance flights, just short or medium distance ones, and so there are no overnight stopovers unless weather conditions prevent take-off or landing, or the plane develops technical problems. There's a 45-minute interval, when the hostesses have to prepare the plane for the return flight. Depending on where you're flying, this can make it a 12-hour day; with delays it **can even be 16 hours».**

«During the flight you've got no time to relax – the safety instructions have to be demonstrated and the food and drinks served. You're always busy. So one day you might have an early morning flight; the next an afternoon flight; the day after you might be on relief duty and have to be ready to work if someone else becomes ill or there is an emergency. This means that you have to stay near a **phone all the time and be no more than an hour and a half from the airport».**

¹ air hostess – **стюардесса**

² hijack – **угон самолета**

a) *Mark the following statements True or False*

1. According to the passage the money that air hostesses earn does not cover the risks that their profession involves.
2. Diane Humphreys has been an air hostess for 16 years.
3. Air hostesses can only relax during a 45-minute interval before the return flight.
4. When on relief duty an air hostess has to telephone to the airport every one and a half hours.

b) Answer the following questions

1. What is a typical summer timetable for an air hostess?
2. What are the duties of an air hostess when the plane is in the air?
3. What flights does the company Dan-Air do?
4. In what cases does the staff have overnight stopovers?

8 семестр

I. Use the correct form

1. Let's have lunch in half an hour, ... ?

2. It is the first time that she *(drive)* a car. – I never *(drive)* a car *(either, too)*.

3. Mr. Grey was *(-, a, the)* last person to arrive *(at, to, for)* the party. He *(wait)* for a taxi for an hour.

4. Soho *(be)* a cosmopolitan area since the first immigrants, who *(be)* French Huguenots, *(arrive)* here in *(-, a, the)* 1680s.

5. Coffee seeds which also *(know)* as beans first *(roast)* and then they *(grind)* to make coffee.

6. Coffee grounds then *(process)* in a variety of different ways. Sometimes they *(filter)* and sometimes they *(soak)* in water to *(make, do)* the drink which is popular *(by, with, within)* so many people.

7. His innocence *(prove)* in *(a, the, -)* court and he *(set)* free.

8. Five hundred thousand pounds *(was, were)* donated to build a new hospital wing.

9. I found a briefcase *(on, in, into)* the train. -You *(ought to, can, may)* take it to the police station as soon as possible.

10. You *(would, shall, must)* pay the bills today. - I know, I promise. I *(not, forget)*.

11. *(May, shall, will)* you give me a lift to work tomorrow? -Yes, I *(pick)*you up at eight o'clock.

12. They *(be)* married for ten years already. He is *(deep, deeply)* in love with her.

13. She *(not, feel)* well lately. She has arrived *(late, lately)* for the meeting.

14. ... historian is ... person who studies ... history, *(a, the, —)*

15. We stayed at ... hotel by ... sea. ... room was very comfortable and ... view was fantastic, *(a, the, -)*

16. I don't believe in ... ghosts. I think that ... supernatural is ... product of ... people's imagination, *(a, the, -)*

17. Of course, most heating systems come ... and ... automatically nowadays, *(by, on, off, of)*

18. One should do *(one, one's)* best at all times.

19. The two bank clerks blamed *(themselves, itself, oneself)* for the robbery.

20. You are typing so fast. If you *(type)* more slowly, you *(not, make)* so many mistakes.

21. Many famous men *(live)* in Soho as it *(have)* a reputation for attracting artists, writers, poets and people in *(-, a, the)* media.

22. *(A, the, —)* Shaftesbury Avenue *(be)* the heart of London's theatre land, and there *(be)* endless clubs, pubs and cafes

23. It is said if you *(wait)* long enough at *(a, the, -)* Piccadilly Circus, you *(meet)* everyone you ever *(know)*.

24. Travelling abroad *(get)* *(easy)* and *(easy)* for *(a, the, -)* young people nowadays.

25. Great importance *(place)* *(on, at, for)* exam results in this school.

26. The wedding reception (*hold*) in (*a, the, -*) small hotel in a week.
27. The construction of the new shopping centre (*complete*) already in our city.
28. Unless you (*be*) more careful, you (*have*) accidents.
29. The Prime Minister (*be to, must, can*) give a speech (*at, on, in*) the conference tomorrow.
30. (*Would, could, can*) you mind my (*stay, staying*) here for some days?
31. They (*could, might, should*) have forgotten about the meeting, that's why they (*not, come*).
32. We admired the stars twinkling (*high, highly*) in (*a, the, -*)dark sky.
33. Our neighbour (*operate*) by a (*high, highly*) respected doctor. He is in (*a, the, -*) hospital now.
34. ... clothes I bought yesterday (*be*) very cheap. There was ... sale in one of ... departments stores in ... city centre. (*a/an, the, -*)
35. ... Rome wasn't built in ... day. (*a/an, the, -*)
36. ... Actions speak (*loud*) than ... words, (*a/an, the, -*).
37. You can take what you want (*off, of, from, out*) the fruit in that box.
38. Operations were difficult in the 18th century. In (*those, that, these*) days there (*be*) no anaesthetic.
39. Sam would like to marry a girl younger than (*his, him, himself*).
40. I can't buy everything you want. If I (*buy*) everything you ask, I (*be*) ruined soon.

II. *Read the text and do the exercises given below.*

The Computer Revolution

The first computers appeared right after World War II, and since that time they have changed not only the lives of Americans. They have been changing the lives of people all over the world.

At present wherever the man turns, he finds a computer working. Computers in banks can transfer money from one account to another. Computers are used to launch, guide and track spacecrafts and satellites; they help predict weather and earthquakes. They help people make long distance and local telephone calls. Computers are also used when one reserves space on an airplane. In medical laboratories, computers have reduced the errors in testing, and they have saved doctors' countless hours of work.

Many stores use computers to keep track of sales and orders. Also, many stores use optical scanners to record purchases and total prices. A tiny computer chip controls your washing machine. Computers linked to TV, telephone and satellite networks spread information throughout the world.

Without special training it is impossible to understand exactly how a computer does its work. Nevertheless, many people use computers in their daily lives. Computers are everywhere. They are so much a part of our lives that we usually don't even know they are there.

Computers have become the foundation of the modern working world. Today, virtually all types of jobs use them to some degree and all the countries are affected by the "computer revolution".

In the future computers will be a million times faster than they are today. They will become easier to use, but anyone who has not learnt how to use the new technology will be seriously disadvantaged, particularly in the field of employment.

a) Mark the statements which are True.

1. The first computers appeared in the middle of the 20th century.
2. It was in England that the first computers began to be used.
3. **It is hardly possible for people to use computers in their everyday life.**
4. **Computers have become the foundation of the modern working world.**
5. The problem is that in future computers will become more and more complicated to be used.

b) Write down your answers to the following questions.

1. When did the first computers appear?
2. Computers are used everywhere, aren't they?
3. What can computers do in banks?
4. What are other spheres where computers may be used?
5. It is impossible to understand exactly how a computer works without special training, is it?
6. Do many people use computers in their daily lives?

