

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Донецький національний університет
економіки і торгівлі
ім. М. І. Туган-Барановського

Кафедра іноземних мов

І. Ю. Сіняговська

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ
ДИСЦИПЛІНИ**

ІНОЗЕМНА МОВА

Кривий Ріг
2017

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С 76 Методичні рекомендації з вивчення дисципліни «Іноземна мова» [Текст] : для студ. спец. 073 «Менеджмент», ступінь бакалавр / М-во освіти і науки України, Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, каф. іноземних мов; І. Ю. Сіняговська. – Кривий Ріг : [ДонНУЕТ], 2017. – 295 с.

Запропонована методична розробка сприятиме розвитку лексичних навичок та комунікативній діяльності студентів. Робота містить вправи за темами, які вивчаються на першому та другому етапах вивчення іноземної мови.

Зміст посібника викликає зацікавленість, пов'язану з актуальністю розроблених тем. Завдання складені на основі сучасних вимог з урахуванням розвитку комунікативної компетенції.

Посібник відповідає сучасним методичним вимогам до навчальної літератури.

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ВСТУП / INTRODUCTION

«Іноземна мова» є навчальною дисципліною, що забезпечує підготовку студентів ступеня «бакалавр».

Мета курсу - формування необхідної комунікативної спроможності у сферах професійного та ситуативного спілкування в усній і письмовій формах; вдосконалення вмінь та навичок читання, перекладу, реферування спеціальної літератури за фахом; вироблення навичок читання та реферування наукової інформації з фаху, ведення бесіди з професійної тематики, ділового листування та роботи з комерційною документацією.

Завданнями дисципліни «Іноземна мова» є:

- набуття навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела;
- користування усним монологічним та діалогічним мовленням у межах побутової, суспільно-політичної, загальноекономічної та фахової тематики;
- переклад з іноземної мови на рідну текстів загальноекономічного характеру;
- формування основних вмінь використання знань на практиці під час ведення ділової бесіди або спілкування по телефону в ділових цілях з урахуванням конкретних умов;
- ознайомлення з найбільш відомими зразками мовленнєвої поведінки під час проведення ділових зборів, презентацій та переговорів;
- навчання підготовці до участі у наукових конференціях, семінарах, дебатах, тощо;
- ознайомлення з особливостями оформлення найбільш вживаних паперів.

У результаті вивчення навчальної дисципліни студент повинен

знати:

- лексику, граматику, фонетику і орфографію іноземної мови;
- правила усного ділового спілкування;
- основні вимоги до культури мовлення.

вміти:

- конструювати параграфи для організації думок в єдину інтелектуальну структуру;
- читати та перекладами текст з побутової та професійної тематики середньої складності;
- спілкуватися іноземною мовою на побутові, суспільно-політичні та професійні теми в межах вивченої лексики та граматики;

- писати короткі повідомлення та есе іноземною мовою дотримуючись правил орфографії та граматики;
- складати ділові документи на задану тему, дотримуючись міжнародних стандартів;
- одержувати новітню фахову інформацію через новітні джерела.
- грамотно спілкуватися в межах усного мовлення;
- вести презентації згідно вимог ділового мовлення.

Дані методичні рекомендації мають за мету набуття студентами навичок читати та перекладати тексти з побутової та професійної тематики середньої складності, спілкуватися іноземною мовою на побутові, суспільно-політичні та професійні теми в межах вивченої лексики та граматики, писати короткі повідомлення та есе іноземною мовою дотримуючись правил орфографії та граматики.

Методичні рекомендації складаються з шістнадцяти тем, передбачених робочою навчальною програмою з дисципліни. Кожен розділ містить вправи на розвиток усіх видів мовленнєвої діяльності: аудіювання, читання, говоріння та писемного мовлення, виконання яких сприяє розвитку комунікативної компетенції студентів першого та другого рівнів вивчення іноземної мови.

**ЧАСТИНА 1.
ЗАГАЛЬНІ РЕКОМЕНДАЦІЇ ЩОДО ВИВЧЕННЯ ДИСЦИПЛІНИ**

**PART 1.
GENERAL STUDY GUIDE**

1. Опис дисципліни

Найменування показників	Характеристика дисципліни
Обов'язкова (для студентів спеціальності "назва спеціальності") / вибіркова дисципліна	Обов'язкова для студентів спеціальності 073 «Менеджмент»
Семестр (осінній / весняний)	осінній, весняний
Кількість кредитів	10
Загальна кількість годин	300
Кількість модулів	4
Лекції, годин	-
Практичні / семінарські, годин	144
Лабораторні, годин	-
Самостійна робота, годин	156
Тижневих годин для денної форми навчання:	
аудиторних	4
самостійної роботи студента	4,3
Вид контролю	екзамен

2. Програма дисципліни

Ціль – формування необхідної комунікативної спроможності у сферах професійного та ситуативного спілкування в усній і письмовій формах; вдосконалення вмінь та навичок читання, перекладу, реферування спеціальної літератури за фахом; вироблення навичок читання та реферування наукової інформації з фаху, ведення бесіди з професійної тематики, ділового листування та роботи з комерційною документацією.

Завдання: набуття навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела;

користування усним монологічним та діалогічним мовленням у межах побутової, суспільно-політичної, загальноекономічної та фахової тематики;

переклад з іноземної мови на рідну текстів загальноекономічного характеру;

формування основних вмінь використання знань на практиці під час ведення ділової бесіди або спілкування по телефону в ділових цілях з урахуванням конкретних умов;

ознайомлення з найбільш відомими зразками мовленнєвої поведінки під час проведення ділових зборів, презентацій та переговорів;

навчання підготовці до участі у наукових конференціях, семінарах, дебатах, тощо;

ознайомлення з особливостями оформлення найбільш вживаних паперів.

Предмет: іноземна (англійська) мова.

Зміст дисципліни розкривається в темах:

- Тема 1. Діловий етикет
- Тема 2. Робота в сфері бізнесу
- Тема 3. Кошти
- Тема 4. Ділове спілкування
- Тема 5. Продукція
- Тема 6. Сфери бізнесу
- Тема 7. Діяльність компаній
- Тема 8. Менеджмент
- Тема 9. Бізнес-функції
- Тема 10. Світова економіка
- Тема 11. Робота менеджера
- Тема 12. Роль менеджера
- Тема 13. Колективна робота
- Тема 14. Лідерство
- Тема 15. Управлінська етика
- Тема 16. Типи менеджменту

3. Структура дисципліни

Назви змістових модулів і тем	Кількість годин				
	усього	У тому числі			
		л	п/с	лаб	срс
1	2	3	4	5	6
Модуль 1					
Змістовий модуль 1: Ділова англійська мова як мова світової комунікації					
Тема 1. Діловий етикет	15		6		9
Тема 2. Робота в сфері бізнесу	15		6		9
Тема 3. Кошти	15		6		9
Тема 4. Ділове спілкування	15		10		5
Разом за змістовим модулем 1	60		28		32
Змістовий модуль 2: Продукція та діяльність					
Тема 5. Продукція	15		8		7
Тема 6. Сфери бізнесу	15		8		7
Тема 7. Діяльність компаній	15		10		5
Тема 8. Менеджмент	15		6		9
Тема 9. Бізнес-функції	15		8		7
Тема 10. Світова економіка	15		7		8
Разом за змістовим модулем 2	90		47		43
Модуль 2					
Змістовий модуль 3: Загальні характеристики професії менеджера					
Тема 11. Робота менеджера	30		10		20
Тема 12. Роль менеджера	30		10		20
Разом за змістовим модулем 3	60		20		40
Змістовий модуль 4: Обов'язки менеджера					

Тема 13. Колективна робота	25		12		13
Тема 14. Лідерство	20		12		8
Тема 15. Управлінська етика	20		10		10
Тема 16. Типи менеджменту	25		15		10
Разом за змістовим модулем 4	90		49		41
Усього годин	300		144		156

4. Теми семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
1	Практичне заняття Вітання та прощання. Знайомство.	2
2	Практичне заняття Коротка розмова. Множина іменників.	2
3	Практичне заняття Закінчення розмови. Present Simple.	2
4	Практичне заняття Кар'єра. Види роботи. Present Continuous.	4
5	Практичне заняття Навички та кваліфікації. Артикль.	2
6	Практичне заняття Цифри. Способи вираження майбутніх дій.	2
7	Практичне заняття Ціни. Способи вираження майбутніх дій.	2
8	Практичне заняття Платня та пільги. Умовні речення.	2
9	Практичне заняття Типи зустрічей. Past Simple.	2
10	Практичне заняття Поведінка на зборах. Past Simple.	2
11	Практичне заняття Проведення презентацій під час зустрічей.	4
12	Практичне заняття Переговори. Past Simple.	2
13	Практичне заняття Деталі продукції. Ступені порівняння прикметників.	2
14	Практичне заняття Реалізація продукції. Ступені порівняння прикметників.	2
15	Практичне заняття Проблеми, пов'язані із продукцією. Прислівник.	4
16	Практичне заняття Обслуговування клієнтів. Present Perfect.	4
17	Практичне заняття Культура компаній. Present Perfect.	4
18	Практичне заняття Виробництво. Past Continuous.	2
19	Практичне заняття Маркетинг. Past Continuous.	4

20	Практичне заняття Фінанси.	2
21	Практичне заняття Реалізація. Якість.	2
22	Практичне заняття Стилі менеджменту.	2
23	Практичне заняття Побудова команди. Past Perfect.	4
24	Практичне заняття Досягнення досконалості.	2
25	Практичне заняття Бізнес стратегія. Модальні дієслова.	2
26	Практичне заняття Конкуренція. Модальні дієслова.	2
27	Практичне заняття Інновація. Модальні дієслова.	2
28	Практичне заняття Глобальна економіка. Passive Voice.	2
29	Практичне заняття Глобальна торгівля. Passive Voice.	2
30	Практичне заняття Міжнародний менеджмент. Present Perfect Continuous	3
31	Практичне заняття Функції менеджера. Past Perfect Continuous	2
32	Практичне заняття Чим займаються менеджери?. Future Perfect Continuous	4
33	Практичне заняття Управлінські навички Умовні речення I типу. Умовні речення II типу.	4
34	Практичне заняття Роль менеджера. Умовні речення III типу. Умовні речення мішаного типу	6
35	Практичне заняття Менеджери потрібні всюди. Узгодження часів	4
36	Практичне заняття Що таке команда. Ринкова економіка. Непряма мова.	6
37	Практичне заняття Мистецтво тимблдіingu. Спланована економіка.. Інфінітив	6
38	Практичне заняття Лідерська сила. Об'єктна інфінітивна конструкція	4
39	Практичне заняття Контролювання як управлінський процес. Суб'єктна інфінітивна конструкція.	4
40	Практичне заняття Суть управлінської комунікації. Прийменникова інфінітивна конструкція	4
41	Практичне заняття Що таке етика. Дієприкметник.	4
42	Практичне заняття Бізнес-етика. Об'єктна дієприкметникова конструкція	6
43	Практичне заняття Виробничий менеджмент.. Абсолютна дієприкметникова конструкція.	4

44	Практичне заняття 5 «М» у виробничому менеджменті. Герундій.	4
45	Практичне заняття Операційний менеджмент Валютні курси і грошові ринки. Герундіальні конструкції	4
46	Практичне заняття Менеджмент персоналу. Герундіальні конструкції	3
Всього		144

5. Індивідуальні завдання

1. Огляд періодичної та монографічної наукової літератури.
2. Підготовка рефератів, доповідей за обраною темою.
3. Проектна робота.
4. Підготовка тез доповідей з метою виступу на університетських, всеукраїнських та міжнародних семінарах та конференціях.

6. Обсяги, зміст та засоби діагностики самостійної роботи

Тема	Кількість годин самостійної роботи	Зміст самостійної роботи	Засоби діагностики
Модуль 1			
Змістовий модуль 1. Ділова англійська мова як мова світової комунікації			
Діловий етикет	9	1. Виконання завдань та вправ Unit 1. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних 3. Написання словникового диктанту
Робота в сфері бізнесу	9	1. Виконання завдань та вправ Unit 2. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Кошти	9	1. Виконання завдань та вправ Unit 3. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань.

		4. Читання та переклад текстів.	3. Написання словникового диктанту
Ділове спілкування	5	1. Виконання завдань та вправ Unit 4. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Виконання індивідуального завдання.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та модульних тестових завдань. 3. Захист проєктів.
Разом змістовий модуль 1	32		
Змістовий модуль 2. Продукція та діяльність			
Продукція	7	1. Виконання завдань та вправ Unit 5. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Сфери бізнесу	7	1. Виконання завдань та вправ Unit 6. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Виконання індивідуального завдання.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Захист проєктів.
Діяльність компаній	5	1. Виконання завдань та вправ Unit 7. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Менеджмент	9	1. Виконання завдань та вправ Unit 8. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Захист проєктів.
Бізнес-функції	7	1. Виконання завдань та вправ Unit 9. 2. Вивчення лексичних одиниць та граматичних правил, передбачених	1. Фронтальне та індивідуальне опитування.

		темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Світова економіка	8	1. Виконання завдань та вправ Unit 10. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Виконання індивідуального завдання.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та модульних тестових завдань. 3. Захист проєктів.
Разом змістовий модуль 2	43		
Модуль 2			
Змістовий модуль 3. Загальні характеристики професії менеджера			
Робота менеджера	20	1. Виконання завдань та вправ Unit 11. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Виконання індивідуального завдання	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту 4. Захист проєктів
Роль менеджера	20	1. Виконання завдань та вправ Unit 12. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Виконання індивідуального завдання.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та модульних тестових завдань. 3. Написання диктанту. 4. Захист проєктів.
Разом змістовий модуль 4	40		
Змістовий модуль 4. Обов'язки менеджера			
Колективна робота	13	1. Виконання завдань та вправ Unit 13. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 5. Виконання індивідуального завдання	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового

			диктанту 4. Захист проєктів
Лідерство	8	1. Виконання завдань та вправ Unit 14. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Управлінська етика	10	1. Виконання завдань та вправ Unit 15. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту
Типи менеджменту	10	1. Виконання завдань та вправ Unit 16. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів.	1. Фронтальне та індивідуальне опитування. 2. Виконання поточних та модульних тестових завдань. 3. Написання словникового диктанту.
Разом змістовий модуль 4	41		
Всього	156		

7. Матриця зв'язку між дисципліною/ змістовим модулем, результатами навчання та компетентностями

Результати навчання	Компетентності												
	Загальні						Предметно-спеціальні						
	1	2	3	4	5	6	1	2	3	4	5	6	
1. Знання лексичних одиниць та граматичних конструкцій тем, передбачених програмою.				+									
2. Вміння читати та перекладати тексти на задану тему.				+		+							
3. Володіння лексичним запасом, необхідним для висловлення власних думок та розуміння іншомовної мови в межах заданої		+				+							

теми.												
4. Володіння базовою термінологією економічної галузі англійською мовою.	+			+		+	+					
5. Вміння робити презентації англійською мовою.	+			+	+	+	+		+			
6. Вміння вести професійний діалог з колегами.	+		+	+			+	+				
7. Знання найбільш відомих зразків мовленнєвої поведінки під час проведення ділових зборів, презентацій та переговорів.	+		+	+			+	+				
8. Вміння оформлювати найбільш вживані папери економічної галузі.						+	+					

8. Форми навчання

Практичні заняття, самостійна робота (підготовка презентацій, рефератів, самостійне опрацювання додаткових питань за наведеним переліком літератури).

9. Методи оцінювання

Екзамен.

10. Розподіл балів, які отримують студенти

Відповідно до системи оцінювання знань студентів ДонНУЕТ рівень сформованості компетентностей студента оцінюється у випадку проведення екзамену: на протязі семестру (50 балів) та при проведенні підсумкового контролю - екзамену (50 балів).

Оцінювання протягом семестру

№ теми практичного заняття	Вид роботи/бали					
	Тестові завдання	Комунікативні завдання	Виконання практичних завдань теми	Індивідуальне завдання	ПМК	Сума балів
Модуль 1						
Змістовий модуль 1						
Тема 1			0,5			0,5
Тема 2		0,5	0,5			1
Тема 3	1		0,5			1,5
Тема 4			1			1
Тема 5	1		0,5			1,5
Тема 6			0,5			0,5
Тема 7		0,5	0,5			1
Тема 8	1		0,5			1,5
Тема 9			0,5			0,5
Тема 10		0,5	0,5			1
Тема 11			1	3		4
Тема 12	2					2

Разом змістовий модуль 1	5	1,5	6,5	3	5	21
Змістовий модуль 2						
Тема 13			0,5			0,5
Тема 14			0,5			0,5
Тема 15	2		0,5			2,5
Тема 16			0,5			0,5
Тема 17	2			2		4
Тема 18			0,5			0,5
Тема 19			0,5			0,5
Тема 20		0,5				0,5
Тема 21	2		0,5			2,5
Тема 22		0,5				0,5
Тема 23	2		0,5			2,5
Тема 24			0,5			0,5
Тема 25			0,5			0,5
Тема 26			0,5			0,5
Тема 27	2	0,5				2,5
Тема 28			0,5			0,5
Тема 29		0,5		2		2,5
Тема 30	2					2
Разом змістовий модуль 2	12	2	6	4	5	29
Разом						50
Модуль 2						
Змістовий модуль 3						
Тема 31		0,5	1			1,5
Тема 32		0,5	2			2,5
Тема 33	2			2		4
Тема 34			1,5	2		3,5
Тема 35	2	0,5	1			3,5
Разом змістовий модуль 3	4	1,5	5,5	4	5	20
Змістовий модуль 4						
Тема 36		0,5	2			2,5
Тема 37	2			2		4
Тема 38		0,5	1			1,5
Тема 39		0,5	1			1,5
Тема 40	2		1			3
Тема 41		0,5	2			3,5
Тема 42	2		1			3
Тема 43		0,5	1			1,5
Тема 44		0,5	1			1,5
Тема 45			1			1
Тема 46	2					2
Разом змістовий модуль 4	8	4	11	2	5	30
Разом						50

Оцінювання студентів при проведенні екзамену з використанням комп'ютерної програми «MyTestXPro»

Оцінка на підсумковому контролі складається з оцінки за тестування (0-50 балів). Тест складається із 50 тестових питань. Оцінювання тестових завдань (50 тестових завдань по 1 балу) проводиться на основі інформації, яку надає комп'ютер за результатами тестування (кількість правильних відповідей). Правильна відповідь на одне тестове завдання оцінюється в один бал. Набрані бали за правильні відповіді сумуються.