III. Make up your sentences using the following words and word combinations on the topic Outstanding People of Belarus.

- | | |
|--------------------------------|------------------------|
| 1. a talented nation | 6. keep memory (of) |
| 2. give birth (to) | 7. express the spirit |
| 3. make contribution | 8. character and hopes |
| 4. the first woman enlightener | 9. achievement(s) |
| 5. a new trend in painting | |

I. Use the proper form

A Famous Clock

When you (1) ... (*visit*) London, one of the first (2)...(*thing*) you will see is (3) ... (*Big Ben*), (4) (*a, the, -*) famous clock which can (5) ... (*hear*) all over the world on the B.B.C. If the Houses of Parliament (6) ... (*not to burn down*) in 1834, the great clock would never have been erected. Big Ben (7) ... (*take*) its name from Sir Benjamin Hall who was responsible for the making of the clock when the new Houses of Parliament (8) ...(*build*). Since that time officials from Greenwich Observatory have the clock (9) ...(*check*) twice a day. On the B. B. C. you can hear the clock when it (10) ... (*strike*) because microphones (11) ... (*connect*) to the clock tower. Once, however, it (12) ... (*fail*) to give the correct time. (13) (*A, the, -*) painter who (14) ... (*work*) on the tower (15) ...(*hang*) a pot of paint on one of the hands and slowed it down.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

16. What (*shall, should*) we do tonight? – We (*could, will*) go out, I think.

17. My brother (*decide*) to open his own restaurant, so he (*have*) (*a, the, -*) meeting with his bank manager tomorrow and he (*want*) to ask him for (*a, the, -*) loan.

18. I'm tired. I (*work*) very hard (*so far, just, lately*).

19. Do you know how long she (*work*) there before she retired? - She still (*work*) there.

20. Most ballads (*base*) on facts. They say that Robin Hood lived in the forest as (*a/an, the*) outlaw. He robbed only (*a, the, -*) rich people and helped (*a, the, -*) poor.

21. Ann told me she (*work*) hard in the lab the previous day.

22. There (*be*) too much traffic on the roads today. - Yes, the traffic (*be*) murderous in big cities nowadays.

23. Money spent on the brain (*be*) never spent in vain.

24. Three (*beers/beer*), please. - Oh, not for me. I've had two (*beers/beer*) today.

25. I (*use*) to love cooking but I never get the time nowadays.

26. Everything (*be*) still and peaceful in London's parks and you (*could, may, must*) hardly imagine that an enormous city with its traffic and noise is but a few paces away.

27. (*Most/the most*) children like this game. This is (*popular*) game for most children.

28. The journey (*to, for, in*) Paris took much (*long*) before they built the Channel Tunnel.

29. Britain's ... art, ... culture and ... literature flowered during ... Elizabethan age, ... reign of Elizabeth I; it was ... period of English domination of the oceans, (*a, the, -*)
30. ... North Pole and ... South Pole, two of the most inaccessible points on ... earth attracted explorers for many years, (*a, the, -*)
31. (*A, the, -*) North Pole (*conquer*) in 1909 by (*a, the, -*) American engineer named Robert Peary, who had given twenty-three years of his life to Arctic exploration.
32. (*There, it*) must be (*a, the, -*) solution of the problem.
33. Helen said that if the fog (*get*) any (*thick*), the plane might make an emergency landing at London airport.
34. We (*must, can, may*) send a telegram to congratulate them (*for, with, on*) their silver wedding which (*take place*) (*during, through, in*) a week.
35. The plane which originally headed (*in, on, for*) Birmingham (*must, could, have to*) make an emergency landing at Luton airport.
36. The advantage (*of, in, over*) computers (*be*) that they (*can, must, may*) process information (*quick, quickly*).
37. He's got (*a, the, -*) headache. He (*work*) (*on, at, with*) the computer all morning.
38. My friend is looking forward to (*visit*) a lot of (*exciting, excited*) places.
39. It (*take*) Christopher Wren thirty-five years to build St. Paul's Cathedral.
40. Everyone knows what they have to do, ... ?
41. Where your sisters-in-law (*work*) ?
42. How many (*time, times*) did Rick phone? - Sorry, but I haven't got (*time, times*) to listen to his calls.
43. You (*shouldn't, mustn't, can't*) eat too much (*chocolate, chocolates*).
44. He never works overtime. If he (*work*) overtime, he (*earn*) as much as I do.
45. Bill was upset. If he (*not, spend*) so much time on the first question, he (*have*) enough time to do the others properly.

II. Add the correct prefixes or suffixes to the words given at the end of each sentence and fill in the blanks.

46. He's going to an _____ conference about the environment, (*national*)
47. His father wanted him to be a lawyer and _____ the boy from studying music, (*courage*)
48. Ann managed to finish the race _____. (*success*)
49. She is old enough to make her one _____. (*decide*)
50. The art of _____ requires the use of garlic, (*cook*)

III. Read the text and do the exercises given below.

Adopt or Die?

As history shows, monarchies need to continuously reform themselves, if they want to survive. Arguments about the Monarchy are as old as the institution itself. But this summer, critics who have been calling for reform were taken by surprise.

According to the Political Editor of the *Sun* newspaper, Trevor Kavanagh, it is the Queen who has recognized the need for change. "She set up the committee four years ago," he said. "They meet every six months, and she, at the age of 70, looks into the future and understands that the Royal Family has to change taking into account the changing times".

Buckingham Palace has not revealed all the details about the committee's discussions, but it is clear that the Queen is considering changing some of the Monarchy's more ancient rules.

One proposal is to end the law, which foresees that the title of Monarch passes to sons rather than daughters. The present Queen only inherited the title because there were no male heirs.

The ban on heirs to the throne marrying Roman Catholics has also come under scrutiny. Under the present law, which is 295 years old, a Royal cannot be crowned if he or she is married to a Catholic.

But big changes are not expected soon. It is clear that these meetings are part of an evolutionary, not revolutionary process of change and reform. The British Monarchy has, throughout history, been very good at adapting to circumstances. It has survived wars, political and social changes, and ups and downs in its popularity.

a) Mark the statements which are True.

1. For centuries there have been arguments about the Monarchy in Britain.
2. The British Queen has never taken into account the changing times.
3. In Britain the title of Monarch has always been passed to the oldest child in the Royal family.
4. Big changes in ancient rules are expected to take place in Britain soon.
5. As history shows the British Monarchy has been very good at adopting to circumstances.

b) Write down your answers to the following questions.

1. Why do monarchies need to reform themselves?
2. Has the Queen recognized the need for change?
3. What was reported by the Political Editor of the *Sun* newspaper?
4. What rules (laws) is the Queen considering changing?
5. Are big changes expected soon?
6. The British Monarchy has been very good at adapting to circumstances, hasn't it?

IV. Make up your sentences using the following words and word combinations on the topic Ecological Problems.

- | | |
|------------------------|----------------------------|
| 1. live in harmony | 6. global warming |
| 2. contradiction | 7. acid rains |
| 3. poison | 8. interference in nature |
| 4. pollute / pollution | 9. preserve / preservation |
| 5. harmful substances | |

4.4 Предметно-тематическое содержание экзамена

1 семестр

Предметно-тематическое содержание экзамена

1. Do you think speed dating is a good way of meeting people? If you were looking for a partner, would
2. National stereotypes: truth or myth? What are the strengths of our nationality?
3. Our signature is the part of our handwriting that says the most about our personality. What do you think of it?
4. The profession of a flight attendant: good and bad sides. Share your opinion.
5. Judge a man by his questions rather than by his answers.
6. The sign you were born under.
7. Are you fashion conscious?
8. Air travel: the inside problems.
9. Should we learn first aid?
10. Do people tend to judge others by the way they dress? What's your opinion of it?
11. "Good stress is beneficial to our health". Do you agree with this statement?
12. Can psychics really see the future? Share your opinion.

Examination cards

Card 1

1. Он всегда носит мешковатые брюки. – Сегодня они не в моде.
2. Эта история крутится у меня в голове и не дает мне заснуть.
3. Козероги склоны быстро выходить из себя.
4. Если хочешь сдать все экзамены, тебе придется начать работать усердно.
5. Не было предварительного предупреждения и многие пассажиры находились вне своих мест или не были пристегнуты ремнями безопасности, когда самолет начал резко падать.

Card 2

1. Я не носил этот пиджак 3 года. Он сидит на мне как влитой.
2. Я презираю людей, которые лгут.
3. Какие меры должны быть предприняты, чтобы избежать гриппа?

4. Более старое поколение часто ужасается тем, как молодые люди одеваются.
5. Я решила записаться на специальные курсы, чтобы справиться со страхом полета.

Card 3

1. Я хожу на работу в повседневной одежде, поскольку чувствую себя в ней удобно.
2. С ней невозможно иметь дело. У нее слишком высокое мнение о себе.
3. Вчера мне сделали укол. У меня была серьезная аллергическая реакция.
4. Снег идет 2 дня и 12 рейсов были перенесены на более позднее время.
5. Мы приехали в аэропорт за 2 часа до нашего рейса, чтобы пройти все таможенные формальности и регистрацию.

Card 4

1. Он выглядит нелепо в этом пиджаке. Он не идет ему.
2. Он прекрасный специалист, но ему не хватает самоуверенности.
3. Эти витамины усиливают естественную защиту организма.
4. Прежде чем пройти на борт самолета, вы должны показать ваш посадочный талон.
5. Проверки безопасности в аэропорту самая изнурительная процедура.

Card 5

1. Он надевает свою шелковую жилетку по особым случаям.
2. Она добьется своей цели, она чрезмерно настойчивый человек.
3. В вашей компании достаточно большой уровень стресса. Вам надо его уменьшить.
4. Мы попали в турбулентность. Люди кричали. Я чувствовала себя полностью неспособной что-либо делать.
5. Наш вылет объявлен. Пассажирам надо пройти к выходу номер 5.

Card 6

1. Ваша клетчатая рубашка не подходит к (не будет гармонировать с) этой нейлоновой юбке.
2. Здравствуйте доктор. Я хотел бы измерить давление.
3. Вчера он оскорбил меня. Он совершенно бесчувственный (жестокий, бессердечный).
4. У тебя пятно на манжетах.

5. Нарушение суточного ритма организма в связи с перелетом через несколько часовых поясов самая распространенная болезнь, которой страдают стюарты.

Card 7

1. Покажите мне эту блузку с длинными рукавами. Она на молнии. Молнии сегодня не в моде. Жаль, она не подойдет к (не будет гармонировать с) моей шерстяной юбке.
2. Он долго рассказывал об этом человеке, но я не могла понять, кто подходит под это описание.
3. Когда мы ужинали в ресторане, мой друг подавился. Я не знала, как оказать первую помощь.
4. Пройдите, пожалуйста, в зону выдачи багажа.
5. Знак, под которым вы родились, может смутно (неясно) отражаться на вашем характере.

Card 8

1. Что вы надеваете в особых случаях? – Я предпочитаю длинное платье и туфли на высоком каблуке. Кроме того, я обожаю сумочки. Но они должны определенно подходить к туфлям.
2. Он прищемил палец дверью, и теперь он распух.
3. Сегодня молодые люди предпочитают ходить в клубы и танцевать под оглушающую музыку.
4. Когда самолет взлетел, я немного испугалась. Но потом, я справилась со страхом и начала обслуживать пассажиров.
5. Каждый самолет оборудован экстренными выходами.

Card 9

1. Вам очень идут эти брюки. Поверьте мне, я разбираюсь в моде.
2. Наложите повязку на вашу распухшую лодыжку.
3. У него отсутствует чувство собственного достоинства.
4. Горизонтальная подпись означает, что вы эмоционально стабильный человек, который обычно уравновешен и доволен жизнью.
5. В аэропорту были толпы людей. Необходимо было предпринять кардинальные меры.

Card 10

1. Она знаток украшений. Она любит изысканно одеваться в гламурные штучки.
2. У него волдыри по всему телу. Надеюсь это не заразная болезнь.
3. К хиромантам приходят люди всех слоев общества.

4. У этой авиакомпании плохая репутация. Уровень обслуживания очень низкий. Громадные очереди у стоек регистрации.
5. Я приложил бешеные усилия, чтобы достать билеты на этот рейс, а его отменили.

Card 11

1. Не волнуйся. Ты определенно узнаешь ее среди других на вечеринке. У нее бросающаяся в глаза одежда.
2. Что случилось? – Я порезался о кусок стекла. Дай мне бинт.
3. Под каким знаком зодиака вы родились?
4. Эта авиакомпания печально известна (пользуется дурной славой) потерей багажа пассажиров.
5. Первое свидание прошло гладко.

Card 12

1. Он всегда заявляется (появляется) на вечеринках в скандальных костюмах.
2. Что случилось? – У меня проблемы с давлением и поэтому идет кровь из носа. – Сожми нос на несколько минут.
3. Я пригласил своих партнеров на ужин. Надеюсь, что Петров не придет. Он как кость в горле.
4. Мой чемодан был таким тяжелым, что мне пришлось заплатить за перевес багажа.
5. У него не разборчивая подпись.

2 семестр

Предметно-тематическое содержание экзамена

1. Only when the last tree has died, and the last river has been polluted and the last fish has been caught, will we realize that we can't eat money.
2. How could you protect yourself from pickpockets?
3. The risks we are involved in driving.
4. Adrenaline junkies.
5. There is nothing that we as individuals can do to prevent climate changes.

6. How good are we at assessing risks?
7. What countries do you **associate with** ... ?
 - a floods
 - b hurricanes
 - c smog
 - d fog
8. How can we beat the burglars?
9. Community service is the best punishment for young people who commit a minor offence.
10. **What kind of weather do you think is good or bad for ...?**
 - a jogging
 - b going for a walk in the forest
 - c camping
 - d sightseeing
 - e sailing
11. The world of extreme sport.
12. Alternative punishment: are you for or against?