Загальне оцінювання результатів вивчення дисципліни

Для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами екзамену та за результатами складання змістових модулів. Оцінювання здійснюється за допомогою шкали оцінювання загальних результатів вивчення дисципліни (модулю).

Оцінка		
100-бальна шкала	Шкала ECTS	Національна шкала
90-100	A	5, «відмінно»
80-89	B	4, «добре»
75-79	C	
70-74	D	
60-69	E	3, «задовільно»
35-59	FX	2, «незадовільно»
0-34	F	

11. Методичне забезпечення

1. Методичні вказівки з вивчення дисципліни.
2. Тестові завдання для перевірки знань студентів.
3. Збірник граматичних вправ.
4. Навчальна та наукова література, нормативні документи.

12. Рекомендована література

Базова

1. Остапенко С. А. Business English. Навчальний посібник для студентів економічних спеціальностей / Світлана Анатоліївна Остапенко. – Кривий Ріг : ДонНУЕТ, 2015. – 246 с.
2. Остапенко С. А. Guide to Economics. Практикум з дисципліни «Іноземна (англійська) мова професійного спрямування» для студентів напрямів підготовки 6.030503 «Міжнародна економіка», 6.030504 «Економіка

- підприємства» / Світлана Анатоліївна Остапенко. – Кривий Ріг : ДонНУЕТ, 2016. – 152 с.
3. Остапенко С. А. Guide to Economics. Збірник тестових завдань з дисципліни «Іноземна (англійська) мова професійного спрямування» для студентів напрямів підготовки 6.030503 «Міжнародна економіка», 6.030504 «Економіка підприємства» / Світлана Анатоліївна Остапенко. – Кривий Ріг : ДонНУЕТ, 2016. – 87 с.
 4. Остапенко С. А., Шуміліна І. П. Збірник граматичних вправ з дисципліни «Іноземна (англійська) мова» для студентів економічних спеціальностей / С. А. Остапенко, І. П. Шуміліна. – Кривий Ріг : ДонНУЕТ, 2016. – 148 с.
 5. Сіняговська І. Ю. Методичні рекомендації з вивчення дисципліни «Іноземна мова» [Текст] : для студ. спец. 073 «Менеджмент», ступінь бакалавр / М-во освіти і науки України, Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, каф. іноземних мов; І. Ю. Сіняговська. – Кривий Ріг : [ДонНУЕТ], 2017. – 295 с.
 6. Economics Nowadays [Текст] : навч. посіб. для студ. екон. спец. заоч. форма навчання / М-во освіти і науки України, Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, Каф. інозем. мов. ; Ф. А. Моїсєєва, О. Л. Бурдакова, О. І. Гавриліна. – Донецьк : [ДонНУЕТ], 2009. – 296 с.

Допоміжна

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**ЧАСТИНА 2.
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.
PRACTICAL TRAINING SUBJECT MATTER**

UNIT 1.

BUSINESS ETIQUETTE 1.1. Greetings and goodbyes

Get ready!

1. *Before you read the passage, talk about these questions.*

1. What do you say and do when you meet a friend?
2. Do people kiss when they greet in your country? What do you think of this?

Reading

2. *Listen and read this extract from an etiquette guide. Then, choose the correct answers. How many customs are mentioned in the text?*

ETIQUETTE

People around the world say hello and goodbye in different ways. In Asia, many people **bow** when they **greet** each other. This might seem strange to someone in the Middle East. There, men sometimes greet each other with a kiss on the cheek. In most countries, people **shake hands**. But in America and Europe the handshake is **firm**, while in Asia it is often soft. So what do you do when you meet people from other countries? Don't let these **customs** confuse you. Just be **polite**. When you meet, say '**Pleased to meet you**' and ask 'How are you?' When it is time to leave, say 'It was **nice meeting you**' and 'I hope we meet again.'

1. According to the guide, which is NOT a common way of greeting?
A saying 'Pleased to meet you'
B kissing each other's hands
C bowing
D shaking hands
2. How does the guide suggest people react when they experience a new greeting?
A shake hands firmly
B be polite
C use your best judgment
D follow local customs
3. What can you guess about people in Saudi Arabia?
A They use a firm handshake.
B They say goodbye with a kiss.
C They don't typically bow when greeting.
D They have similar customs to Europeans.

Vocabulary

3. *Complete the word or phrase with the same meaning as the underlined part.*

1. The manager said, 'I'm happy to see you'.

p _ e _ _ _ _ _ _ o _ e _ t _ _ u

2. Be polite when you meet and say hello to a client,

g _ e _ t

3. Some people kiss on the side of the face.

_ h _ e _

4. It was good to see and get to know you.

I _ _ a _ n _ _ _ _ e _ t _ _ _ _ o _

4. Read the sentence pairs. Choose where the words best fit in the blanks.

1. bow / customs

Most nations have different _____ greeting strangers.

Japanese businessmen often _____ each other.

2. kiss / shake hands

Some people don't _____ unless they are in a romantic relationship.

Business people often _____ when they come to an agreement.

3. polite / firm

Be _____ when meeting new people.

In America, a _____ handshake shows a strong personality.

Listening

5. Listen to a conversation between a manager and his colleague. Mark the following statements as true (T) or false (F).

1. The manager advises his colleague to bow. _____

2. The manager advises his colleague to shake hands softly. _____

3. The manager suggests shaking hands with Mr. Yakamoto. _____

6. Listen again and complete the conversation.

Manager: When you meet Mr. Yakamoto, be very **1**_____. He is a very important client.

Colleague: It's the Japanese **2**_____ to bow. Should I do that?

Manager: No, you don't have to bow. Just say '3_____ meet you' and 4_____.

Colleague: Okay.

Manager: But don't make your handshake too **5**_____. Japanese people usually have a softer handshake.

Colleague: And when he leaves? What then?

Manager: Just say 'It was **6**_____ and shake his hand again.

Colleague: Okay, that's fine!

Speaking

7. With a partner, act out the roles below.

Student A: give advice to your colleague about how to:

- greet a client
- shake hands
- say goodbye

Student B: You are meeting a client from another country. Ask student A for advice about greetings.

Writing

8. Use the conversation 7 to complete the memo.

When greeting clients, you must always _____

With American clients, _____

With Japanese clients, _____

When you greet the client, say _____

When the client leaves, say _____ and _____

1.2. Introductions

Get ready!

1. Before you read the passage, talk about these questions.

1. What are some situations in which you have to introduce people?
2. What are the differences between good and bad introductions?

Reading

2. Read this extract from an etiquette guide, then mark the following statements as true (T) or false (F).

INTRODUCTION ETIQUETTE

Imagine you are at a conference, talking to a **colleague**. Suddenly an old friend greets you. Of course you are happy to see him and you start talking excitedly. Stop! What about your colleague? Don't leave her alone. **Introduce** your friend and colleague by saying "I'd like you to meet ..." or "Let me introduce you to ..." Make sure each person understands your **relationship** with the other, and **mention** each person's **occupation**. Think of something the two have **in common** and **steer the conversation** in that direction. This way, neither of them will feel **left out**.

1. End a conversation with a colleague before talking to friend. _____
2. Do not talk about work when introducing two people. _____
3. Mentioning people's common interest makes them feel included. _____

Vocabulary

3. Choose the word that is closest in meaning to the underlined part.

1. James likes to talk about his job.

A relationship B colleague C occupation

2. Change the topic away from politics.

A mention B steer the conversation C introduce

3. Karen is talking to a person with whom she works.

A colleague B relationship C conversation

4. Let me tell you the name of my friend, Bob.

A steer the conversation B leave out C introduce you to

4. Place a check (V) next to the response that answers the question.

1. Have I met your friend before?
A _ No. Mary, I'd like you to meet Polly.
B _ Yes. My friend Polly feels left out.
2. What's your relationship with Helen?
A _ She didn't mention your name.
B _ She's my colleague.
3. Can I introduce you to my colleague, Daniel?
A _ Sure! Nice to meet you Daniel.
B _ Don't mention it.

Listening

5. Listen to a conversation between two men and a woman. Mark the following statements as true (T) or false (F).

1. The woman is introduced to the friend of a colleague. _____
2. The speakers are at the woman's birthday party. _____
3. All three speakers are in the same soccer league. _____

6. Listen again and complete the conversation.

- Man 1: Sarah, I'd like you to meet 1 _____ John. John, this is Sarah.
Woman: Hi John, it's a pleasure to meet you.
Man 2: And nice to meet you, too. How do you two know 2 _____ ?
Woman: Oh, we work together.
Man 2: That's right. Bob mentioned that some of his colleagues were coming to
3 _____ party.
Man 1: You know, Sarah, you and John have something 4 _____ .
Woman: 5 _____ ? What's that?
Man 1: 6 _____ in the same adult soccer league.

Speaking

7. In groups of three, act out the roles below.

Student A: Introduce two people who do not know each other. Be sure to mention:

- names
- similar interests

Student B and C: Greet the person you are introduced to. Find out: • how he or she knows Student A.

Writing

8. Fill out the journal entry. Use today's date.

Date _____
Today, I went to _____
While I was there, I met S/He works with _____
We have something in common. We _____
Hopefully, we'll meet again.

1.3. Small talk

Get ready!

1. *Before you read the passage, talk about these questions.*

1. What do you talk about with someone you don't know well?
2. What do you do when the conversation is going poorly?

Reading

2. *Read this extract from a blog, then complete the table using information from the passage.*

It happens to everyone. Somebody introduces you to a friend and then walks away. Now you're standing with somebody you don't know. What do you talk about?

The **weather** is always a possibility. But there isn't always much to say. To make a conversation **flow**, it's better to ask questions. Ask the other person what they do for a **living**, and what their job **involves**. **Discussing** your own former jobs is a good option, too.

Other safe **topics** include your home town and your education. But **avoid** asking people about their **religion**, age and **marital status** until you know them better.

When talking to someone you don't know ...	
talk about...	1 _____
ask about...	2 _____ what their job involves
discuss...	jobs you did in the past 3 _____ 4 _____
don't talk about...	religion 5 _____ marital status

Vocabulary

3. *Fill in the blanks with the correct words from the word bank.*

avoid discuss flow involves living

1. What does Heidi do for a _____?
2. Graham's job _____ buying supplies.
3. _____ personal topics with strangers.
4. Helen's conversation with Rick didn't _____.
5. Fiona chose not to _____ religion with clients.

4. *Match the words (1-5) with the definitions (A-E).*

- | | | |
|------------------|----------|---|
| 1 small talk | A | a polite conversation about everyday things |
| 2 weather | B | a belief or worship of a god or gods |
| 3 topic | C | the temperature, rain, clouds and wind |
| 4 religion | D | the condition of either being married or single |
| 5 marital status | E | a subject for conversation or study |

Listening

5. Listen to a conversation between a businessman and a colleague. Check (V) the topics that are suggested to talk about.

1. age _____
2. work _____
3. religion _____
4. weather _____
5. marital status _____
6. education _____

6. Listen again and complete the conversation.

Businessman: Sarah, I have to take a phone call. Please make 1 _____
_____ with Mr. Jensen until I'm free.

Colleague: But I don't know him! I have nothing to talk to him about.

Businessman: Just ask him what he does for 2 _____.

Colleague: But I already know what his work 3 _____. After
all, he's our consultant.

Businessman: Then why don't you 4 _____ weather?

Colleague: It's not a very interesting 5 _____.

Businessman: Well, I'm sure you'll think of something. Just don't bring up his
6 _____.

Colleague: Good to know, thanks.

Speaking

7. With a partner, act out the roles below.

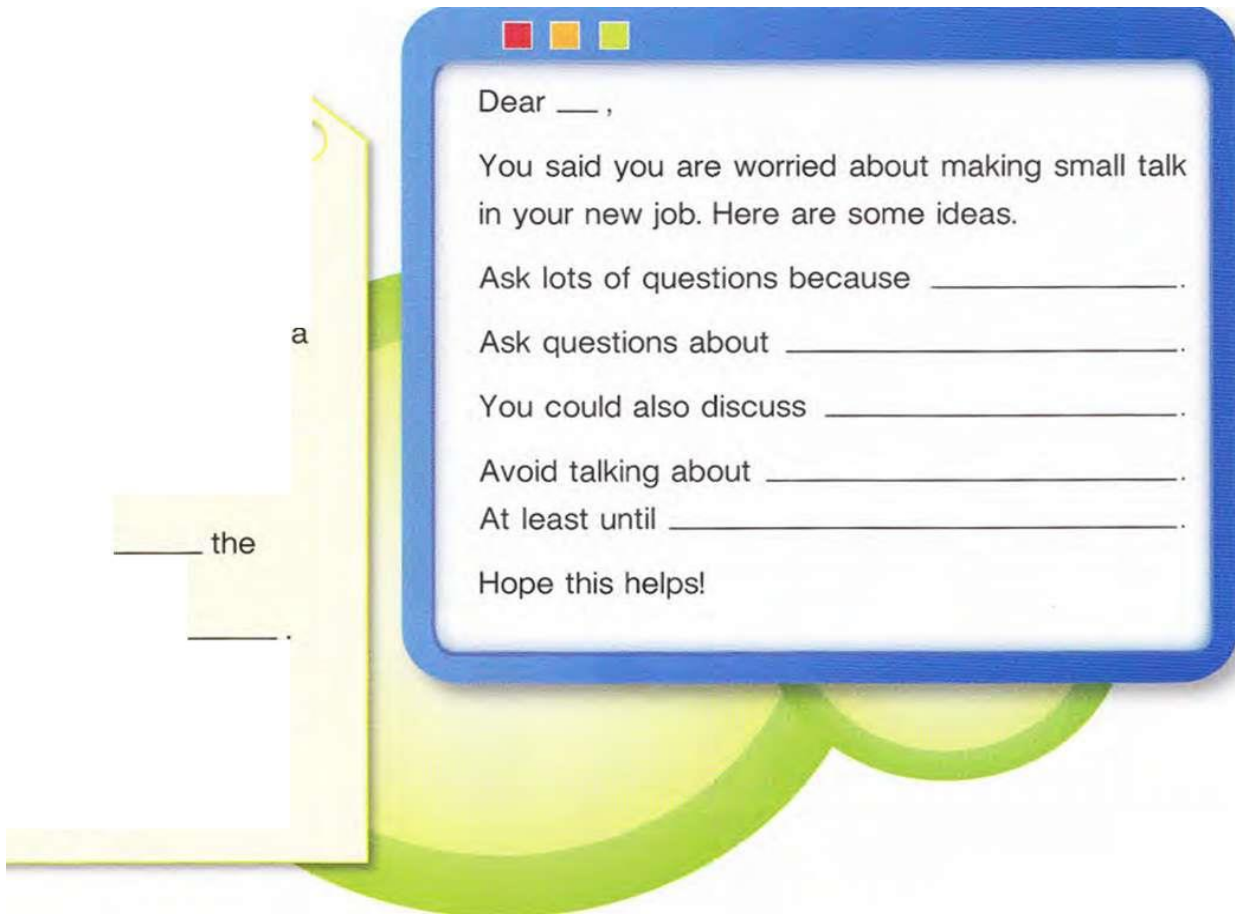
Student A: You cannot meet with a client. Ask student B to make small talk. Suggest:

- topics to discuss
- topics to avoid

Student B: Your boss wants you to make small talk with a client. Ask what to talk about.

Writing

8. Fill out the email.



1.4. Ending conversations

Get ready!

1. *Before you read the passage, talk about these questions.*

1. When might you have to end a conversation before someone has finished talking?
2. What are some phrases people can use to end a conversation politely?

Reading

2. *Listen and read this excerpt from an advice column. Then, choose the correct answers. How many ways does it give to end a conversation?*

ANGIE'S ADVICE

Dear Chatty Colleague,

Everyone has a colleague that can talk too much. These little chats' can **take up** a lot of **time**. It is often hard to end the conversation without being **rude**, but there are some things you can do to improve the situation. Here are some polite **phrases** to help you in the future.

- Anyway, I'd better **run**.
- I should **get back** to work now.
- **I'm afraid** I'm very busy at the moment. Can we talk later?
- Unfortunately, I don't **have the time**.

All these phrases signal the end of a conversation, so hopefully your talkative co-worker will let you return to work. Remember to always keep a polite **tone**, so you don't cause **hurt feelings**. Good luck!

1. What is the main idea of the advice column?
 - A how to politely exit a conversation
 - B the proper time for certain conversations
 - C ways to improve conversations with co-workers
 - D types of conversations not to have at work
2. According to the passage, what action will prevent a co-worker from feeling bad?
 - A returning to work
 - B talking to someone later
 - C speaking in the correct tone
 - D ending a conversation quickly
3. According to the passage, which is NOT true?
 - A Small talk at work can cost a lot of time.
 - B Ending a conversation can cause hurt feelings.
 - C Most offices have a person who talks a lot.
 - D It is rude to end a conversation with a co-worker.