Examination cards

Card 1

1. Он собирается изучать уголовное право.
2. Подростков обвинили в аморальном поведении.
3. Ночью лил дождь и мы промокли, возвращаясь домой.
4. Сегодня все больше и больше людей пытаются внести свою лепту в охрану окружающей среды.
5. Мы ужасаемся от мысли быть убитыми в террористическом акте (атаке), но по какой-то причине не ужасаемся от мысли умереть от сердечного приступа.

Card 2

1. Его обвинили в непредумышленном убийстве.
2. Считается, что количество преступлений в этой стране увеличивается.
3. В новостях сказали, что в этом районе не было дождя почти 2 месяца.
4. Не могли бы вы сказать какое самое опасное время нахождения на дороге?
5. Я совершил свой первый прыжок 2 года назад. С тех пор я пристрастился к скайдайвингу.

Card 3

1. Вооруженное ограбление считается жестоким преступлением.
2. Полиция закрыла глаза на его халатность.
3. Два дня назад здесь был сильный ураган и буря.
4. Была реальная опасность, что река выйдет из берегов. Правительство предприняло радикальные меры эвакуировать людей.
5. Тренер открыл дверь самолета и у меня захватило дыхание.

Card 4

1. Он признан виновным в торговле наркотиками.
2. Улик не было и полиции пришлось его отпустить.
3. Был изнуряющий жаркий день, и мы умирали от жажды.
4. Любые решения, которые мы делаем в рискованной ситуации действительно могут быть под влиянием эффекта, который адреналин оказывает на наш организм.
5. Если завтра будет снежная буря, мы не сможем выйти на улицу.

Card 5

1. В этом деле он проявил преступную халатность.
2. Когда будет оглашен приговор?
3. Звук льда, падающего на крышу, разбудил меня во время града.
4. Используйте только энергосберегающие лампы.
5. Он пристрастился к игре в карты 3 года назад.

Card 6

1. Его оштрафовали за превышение скорости.
2. Грабители воспользовались ситуацией, вошли внутрь и украли дорогую вещь.
3. Сегодня очень влажно. Я бы лучше остался дома.
4. Говорят, что у людей не очень хорошо получается оценивать степень риска.
5. Присяжные сказали, что он был виновен в мошенничестве.

Card 7

1. Этот рецидивист совершил много преступлений.
2. Говорят, что взломщик – мужчина в возрасте от 40 до 44 лет.
3. Будь осторожен, снег и лед сделали дороги очень скользкими.
4. Вы осторожный человек или вам нравится рисковать?
5. Ночью был густой туман и видимость была очень плохая.

Card 8

1. Поскольку не было доказательство того, что он совершил преступление, его оправдали.
2. Людей необходимо штрафовать за парковку в местах, предназначенных для инвалидов.
3. Здесь ужасная засуха; дождя не было около двух лет.
4. Гроза с градом была совершенно неожиданной и шары льда чуть не сломали нашу оранжерею.
5. Туристы особенно подвержены риску быть ограбленными карманниками, не так ли?

Card 9

1. Его признали виновным и приговорили к 3 годам тюремного заключения.
2. Это преступление расследуется уже год.
3. Мы не пойдем на улицу, т.к. моросит дождь.
4. Авиакомпании утверждают, что воздействие авиации на окружающую среду еще недостаточно осознано, чтобы оправдать введение таких радикальных мер
5. Информация о карманниках будет полезна каждому, особенно туристам.

Card 10

1. Я просмотрел ваше досье (дело). Вас обвинили в мошенничестве, и вся ваша собственность была конфискована.
2. Полагается, что его признают виновным.
3. Я слышу гром, будет гроза.
4. Я ничего не мог сделать, я был во власти обстоятельств.
5. Его оштрафовали, т.к. он нарушил скоростной режим.

Card 11

1. Каждый человек должен нести уголовную ответственность за совершенные преступления.
2. Говорят, что грабителя оправдают.
3. Не думаю, что стоит ехать в Индию в сезон дождей.
4. Я промок утром. Лил дождь и у меня не было зонта.

5. Его приговорили к общественным работам.

Card 12

1. Это противоречит нашему национальному законодательству.
2. Майка обвинили в опасном вождении.
3. Ветер ураганной силы (наподобие шторма, бури) ожидается завтра на севере страны.
4. Утром был легкий туман, но к полудню прояснилось.
5. Если бы ты не нарушил скоростной режим, тебя бы не оштрафовали.

Предметно-тематическое содержание экзамена

1. We live in a world of tired, sleep deprived people.
2. How to get out alive: survival tips.
3. The benefits of living in a large modern city.
4. Body language.
5. The typical male and female stereotypes.
6. Irritating habits: are they cured?
7. The psychology of music.
8. Sleepwalkers.
9. The profession of a critic.
10. Disagreements, arguments, conflicts.
11. The good and bad sides of being a journalist.
12. Suffering for science.

Examination cards

Card 1

6. Уральские горы (Urals) не очень высокие.
7. Этот суп вкус ужасный. Я думаю, что положил слишком много соли.
8. Внутри было много людей. Они толпились на 2-ом этаже, препятствуя эвакуации.
9. Я сфотографировался для паспорта на прошлой неделе.
10. Я наблюдал как он тер глаза. Наверное у него аллергия.

Card 2

6. На следующей неделе они летят на Сейшельские острова (Seychelles). –
7. Я не против пойти в кино. Я видел этот фильм раньше.
8. Мне надоело слушать как мой брат жалуется на свою подругу.
9. Если вы наиграете мне мелодию этой песни, я мог бы вспомнить слова.

10. В городе было не очень красиво, но наше жилье было очень хорошим.

Card 3

6. Хилтон – одна из самых известных сетей гостиниц во всем мире.
7. Он спит как убитый. Не буди его.
8. Тебе бы лучше не ходить домой пешком. Вечером здесь немного страшновато.
9. Менеджер хочет поговорить с нами о нашей ошибке, так что давай пойдем держать ответ.
10. Извините, кофе не осталось. Я куплю его позже.

Card 4

6. Рабочий пришел в церковь, чтобы отремонтировать стену.
7. Я помню как играл на пляже, когда мне было около трех лет.
8. Это не серьезно, не так ли? Ты морочишь мне голову.
9. Она дала мне несколько хороших советов.
10. Мой друг стрижется каждый месяц.

Card 5

6. Я бы не хотел попасть в тюрьму.
7. Если бы экзамен был на прошлой неделе, я уверен, я бы не сдал его.
8. Он был в полном восторге.
9. Мах выглядит неряшливо. Он не расчесал волосы и его одежда грязная.
10. Жаль, что я надел эти брюки сегодня. Они действительно неудобные.

Card 6

6. Какая самая большая пустыня: Гоби или Сахара?
7. Звук взрыва заставил меня спасаться бегством.
8. Платье выглядит отлично. Оно тебе действительно идет.
9. Я бы хотела покрасить потолок. Ты не знаешь какого-нибудь хорошего маляра?
10. Никто из детей не захотел идти в парк, и мы остались дома.

Card 7

1. Трасса М1 была закрыта вчера из-за наводнения.
2. Компания молодых людей отправилась из маленького городка на рассвете.

3. Жаль, что ты не дал ему мой номер телефона на той вечеринке.
4. Я не могу вспомнить ее имя, но оно крутится у меня на языке.
5. Мне нужны новые туфли. Эти ремонтировали много раз.

Card 8

1. Mary дала мне несколько хороших советов.
2. Они наняли опытного гида, который обещал переправить их на плоту вниз по реке.
3. У Кейт проблемы с математикой. Жаль, что она не училась более прилежно в школе.
4. Когда мы встретились, он крепко меня обнял.
5. Сейчас в доме чинят крышу, т.к. мы бы хотели продать его в следующем году.

Card 9

1. Персонал в отеле был очень услужлив/предупредителен (helpful).
2. Вчера мы наблюдали как тигры прыгали по команде.
3. Я совершенно измучен! Зачем я согласился делать ремонт в квартире сам!
4. Они вернулись целыми и невредимыми после трехдневного путешествия по горам.
5. У меня два близких друга. Они оба не женаты.

Card 10

1. Хорошая новость в том, что я успешно сдал экзамены.
2. Меня осенило, что те же методы могут сработать на других животных.
3. Жаль, что я рассказал вам правду.
4. Когда ему предложили этот проект, он сразу же воспользовался этим шансом.
5. Какой диван ты выбрал? – Никакой.

Card 11

1. Окраина нашего городка довольно опасное место.
2. Напомни мне позвонить моей сестре. У нее день рождения.
3. Я бы хотел, чтобы мои родители не звонили мне каждый день. Это сводит меня с ума.
4. Где я могу починить холодильник?
5. Каждый раз когда я говорю неправду, она хмурит брови.

Card 12

1. Разве ты не думаешь, что гимнастика – травмоопасный (dangerous) вид спорта?
2. Если бы ты слушал то, что я тебе говорю, ты бы знал в чем проблема.
3. Я бы хотел, чтобы нас был дом побольше. Этот слишком мал для нас.
4. Что вы мне можете предложить взамен?
5. Я иду завтра к стоматологу вырывать зуб.

Предметно-тематическое содержание экзамена

1. A Customs warehouse and its kinds.
2. Baggage control.
3. Global issues
4. Cargo processing.
5. Clearance for home use.
6. Export incentives.
7. Free economic zones.
8. The Belarusian Customs Service and its functions (Customs legislation).
9. The Belarusian Customs Service: historical background.
10. The dual-channel system as an effective way of passenger control.
11. The Harmonized system.
12. The procedure of Customs warehousing.
13. The role of the Harmonized system in international trade.

Examination cards

Card 1

Russian	English
1. Вам надо заплатить пошлину за транспортировку товара через границу.	1.
2. выборочная проверка	2.
3.	3. Decree No. 550 of 27 October is supposed to improve the collection of fees from foreign vehicles for transit passage from Russia across Belarus in conditions of the Customs Union.
4. «Товарная номенклатура внешнеэкономической деятельности Республики Беларусь»	4.
5. Чтобы произвести таможенную очистку товаров, декларант должен предъявить грузовую декларацию, лицензию на импорт, сертификат происхождения товара и другие документы, а также оплату взимаемых таможенных сборов и пошлин.	5.
6. в случае неисполнения	6.

Card 2

Russian	English
1.	1. The free trade agreement is an important instrument of economic integration. Parties to the agreement testify their mutual recognition of the promising nature of the foreign trade policy they pursue.
2. в пределах согласованного срока	2.
3. начисление пошлин	
4. «Гармонизированной система описания и кодирования товаров»	4.
5.	5. the partial relief from import duties
6. легализация денег	6.

Card 3

Russian	English
1. грузополучатель	1.
2. Задача таможенной службы – минимизировать воздействие незаконной торговли.	2.
3.	3. The International Convention on the Simplification and Harmonization of Customs Procedures was signed in Kyoto on 18 May 1973. The fundamental principles of the convention are using new technologies, introduction of modern forms of customs control, willingness of the business sector for partnership with the customs authorities on mutually beneficial terms.
4. законодательные и регулирующие положения, относящиеся к контролю ввозимого товара	4.
5.	5. Employees of diplomatic and consular institutions in Belarus will be exempt from road toll.
6. «О таможенном тарифе»	6.

Card 4

Russian	English
1. При определенных условиях оплата может быть отсрочена.	1.
2. «Устав таможенной службы»	2.
3.	3. The potential capacity of the existing border-crossing stations at the Belarusian-Polish border can handle more local border traffic travelers. If not, then more digital technologies will be introduced.
4. подделка	4.
5. Почему важно, чтобы расстояние между пунктом выдачи багажа и входом в коридор было достаточным?	5.
6. поручительство	6.

Card 5

Russian	English
1.	1. New merchandise declarations will be used as well as new transit declarations and new commodity classifiers . Belarus' Customs also passed several resolutions on electronic structures and peculiarities of filling in certain fields in the customs declarations.
2. обязательство	2.
3. Таможенные процедуры должны быть простыми, последовательными и легкодоступными.	3.
4. образцы	4.
5. товары первой необходимости	5.
6. переработка товара на таможенной территории	6.

Card 6

Russian	English
1. ассоциация, выдающая документы	1.
2. Как должна действовать система двойного коридора?	2.
3.	3. Customs administration need to maintain the appropriate balance between facilitating legitimate trade and travel while ensuring compliance with the laws and regulations they enforce.
4. в пределах согласованного срока	5.
5. Согласно данному документу необходим специальный сертификат на ввоз этих товаров в нашу страну.	
6. сертификат о происхождении	6.

Card 7

Russian	English
1. переработка товаров для внутреннего потребления	1.
2. «Положение о Государственном таможенном комитете Республики Беларусь»	2.
3. в разумный срок	3.
4. процедура хранения на таможенном складе	4.
5. вид транспорта	5.
6.	6. According to the regional customs, in 2010 the budget received over Br138 billion in customs payments from individuals for carrying goods for personal use across the Belarusian customs border, up 2.3 times as compared to the previous year.

Card 8

Russian	English
1. Процедура временного ввоза	1.
2.	2. Belarus believes that the agreement on free trade with the European Free Trade Association will give a boost to trade and investment cooperation between the republic and the industrially developed nations. It will also enhance the standing of the Customs Union in the international arena, stressed the source.
3. возврат пошлин на импорт	3.
4. предоставить в чье-либо распоряжение	4.
5. Нам необходимо более тесное сотрудничество, чтобы предотвратить контрабанду.	5.
6. карнет временного допуска	6.

Card 9

Russian	English
1.	1. Preliminary digital information sharing about cargo imports to the European Union is in effect as of 1 January 2011. The information is subject to risk analysis long before the cargo arrives in the European Union. The information is submitted as import declarations to the customs authorities of the destination country.
2. место выдачи багажа	2.
3. «Об основах организации таможенной службы Республики Беларусь»	3.
4. гарантия	4.
5. предъявлять документы	5.
6. Только те люди, кто временно въезжает или покидает страну, освобождаются от таможенных пошлин.	6.