Vocabulary

3. *Write a word that is similar in meaning to the underlined part.*

1. The salesman was impolite and unfriendly.

___ _ e

2. John needs to return to work.

___ _ _ a ___

3. Patrick should leave now or he will be late.

b ___ t ___ ___ n

4. Knowing a few foreign groups of words is useful when traveling.

p ___ _ _ _ s

5. Too much conversation at work uses a lot of time.

___ _ e _ _ _

4. *Fill in the blanks with the correct words and phrases from the word bank.*

busy tone unfortunately afraid
have a lot of time hurt someone's feelings

1. _____, Jim will not be attending the meeting.
2. Ms. Baker isn't polite and is going to _____.
3. The businessmen _____ because their plane is late.
4. The office is _____ since there are many people working.
5. Mr. Fox is _____ that he'll be late.
6. Use the right _____ of voice in work conversations.

Listening

5. Listen to a conversation between two colleagues. Mark the following statements as true (T) or false (F).

1. The man recently took a trip. _____
2. The woman tries to end the conversation. _____
3. The speakers plan to talk the next day. _____

6. Listen again and complete the conversation.

Colleague 1: Hey John! How are you? How was your 1 _____?

Colleague 2: Oh, hi Susan. It was wonderful. Aruba is 2 _____.

Colleague 1: Wow! I want to go to the Caribbean. Was the weather nice?

Colleague 2: Yes, the weather was fantastic. And the people are very 3 _____.

Colleague 1: Great. Tell me more. Was it 4 _____?

Colleague 2: Well, I'm afraid I'm really busy at the moment. Can we talk 5 _____?

Colleague 1: Sure, no 6 _____.

Colleague 2: Okay. See you then.

Speaking

7. With a partner, act out the roles below.

Student A: You work with Student B. Talk to him or her about:

- vocation
- weather
- expenses

Student B: Answer student A's questions and politely end the conversation.

UNIT 2.

JOBS IN BUSINESS

2.1. Your job

Get ready!

1. *Before you read the passage, talk about these questions.*

1. What kind of jobs match your personality? Why?
2. What kind of jobs are not a good match for your personality? Why not?

Reading

2. *Listen and read this webpage. Then, mark the following statements as true (T) or false (F). What jobs are best suited for a conventional personality? Why?*

JOB – compatibility

Thank you for taking our job-compatibility test. Please read your results below.

According to our test, you have a ‘conventional’ personality type. This means you like to have order in your life. As a result, you work best in organized environments. An office is a good place for you to work.

The following occupations are best suited for conventional personalities:

- Accountant
- Bank Clerk
- Factory Worker

But these occupations tend to frustrate conventional personalities:

- Teacher
- Designer
- Salesperson

Remember, there’s more to a job than how much you earn. Choose an occupation that suits you!

1. People with conventional personalities have messy offices. _____
2. The person who took the compatibility test should not become a salesperson. _____
3. Teachers frustrate people with conventional personalities. _____

Vocabulary

3. *Match the words (1-6) with the definitions (A-F).*

- | | | |
|------------------|----------|--|
| 1 accountant | A | a person who sells products |
| 2 bank clerk | B | a person who educates others |
| 3 factory worker | C | a person who assembles products |
| 4 teacher | D | a person who organizes financial records |
| 5 designer | E | a person who shapes how something looks |
| 6 salesperson | F | a person who works in financial institutions |

4. *Place a check (V) next to the response that answers the question.*

1. Do you consider compatibility an important part of picking a career?
A Yes, making enough money matters most. _____
B Yes, feeling comfortable at work is a big deal. _____
2. Does she want to meet in Mr. Barrett's office later?
A Yes, she said to be there at 3:00. _____
B No, I don't want an expensive lunch. _____
3. Robert needs a quiet environment to study in. Where can he go?
A The library is probably the best place. _____

- B** He is a very good student. _____
4. What is your father's occupation?
- A** He likes to play chess after work. _____
- B** He's a salesman at a large store. _____

Listening

5. *Listen to a conversation between two friends. Mark the following statements as true (T) or false (F).*

1. The woman has a 'conventional' personality type. _____
2. The man thinks that the test results are accurate. _____
3. The woman believes she would be a successful nurse. _____

6. *Listen again and complete the conversation.*

Man: Hey, Jenny. Did you take that 1 _____ - _____ test I sent you?

Woman: Yeah, it was really interesting. The results say I have a 2 ' _____ ' personality.

Man: Really? What does that mean?

Woman: It means I'm 3 _____ and helpful.

Man: So what kind of jobs did it recommend?

Woman: Any social occupation. Like 4 _____ or teaching.

Man: I have to 5 _____ I can see you doing either of those jobs.

Woman: Thanks. I think I'd make a pretty good 6 _____.

Speaking

7. *With a partner, act out the roles below.*

Student A: You have taken a job-compatibility test. Talk to Student B about:

- personality type
- job recommendations
- your reaction

Student B: You sent Student A a job-compatibility test. Talk to Student A about the results.

Writing

8. *Complete the job-compatibility test results.*

JOB-COMPATIBILITY TEST RESULTS

You have a _____ personality.

You are _____

You would be compatible with these careers:

You may not be compatible with these careers

2.2. Types of work

Get ready!

1. Before you read the passage, talk about these questions.

1. When is it better to have a part-time job rather than a full-time job?
2. What are the advantages and disadvantages of temporary work?

Reading

2. Listen and read this extract from a job site. Then, mark the following statements as true (T) or false (F). What jobs are on offer?

JOB OPENING at TECH WORLD

FULL TIME: (40 hours per week). We have a full-time position for a computer programmer with 3 or more years of **experience** using C++ programming language. Includes pension plan.

FULL TIME: (45 hours per week). We have vacancies for data-entry clerks. No experience necessary. **Opportunities** for overtime.

PART-TIME: (20 hours per week). There are opportunities available for customer service operators on a **permanent** and **temporary** basis. All training will be provided. A **retirement plan** is available for permanent employees.

Techworld employees must sign a **contract** upon employment, and Techworld has the right to **terminate** employees at will.

1. The programming position requires programmers to sign a contract. _____
2. There are multiple positions available for data-entry clerks. _____
3. Temporary employees cannot enroll in a retirement plan. _____

Vocabulary

3. Place a check (V) to the response that answers the question.

1. Do you work part-time?
A Yes, I only work on Mondays and Thursdays. _____
B Yes, I work nine hours a day, five days a week. _____
2. Do you have experience working with computers?
A Yes, I hope there will be a lot of opportunities. _____
B Yes, I worked in a computer department. _____
3. Is your job temporary?
A Yes, it's only for six months. _____
B Yes, I only work three hours a day. _____
4. Does your job come with a pension plan?
A Yes, it puts \$100 a month into a retirement fund. _____
B Yes, I'm planning to retire at the end of the year. _____

4. Write a word that is similar in meaning to the underlined parts.

A Tina's job is five days a week, eight hours a day.

f _ _ _ - _ _ _ e

B The company has no new jobs available.

_a _ _ _ _ _ s

C The company offers a good plan for pensions.

_e _ _ _ _ m _ _ _ _ p _ _ _ _

D Everyone has to sign a work agreement.

_ _ _ _ t _ _ _ _ _

E The boss wants to fire Charles.

t _ _ m _ _ _ t _

Listening

5. *Listen to a conversation between two employees. Mark the following statements as true (T) or false (F).*

1. The man is a full-time employee. _____
2. The man has signed up for the retirement plan. _____
3. The woman was first hired as a temporary worker. _____

6. *Listen again and complete the conversation.*

Man: Excuse me, is this the break room?

Woman: It is, come in. What's your name?

Man: Ben. I just started working 1 _____ in customer service.

Woman: Nice to meet you. I'm Lyn. So how do you like it?

Man: It's great. I wish I could keep the job 2 _____ and get the 3 _____.

Woman: Oh, you're a 4 _____ hire? Don't worry, that's how I started, too.

Man: But you got a 5 _____ position? How?

Woman: I told my manager I was 6 _____, and I worked really hard.

Speaking

7. *With a partner, act out the roles below.*

Student A: You are a new employee. Talk to Student **B** about:

- your job
- what you want
- how Student B achieved a goal Make up personal details for yourself.

Student B: You are Student A's co-worker. Introduce yourself and answer Student A's questions.

Writing

8. *Use the conversation from Task 7 to complete the note from an employee to a manager. Make up a name for the manager.*

Dear _____,

This is _____. I'm writing to inform you that I am interested in _____.

I am willing to _____ in order to achieve this goal. Please tell me if there is anything else I can do.

Sincerely, _____.

2.3. Skills and qualifications

Get ready!

1. *Before you read the passage, talk about these questions.*

1. Should jobs that require special skills pay more than unskilled jobs? Why?
2. Do you think that skilled workers work harder than unskilled workers? Why?

Reading

2. *Read a job advertisement from a newspaper. Then, choose the correct answers.*

Bio Labs seeks both SKILLED and UNSKILLED workers.

Skilled Positions: We need skilled **research** assistants. **Qualifications** required include a degree in biology and research experience in a laboratory setting. Computer skills are **desirable**, but a **training course** is available for new employees.

Unskilled Positions: We also need workers for maintenance positions and basic data entry. Experience is not **necessary** for **applicants** to be considered. These positions have **on the job** training. Maintenance positions are available for both day and evening **shifts**.

To set up an interview, please contact Alice Behan. Call 555-765-9875 between the hours of 9 am and 5 pm, Mondays through Fridays.

1. What is the passage mostly about?
A the daily tasks of open job positions
B several vacancies at a research company
C the need for more skilled workers
D an opportunity to train workers
2. A research assistant at Bio Labs must
A be able to enter data.
B have studied biology.
C be familiar with computers.
D be available for day and night shifts.
3. Which of the following NOT true of maintenance jobs?
A Training is provided on the job.
B Applicants must have experience.
C Some maintenance employees work at night.
D They require fewer qualifications than research assistants.

Vocabulary

3. *Match the words (1-5) with the definitions (A-E).*

- 1 unskilled **A** needed

- | | |
|--------------|--|
| 2 desirable | B not requiring special training |
| 3 skilled | C wanted, but not needed |
| 4 necessary | D requiring special training or education |
| 5 on the job | E happening while someone is at work |

4. Write a word that is similar in meaning to the underlined part.

1. What period of work are you scheduled for?

___ f _

2. John doesn't meet the requirements.

___ l _____ o _ s

3. Do scientific studies on how the business is performing.

r _____ r _ _

4. People trying to get an available job should send their resume to the address below.

a _____ s

5. An educational class is available.

t _ _ _ n _ _ _ _ _ r _ _

Listening

5. Listen to a conversation between an applicant and a manager. Mark the following statements as true (T) or false (F).

1. The applicant has experience as a research assistant. _____

2. The manager started her career at Bio Labs. _____

3. The applicant has used computers during lab research. _____

6. Listen again and complete the conversation.

Manager: Good morning. Thanks for coming in.

Applicant: I'm 1 _____ . I'd love to work at Bio Labs.

Manager: Well, it's a great place to start a career in science. Now, let's talk about your 2 _____ .

Applicant: Well, I was a 3 _____ biology professor's lab.

Manager: And for how long were you there?

Applicant: For about two years.

Manager: Great. So did you 4 _____ his data through 5 _____ ?

Applicant: No. He liked to 6 _____ by himself.

Speaking

7. With a partner, act out the roles below.

Student A: You are interviewing an applicant. Ask Student B about:

- experience
- length of experience
- computer use

Student B: You are applying for a job. Answer Student A's questions.

Writing

8. Use the conversation from Task 8 to complete the manager's notes from the interview. Use your own name.

Applicant Name: _____

Position Wanted: _____

Applicant has degree? Y / N

Previous Experience: _____

Length of Experience: _____

Computer Skills: _____

Suggested for hire? Y / N

UNIT 3.

MONEY MATTERS

3.1. Figures

Get ready!

1. Before you read the passage, talk about these questions

1. What are some different ways to express numbers and figures?
2. What are the consequences of mistakes in figures?

Reading

2. Listen and read this excerpt from a business memo. Then, choose the correct answers. How much do they need to increase their sales by to reach the level of sales in the previous year?

1. What is the business report mostly about?
A poor sales figures
B a strategy to increase sales
C reasons the staff is being reduced
D how to increase the number of clients
2. What can be inferred about the company?
A It does most of its business in Asia.
B It earned more than \$1 billion last year.
C It is forecasted to double its sales next year.
D It estimates that the Euro will lose value.
3. Which is NOT a problem for the company?
A their currency
B the Asian market
C the sales forecast
D their sales figures

Vocabulary

3. Choose the word that is closest in meaning to the underlined part.

1. The boss wants the official numbers in a report today.
A figures B currency C forecast
2. The worst time was the last three months of the year.
A percentage B forecast C quarter
3. Many countries use their own form of money.
A fraction B currency C percentage

4. Read the sentence pairs. Choose where the words best fit in the blanks.

1. fraction / percent

The firm's market share increased by fifteen _____.

The business lost a small _____ of its clients.

2. Forecast / Estimate

_____ the sales for next year.

Ms. Elm can only _____ the cost, she doesn't know it exactly.

3. exact / approximately

The sales figures for this year are _____ \$1 million.

Get the _____ figure, not a guess.

Listening

5. Listen to a telephone conversation between two colleagues. Mark the following statements as true (T) or false (F).

1. The man called to confirm the results of a report. _____
2. The woman has not completed the report yet. _____
3. The company's market share increased. _____

6. Listen again and complete the conversation.

Colleague 1: Hello.

Colleague 2: Hello, Phyllis. Lucas **1** _____.

Colleague 1: Oh, hi Lucas. What can I do for you?

Colleague 2: I'm actually calling about your sales report for the 2_____. Is it ready?

Colleague 1: Almost, I'll finish it later today. I can send it to you by this 3_____.

Colleague 2: Great. How about the 4_____? Do they look good?

Colleague 1: Amazing! Our sales figures are better than 5_____. And our market share is 3 percent 6_____ than last quarter.

Colleague 2: Wow! That is great news.

Speaking

7. With a partner, act out the roles below.

Student A: Call one of your employees to ask about a sales report. Talk to Student B about:

- the report
- if it is complete
- the results

Student B: Your boss calls you to find out about a sales report. Create figures and tell Student A about:

- status of the report
- sales figures
- market share

Writing

8. Complete the notes.

BENTLEY'S SALES DEPARTMENT

Name of salesperson: _____

Report Complete? Y / N

Due date: _____
Sales results for the quarter:
Sales figures _____
Market share _____

3.2. Prices

Get ready!

1. Before you read the passage, talk about these questions.

1. What are some things that can affect the price of a product?
2. How can you get the best price on a product?

Reading

2. Listen and read part of an advertisement from a furniture retailer. Then, mark the following statements as true (T) or false (F). Say three things you remember from the text.

HORTON'S

Horton's is famous for offering high **value** products at excellent prices. Our competitors sell similar items of the same quality for twice as much!

We always deliver great products at a fair price.

Our new line of oak furniture, Britannia, is no exception. Our **basic prices (excluding tax)**, are listed on the back of this brochure. They are very reasonable and we ship anywhere in the world.

Call today to get a free **price quote** that includes all taxes, **fees** and **shipping costs**. Quotes for orders within the USA include **sales tax**, and we can calculate **VAT** for most orders outside the USA.

This new furniture is well **worth** the call!

1. Taxes have been added as a part of all listed prices. _____
2. The company lowered the price of its newest line. _____
3. Horton's ships its furniture internationally. _____

Vocabulary

3. Match the words (1-7) with the definitions (A-G).

- | | |
|-----------------|--|
| 1 exclude | A valuable |
| 2 tax | B money that a government collects |
| 3 fee | C money that is paid for some service |
| 4 worth | D to leave out or not include |
| 5 shipping cost | E an extra charge added to purchases that goes to a government |
| 6 sales tax | F the amount a product will cost before additional charges are added |
| 7 basic price | G the amount of money charged to a customer in order to deliver an item |

4. Check (V) the sentence that uses the underlined parts correctly.

- 1 A A good value product is reasonably priced and good quality. _____
 B Customers pay shipping costs when picking up goods. _____
- 2 A The basic price of this chair includes all taxes and fees. _____
 B The table cost two hundred dollars before adding VAT. _____
- 3 A Consumers compare price quotes from different shops. _____
 B The salesman added a sales tax in order to increase his profits. _____

Listening

5. *Listen to a conversation between a salesman and a customer. Choose the correct answers.*

1. What is the dialogue mostly about?
 A changing the items in a furniture order
 B researching the price of a piece of furniture
 C describing price differences in types of furniture
 D explaining why a price was higher than expected
2. What is the least expensive charge?
 A basic price
 B sales tax
 C shipping costs
 D price quote fee

6. *Listen again and complete the conversation.*

Salesman: Horton's Furniture, David speaking. How can I help you?

Customer: Hi. I'd like a free 1 _____ on the oak furniture in your brochure.

Salesman: Yes, the Britannia line. I just 2 _____ what furniture and where you're calling from.

Customer: It's the dining table, and I'm in New York City.

Salesman: Okay, our 3 _____ is \$1,2000, but the 4 _____ it's about \$1,300.

Customer: Does that include 5 _____ costs?

Salesman: No, with shipping, it will be another \$ 6) _____.

Customer: Got it, thanks.

Speaking

7. *With a partner, act out the roles below.*

Student A: You are a Salesperson. Tell Student B the price of a product. Include:

- basic price
- price including tax
- any extra fees

Student B: Call student A about a new product. Ask about the pricing. Make up a piece of furniture you would like to buy.

Writing

8. Complete the sales receipt.

HORTON'S SALES RECEIPT

Product: _____

Basic price: _____

Price with tax: _____

Shipping Costs: _____

Delivery to: _____



3.3. Pay and benefits

Get Ready!

1. Before you read the passage, talk about these questions.

1. What are some benefits given to employees?
2. Why did businesses offer benefits?

Reading

2. Read the benefits package from the handbook. Then, choose the correct answer.

Benefits Package

Entry-Level Positions

Pay and benefits to entry-level employees increase with time at the company. Entry-level employees receive minimum wage for one year. After that time, employees earn a salary of \$40,000 a year.