Card 10

Russian	English
1. поручитель	1.
2. сопроводительные документы	2.
3. Задача таможенной службы – идентифицировать возможности уклонения от уплаты налогов и принятие соответствующих мер по ликвидации последствий.	3.
4. таможенный склад для хранения не оплаченных пошлиной товаров	4.
5.	5. According to Vladimir Goshin, the procedure has not brought about additional problems for transporters and exporters. Those, who cannot submit preliminary information beforehand, can submit information at the customs house the way they used to before. However, companies are interested in this procedure. Many companies have signed contracts with the Belarusian company Beltamozhservis to provide the service of submitting preliminary information to European Union customs authorities. Without using the procedure it takes 2-3 hours to clear cargoes at the border, while the procedure can reduce the time to 20-30 minutes.
6. освобождение от уплаты пошлин	6.

Card 11

Russian	English
1. Таможенные власти могут потребовать, чтобы определенные категории товара проходили таможенную очистку для реализации на внутреннем рынке на постах, специально установленных для этой цели.	1.
2. образцы	2.
3. переработка товара вне таможенной территории	3.
4. Для того чтобы содействовать потоку груза, уменьшить количество потерянного груза требуются современные таможенные технологии.	4.
5. правоохранительная функция	5.
6.	6. Due to the relocation of automobile control to the western part of the Customs Union's border eleven road toll collection stations at the Belarusian-Russian border will be shut down. The road toll collection procedures will be changed to keep the overall road toll sum even.

Card 12

Russian	English
	1. Accession to the Convention would reduce customs clearance time, accelerate foreign trade between the participating countries, and remove unreasonable administrative barriers. This will facilitate international trade and enhance the international prestige of Belarus, said Vladimir Goshin, the first deputy chairman of the State Customs Committee of Belarus.
2. транзитный орган	2.
3. Сегодня от всех участников таможенного союза требуется повышенная бдительность.	3.

4. превышать стоимость товара	4.
5. таможенный склад для хранения не оплаченных пошлиной товаров	5.
6. запрещенные товары	6.

Card 13

Russian	English
1. таможенная пломба	1.
2. в надлежащий срок	2.
3. Какие товары подвергаются таможенным пошлинам?	3.
4. Под страхом конфискации товара	4.
5. выполнять таможенные формальности	5.
6.	6. The draft law on accession of Belarus to the International Convention on the Simplification and Harmonization of Customs Procedures was adopted today at a session of the Council of the Republic. The convention is the principal international customs document which sets out principles for the regulation of foreign trade and customs-tariff regulation adopted by the World Customs Organization.

Предметно-тематическое содержание экзамена:

1. The Customs Service of the Republic of Belarus
2. Dual channel system as an effective means of passenger control
3. Customs Procedures
4. Free zones
5. Harmonized system
6. Customs valuation
7. International trade. Customs tariff and non-tariff regulation of foreign economic activity
8. Working for Customs. Code of Conduct
9. Customs technologies
10. Customs Communication. Value of Communication. Benefits of Communication. Media Relations.
11. Customs Violations. Customs Offences. Smuggling. Corruption.
12. Drug Control
13. World Customs Organization
14. Customs Service of the 21-st century
15. International Customs Conventions
16. The Customs Union of Russia, Belarus, Kazakhstan

Examination cards

Card 1

Russian	English
1. огромные проблемы	1.
2.	2. In order to prevent control and search operations from impeding the free movement of persons, goods and means of transport, Customs services are implementing intelligence-based selective and targeted controls.
3. повышать уровень осведомленности общественности	3.
4.	4. The need for the Customs community to be responsive to the global financial crisis and join global efforts to sustain confidence in the trading system. It is important to avoid the introduction of new barriers to trade, or measures that will increase costs and generate additional delays at the border. The use of risk management is a key element in this connection
5. Почему такая система классификация приносит пользу лишь в том случае, если она не отстает от технического прогресса?	5.
6. разработать новые и более быстрые методы сбора налогов и осуществление контроля с минимальными задержками для законного бизнеса и туристов	6.

Card 2

Russian	English
1.	The Secretary General of the WCO, Kunio Mikuriya, emphasized the ongoing work on the development of four packages, implementation of which would combine to protect revenue collection, increase economic competitiveness, protect society and provide training, technical assistance and capacity building to the WCO's membership.
2. Влияние и последствия контрафакции и пиратства имеют далеко идущие последствия. Речь идет не только о нарушении прав интеллектуальной собственности, но и о прямой угрозе эти товары представляют для здоровья и безопасности потребителей, нарушения трудового законодательства, недобросовестной конкуренции и потери доходов для национальных правительств и бизнес-сообщества.	
3. Какие изменения в деятельности таможи дадут в будущем наилучшие результаты, которые, в первую очередь, помогут отказаться от устаревших процессов?	

4. в ущерб чему-либо	4.
5. немедленно, в короткий срок	5
6.	6. The common globally accepted mission of Customs is to develop and implement an integrated set of policies and procedures that ensure increased safety and security, as well as effective trade facilitation and revenue collection. This is achieved through efficient and effective use of tools and information in dealing with the international movement of goods, conveyances and people connected with the goods.

Card 3

Russian	English
1. укреплять контроль над наркотиками	1.
2.	2. Customs enforcement is concerned with the protection of society and fighting transnational organized crime based on the principles of risk management. In discharging this mandate, Customs enforcement services are involved in a wide range of activities relating to information and intelligence exchange, combating commercial fraud, counterfeiting, the smuggling of highly taxed goods (especially cigarettes and alcohol), drug trafficking, stolen motor vehicles, money laundering, electronic crime, smuggling of arms, nuclear materials, toxic waste and weapons of mass destruction. Enforcement activities also aim to protect intellectual and cultural property and endangered species of plants and animals.
3. валовой внутренний продукт	3.
4. Почему так важно, чтобы таможенные власти находили способы облегчать трудности законной торговли?	4.
5. жесткий надзор, наблюдение	5.
6.	6. During the Uruguay Round, participating countries recognized the need to provide transparency to regulations and practices regarding Rules of Origin.

Card 4

Russian	English
1. поощрять (содействовать, стимулировать) международное сотрудничество путем оказания технической помощи, оборудованием и обучением	1.
2.	2. The Agency is responsible for providing integrated border services that support national security and public safety priorities and facilitate the free flow of persons and goods, including animals and plants, that meet all requirements under the program legislation.
3. уязвимость	3.
4. предпринимать контрмеры	4.
5. осуществлять деятельность	5
6.	6. The CBSA's (Canada Border Services Agency) motto, Protection • Service • Integrity , describes the motivation and guiding principles on which the Agency's responsibilities, mandate and workforce are based.

Card 5

Russian	English
1. неблагоприятный последствия	
2.	2. Both organizations have pledged to join forces to strengthen air cargo security and signed a Memorandum of Understanding in June 2011 to increase cooperation to protect air cargo from acts of terrorism or other criminal activity and for speeding up the movement of goods by air worldwide. To emphasize the commitment of the two organizations to cooperate with each other, the Secretaries General of ICAO (International Civil Aviation Organization) and WCO will be participating in the Joint Conference and will deliver keynote speeches.
3. К какому выводу пришло международное сообщество перед лицом такой опасности?	3.
4. Вы должны осуществить подробное изучение изменений, которые должны быть внесены в план.	4.
5.	5. Ireland which has responsibility for guiding the EU for a six month period from 1 January to 30 June 2013 continued the practice of inviting the WCO Secretary General and the Director General of the European Commission's Taxation and Customs Union Directorate (DG TAXUD)

	to outline their principal objectives for the coming year at the first meeting of the CUG under Ireland's term at the helm of the EU.
6.	6. Innovation is not just about designing or implementing something new, whether it is a new policy or new technology or a new way of doing business, it is also about continuing investment in all aspects of Customs' work , including its human capital which is critical to ensure sustained progress and success.

Card 6

Russian	English
1. вносить изменения, чтобы соответствовать современным требованиям	1.
2.	2. The WCO supports Members through activities in the areas of commercial fraud, drug trafficking, money laundering, IPR and other related offences, through the development of compliance and enforcement tools and intelligence sharing via the Customs Enforcement Network (CEN) for the protection of society in the areas of public health and safety, environmental crimes, and containment of possible pandemics.
3. принимать комплексные меры по борьбе с незаконным оборотом наркотиков и злоупотреблением наркотиками	3.
4.	4. The WCO Secretariat carries out periodical global strategic and tactical analyses based on the information available in the CEN; circulates a summary of its analyses in its annual reports and keeps the RILOs informed about projects, measures and developments relevant to their region; outsources special tasks and studies identified by the Secretariat or WCO working bodies as priority issues to RILOs.
5. уменьшать, ослаблять экономическую зависимость фермеров от производства кокаина	5.
6. отрезать, преграждать путь незаконному обороту наркотиков	6.

Card 7

Russian	English
1	1. The WCO promotes the Revised Kyoto Convention to assist Members on trade facilitation matters. The WCO will continue to work with other international organizations, including the World Trade Organization to support its Trade Facilitation Negotiating Group with advice and consultations to foster better understanding of WCO trade facilitation instruments and tools.
2. быть в центре, быть в авангарде	2.
3.	3. Article 1 of the Agreement defines rules of origin as those laws, regulations and administrative determinations of general application applied to determine the country of origin of goods except those related to the granting of tariff preferences.
4. содействовать развитию ресурсов человеческого потенциала	4.
5.	5. Policymakers worldwide have articulated the positive impact that international trade and trade facilitation have on economic recovery and sustainable growth. As the central public sector border agency, Customs administrations are integral to the smooth movement of goods, conveyances and people across borders.
6. идти в ногу с	6.

Card 8

Russian	English
1.	1. Vigilance is how we ensure the safety of all Americans. We are continuously watchful and alert to deter, detect and prevent threats to our Nation. We demonstrate courage and valor in the protection of our Nation.
2. Более жесткое наблюдение заставляет контрабандистов искать альтернативные пути на Запад.	2.
3.	3. The role of Customs is to control the movement of goods and thereby secure the state's interests and safeguard revenue collection. The key aims have been to ensure compliance with state policies and laws applicable to the cross-border movement of goods, to combat smuggling, and to secure borders, whilst ensuring the facilitation of legitimate trade.
4. вводить в действие новый антинаркотический закон	4.
5.	5. There is a need for closer real-time

	collaboration between Customs administrations and between Customs and business in facilitating legitimate trade and undertaking Customs controls.
6. быть нетерпимыми к трудоемким (занимающими много времени) и сложным мерам пограничного контроля	6.

Card 9

Russian	English
1. методы по борьбе с наркотиками	1.
2.	2. CBP (U.S. Customs and Border Protection) is one of the Department of Homeland Security's largest and most complex components, with a priority mission of keeping terrorists and their weapons out of the U.S. It also has a responsibility for securing the border and facilitating lawful international trade and travel while enforcing hundreds of U.S. laws and regulations, including immigration and drug laws.
3. стараться, прилагать усилия	3.
4.	4. The base (fiscal base) that is used for the purposes of calculation of customs taxes, duties in cases of illegal transport of goods through the customs border, is the customs value of the goods and (or) their physical characteristics in physical terms (quantity, weight, volume or other characteristics).
5. изучить сильные и слабые стороны	5.
6.	6. All persons have rights on equal basis to transport goods through the customs border in compliance with the provisions established by the customs legislation of the Customs Union and by the legislation of the member states of the Customs Union.

Card 10

Russian	English
1. спрос на большую эффективность	1.
2.	2. CBP (U.S. Customs and Border Protection) is committed to acting responsibly while performing its core missions of border security and the facilitation of legitimate trade and travel. We fully embrace the concept of incorporating practices into our mission that will create a more sustainable future.
3. накладные расходы	3.
4.	4. If, after crossing the customs border the

	delivery of goods to the place of introduction is interrupted, and if a vessel or an aircraft is forced to call at a place located in the customs territory of the Customs Union as a result of an accident, a force majeure or any other circumstances preventing the delivery of goods or preventing the vessel or aircraft from calling or landing at the designated place, the carrier shall take all necessary actions to ensure the safety of goods and to inform immediately the nearest customs office of the mentioned circumstances and the location of goods, and to transport goods or provide their transportation (if the carrier's international transport vehicle is damaged) to the nearest customs office or any other place specified by the customs authority.
5. отвергать	5.
6. быть в центре, быть в авангарде	6.

Card 11

Russian	English
1. проводить многочисленные исследования по основным таможенным процедурам	1.
2.	2. CBP (U.S. Customs and Border Protection) plays a role in preserving and enhancing culture for future generations, and takes historic preservation into account in planning and executing facility and operational activities. To safeguard traditional and cultural resources and ensure their responsible and respectful treatment, CBP promotes communication and partnerships with Native groups, the private sector, and relevant government entities.
3. рост, повышение насилия	3.
4.	4. Expenses incurred by the carrier as a result of compliance with the provisions of the present Article shall not be compensated by the customs authorities.
5. остановить поток незаконных наркотиков	5.
6. обнаружение и пресечение контрабанды	6.

Card 12

Russian	English
1. распространение информации	1.
2.	2. On the written request of the declarant the registered customs declaration of the foreign goods can be withdrawn before the customs authority takes the decision to release the goods.
3.	3.
4. предпринимать непрерывное (постоянное) усилие по стандартизации и унификации таможенных формальностей, с целью упрощения и облегчения международной торговли	4.
5.	5. In case of forfeiture of goods placed under a customs procedure or seizure of such goods according to the national legislations of the member states of the Customs Union the application of the customs procedure to these goods is suspended.
6. в ущерб благосостоянию национальной экономики	6.