New employees are not eligible for overtime without managerial approval. Overtime benefits begin after six months. Health insurance and dental benefits begin after three months. Employees earn vacation time after one year with the company. Stock options are also offered after one year of employment.

Harrison Manufacturing offers several retirement plans. After six months, employees may enroll in the plan of their choice.

1. What is the article mainly about?

- A the benefit of retirement plans
- B benefits for certain employees

- C how stock options work
 - D an overview of health insurance.
2. Which of the following must be approved by a supervisor?
- A overtime
 - B dental
 - C health insurance
 - D retirement plans

Vocabulary

3. *Match the words or phrases (1-8) with the definitions (A-H).*

- 1 ___ vacation time
- 2 ___ salary
- 3 ___ stock options
- 4 ___ overtime
- 5 ___ retirement plans
- 6 ___ health insurance
- 7 ___ benefits
- 8 ___ minimum wage

- A the services provided by employers in addition to being paid
- B a policy to set money aside from one's paycheck to be spent when employment ends
- C the paid time away from work that is allotted to employees
- D the time worked and paid beyond an employee's normal hours
- E the insurance against paying for the cost of medical care
- F a benefit given to employees to purchase company stocks at a discounted price
- G the lowest pay that employers can legally pay employees
- H a set amount of money made during the year as determined by the employer that is paid in installments

4. *Read the sentence pairs. Choose which word or phrase best fits each blank.*

1 benefits / salary

- A fortunately, my job has really good _____ to cover medical expenses.
- B Susan's yearly _____ is too low for her to purchase a house.

2 dental / health insurance

- A This job includes _____, so you won't have to worry about your teeth.
- B Most jobs offer _____ to cover medical expenses.

Listening

5. *Listen and read the benefits package from the handbook again. When does Harrison Manufacturing begin offering benefits to its employees?*

6. *Listen to a conversation between an HR representative and an employee. Mark the following statements as true (T) or false (F).*

- 1 ____ The woman wants to talk about overtime benefits.
- 2 ____ The man is not eligible for dental yet.
- 3 ____ The man is very interested in the retirement plan.

7. Listen again and complete the conversation.

Representative: Hi, Mike. You've been here now for six months. So let's discuss some
1 ____ you may want.

Employee: What are any opinions?

Representative: Let's see, you're now eligible for 2 ____ and our retirement plan.

Employee: That's great. What's the 3 ____ like?

Representative: Well, it's pretty simple. The company with holds money from your
paycheck. That money is 4 ____ for your retirement.

Employee: That 5 ____ enough.

Representative: Is that something you'd like to sign up for?

Employee: Oh, yes. I 6 ____ do.

Speaking

8. With a partner, act out the roles below based on Task 7. Then, switch roles.

Use language such as:

Let's discuss ...

What's the ... like?

I definitely ...

Student A. You are an HR representative. Talk to Student B about:

-benefit options

-benefit details

-interest in benefits.

Writing

9. Use the conversation from Task 8 and the handbook to complete the questionnaire about benefits

BENEFITS QUESTIONNAIRE

Which benefit(s) interest you the most?

Would you choose to sign up for a retirement plan? Explain.

Which benefit(s) do you think are unnecessary?

UNIT 4.

BUSINESS COMMUNICATION

4.1. Types of meetings

Get ready!

1. Before you read the passage, talk about these questions

1. How has technology changed the way businesses have meetings?
2. What can make a meeting successful or unsuccessful?

Reading

2. Listen and read the extract from the manager's planner. Then, choose the correct answer. What will the manager talk to the sales team about?

THURSDAY 18TH MAY

MORNING:

- **Departmental** Meeting, 10 am, room 194
- **Update** staff on new company structure
- **Address** staff problems from changes to company structure.

AFTERNOON:

- Lunch Meeting with Roy Johnstone to discuss health and safety. 12.30, Director's Restaurant. **POSTPONED**. Now 22nd May, 1pm.
- **Chat** with Celine Stengle about information for new employees. Level 3 Meeting Room
- **Set up** an **induction** meeting for all new employees in mid June. Ask Celine for their contact details.
- Sales Team Meeting at 3:00

Agenda: Discuss reasons for last year's poor sales

Brainstorm new marketing ideas

EVENING:

- Dinner with the **board** of directors to discuss financial issues relating to the new site. 7.-30 pm, Legacy Restaurant

NOTES:

- Remember to **cancel** the meeting with Tomako Yutsihiro, (May 31st) because it **clashes** with the company's **AGM**.
- **Arrange** a meeting with Clement Yee to discuss last year's sales

1. Who will the manager NOT meet on Thursday?

- A** Roy Johnstone
- B** Celine Stengle
- C** the sales team
- D** the board of directors

2. What can be inferred about the company?

- A** It had good sales the previous year.
- B** It recently hired new workers.
- C** It is closing its old site.
- D** It makes safety equipment.

3. When will the manager discuss financial issues?
A in the morning
B at lunchtime
C in the afternoon
D in the evening

Vocabulary

3. *Read the sentences and choose the correct meaning of the underlined words.*

- The company is having its AGM on Thursday.
A Associated Growers Meet
B Annual General Meeting
C Administration Governance Meeting
- New staff members must attend an induction meeting.
A a meeting to discuss employee problems
B a meeting to introduce staff to the company
C a meeting to brainstorm new ideas
- An hour is long enough to have a chat.
A brief talk
B formal meeting
C argument
- The problem was addressed by the manager.
A discussed
B forgotten
C written down

4. *Place a check (V) next to the response that answers the question.*

- Can you arrange a meeting with the team?
A Yes, I'll set it up. _____
B Yes, I'll cancel it. _____
- The appointment clashes with her board meeting.
A OK, well we can postpone it. _____
B Great! See you at the meeting! _____
- Will you tell the staff about the changes?
A Yes, I'll brainstorm some ideas. _____
B Yes, I'll update them. _____

Listening

5. *Listen to a phone call between two co-workers. Then mark the following statements as true (T) or false (F).*

- The woman cannot attend the morning meeting. _____
- The man will explain the new policies alone. _____
- The woman will explain her summaries to the staff. _____

6. *Listen again and complete the conversation.*

- Employee 2: Hi Derek, it's Liz. Is there any way we can 1 _____ the meeting this morning?
- Employee 1: I don't think so. We need to 2 _____ the staff on the new company policies.
- Employee 2: I only want to postpone it until this afternoon. 3 _____ three o'clock?
- Employee 1: No, I have another meeting then. Why do you want to change it anyway?
- Employee 2: It 4 _____ my meeting with the board of directors. I'm sorry, I only just realized it.
- Employee 1: Well, I guess I can 5 _____.
- Employee 2: Is that okay? I can 6 _____ all of my summaries.

Speaking

7. With a partner, act out the roles below.

Student A: You need to change the time of a meeting. Talk to Student B about:

- setting a new time
- reason for change
- meeting material

Student B: Talk to Student A about changing the time of a meeting and who will run it.

Writing

8. You are a manager. Write a memo to your team to postpone a meeting. Talk about:

- When and where the meeting was originally
- When and where the new meeting will be
- What you want to discuss in the meeting

4.2. Meeting etiquette

Get ready!

1. Before you read the passage, talk about these questions.

1. What are the challenges and responsibilities of running a meeting?
2. What are some behaviors that would be considered rude at a meeting?

Reading

2. Read the blog from a business website. Then, read the summary of the dialogue. Fill in the blanks with the correct words from the word bank.

BUSINESS BLOG

Some meetings are really unproductive. People **bicker** - they **talk over** others and don't listen. Consequently, meetings drag on and on. This wouldn't happen if businesses had a set of meeting rules. Instead, meetings would be useful, productive and short! Here are my suggestions for meeting etiquette.

- **Send your apologies** if you cannot attend. Your colleagues may be waiting for you so they can start the meeting.

- **State your opinion** once only. If it's a good idea, people will **take note**. There's no need to **repeat yourself**.

- If you **disagree** with someone, don't **interrupt**. Wait until the other person finishes speaking, and then state your **objection**.

- Don't use **jargon**. Your colleagues may not be specialists in your field, so they will need to keep **asking for explanations**. This **wastes time**. Talk in everyday language so that everybody can understand.

attend common unproductive state

The writer believes that meetings are 1 _____ because people argue and don't listen. The writer recommends that people say sorry if they cannot 2 _____ a meeting. They should 3 _____ their opinions just once and use 4 _____ language.

Vocabulary

3. *Choose the word that is closest in meaning to the underlined part.*

1. Write a message saying sorry if you cannot attend.

- A State your opinion
- B Send your apologies
- C Ask for an explanation

2. It is unprofessional to argue in an immature way during meetings.

- A interrupt
- B disagree
- C bicker

3. It's rude to talk when other people are talking.

- A repeat yourself
- B talk over other people
- C take note of other people

4. During meetings Jane says the same thing again and again.

- A repeats herself
- B disagrees
- C interrupts

4. *Read the sentence pairs. Choose where the words best fit in the blanks.*

1. **objection / jargon**

Does anyone have a(n) _____ to this suggestion.
_____ should only be used if everyone understands it.

2. **waste time / take note**

_____ of any important changes.
Don't _____ arguing.

3. **ask for an explanation / state your opinion**

It is important to _____ if the material is confusing.
Please do not _____ until the chairman invites you to do so.

Listening

5. Listen to a conversation between an employee and a manager. Mark the following statements as true (T) or false (F).

1. The woman feels the meetings are not productive. _____
2. The man wants people to speak less in meetings. _____
3. The man will write a set of rules for meetings. _____

6. Listen again and complete the conversation.

Employee: It's these meetings. They're really getting 1 _____ .
What do you mean?

Manager: People always 2 _____ . It wastes so much time.

Employee: I disagree. I want to 3 _____ people to speak if they have an objection.

Manager: That's good. But they shouldn't 4 _____ other people or repeat themselves over and over.

Employee: Okay, I agree with that.

Manager: Also, it might help if we asked the engineers to use less 5 _____ .

Employee: We lose a lot of time just asking what certain words mean.

Manager: Maybe we need to 6 _____ some guidelines for meeting etiquette.

Speaking

7. With a partner, act out the roles below.

Student A: You have ideas to improve meetings. Talk to Student B about:

- use of time
- problems and behaviors
- suggestions

Student B: You are a manager. Talk to Student A about improving meetings.

Writing

8. You are a manager. Write new meeting etiquette guidelines for your team (100-120 words). Talk about:

- What staff should do if they cannot attend a meeting
- What staff should do if they have an objection
- What language staff should use in

4.3. Making a presentation at a meeting

Get ready!

1. *Before you read the passage, talk about these questions.*

1. What do you think is the most difficult part of giving a presentation?
2. What makes a presentation great? What makes a presentation bad?

Reading

2. *Listen and read the memo about an upcoming presentation. Then, mark the following statements as true (T) or false (F). How should someone make a presentation?*

Dear Team,

As you know, you are all making presentations for potential new investors next week. Please take the time to review the following guidelines - we need these presentations to be organized, accurate and professional.

- Start by **introducing** yourself and your subject. **Outline** the different sections of your presentation.
- When you finish a **section**, **summarize** it. Make it clear that you are **moving on to** a new section.
- Use **diagrams** where possible. You can show these on **handouts** or on **slides**. Refer to them in the presentation using phrases such as "As you can see in the diagram..."
- At the end, tell the **audience** you're finished and invite them to ask questions.
- Don't read your presentation from your **notes**. You need to maintain **eye contact** with the audience.
- **Prepare** and practice with your co-workers! Make helpful suggestions to each other before the big day.

Good luck!

Janice

1. The presentations will update current investors about profits. _____
2. The manager directs the team to provide several summaries. _____
3. Presenters should refer to notes often to guarantee accurate information. _____

Vocabulary

3. *Match the words (1-6) with the definitions (A-F).*

- | | |
|---------------|---|
| 1 introduce | A to change to a different topic |
| 2 summarize | B to repeat the most important points or facts |
| 3 outline | C to get ready |
| 4 move on | D to tell someone a person's name when they meet |
| 5 eye contact | E to give the main ideas without all the details |
| 6 prepare | F the act of looking someone else in the eyes |

4. *Choose the correct word pairs to fill in the blanks.*

1. Make your _____ more attractive by including _____.

- A** slides – notes
B handouts – diagrams
C notes – sections
2. Presenters should look at their _____ not the _____.
A audience – notes
B slides – notes
C handouts – diagrams
3. Each _____ needs to be presented on a different _____.
A diagram – audience
B section – slide
C handout – section

Listening

5. Listen to a conversation between two co-workers. Check (v) the parts of the man's presentation that need improvement.

1. the introduction
2. eye contact
3. moving between sections
4. the diagrams
5. the outline

6. Listen again and complete the conversation.

- Employee 2: It was good. I liked how you 1 _____ . And you 2 _____ the different sections of the presentation well.
- Employee 1: Thanks. Any other strengths?
- Employee 2: You maintained 3 _____ . That's very important. But it was difficult to know when you 4 _____ .
- Employee 1: What do you mean?
- Employee 2: Well, you never stopped and summarized. For instance, one minute you were talking about first quarter profits, and the next you were onto reducing costs.
- Employee 1: So just stop and go over things once in a while?
- Employee 2: Exactly. Also, the 5 _____ are a little confusing.
- Employee 1: Really? How so?
- Employee 2: There's just so much information. Maybe you could 6 _____ them.

Speaking

7. With a partner, act out the roles below.

Student A: You are helping a co-worker prepare for a presentation. Talk to Student B about his or her:

- strengths
- parts to improve

Make up something the presenter didn't summarise.

Student B: You are preparing for a presentation. Talk to Student A about it.

Writing

8. *You are preparing for a presentation. Write notes on your presentation (100-120 words). Make sure to answer the following questions:*

- What do you do well
- What you need to improve

4.4. Negotiations

Get ready!

1. *Before you read the passage, talk about these questions.*

1. How can negotiations help or harm a business?
2. What are some qualities of a good negotiator?

Reading

2. *Listen and read the article in the business magazine. Then, mark the following statements as true (T) or false (F). When should you not negotiate?*

TIPS FOR BETTER NEGOTIATIONS

Your working life is full of negotiations. You don't just **negotiate** with other companies. You negotiate whenever there are two **parties** with different needs. And even though everyone involved wants to find a **compromise** that is **mutually acceptable**, many people dislike negotiating because of the **conflicting interests**.

But negotiations need not be **confrontational**. Don't try to win a negotiation. If you treat it as a contest, you will create a **hostile** atmosphere. Respect the other person and try to understand his or her needs. This way you can create a spirit of cooperation.

Sometimes, the other party may reject your suggestions, and you need to **anticipate** this. A negotiation is a **tradeoff**, and sometimes you will need to **back down**. So prepare alternative options in case your preferred solution is unacceptable. Finally, don't negotiate if you are tired or stressed. You will never **close the deal** when negotiations are too **intense**.

1. A good negotiator wins each part of a negotiation. _____
2. Successful negotiations do not always end with ideal outcomes. _____
3. Changing negotiation times can help people compromise. _____

Vocabulary

3. *Choose the word that is closest in meaning to the underlined part.*

1. Just stop demanding what you want.

- A anticipate
- B back down
- C close the deal

2. The parties are very eager to argue with each other.

- A intense
- B mutually acceptable

C confrontational

3. Mr. Brown will offer a deal, so try to think about it beforehand.
A anticipate it
B close the deal
C negotiate
4. Try to discuss and change the contract terms.
A close the deal
B anticipate
C negotiate
5. Give up something in order to get something more important if you have to.
A trade-off
B party
C interest

4. Match the words (1-7) with the definitions (A-G).

- | | |
|------------------------|---|
| 1 hostile | A an agreement |
| 2 deal | B being competitive and eager to argue |
| 3 intense | C a person or group in a negotiation |
| 4 conflicting interest | D being satisfactory to both sides of a negotiation |
| 5 mutually acceptable | E a solution in which both sides of a negotiation give up something |
| 6 compromise | F a point of a negotiation which both sides consider very important |
| 7 party | G being extremely stressful |

Listening

5. Listen to a conversation between two employees. Then answer the questions.

1. What can you infer about the woman?
A She has not negotiated before.
B She will not accept the current prices.
C She has offered several trade-offs.
D She did not anticipate higher prices.
2. What compromise does the man suggest?
A purchasing the paper at full price
B allowing the suppliers to delay delivery
C buying a large amount of paper at once
D paying a portion of the transportation costs

6. Listen again and complete the conversation.

- M: How is the negotiation with the paper suppliers going?
W: It's intense. They won't drop their prices.
M: Well, we 1 _____ that. Their transportation costs are much higher these days.
W: But if they don't 2 _____ we'll never close the deal.
M: Have you offered a 3 _____?
W: Not yet. I can't think of anything that we can give up.

- M: Think of it from their point of view. They can't lower their prices because of transportation costs.
- W: Exactly.
- M: So what if we offer to 4 _____ of paper at once?
- W: How would that help us?
- M: They'll only have to deliver it once, which will 5 _____ on their transportation costs.

Speaking

7. With a partner, act out the roles below.

Student A: Student B is having problems with a negotiation. Give advice about:

- anticipating problems
- offering compromise
- how to lower prices Make up a type of supplier.

Student B: You are having trouble negotiating with suppliers. Ask Student A for advice.

Writing

8. You are a manager. Write advice for a co-worker who is leading a negotiation for the first time. Talk about:

- How to treat the people in the other party
- What to do before the negotiation
- What to do in order to close the deal

UNIT 5.

PRODUCTS 5.1. Product details

Get Ready!

1. *Before you read the passage, talk about these questions.*

1. What types of information can you find in a product description?
2. What general qualities do people look for in products like electronic devices?

Reading

2. *Read the advertisement. Then, complete the table.*

PRODUCT INFORMATION	DETAILS
Make/ model	1.
Dimensions/ storage	2.
How to get it	3.

Ready to trade in your old phone! Get a Satellite XK50 Smartphone!

Techware just developed its latest state-of-the-art device. It features a lightning-fast processor and a sleek design. It's lightweight, but it doesn't sacrifice durability! And it has tons of great qualities, including:

- an 8 megapixel camera
- voice and face recognition
- a crystal-clear touch screen with dimension of 5.5 inches by 2.75 inches
- 64GB of storage – take your pictures, music, and videos with you wherever you go!

With the Satellite XK50, you'll get all these upgrades and more!

Techware releases its newest creation on July 1.

Global Wireless will distribute this make and model exclusively.

To order yours, visit www.globalwireless.com

Vocabulary

3. *Match the words or phrases (1-5) with the definitions (A-E).*

- 1 _____ make
- 2 _____ model
- 3 _____ feature
- 4 _____ quality
- 5 _____ develop

A to possess a certain characteristic as an important element

B the brand or company that manufactures an item

C to create something new or make an existing thing better

D a characteristic of something

E a specific item that is distinctive from other items of the same type

4. Read the sentences and choose the correct word.

- 1 The company is **releasing/featuring** its newest video game next month.
- 2 Only one company can **develop/distribute** the product to customers.
- 3 The picture frame's **qualities/dimensions** are five inches by seven inches.
- 4 This truck is known for its durability/model. It will run for years and years.
- 5 The new phone has several makes/upgrades that make it easier to use.

Listening

5. Listen and read the advertisement again. What are the Satellite XK50's key features?

6. Listen to a conversation between two managers. Mark the following statements as true (T) or false (F).

- 1 _____ The Alloy 760 has had problems with durability.
- 2 _____ it will take about three month to fix the design problems.
- 3 _____ The woman expects to distribute the phone in December.

7. Listen again and complete the conversation.

Manager 1: So we're getting ready to 1 _____ to Alloy 760.

Manager 2: Yeah, when do you think it'll 2 _____ ?

Manager 1: Well, we're having some design problems. 3 _____ has been an issue.

Manager 2: 4 _____ will it take to fix it?

Manager 1: I think it'll be about a 5 _____ .

Manager 2: Ok. But the other 6 _____ are working fine?

Manager 1: Yeah, they are.

Speaking

8. With a partner, act out the roles below based on Task 7. Then, switch roles.

Use language such as:

When do you think the will be ready?

It'll be about ... / It will be ready around ...

How long will it take to ...?

Student A. You are a manager at a cell phone manufacturer. Talk to Student B about:

-problems with an upcoming smartphone

-upgrades on the new phone

-when it will be ready

Student B. You are another manager at a cell phone manufacturer. Talk to Student A about the progress of a new smartphone.

Writing

9. Use the conversation from Task 8 to fill out the advertisement.

Ready for a new phone?

Get the _____!
 This state-of-the-art smartphone features _____.
 It has _____, _____, and _____.
 This new _____.
 Order one today!

5.2. Selling products

Get ready!

1. Before you read the passage, talk about these questions.

1. Do you prefer to shop online or in person? Why?
2. What are the risks of shopping online?

Reading

2. Listen and read the web page for a shoe store. Then, mark the following statements as T (true) or F (false).

Our prices are guaranteed!
 If you find a lower price, we'll match it!

Sneakers DiRect	Online or in our stores: The BEST sneakers for your feet and your wallet.
Today's Online Specials	Shop our catalogue
<p>Today only: Our #1 selling sneakers at wholesale price! Click here for details</p> <p>Selected styles: Buy one get one at half price! Click here to view styles</p> <p>Free shipping on all orders over \$75.00</p>	<p>Mail order: 14 Factory Rd Del Mar, DE 98509</p> <p>Phone order: 1-800-999-5555</p> <p>Open Monday – Saturday 9 am to 6 pm</p> <p style="text-align: center;">Include item number with your order</p>
<p>Sneakers Direct is a leader in e-commerce. Check our website daily for exclusive offers. We promise that our footwear is the best quality at the best price. Return your items free of charge if you are not completely satisfied.</p>	
<p>Tired of retailers? Call toll-free to ask about direct sales.</p>	

1. Customers will pay shipping for a \$50.00 order. _____
2. The company will reduce prices lower than any competitor. _____
3. Direct sales can be arranged on the website. _____

Vocabulary

3. Choose the word that is closest in meaning to the underlined part.

1. Here is the new magazine with photos and descriptions of products for sale.

A direct sales B e-commerce C catalogue

2. The salesman guaranteed that the shoes were comfortable.

A promised B matched C retailed

3. The cost to mail products added \$10.00.

A item number B shipping C offer

4. Online business is important to most retailers.

A mail order B catalogue C e-commerce

5. Change to the level of the price our competitors offer.

A promise B sell C match

4. *Read the sentence pairs. Choose where the words best fit in the blanks.*

1 **mail order / item number**

Write the _____ on the form.

Complete this form to place a _____.

2 **retailers / wholesale**

_____ prices are usually very low.

GrantCo is one of the country's biggest _____.

3 **direct sales / phone order**

Call this number to place a _____.

Locate a _____ location nearby.

Listening

5. *Listen to a conversation between a telephone sales representative and a customer.*

Mark the following statements as true (T) or false (F).

1. The customer lost the item number. _____

2. The sneakers are not available in the requested color. _____

3. The total cost is \$64. _____

6. *Listen again and complete the conversation.*

Representative: Thank you for calling Sneakers Direct. 1 _____
_____ you today?

Customer: I'd like to order some shoes from your catalogue, please.

Representative: Great. Do you have the 2 _____ ?

Customer: Yes. It's GH1184.

Representative: The 3 _____ **Sneakers?**

Customer: Yes. In a size 11, please.

Representative: We do have those shoes available in your size. What 4 _____
_____ like?

Customer: Do you have them in green?

Representative: Yes. The 5 _____ is \$55.00 plus \$9.00 shipping.

Speaking

7. *With a partner, act out the roles below.*

Student A: You are a customer who wants to order sneakers. Talk to Student B about:

- shoes
- color
- guarantees

Student B: You are a sales representative. Answer Student A's questions.

Writing

8. You are writing a page in a catalogue for a company. Use the conversation from Task 7 and the web page to write a description of a type sneakers available for sale.

Talk about:

- What sizes are available
- What colors are available
- What the company's return policy is

5.3. Product problems

Get ready!

1. Before you read the passage, talk about these questions.

1. When was the last time you returned a product? Why did you do it?
2. What are some ways companies compensate people who return products?

Reading

2. Listen and read the page from a customer service manual. Then, choose the correct answers. What should customers give the service department?

ELECTRONICS NATION

When a customer enters the **service department** he or she should always be greeted with a smile. Every product sold at Electronics Nation comes with our famous **guarantee**. We offer a **refund** or **replacement** for a full year if the customer is not **satisfied** for any reason. However, there are a few things you will need from the customer.

First, we need the original **receipt** or a copy of the **warranty**. One of these documents is required to process the **return**.

Next, we need the **make** and **model number** of the item they wish to return.

Finally, we need a brief written explanation on the return form.

If the customer would like to replace the item, send him out to the showroom. If he would prefer a refund, send him to the business office with the completed return form.

1. What is NOT required to return an item?
 - A a completed form
 - B a record of the item's purchase
 - C an identification number for the type of item
 - D a description of the item's condition
2. Electronics Nation offers

- A free repairs on all purchases.
 - B to replace unsatisfactory purchases.
 - C a refund within two years of a purchase.
 - D returns without a receipt or a copy of the warranty.
3. Employees must note the _____ of returns.
- A repair cost
 - B time of purchase
 - C color and style
 - D make and model number

Vocabulary

3. Match the words (1-5) with the definitions (A-E).

- | | |
|----------------------|---|
| 1 make | A the printed record of a sale |
| 2 satisfied | B the name that identifies who produced the product |
| 3 receipt | C the place where consumers can receive help |
| 4 guarantee | D being happy with one's purchase |
| 5 service department | E an assurance |

4. Fill in the blanks with the correct words and phrases from the word bank.

customer service refunds replacement warranty model number

1. Good _____ keeps customers coming back.
2. If a product is broken, customers may get a _____.
3. The make and _____ of the stereo is printed on the box.
4. The returns department also gives _____.
5. Do you have a copy of the _____?

Listening

5. Listen to a conversation between a customer service representative and a customer. Mark the statements as true (T) or false (F).

1. The man did not bring the original receipt. _____
2. The stereo did not work. _____
3. The man will receive a refund. _____

6. Listen again and complete the conversation.

- Representative: Okay. I'll need to see the 1 _____, please.
- Customer: Customer: Oh. I don't have it anymore. I brought the 2 _____, though. Here you go.
- Representative: That'll work, thanks. Do you know 3 _____ the stereo is?
- Customer: It's the Sonic 200.
- Representative: Let's see ... and the model number is here on the warranty. Now, why are you 4 _____ the stereo?
- Customer: I don't really like the sound quality. It just wasn't 5 _____.

Representative: Okay. Now, we can only 6 _____ if you have the receipt.

Customer: But I can get a 7 _____, right?

Speaking

7. With a partner, act out the roles below.

Student A: You are a customer service representative. Student B wants to return a product. Talk to Student B about:

- receipt
- reason for return
- refunds and replacements

Student B: You are returning a product. Answer Student A's questions.

Writing

8. You are a customer service representative processing a return. Use the conversation from Task 7 to fill out a return form. Talk about:

- The make and model number of the item
- Whether the customer has the receipt
- Why the customer was not satisfied with the purchase

UNIT 6.

AREAS OF BUSINESS

6.1. Customer service

Get ready!

1. *Before you read the passage, talk about these questions.*

1. Why can working in customer service be challenging or frustrating?
2. Have you had a bad experience with customer service? What happened, and how could it have been better?

Reading

2. *Listen and read an extract from an employee manual. Then, read the summary of the passage. Fill in the blanks with the correct words from the word bank. What kind of staff do customers appreciate?*

EMPLOYEE MANUAL

Customer **satisfaction** is the most important feature of our business. Our success depends on customer **loyalty**. We rely on repeat business, and many of our new customers come to us through **word of mouth recommendations**. We can only maintain this **customer base** if we continually meet, or preferably **exceed** customer **expectations**. To accomplish this, our company has two policies:

5.4.1 WE VALUE FEEDBACK

When a customer complains, do not be offended. They are pointing out something that we can improve. Thank them for **bringing this problem to our attention**. Assure them that you will **rectify** it as soon as possible.

5.4.2

All staff should be prepared to **go beyond the call of duty**. Customers appreciate helpful, reliable staff, and they appreciate it when they receive something extra. So always **go out of your way** to fulfill customers' needs.

feedback reliable recommend satisfaction

The employee manual states that customer 1 _____ is very important. This is because it gets a lot of business from customers who 2 _____ the company to their friends. In order to keep customers happy, the company pays attention to their 3 _____. It also encourages workers to be helpful and 4 _____.

Vocabulary

3. *Check (V) the sentence that uses the underlined part correctly.*

- 1 A Employees should ask customers to rectify problems. _____
B A company with a large customer base has high customer satisfaction. _____
- 2 A Employees who go beyond the call of duty are appreciated. _____
B Word-of-mouth recommendations are bad for a business. _____
- 3 A Bosses don't like employees who go the extra mile. _____
B If you see a problem, bring it to the boss's attention. _____

4. Write a word that is similar in meaning to the underlined part.

1. I promise you that I will solve this problem, a _ _ u _ _

2. Your reports are better than I thought they would be.

_ x _ e _ _ e _ _ e _ t _ t _ _ _ s

3. The client's happiness with our service is key.

s _ t _ s _ _ _ i _ _

4. Use extra effort to make the customer happy.

g _ o _ _ _ f _ y _ _ _ _ a _

5. A customer's choice to remain with one company is hard to earn.

I _ y _ _ _ _

6. The company asks for opinions about its service.

_ e _ _ b _ _ k

Listening

5. Listen to a conversation between a hotel manager and an employee. Then answer the questions.

1. What is the main idea of the conversation?

- A the man's performance at work
- B negative feedback about the hotel
- C steps to increase customer loyalty
- D additions to the man's responsibilities

2. What can you infer about the man?

- A He has asked for raises in the past.
- B He is remembered by hotel guests.
- C He accidentally offended a customer.
- D He will be promoted to manager.

6. Listen again and complete the conversation.

Manager: Well, you understand how important 1 _____ is here at the Regal Inn.

Employee: Of course. Did I offend a customer?

Manager: No, no, just the opposite. It's been 2 _____ that your name comes up frequently in positive customer feedback.

Employee: Oh, good. But I'm just doing my job, really.

Manager: That's not what I hear. Making calls for guests and helping them get tickets to shows - you're going 3 _____ to make sure customers are satisfied.

Employee: It's not that much, really.

Manager: Still, the business from 4 _____ you're bringing in means a lot to us. So we're giving you a 5 _____.

Speaking

7. *With a partner, act out the roles below.*

Student A: You are a hotel manager. An employee has been mentioned in customer feedback. Talk to Student B about:

- customer satisfaction
- feedback
- result of employee's actions

Make up a name for a hotel.

Student B: You are an employee at a hotel. Answer Student A's questions.

Writing

8. *You are a manager. Use the conversation from Task 7 and the employee manual to write an employee profile for the company newsletter (100-120 words). Include:*

- The importance of customer loyalty
- What the employee does well
- How the employee was rewarded

6.2. Company culture

Get ready!

1. *Before you read the passage, talk about these questions.*

1. What values do you think make a company successful?
2. What traits or actions can discourage customers from doing business with a company?

Reading

2. *Listen and read this poster about a company's values. Then, read the summary of the text. Fill in the blanks with the correct words from the word bank. How does the company value their customers? Tell the class.*

SOFTWARE PLUS

our company's **core values**

At Software Plus, we value our customers above all else. We want to:

- provide quality products at **affordable** prices
- keep prices as low as possible so that our customers know they are getting a fair deal
- treat each customer as an individual
- strive to make every person who shops with us feel important and valued

Software Plus also recognizes **innovation** as a key part of our business. We will take steps to:

- stay **one step ahead** of the market
- monitor current **trends** and move quickly to fill **gaps** in the market

The employees of Software Plus are the company's greatest **asset**. As such, we **endeavor** to:

- provide a pleasant, friendly working environment
- supply training **opportunities** and **perks**
- foster professional growth and development

Environmental issues are a priority at Software Plus. We promise to:

- support a wide range of environmentally friendly **initiatives**, such as recycling and car sharing
- never knowingly create a product that is harmful to the environment

products customers employees market opportunities

The company 'Software Plus' has four core values. To begin with, it aims to put 1_____ first. Secondly, it tries to stay ahead in the 2_____ by identifying what is popular. Thirdly it treats its 3_____ well by providing perks and training 4_____. Finally, it never creates 5_____ that harm the environment.

Vocabulary

3. Match the words (1-7) with the definitions (A-G).

- | | | |
|---------------|---|--|
| 1 gap | A | a benefit people receive from their jobs |
| 2 trend | B | the most important thing to do |
| 3 innovation | C | a new development |
| 4 priority | D | to try to do something |
| 5 perk | E | a temporarily popular item or style |
| 6 opportunity | F | a place where something is missing |
| 7 endeavor | G | a chance to do something useful |

4. Read the sentence pairs. Choose where the words best fit in the blanks.

1 **foster / strive**

The company aims to _____ the staff's development.

Mr. Gao wants his workers to _____ to do their best.

2 **affordable / one step ahead**

It's important to stay _____ of our competition.

The other company's product is more _____.

3 **initiatives / core values**

This company has three _____: loyalty, quality and trust.

There are many new _____ to help small businesses.

4 **environmental issues / assets**

The company was forced to sell many of its _____.

Being aware of _____ can reduce pollution.

Listening

5. *Listen to a conversation between two managers. Mark the following statements as true (T) or False (F).*

1. The poster will be displayed in the break room. _____
2. The man wants to include a statement about current employees. _____
3. The woman thinks people will like the environmental program. _____

6. *Listen again and complete the conversation.*

- Manager 1: I need some help with this poster for next month's 1 _____
_____.
- Manager 2: Sure, have a seat. What can I do?
- Manager 1: Well, management wants a display that shows our 2 _____
_____. The problem is, the manual lists a lot of values, but I
can only show four.
- Manager 2: I'd start with customer care. You could write about how we keep
our software affordable.
- Manager 1: That's good, thanks. What do you think of including 3 _____
_____, though?
- Manager 2: Yeah, why not? You could mention a few of our environmental
initiatives. Like our recycling program.
- Manager 1: Good idea. But it's a job fair, and there's 4 _____
_____. I should include something about
them, right?
- Manager 2: What do you 5 _____ _____ _____?

Speaking

7. *With a partner, act out the roles below.*

Student A: You need to choose four core values for a poster. Talk to Student B about:

- suggestions
- your ideas
- attracting employees

Student B: Answer Student A's questions and make suggestions.

Writing

8. *You are writing a website page about your company's core values. Write a paragraph for the website (100-120 words). Talk about:*

- What your company's core values are
- What your company endeavors to do
- How your company stays one step ahead

6.3. Business in different cultures

Get ready!

1. Before you read the passage, talk about these questions.

1. What are some ways people greet each other in formal and informal situations?
2. What are some things foreigners might accidentally do that are offensive in your culture?

Reading

2. Listen and read this guide to business etiquette. Then, choose the correct answers. Say four things you have learned from the text.

CONDUCTING BUSINESS OVERSEAS

Conducting business overseas is full of **pitfalls!** There are many different customs regarding **etiquette**. You may make a major social **gaffe** without realizing it! This guide outlines the areas where mistakes commonly occur. Consider how you will address your business associate. It is polite to address someone by their **title** and **surname** in many places.

The handshake is recognized worldwide, but in the States and Britain people generally shake hands only once, when they first meet. Be **aware** that in Japan, it is rude to make **eye contact** when shaking hands, and in many Asian countries it is **customary** to bow.