Card 13

Russian	English
1. Каким образом таможенные власти могут способствовать экономическому и социальному благосостоянию народов?	1.
2.	2. Exchange of information between customs authorities of the member states of the Customs Union shall be performed in accordance with the international agreements signed by the member states of the Customs Union involving the use of information systems and technologies.
3. соответствовать современным требованиям	3.
4.	4. Globalization and the other strategic drivers necessitate a new approach to managing the movement of goods through international trade supply chains and across borders.
5. оперировать общими процедурами с использованием международно признанных торговых инструментов, таких как соглашений ВТО и оценки происхождения товаров и номенклатуры гармонизированной системы	5.
6.	6. The expanding responsibilities and opportunities facing Customs administrations require a more sophisticated understanding of the risk continuum.

Card 14

Russian	English
1. простые и прозрачные таможенные процедуры	1.
2.	2. Customs administrations require appropriate legislative provisions that strengthen enforcement powers, the provision of advance information and the sharing of information domestically and internationally.
3. ввести в действие закон, претворить в жизнь	3.
4.	4. The fast-changing global environment demands that governments and Customs leaders respond to these changes. The challenges are formidable and it is imperative for the international trading system that they are addressed.
5. поддерживать (сохранять) структуру	5.
6.	6. For decades to come, Customs will remain a vital force for security and the enhancement of the economic well-being of nations.

Card 15

Russian	English
	1. The common globally accepted mission of Customs is to develop and implement an integrated set of policies and procedures that ensure increased safety and security, as well as effective trade facilitation and revenue collection. This is achieved through efficient and effective use of tools and information in dealing with the international movement of goods, conveyances and people connected with the goods.
2. решительно (активно) преследовать мошенничество	2.
3.	3. International trade is a key driver for economic growth and development. It raises living standards in both developed and developing countries, contributes to the reduction of poverty as well as creates a more stable, secure and peaceful world. International trade is governed by the rules of the regional and multilateral trading systems, preferential trade arrangements and national governments. New developments are driven by a combination of factors including fast-evolving information and communications technology (ICT), advances in transportation methods and trade liberalization.
4. поправки к конвенциям	4.
5.	5. A disruption of supply chains by terrorists

	could bring international trade to a standstill. Organized crime syndicates operate through fluid networks and engage in illegal activities such as the evasion and avoidance of duties and taxes; cross-border fiscal fraud; the smuggling of drugs, dangerous, harmful and prohibited goods; money laundering; and trade in counterfeit goods.
6. разработать структуру, основу для тесного сотрудничества	6.

Card 16

Russian	English
	1. Society regards the smuggling of goods, especially that of prohibited and dangerous goods, such as weapons and narcotics, across borders as a serious threat. Society expects Customs to ensure that goods meet certain quality and safety standards. Society is also concerned with threats to public health, its fauna and flora, as well as the environment.
2. внедрять и применять систему анализа риска единого стандарта для оптимизации эффективности и результативности таможенного контроля	2.
3.	3. Customs enforcement is concerned with the protection of society and fighting transnational organized crime based on the principles of risk management. In discharging this mandate, Customs enforcement services are involved in a wide range of activities relating to information and intelligence exchange, combating commercial fraud, counterfeiting, the smuggling of highly taxed goods (especially cigarettes and alcohol), drug trafficking, stolen motor vehicles, money laundering, electronic crime, smuggling of arms, nuclear materials, toxic waste and weapons of mass destruction. Enforcement activities also aim to protect intellectual and cultural property and endangered species of plants and animals.
4. ввести в действие, претворить в жизнь	4.
5.	5. A disruption of supply chains by terrorists could bring international trade to a standstill.
6. Договаривающиеся Стороны обязуются гарантировать/обеспечить, чтобы их тарифы на импорт и статистические номенклатуры для импорта и экспорта находились в соответствии с Гармонизированной системой.	6.

Предметно-тематическое содержание государственного экзамена:

1. The Customs Service of the Republic of Belarus and its history
2. Clearance for home use as a Customs procedure
3. Controlled deliveries
4. Customs Communication. Value of Communication
5. Customs Offences. Smuggling. Corruption
6. Customs procedures
7. Customs Service of the 21-st century
8. Customs tariff and non-tariff regulation of foreign economic activity
9. Customs technologies
10. Customs valuation
11. Customs Violations.
12. Drug Control
13. Dual channel system as an effective means of passenger control
14. Free zones
15. General Agreement on Tariffs and Trade (GATT)
16. Harmonized system
17. International Customs Conventions
18. International trade
19. Media relations.
20. Money laundering
21. Regional Intelligence Liaison Offices (RILO)
22. The benefits of communication for the participants of foreign economic activity.
23. The Customs Service of the Republic of Belarus
24. The Customs Union of Russia, Belarus, Kazakhstan
25. The Kyoto convention
26. The profession of a Customs officer
27. The profession of a Customs representative
28. Warehousing
29. Working for Customs. Code of Conduct
30. World Customs Organization

5. Воспитательно-идеологическая функция учебно-методического комплекса

Электронный учебно-методический комплекс по дисциплине «Иностранный язык (английский)» для специальности 1 – 96 01 01 «Таможенное дело» специализации 1 – 96 01 01 02 «Экономическое обеспечение таможенной деятельности» составлен в соответствии с основными положениями Кодекса Республики Беларусь об образовании: от 13 января 2011 г., № 243–3, Республиканской программы «Иностранные языки» от 29. 01. 1998 г. № 129, Концепции обучения иностранным языкам в системе непрерывного образования Республики Беларусь, а также с основными направлениями государственной политики, отраженными в Концепции непрерывного воспитания учащейся молодежи в Республике Беларусь, в плане идеологической и воспитательной работы БНТУ и других государственных программах, нормативно-правовых и инструктивно-методических документах, определяющих приоритетные направления идеологии белорусского государства.

Данный комплект способствует созданию условий для формирования нравственно зрелой, интеллектуально развитой личности обучающегося, которой присущи социальная активность, гражданская ответственность и патриотизм, приверженность к университетским ценностям и традициям, стремление к профессиональному самосовершенствованию, активному участию в экономической и социально-культурной жизни страны.

Основными **задачами** идеологической и воспитательной составляющей учебно-методического комплекса по дисциплине «Иностранный язык (английский)» выступают:

1. Формировать у обучающихся способность и готовность понимать ментальность носителей изучаемого языка, а также особенности коммуникативного поведения народов стран изучаемого языка.
2. Воспитывать у обучающихся уважение к родной культуре и к культуре страны изучаемого языка, чувства патриотизма и толерантности.
3. Использовать широкие возможности иностранного языка для развития у студентов коммуникативных умений, опыта решения задач, формирования их гражданской позиции, принятия нравственных ценностей и культурно-исторических традиций белорусского народа, гражданско-патриотического и духовно-нравственного воспитания, уважения к культурному наследию.
4. Формировать и развивать у студентов ценностные ориентации, норма и правила поведения на основе государственной идеологии, идей гуманизма, добра и справедливости.