If you are invited to someone's house, you should take a gift to thank them for their **hospitality**. But be careful! Your choice of gift is very important. **Avoid** giving white flowers in Japan or clocks in China because they symbolize death. Be **conscious** of eating customs. In Europe and the States, you may **offend** your **host** if you leave food on your plate. However, in Asia, a clean plate indicates you are still hungry.

In conclusion, the best way to conduct business internationally is by researching **manners** and customs. Only this way can you ensure that you won't make a terrible social **blunder!**

1. What should you NOT do when visiting Japan?
 - A give your host a gift
 - B bow when you meet someone
 - C leave food on your plate after a meal
 - D look a person in the eyes during an introduction
2. What should business travelers do before doing business other countries?
 - A purchase reasonable gifts
 - B learn the country's language
 - C research the country's etiquette
 - D memorize new partners' surnames
3. According to the passage, when do British people shake hands?
 - A when greeting business partners in the morning
 - B when first being introduced to someone ^
 - C when accepting a gift ^
 - D when entering someone's house

Vocabulary

3. Choose the word which has the same meaning as the underlined word.

1. Looking his client in the eye when they shook hands was a major gaffe.

A blunder B hospitality C host

2. Her manners were typically British.

A pitfall B etiquette C hospitality

3. He was conscious that he must leave some food on his plate.

A aware B customary C eye contact

4. Choose the correct word pair to fill in the blanks.

1. Mr. Sui thanked his _____ for the wonderful _____.

A title – surname

B host – hospitality

C hospitality – pitfall

2. _____ making eye contact because it may _____ the other person.

A Customary – avoid

B Offend – host

C Avoid – offend

3. It is _____ to call someone by their title and _____.

A aware – title

B customary – surname

C avoid – hospitality

4. There are a number of _____ people can fall into such as not using a correct _____.

A pitfalls – title

B hosts – surname

C hospitality – eye contact

Listening

5. Listen to a conversation between two colleagues about a business trip. Mark the following statements as true (T) or false (F).

1. The speakers are taking a trip to Japan together. _____

2. The woman asks the man to explain parts of Japanese etiquette. _____

3. The woman plans to purchase a gift before she arrives in Japan. _____

6. Listen again and complete the conversation.

Co-worker 2: I've been reading up on Japanese 1_____. It's got me worried.

Co-worker 1: What are you worried about?

Co-worker 2: It's full of 2_____. I'm scared I'm going to make some terrible social 3_____.

Co-worker 1: I'm sure that if you're careful of your 4_____ you'll be fine.

Co-worker 2: That's not the point. Good manners in Japan are different from

manners here. Sometimes they're the complete opposite!

Co-worker 1: Like what?

Co-worker 2: Well, here you make 5 _____ when you shake hands. In Japan that's rude.

Co-worker 1: Really? I wasn't 6 _____ of that.

Co-worker 2: And it's 7 _____ to give gifts to your hosts, but there are so many gifts that can be offensive!

Speaking

7. *With a partner, act out the roles below.*

Student A: You are going on a business trip to another country. Explain to Student B that you are worried about:

- greeting people
- giving gifts

Student B: Your colleague is going on a business trip abroad and is worried about etiquette. Help Student A plan for his or her trip.

Writing

8. *You are writing a guide for business people visiting your country. Write a guide to etiquette (100-120 words). Talk about:*

- What is customary for people to do when they greet each other
- What people should be aware of during meals
- What sorts of gifts are appropriate

UNIT 7.

BUSINESS ACTIVITIES

7.1. Production

Get ready!

1. *Before you read the passage, talk about these questions.*

1. What skills does a supervisor in a manufacturing industry need?
2. Many businesses save money by producing goods in other countries. Has this helped or hurt your country's economy?

Reading

2. *Listen and read the advertisement for a Production Supervisor position. Then, complete the table using information from the text. Present the job to the class.*

PRINGLE AND WEBSTER IS CURRENTLY SEEKING

A PRODUCTION SUPERVISOR

\$60,000 - \$75,000 plus benefits

Pringle and Webster is an established **manufacturer of** stainless steel containers, supplying the dairy and pharmaceutical industries. We currently have five factories in the northwest. We are currently seeking a production supervisor whose primary role will be to **oversee** OUR **assembly line** and quality control **operations**. This is A full-time post, and is based at our Newcastle plant. Duties will include:

- Ordering the **raw materials** required for production, ensuring there is minimal **surplus** or shortage
- Ensuring factory **output** levels are maintained
- Checking the final products for defects to ensure there is a minimal level of product **recall**
- **Conferencing** with clients to discuss their design specifications
- Developing **measures** to cut company costs
- Essential - At least three years' experience in a manufacturing environment, working in a supervisory role
- Ability to meet deadlines

Desirable - Preference will be given to applicants with experience in **lean manufacturing**. It is hoped that the successful candidate will have a major role in developing and **implementing** new measures such as **just-in-time** production, in order to help the company cut costs and improve the efficiency of production.

Job title:	1 _____
Company Name:	2 _____
Manufacturer of:	3 _____
Duties include:	ordering 4 _____ maintaining 5 _____ 6 _____ with clients

Vocabulary

3. *Check (V) the sentence that uses the underlined part correctly.*

- 1 A ZipCo recalled products due to high quality.
B Conference with the staff for more information.
- 2 A There's no need to order more, we have a surplus.
B Our top quality products have many defects.
- 3 A The factory builds raw materials to be sold
B Forty employees work on this assembly line.
- 4 A Lean manufacturing methods reduce costs.
B Just-in-time production requires storing

4. Fill in the blanks with the correct words from the word bank.

operations output implement specifications manufacturer oversee

1. Han Inc. will _____ new methods to save money.
2. Check the design _____ before starting the production.
3. TamCorp is the biggest _____ of cars.
4. The company must increase _____ to cover increased sales.
5. Mr. Bradley will _____ the workers in the factory.
6. Alice managed quality control _____ at a large factory.

Listening

5. Listen to a conversation between an interviewer and an applicant for a job. Check (V) the qualifications that Mr. Robson already has.

- 1 three years of experience
- 2 monitoring quality control
- 3 ordering supplies
- 4 conferencing with clients
- 5 using lean manufacturing

6. Listen again and complete the conversation.

Applicant: I spent two years with a manufacturer of machine parts.

Interviewer: What did you do there?

Applicant: My main role was to 1 _____ the assembly line and keep output levels high.

Interviewer: Were you involved in 2 _____ ?

Applicant: Yes. Actually I managed those operations. I'm pleased to say that when I was manager, product recall fell by 37 percent.

Interviewer: Congratulations, that's impressive. How did you accomplish that?

Applicant: I 3 _____ measures.

Interviewer: Well, we're very interested in that type of change. Tell me, were you responsible for any other duties?

Applicant: Of course. I also had to 4 _____ and avoid shortages.

Interviewer: And how did you decide what materials to go with?

Applicant: I just made sure that we 5 _____ our clients

wanted.

Speaking

7. *With a partner, act out the roles below.*

Student A: You are interviewing Student B for a manufacturing job. Find out if he/she has experience in:

- quality control
- overseeing workers
- conferencing

Student B: You are applying for a job. Answer Student A's questions.

Writing

8. *You are applying for a job in a manufacturing company. Write a covering letter outlining your skills and experience (100-120 words). Talk about:*

- How long you have worked in manufacturing
- What your duties were at your last job
- What other skills or experience you have

7.2. Marketing

Get ready!

1. *Before you read the passage, talk about these questions.*

1. What is the best marketing campaign you can think of? What makes it so good?
2. What qualities would a good marketing employee have?

Reading

1. *Listen and read this memo from a project manager to his marketing team. Then, mark the following statements as true (T) or false (F). Summarise the memo and tell the class.*

MEMO

Dear Team,

The design stage of our computer gaming console 'Iliad' is nearing completion. Therefore it is time to start planning our marketing strategies. I would like to propose a meeting in three weeks. I've booked the meeting room for 3 o'clock on August 14th. Please let me know if you will be unable to attend. Please give the following questions some thought before then.

- We are selling to a **niche** market, so what are the characteristics of our **prospective** customers?
- Do we need to do any **market research** to find out which marketing strategies will reach our **target market** most effectively?
- What does our gaming console offer in comparison to the range of consoles sold by our **competitors**?

- Has anyone got any imaginative marketing ideas, besides the usual television commercials, **flyers**, **billboard** ads, Internet etc.?
- What are the best **distribution channels** and **outlets** for our product?

Is it worth exploring new **avenues**?

- What sort of **promotions** will attract **consumers** to our **brand**?
- What type of **packaging** will appeal to our target audience?

I look forward to hearing your suggestions on these issues at the meeting.

Thanks Bill Turner

PRODUCT DEVELOPMENT MANAGER ODYSSEY GAMES

1. The first attempt to market the 'Iliad' was unsuccessful. _____
2. Market research has been done to determine the target audience. _____
3. The company wants to find non-traditional advertising methods. _____

Vocabulary

3. Choose the correct word pairs to fill in the blanks.

1. Do some _____ to find out what people think of the _____.
 A competitors – outlets
 B market research – brand
 C target market – range
2. A _____ can encourage _____ to buy things.
 A niche – competitors
 B flyer – avenues
 C promotion – consumers
3. All the products in the _____ have similar _____.
 A range – packaging
 B outlet – ranges
 C target market – brands
4. Marketing teams try to get a _____ not to buy products from their _____.
 A target market – competitors
 B distribution channels – flyers
 C avenues – outlets
5. The company should distribute _____ in the _____ where its products are sold.
 A billboards – distribution channels
 B flyers – outlets
 C avenues – niches

4. Write a word that is similar in meaning to the underlined part.

1. Consider everyone as a possible future client.

p _ _ _ p _ _ _ i _ _

2. This a small, specialized market.

_ _ c _ e

3. Advertising on very large boards is inexpensive.

b _ _ _ b _ _ _ _ s

4. We should explore other routes and directions.

_ v _ n _ _ s

5. Get new ways in which products are made available to customers.

d _ _ t _ _ b _ _ t _ _ n _ _ c _ _ _ _ n _ _ _ s

Listening

5. *Listen to a conversation between two employees. Choose the correct answers.*

1. What does the manager believe is good news for the company?

A The price of the product has been lowered.

B Competitors are struggling to sell their products.

C More people are becoming interested in gaming.

D The packaging of the product has been approved.

2. What can you infer about the company?

A It controls a chain of gaming stores.

B It's hired a marketing firm to do research.

C Its niche is composed mostly of teenage girls.

D It has not sold products in supermarkets before.

6. *Listen again and complete the conversation.*

Employee: Not necessarily. My research shows that gaming is a lot more popular with all ages these days. And girls are becoming more interested.

Manager: That's good news for us.

Employee: Yeah, and I think that's where our competitors 1 _____ . They mostly target young males.

Manager: But you think 2 _____ older people and girls.

Employee: I do. We could widen our niche, 3 _____ .

Manager: That's a very interesting idea.

Employee: Of course, it means we may need to explore new avenues for advertising.

Manager: And I assume we'd need 4 _____ too.

Employee: Probably. I thought we might stock the console in supermarkets as well as the usual gaming stores and online outlets.

Manager: Good thinking. 5 _____ packaging?

Speaking

7. *With a partner, act out the roles below.*

Student A: You are planning the marketing for a new product. Talk to Student B about:

- prospective customers
- advertising
- distribution channels

Student B: Talk to Student A about the marketing for a new product.

Writing

8. *Imagine that your company is developing a product. Choose a product and write an email to your manager with your marketing ideas (100-120 words). Talk about:*

- Who your prospective consumers are
- What the best way to advertise to them is
- What distribution channels and outlets you would recommend

7.3. Finance

Get ready!

1. *Before you read the passage, talk about these questions.*

1. What information might be included in a financial report?
2. Why is it important for a company to keep financial records?

Reading

2. *Listen and read this email from the Director of Finance to a CEO. Then, choose the correct answers. Summarise the email. Tell the class.*

Dear Mr. Ingol,

Please find enclosed the annual **financial report**. In summary, the **profit and loss** statement shows that we are up \$7,658.04 on our **earnings** last year. Our increased earnings were due to the **revenue** received from the Taylor Johnson project. In fact, you will see on the spreadsheet that this one project alone brought in 20% of our annual **income** after **deductions**. Our profit was greatest in the 3rd **quarts** when we received payment from Taylor Johnson and also received the **grant** from the Environmental Awards Group. Profit was lowest in the first quarter, when the company suffered a **net loss**. However, this was due to the increased **expenditure incurred** when we bought the new delivery vehicles, and there was no actual fall in earnings.

The **balance sheet** shows that value of our **assets** is down this year. This is due to the **depreciation** incurred by our outdated computer system. However, the proposed purchase of a new computer system will result in an increased value in our assets by the end of the next financial year. We also have over \$3,000 in **liabilities**.

1. Which of the following statements is NOT true?
 - A The takings are higher than last year.
 - B Most of the profit came in the second quarter.
 - C The company received a grant in the third quarter.
 - D The company bought delivery vehicles in the first quarter.
2. The company's assets decreased in value because
 - A this year's profits were low.
 - B the company suffered a net loss.
 - C the delivery trucks were expensive.
 - D the computers decreased in value.

3. What is the company likely to do next year?

- A buy a new computer system
- B receive \$3,000 in debts
- C receive a grant
- D reduce spending

Vocabulary

3. *Match the words (1-7) with their definitions (A-G).*

- | | |
|--------------------|--|
| 1 expenditure | A money given to help a specific project |
| 2 balance sheet | B a situation where you spend more than you receive |
| 3 assets | C a document giving information about finances |
| 4 depreciation | D the money you spend |
| 5 grant | E things you own which have value |
| 6 net loss | F the loss in something's value over time |
| 7 financial report | G a document containing statements relating to money |

4. *Choose the correct word pairs to fill in the blanks.*

1. The company's _____ was high, but it owes \$5.300 in _____.
A revenue – liabilities
B quarter – earnings
C income – profit and loss
2. The expenditure _____ was greatest in the last _____.
A deductions – income
B incurred – quarter
C liabilities – asset
3. The _____ statement shows that our _____ were higher last year.
A quarter – deductions
B incurred – net loss
C profit and loss – earnings
4. Our total _____ increased, not including _____ for raises.
A financial report – assets
B income – deductions
C expenditure – depreciation

Listening

5. *Listen to a conversation between a CEO and a manager. Mark the following statements as true (T) or false (F).*

1. The company suffered a net loss in the last quarter. _____
2. The company earned income from the Hilton project last month. _____
3. The man expects losses in the next quarter. _____

6. *Listen again and complete the conversation.*

Manager: Okay. Well, 1 _____ is here on the left, and 2 _____ is on the right

CEO: How do our 3 _____ to last quarter?
 Manager: Well, they're up from the last quarter, but we actually suffered a net loss over the three months.
 CEO: A loss? Why is that?
 Manager: We updated the computer systems. It was pretty expensive.
 CEO: Oh yes, of course.
 Manager: But I expect us to make a profit in the next quarter. We'll 4 _____ the revenue from the Hilton project.
 CEO: And 5 _____ we'll get that small business grant, too.
 Manager: It could be a very good quarter for us.
 CEO: Could you 6 _____ an estimate for the upcoming quarter? I'd like to show that to the board.

Speaking

7. With a partner, act out the roles below.

Student A: You are a CEO. Talk to Student B about:

- financial report
- explanation of report
- next quarter

Student B: You are a financial manager. Answer Student A's questions.

Writing

8. You are a financial manager. Write a brief memo to the CEO explaining why there was a net loss in the last quarter (100-120 words). Talk about:

- Lower takings last quarter
- Why expenditure was high in the last quarter
- What you expect will happen in the next quarter

7.4. Sales

Get ready!

1. Before you read the passage, talk about these questions.

1. What must a salesperson do to ensure a sale?
2. What difficulties might a salesperson encounter when dealing with a client?

Reading

2. Listen and read this flyer advertising a set of seminars for salespeople. Then, read the paraphrase of the article. Fill in the blanks with the correct words from the word bank. What will people learn during the seminar? Tell the class.

LUCRATIVE solutions
 Sales Seminar
 5-day workshops tailored to your needs.

In today's competitive market, you need to be sure that your sales team is ahead of the game. That's why we've developed a successful five-day seminar to help organizations like yours to develop a professional and **effective** sales team. Our courses are specially designed to help your sales team **generate** more **appointments**, deliver successful **pitches** and bring in more business. The course covers the entire sales process, from the initial greeting to closing the deal. During the course you will learn how to:

- Create an effective sales plan to help you set and achieve your sales goals
- **Analyze** your territory and your competitors
- **Capitalize** on opportunities, develop **key contacts** and **influence** the right buyers
- **Approach** potential customers in a **consultative** manner
- Match your sales approach to the personality of your customers
- Become an **attentive** and active listener
- Handle **resistance** and **deal with** negativity
- Maintain your **existing** accounts
- Define and **demonstrate** your strengths and develop new skills

Your sales team will leave the seminar equipped with everything they need to fulfill your clients' real needs. For more information, or to book a course, please telephone 1(800)-555-2718.

www.lucrativesolutions.com

seminars customers process business

Lucrative Solutions offers tailor-made courses to salespeople. The aim of the 1 _____ is to help salespeople be more professional and bring in more 2 _____. The course covers all elements of the sales 3 _____, such as analyzing territory, handling resistance and approaching 4 _____.

Vocabulary

3. Read the sentence and choose the correct word.

1. The sales team delivered a successful (**approach** / **pitch**).
2. Tom's sales approach is not very (**effective** / **existing**).
3. (**Capitalize** / **Analyze**) on this new contact to sell more products.
4. The idea to lower prices met a lot of (**influence** / **resistance**).
5. Salespeople use many skills to (**influence** / **demonstrate**) people.
6. Many salespeople must (**generate** / **approach**) appointments.

4. Read the sentence pairs. Choose where the words best fit in the blanks.

1 **attentive** / **consultative**

Be more _____ when you listen to people.

Build a(n) _____ relationship with clients.

2 **deal with** / **demonstrate**

_____ your skills before an audience.

It's hard to _____ difficult people.

3 key contact / appointment

Mr. Robert's _____ is in half an hour.
John is our _____ at that company.

Listening

5. *Listen to a conversation between a company manager and a sales supervisor. Mark the following as true (T) or false (F).*

1. The woman agrees to send the team to the seminar. _____
2. The sales team has lost several important accounts. _____
3. The man wants to hire new salespeople. _____

6. *Listen again and complete the conversation.*

Supervisor: We have some salespeople who haven't 1 _____
_____ in months. Clearly, they need to 2 _____
_____ somehow.

Manager: Yes, good point. But isn't that something we can do in-house?

Supervisor: We could try. But I think they would benefit from some practice with other professionals.

Manager: I see. Well, if you think 3 _____, go ahead. But this 4 _____ some other concerns.

Supervisor: What's that?

Manager: I need to know if our 5 _____ can manage our existing accounts.

Supervisor: Well, some of our key contacts have shown some resistance to our latest sales drives. But we haven't 6 _____.

Speaking

7. *With a partner, act out the roles below.*

Student A: A sales supervisor has concerns about the sales team. Talk to Student B about:

- ance to our latest sales drives. But we haven't 6
- a sales seminar
- pitches and appointments
- new employees

Student B: Talk to Student A about the sales team and seminar.

Writing

8. *You are a sales supervisor. Write an email to the company manager explaining why you believe a sales seminar would benefit your team (100-120 words). Talk about:*

- What the course promises to do
- What the current problems in the sales team are
- Why you think the seminar would benefit your team

7.5. Quality

Get ready!

1. *Before you read the passage, talk about these questions.*

1. Why is it difficult to enforce international manufacturing standards?
2. How do international guidelines impact businesses?

Reading

2. *Listen and read the page from an employee manual. Then, mark the following statements as true (T) or false (F). Give two reasons why someone should join the company.*

Quality STANDARDS

At Penn Plastics we take great pride in the quality of our work. As an employee, you will be expected to familiarize yourself with **guidelines** published by the **International Organization for Standardization** (ISO) that apply to our field. Chapter one in this manual outlines our **policies** regarding standards and **statutory requirements**. We are in compliance with all of the **statutes** regulating our industry and proudly maintain the highest standards.

Because most of our products are made for children, we must follow strict **criteria**, especially when it comes to our **resources** and suppliers. We are ultimately responsible for every product that leaves our factory. It's a responsibility that we take seriously. That's why every employee must complete a course and earn a **certification** in Product Safety.

Our products are designed to meet strict **specifications**. Every employee is expected to keep an eye out for quality control on the factory floor and in the shipping department. At Penn Plastics, we're like family. We all have a vested interest in what we do and what we produce. You've joined a great team.

1. Penn Plastics executives determine regulatory statutes. _____
2. Most Penn Plastics products are intended for adult use. _____
3. All Penn Plastics employees have taken a product safety course. _____

Vocabulary

3. *Choose the word that is closest in meaning to the underlined part.*

1. Alan gives the documents that give evidence of achievement

A certifications B resources C statues

2. The company must comply with the laws and guidelines.

A specifications B certifications C statutory requirements

3. This manual contains the written rules and guidelines.

A specifications B policies C resources

4. Follow the product requirements.

A certifications B specifications C policies

5. What are the standards that must be used for testing the product?

A statutory requirements B resources C criteria

4. Place a check (V) next to the response that answers the question.

1. Does she know about the International Organization for Standardization?
A No, she has never traveled abroad. _____
B Yes, she studied its guidelines at her previous job. _____
2. Have the employees followed the safety guidelines?
A Yes, their supervisor made sure. _____
B Yes, we'll have them done next week. _____
3. Have you read about the new industry standards?
A Yes, I'm going to call a meeting about them.
B Yes, I know the industry hasn't been profitable.
4. What resources does this company use most often?
A It processes a lot of lumber every day. _____
B It has produced more products every week. _____
5. What does the statute say about this material?
A It is legal to use in everything except food. _____
B The company hasn't hired a lawyer yet. _____

Listening

5. Listen to a conversation between an instructor and a new employee. Mark the following statements as true (T) or false (F).

1. The new employee has not read the ISO guidelines. _____
2. The woman is responsible for ensuring compliance. _____
3. The certification must be renewed every five years. _____

6. Listen again and complete the conversation.

- Instructor: Just try to 1 _____ that
apply to our industry. It addresses plastics in section seven.
- Employee: Great, thank you.
- Instructor: Any other questions 2 _____?
- Employee: Yeah, actually. I'm just working on the assembly line. But I'm
responsible for monitoring 3 _____?
- Instructor: Actually, that's 4 _____. Making
sure we're in compliance with all regulations, have our permits...
- Employee: But I have to know about it anyway?
- Instructor: We find that it 5 _____ if
everyone understands what we have to do and why.

Speaking

7. With a partner, act out the roles below.

Student A: You are a product safety instructor. Answer student B's questions.

Student B: You are a new employee. Ask student A about: statutory requirements.

Writing

8. You are a product safety instructor at a manufacturing company. Write a summary of what new employees must learn before becoming certified (100-120 words). Talk about:

- What you need to study
- How you will get your certification
- Why you must learn about these things

UNIT 8.

MANAGEMENT 8.1. Management styles

Get ready

1. *Before you read the passage, talk about these questions.*

1. What are the qualities of a good manager?
2. What are the qualities of a bad manager?

Reading

2. *Listen and read this blog about management styles. Then, mark the sentences as true (T) or false (F). What styles can a manager adopt? Tell the class.*

SHOULD YOU CHANGE YOUR MANAGEMENT STYLE?

A good manager has lots of qualities: ambition, drive and the resourcefulness to lead a company into the future. But additionally, managers need to decide what relationship they will have with their team- members. Let's review the three major options.

Authoritarian style

Here the manager remains distant. He or she makes all the decisions, gives the orders and expects subordinates to obey. This style is limiting, but is useful when quick decisions need to be made.

Paternalistic style

Here the manager is more approachable and gives workers the chance to contribute to decision-making. However, although the manager may consult the staff, ultimately, he or she will make all the major decisions.

Democratic style

Here, the manager empowers the workers and gives them the autonomy to make their own decisions. The advantage of this is that it can improve morale and motivation, but on the negative side, decision-making is a slow process. No one of the management styles above is right. Each has its pluses and minuses depending on the nature of the business. However the style you choose can make or break your company, so it's worth reassessing your style. It could make your company more productive.

1. An authoritarian manager gets advice from his workers. _____
2. Staff members with a paternalistic manager will contribute. _____
3. Giving workers more independence slows the decision making processes. _____

Vocabulary

3. *Write a word that is similar in meaning to the underlined part.*

1. Buying lunch for employees improves their happiness.

__ o __ l __

2. The project could lead to the success or failure of the company.

m _ _ _ _ r _ r _ _ _

3. Workers do their best when given some independence.

__ _ t _ _ _ m _

4. Giving the power to make decisions to employees makes them loyal.

e _ _ o _ _ _ i _ _

5. Employees don't approach managers who are removed from the group.

d _ _ t _ _ _

6. Being inclusive of all employees' opinions can make employees happy.

_ _ m _ _ _ a _ _ c

7. Try to provide employees with the urge to do something well.

_ _ _ _ v _ _ i _ _

8. Most employees dislike Mr. Gray's controlling style of management.

a _ _ _ o _ _ _ a _ _ _ _ s _ y _ _

4. Fill in the blanks with the correct words from the word bank.

*contributes subordinates limiting ambition consult
resourcefulness paternalistic*

1. _____ your manager for advice.
2. People with _____ want a better job.
3. Good team morale _____ to productivity.
4. The manager is firm but fair with all of his _____.
5. Kate's idea is _____ - it would create more problems than it solves.
6. _____ shows someone is practical and creative.
7. Mr. Tek isn't _____, and never involves workers in decisions.

Listening

5. Listen to a conversation between a business owner and an employee. Mark the following statements as true (T) or false (F).

1. The meeting was called to discuss the man's management style. _____
2. Emailing documents saved the company a lot of money. _____
3. Employees prefer Mrs. Thomas' democratic style. _____

6. Listen again and complete the conversation.

Employee: Well, it's not really a complaint. It's just that Mr. Eggers is so, I don't know, 1 _____.

Owner: You mean he's hard to approach?

Employee: Exactly. And when you do, he doesn't really listen to 2 _____
_____?

Owner: Can you give me an example?

Employee: Sure. Just last week I suggested to him that we email documents instead of printing them. It would 3 _____
_____. But Mr. Eggers didn't even comment on it.

Owner: Hmm. Thanks for letting me know. I 4 _____
_____ much for morale, does it?

Employee: Oh, it's not so bad. In fact, I know everyone really likes Mrs. Thomas' management style.

Owner: What is it 5 _____ that people like?

Employee: She listens. She lets us contribute.
Owner: So she's 6 _____ than Mr. Eggers?

Speaking

7. *With a partner, act out the roles below.*

Student A: Talk to an employee about his or her managers. Ask Student B about:

- complaints
- good management
- examples

Student B: You work at Student A's company. Answer his or her questions. Make up some details for two managers.

Writing

8. *You are a business owner. Write a memo to one of your managers suggesting that he or she adopt a new management style (100-120 words). Talk about:*

- What the employee's complaints about the manager's style are
- Why it is important to change the management style
- Which management style you recommend
- Why you recommend this style

8.2. Team building

Get ready!

1. *Before you read the passage, talk about these questions.*

1. What type of people work well in groups? What type of people don't?
2. Describe a group project you were involved in that didn't go well. What happened?

Reading

2. *Listen and read this magazine article about teams. Then, choose the correct answers. What roles can be adopted by members of successful groups? Tell the class.*

GET THE RIGHT TEAM!

Teams can make or break a project. Some teams **gel** instantly and achieve great things, where others **flop**. So what makes a good team? In the 1970s, Dr. Meredith Belbin observed a number of teams to find out. He identified what separates unsuccessful groups from successful ones. In successful groups, the different team-members adopt one of nine different roles.

THE 9 ROLES:

The Plant is a **creative** individual who solves problems in **unconventional** ways. The Monitor Evaluator analyzes options and makes impartial judgments on the practicality of ideas put forward. The Coordinator is good at focusing on the **objective**, and can **delegate** work appropriately.

The Resource-Investigator is good at reviewing information beyond the focus of the team's work.

Implementers are **practical**. They can plan strategies and carry them out efficiently.

As the project nears completion, Completer Finishers have the patience to **scrutinize** it for errors. Team workers create a **harmonious** team atmosphere, keeping relationships within the team positive.

Shapers **thrive** on pressure. Their **passion** drives the team forward. Finally the Specialist provides **in-depth** knowledge of one particular subject.

1. Which team-member is most likely to discover helpful information for a project?
A a Team worker
B a Coordinator
C a Resource-investigator
D a Shaper
2. According to the article, which of the following is NOT true?
A Team workers have good relationships with others.
B Plants are good at coming up with ideas.
C Coordinators have strong opinions and feelings.
D Completer-Finishers are good at finding mistakes.
3. What can be inferred about Dr. Belbin?
A He was a Resource-Investigator.
B He studied groups for almost a decade.
C He observed groups that were not successful
D He saw the nine roles in his own research team.

Vocabulary

3. Write a word that is similar in meaning to the underlined part.

1. A good team is friendly and works well together.

_ a _ m _ _ _ _ u s

2. Yolanda does her job quickly and well.

e _ _ _ c _ _ _ t _ _

3. This project is going to be a disaster.

_ l _ _

4. Be concerned with facts, not feelings.

_ _ j _ _ t _ _ _

5. Ms. Kent's methods are unusual, but successful.

_ n _ _ _ v _ _ t _ _ _ a _

6. A manager must learn to give work to other people.

_ e _ _ g _ _ _

7. Paul is able to find possible solutions to problems.

_ r _ _ t _ _ _ l

4. Read the sentence pairs. Choose where the words best fit in the blanks.

1 **creative / in-depth**

John has _____ knowledge of music.

Sally is _____ and enjoys painting and writing.

2 **scrutinize / gel**

_____ this document for errors.

A team needs the right people in order to _____.

3 **strategy / passion**

Helen has a strong _____ for making music.

Develop a _____ for us to save money.

4 **review / thrive**

Some people _____ under pressure.

Roger will _____ all the current documents.

Listening

5. Listen to a conversation between managers. Mark the following statements as true (T) or false (F).

1. The managers' previous project was successful. _____

2. The man believes the group needs multiple coordinators. _____

3. The woman suggests a team member based on his previous creative work. _____

6. Listen again and complete the conversation.

Manager 1: I guess that's 1 _____ someone who takes charge. A coordinator.

Manager 2: I agree. But we 2 _____ . We don't need two people arguing over what to do next.

Manager 1: Good call. Let's use Erica.

Manager 2: But Erica tends to be too focused on planning, don't you think?

Manager 1: So we'll 3 _____ someone who can get work done fast.

Manager 2: 4 _____ . What do you think of Robert? He's pretty efficient.

Manager 1: I like him as an implementer, yes. So we have a leader and a hard worker – what else do we need?

Manager 2: 5 _____ a plant. Somebody creative. Our client wants a really attractive page.

Manager 1: You know, Bruce has designed some beautiful pages.

Speaking

7. With a partner, act out the roles below.

Student A: You are trying to put together a team. Talk to Student B about:

- roles
- personality types
- project needs

Student B: Talk to Student A about the team and suggest members. Make up some team members details.

Writing

8. You are a project manager. Write a memo to your company manager stating who you want in your team (100-120 words). Talk about:

- How many people you want
- Which skills are important for your project
- Who you want in your team and why

UNIT 9.

BUSINESS FUNCTION

9.1. Achieving perfection

Get ready!

1. *Before you read the passage, talk about these questions.*

1. In what ways can you compare the success of different companies?
2. How would you improve the efficiency of a business that exists today?

Reading

2. *Listen and read the article from a business magazine. Then, read the summary of the dialogue. Fill in the blanks with the correct words and phrases from the word bank. What did you learn from the text?*

ACHIEVING PERFECTION IN YOUR BUSINESS

You've done your homework, done your **benchmarking**, and studied various management **methods**. Think you've found the perfect **management strategy**? Think again.

Consider your **internal benchmarks**. Have you set goals? Have you taken an honest assessment of your strengths and weaknesses? If you have, you're off to a good start. **Quality management** within your company is the key to success. Look at your **competitive benchmarks** next. Believe me, your competitors are looking at you, too. Achieving perfection means being a leader in your industry. But there's more. Keep an eye on what is going on in other industries. **Functional benchmarks** offer an opportunity for improvements across a variety of industries and organizations. Don't overlook this valuable tool.

Our recent study looked at **best practice** in the field of manufacturing and applied our findings to other industries at random. As far as management goes, we found that the top performers had the skills to be leaders in any industry.

For example, take the **six sigma** strategy, developed by an electronics company. Certainly, it has its **detractors**, but there is great value in the basic system. It also shows that a good business strategy can be beneficial far beyond its original industry.

management strategy methods benchmarks best practice

According to the article, the key to a good 1 _____ is to use every available tool. 2 _____ should measure owners' businesses, their competitors industries. The 3 _____ followed in other industries may benefit other industries as well. For optimal results, owners should study all available 4 _____ .

Vocabulary

3. *Match the words (1-6) with the definitions (A-F).*

- | | |
|------------------------|---|
| 1 functional benchmark | A the comparison of practices among companies in the same industry |
| 2 best practice | |
| 3 internal benchmark | B the comparison of similar practices within one company |
| 4 detractor | |

- 5 competitive benchmark **C** a highly successful management strategy
 6 six sigma **D** the comparison of similar practices across industries
 E a method that consistently shows the best results
 F a person who is critical of something

4. Write a word that is similar in meaning to the underlined part.

1. Develop a new strategy for coordinating staff and resources.

m _ _ _ g _ _ _ n t _ t _ a t _ _ y

2. Conduct a study of the ways business is carried out.

m _ _ _ o d _

3. A system of investigating successful activities improves workflow.

_ _ _ c h _ a _ _ _ n g

4. TechCo is reviewing its management activities that determine quality.

_ _ a l _ _ y m _ _ a g _ _ _ n t

Listening

5. Listen to a conversation between a business owner and a manager. Mark the following statements as true (T) or false (F).

1. The company's production methods are less expensive than competitors' methods.

2. The man wants to apply best practices from one department to another department.

3. Internal benchmarks show that the marketing department is the most efficient department. _____

6. Listen again and complete the conversation.

Manager: Because we're way more efficient. We spend about a 1 _____
 _____ on production. But the bigger
 companies spend almost twice that.

Owner: I see. They produce more overall, but our methods 2 _____
 _____ than theirs.

Manager: Exactly. In fact, the quality management standards on our production
 line could be applied elsewhere.

Owner: How so?

Manager: I noticed it while 3 _____ . As efficient as
 our production line is, our marketing department 4 _____ .

Owner: So what are you suggesting?

Manager: We take the production 5 _____ and apply them to the
 marketing department.

Speaking

7. With a partner, act out the roles below.

Student A: You are a manager and you have completed a benchmark study. Talk to
 Student B about:

- competitive benchmarks
- production methods
- internal benchmarks

Student B: You are a business owner. Talk to Student A about a benchmark study.

Writing

8. You are a manager and you have completed a benchmark study. Write a memo explaining the study to the business owner (100-120 words). Talk about:

- What the results of the study are
- How you can prove the results
- What you found when examining internal benchmarks
- How the company can improve

9.2. Business strategy

Get ready!

1. Before you read the passage, talk about these questions.

1. What are some things that can help improve a business's revenue?
2. How can having a successful business strategy help a business?

Reading

2. Listen and read the email to a board of directors from a CEO. Then, read the paraphrase of the email. Fill in the blanks using words and phrases from the word bank. Which goals has the CEO in mind?

Esteemed members of the Board:

I'll make this brief. We need a new business strategy. Two years ago, we were at the top. We need to **dominate** the market again. If you ask me, we were lazy and allowed our competitors to establish a **foothold** in what was once our field alone. However, they have only begun to *enter* the market while we have years of experience behind us I propose a new **strategic goal** that will increase **profitability** and **defend** our position as the **industry leader**.

Throughout the **planning** stages of this strategy, I have spoken with all of the company vice presidents about the appropriate **resource allocation** to meet our goals. **Stabilizing** our assets is goal number one. Name recognition is goal number two. We've worked hard to **formulate** a plan. Now we need your support. At tonight's board meeting, I will give a formal proposal with the details of this new strategy, preparation, please take a few moments to read the attached documents.

Let's move our company right back into the top position.

Sincerely,

Luigi Quinn

dominates *recognizable assets* *board of directors* *business strategy*

A company CEO is sending out an email to the 1 _____ because he thinks they need a new 2 _____. He is concerned because the company no longer 3 _____ the market. The CEO has two strategic goals in mind. First, to

stabilize the company's 4 _____, and secondly, to make the company's name more 5 _____.

Vocabulary

3. Choose the correct word pair to fill in the blanks.

1. With a good _____, a company doesn't have to _____ its position.
A foothold – dominate
B strategy – defend
C strategic goal – formulate
2. Profits have _____ because the company _____ the industry last year.
A stabilized – dominated
B dominated – defended
C formulated – stabilized
3. To become a(n) _____ RogerCorp must gain a(n) _____ in new markets.
A foothold – strategy
B strategic goal – resource allocation
C industry leader – foothold

4. Check (V) the sentence that uses the underlined part correctly.

- 1 A Ms. Powers formulated a new plan. _____
B Resource allocation involved hiring employees. _____
- 2 A The board voted to remove the strategic goal. _____
B The esteemed businessman has a good reputation. _____
- 3 A The employees need an industry leader. _____
B The new building is still in the planning stage. _____

Listening

5. Listen to a conversation between a CEO and a director. Mark the following statements as true (T) or false (F).

1. The woman helped create the new strategic goals. _____
2. The woman will attend the meeting tonight. _____
3. The board of directors will vote on the proposal at the next meeting. _____

6. Listen again and complete the conversation.

- CEO: Yes. This company was at the top of the industry, but we're no longer dominant. That 1 _____.
- Director: I agree completely.
- CEO: I'm glad I have your support, Anna. I know the other board members 2 _____.
- Director: The email says that you and the company vice-presidents have 3 _____ to achieve this?
- CEO: Yes, we've been 4 _____ for about a month now.

Director: I had 5 _____ that you've been thinking about it that long.
CEO: Well, I wanted to make sure the goals were 6 _____ before presenting them to the board of directors.

Speaking

7. With a partner, act out the roles below.

Student A: The CEO thinks that your company needs new goals. Ask Student B about:

- plan to achieve the goals
- when to present plan
- where to find details

Student B: You are the CEO of a company who has a proposal for new strategic goals. Answer Student A's questions.

Writing

8. You are a CEO of a company. Make notes that will be used to compose a memo to the board of directors about this evening's meeting (100-120 words). Talk about:

- The time and location of the meeting
- What you are planning to propose at the meeting
- When board members will vote on your proposal

9.3. Competition

Get ready!

1. Before you read the passage, talk about these questions.

1. What are some highly competitive professional fields?
2. Name some things that might give one company an advantage over another.

Reading

2. Listen and read the memo to employees regarding a competing company. Then, mark the following statements as true (T) or false (F). What advantage does Hewster-Copeland have over Framer Associates?

To: Hewster-Copeland, Inc. Employees

From: Ronald Hewster

Date: March 11th

Since Framer Associates won the bid for the city's downtown revitalization contract, it has been getting a lot of publicity. That publicity has prompted new clients to seek out Framer Associates' services and its business is **booming**. As a result, it has gone from being a **minor player** to one of our top **competitors**. While it may seem like Framer Associates is a major **threat** to our company, I do not want any of our employees at Hewster-Copeland to think we are no longer a **key player** in the contracting and construction market. We have the **advantage** - our reputation is solid, and we have spent years building customer loyalty through hard work and dedication. When it comes to experience and trustworthiness, we have the **edge** over Framers.

In addition, we have a good relationship with all of the material suppliers in our area, many of whom are always happy to mention our names and **recommend** our services to new customers. Just because we did not **land** the city **contract** does not mean that we are ruined. In fact, earnings reports show that we still are the top **grossing** contracting and construction firm in the city.

I thank you all for your continued hard work in making Hewster-Copeland the best in the business.

Sincerely,

Ronald Hewster

1. Hewster-Copeland lost an important contract to Frame Associates. _____
2. Frame Associates had higher profits than Hewster-Copeland. _____
3. Suppliers suggest that people use Hewster-Copeland's services. _____

Vocabulary

3. Fill in the blanks with the correct words and phrases from the word bank.

bid key player minor player advantage land grossing

1. The company is an important, _____ in the auto industry.
2. Which company submitted the lowest _____?
3. BeautyCo's line of makeup is its highest _____ level.
4. Ronald's experience gave him a(n) _____.
5. Mary's small business is just a _____ in the industry.
6. James has been unable to _____ new clients.

4. Match the words (1-6) with the definitions (A-F).

- | | | |
|--------------|----------|--|
| 1 contract | A | to increase or become more successful |
| 2 competitor | B | something that is able to cause damage or hurt |
| 3 threat | C | to suggest |
| 4 recommend | D | a quality that helps a company succeed |
| 5 boom | E | an agreement between two companies |
| 6 edge | F | a rival in the same field |

Listening

5. Listen to a conversation between a manager and an employee. Mark the following statements as true (T) or false (F).

1. Janet is employed by Framer Associates. _____
2. Hewster-Copeland supplies construction materials. _____
3. The man is not concerned about the competition. _____

6. Listen again and complete the conversation.

Manager: Come on, Janet. 1 _____.

Employee: It's just some of us are concerned that the company isn't as 2 _____ as it used to be.

Manager: Does this have anything to do with 3 _____ for the city contract?

Employee: Sort of. It just seems like since Framer Associates got the contract, their business has been 4 _____.

Manager: I can assure you, Janet, that Hewster- Copeland is doing just fine. We actually 5 _____ on Framer. Associates

Employee: We do?

Manager: We've been in this business a long time. Hewster-Copeland has a great 6 _____ in the city.

Employee: That is true.

Manager: And our excellent relationship with our 7 _____ also gives us an advantage.

Speaking

7. With a partner, act out the roles below.

Student A: You are an employee who is concerned about how your company is doing.

Ask Student B about:

- the company's strength
- why your company has an advantage

Student B: An employee wants to talk to you about how your company is doing.

Answer Student A's questions.

Writing

8. You are a manager. Write a memo to your employees about your company's competition (100-120 words). Talk about:

- Competition with a key player in the industry
- An advantage you have over the competition
- Bidding against your competitors for a project

9.4. Innovation

Get ready!

1. Before you read the passage, talk about these questions.

1. What are some ways a company can market itself creatively?
2. Some products are marketed at a specific kind of customer. Name some products that are marketed this way and who they market to.

Reading

2. Listen and read the page from an employee manual. Then, choose the correct answers. How should employees in Concepts for Clients approach their customers?

EMPLOYEE MANUAL CONCEPTS TOR CLIENTS

At Concepts for Clients, our goal is **innovation**. That's why we have been a leader in the fields of **research and development** (R&D) and marketing for over a

decade. You've joined our team because you are an **innovator** and we value your **creativity**.

Our clients are also leaders, when it comes to **entrepreneurship** and business sense. Our promise to them is to create the right marketing plan for their **target audience**. Concepts for Clients has built a solid reputation by consistently fulfilling this promise.

Your **designs** need to reflect our company's style and the wishes of the client. It can be a difficult balance to maintain. Remember, our message is always **optimistic**. Promote our client in a positive way. Steer clear of negative statements about the competition. Think about this question: What is the **incentive** for choosing our client over another company that provides a similar service?

Always show your work to a **focus group** before presenting it to the client. Make sure to keep our client's name **anonymous**. Members of the public are more likely to give an honest opinion that way. For more information on focus groups, see chapter 4.

1. What does Concepts for Clients value in its employees?
 - A confidence
 - B entrepreneurship
 - C imagination
 - D ambition
2. Employees are advised to
 - A present work to a client first
 - B create designs based on the client's style
 - C limit interactions with focus groups
 - D think about who the client's target audience is
3. Which is NOT good information to share with a focus group?
 - A the client's name
 - B the price of a product
 - C the product's name
 - D the target audience

Vocabulary

3. *Read the sentence pairs. Choose where the words best fit in the blanks.*

1 **research and development / focus group**

The _____ team thinks the ad will be a success.

The marketing firm asked people to be in a _____.

2 **innovation / target audience**

The _____ for the product is new homeowners.

Encouraging _____ new products.

3 **design / entrepreneurship**

New business owners must learn about _____.

The focus group disliked the _____ of the ad campaign.

4. *Fill in the blanks with the correct words from the word bank.*

anonymous creativity innovator optimistic incentive

1. Don't mention the company name _____ products get honest opinions.
2. It takes a lot of _____ to design a successful ad campaign.
3. Ms. Barrett is a(n) _____ with fresh ideas.
4. Provide people with a(n) _____ to be loyal.
5. Mr. Ito is _____ that the ad will reach his target audience.

Listening

5. Listen to a conversation between a R&D manager and a market researcher. Mark the following statements as true (T) or false (F).

1. The target audience is adults under forty years old. _____
2. Some focus group participants had negative opinions. _____
3. The research and development manager wants a new ad. _____

6. Listen again and complete the conversation.

Manager: Hi, Grace. How did the 1 _____ for the new Shelbourne ad go?

Researcher: It went well, John.

Manager: Great!

Researcher: But there were some things the 2 _____ didn't like about it.

Manager: Oh ... I thought it was really 3 _____. What didn't they like?

Researcher: Well, the 4 _____ for the product is adults over forty, right?

Manager: Yes, that's right. Most young people wouldn't be interested in that type of 5 _____.

Researcher: Okay, well, some of them thought the 6 _____ was too edgy.

Speaking

7. With a partner, act out the roles below.

Student A: You are the manager of R&D. Ask Student B about:

- the focus group
- negative reactions

Student B: You are a market researcher. Answer Student A's questions.

Writing

8. You are a marketing researcher. Write an email to your boss about an ad campaign that was presented to a focus group (100- 120 words). Talk about:

- What the product is
- Who the target audience are
- What they liked and didn't like about the product

UNIT 10.

WORLD ECONOMY

10.1. Global economy

Get ready!

1. *Before you read the passage, talk about these questions.*

1. What are some factors that affect the global economy?
2. Name some aspects of strong economies and weak economies.

Reading

2. *Listen and read the following newspaper article. Then, mark the following statements as true (T) or false (F). Summarise the text. Tell the class.*

THE GLOBAL ECONOMY AND PROSPERITY

Tonight, economics professor James Murray gave a special lecture on the global economy. He explained that **globalization** has led to higher **economic output** in many places. This, in turn, creates a higher standard of living. In some places, the increase is up to ten percent.

Murray says this is because having a global economy allows **developing countries** to trade with **industrialized countries**. As a result, national **debts** can be lowered and consumers can get products at lower prices. Also, workers in countries that engage in global commerce have better paying higher quality jobs. All these things lead to increased prosperity.

The gross domestic product (GDP) of a country increases when it participates in global trade. The expanded **market** requires countries to produce more goods and services. However, the downside is **interdependence**. The daily choices we make, such as which clothes we buy, can actually have an effect on the economy of a country thousands of miles away. Its economy is dependent on what we buy. If a country's trading partner has a **downturn** in its economy, it will affect that country's economy as well.

In conclusion, Professor Murray stated that our economy is no longer solely based on **Wall Street trends**. Instead, the global economy is what will determine our economic situation in the years to come.

1. Globalization has led to a better quality of life in many places. _____
2. Developed countries' debt may increase as they begin global trade. _____
3. Countries are depended on each other when they engage in global trade. _____

Vocabulary

3. *Match the words (1-7) with the definitions (A-G).*

- | | |
|----------------------|--|
| 1 Wall Street | A the general way of movement or direction |
| 2 trend | B an economic state of high income and low unemployment |
| 3 economic output | C a nation that is not industrialized |
| 4 prosperity | D the street where the American stock exchange is located |
| 5 developing country | |
| 6 downturn | |

- 7 interdependence **E** the amount of goods and services produced
 F needing mutual support and assistance
 G a decrease in economic activity

4. Check (V) the sentence that uses the underlined part correctly.

- 1 **A** Globalization measures a country's economy. _____
B The company lost money and is in debt. _____
- 2 **A** It's hard to find a gross domestic product in town. _____
B The state of the economy is reflected in the markets. _____
- 3 **A** Industrialized countries often help their poorer neighbors. _____
B People have little money in a period of prosperity. _____

Listening

5. Listen to a conversation between a reporter and a speaker on the global economy. Mark the following statements as true (T) or false (F).

1. The man thinks the global economy has more negatives than positives. _____
 2. Companies relocate factories to pay workers lower wages. _____
 3. The woman will use the man's comments in her article. _____

6. Listen again and complete the conversation.

Speaker: Oh, yes. I can spare 1 _____ to talk.

Reporter: Do you think that your 2 _____ was well received?

Speaker: Yes, the audience seemed interested in what I had to say about the 3 _____.

Reporter: And does global commerce always 4 _____ a country?

Speaker: Well, there are some downsides to globalization. But the good 5 _____.

Reporter: Can you give me an example of one of the 6 _____?

Speaker: Well, in some 7 _____ globalization has led to loss of employment.

Speaking

7. With a partner, act out the roles below.

Student A: You are a reporter. Talk to Student B about:

- the lecture
- effects of globalization
- writing your article

Student B: You are a speaker on the global economy. Answer Student A's questions.

Writing

8. You are a reporter. Using the article and the conversation from Task 7, write down some of the key points mentioned in the lecture for your article (100-120 words). Talk about:

- How globalization affects the world economy

- Why global trade benefits countries
- Why global trade makes countries dependent on each other

10.2. Global trade

Get ready!

1. Before you read the passage, talk about these questions.

1. The World Trade Organization regulates international trade. Why is this important?
2. What might happen if there were no regulations for international trade?

Reading

2. Listen and read the blog post about global trade. Then, mark the following statements as true (T) or false (F). Say three things about the WTO.

GLOBAL TRADE TODAY BLOG

The WTO Debate - When it comes to the **World Trade Organization (WTO)**, there are three kinds of people.

- 1) The people who support it.
- 2) The people who don't support it.
- 3) The people who don't know anything about it.

For those of you who are in the third category, I'll give you a brief explanation. The WTO is an organization that **oversees** global trade. It creates trade laws that govern member nations' companies when they do business. It's also the **venue** for things like negotiating **trade agreements**, settling disputes, and eliminating **trade barriers** like import **quotas**.

Now, why is it so **controversial**? Some people think the WTO has too much power. For example, a member nation's laws cannot **contradict** the WTO's laws. So a nation has to make sure they don't violate the WTO's laws when they want to create a new law. The WTO can also place **trade sanctions** on member countries if they violate a law.

The people who support the WTO say the organization promotes **free trade**. It helps developing countries establish trade with industrialized nations. This **boosts** the economies of all the nations involved. It ensures global business between nations is equal and fair.

What do you think of the WTO? Is it good, bad, or are you undecided? Leave your comments below, but please remember to be respectful of others' opinions.

1. The WTO governs the global trade of its members. _____
2. The WTO's laws are based on the laws of its member nations. _____
3. Free trade is beneficial for the economies of all nations involved. _____

Vocabulary

3. Fill in the blanks with the correct words and phrases from the word bank.

WTO venue quota violated trade barrier boosts

1. The _____ for the meeting was the conference room.
2. Free trade _____ the economy of countries that export.

3. The leaders eliminated the _____ between the two nations.
4. An import _____ controls trade between nations.
5. The trade negotiations were overseen by the _____.
6. The company _____ its agreement with its main supplier.

4. Place a check (v) next to the correct response.

1. Who is overseeing the new project?
 - A Mr. Leeds will be in charge. _____
 - B People who saw it were impressed. _____
2. Victor made a controversial comment.
 - A No, Jane apologized for it yesterday. _____
 - B Yes, I heard it caused a big argument. _____
3. Has the trade agreement been finalized?
 - A Yes, it will take effect in a month. _____
 - B No, the country's biggest export is oil. _____
4. Does this law contradict the old fair trade laws?
 - A Yes, it will benefit both countries. _____
 - B No, it just expands the current regulations. _____
5. Did the country get a trade sanction put on it?
 - A The economy has declined since last year. _____
 - B The WTO hasn't decided yet. _____
6. How does free trade help the economy?
 - A Sellers can get a better price for their goods. _____
 - B The trade agreement is not fair to one of the parties. _____

Listening

5. Listen to a conversation between a blogger and a co-worker. Mark the following statements as true (T) or false (F).

1. The man thinks the WTO is bad for global trade. _____
2. People are protesting the WTO during the conference. _____
3. The woman disagrees with the man's view of the WTO. _____

6. Listen again and complete the conversation

M: Aren't they having some kind of meeting in London right now?

W: Yes, it's called a 1 _____.

M: I thought I saw something on the news about people 2 _____ outside.

W: Well, like I said in my blog ... the WTO is 3 _____.

M: I don't see why. I mean, there needs to be some kind of organization to oversee 4 _____.

W: Some people think governments should be able to regulate it instead.

M: Yeah, but who's going to regulate the governments when they make 5 _____?

W: Well, other governments could put their own trade 6 _____ on a country that violated any agreements.

Speaking

7. *With a partner, act out the roles below.*

Student A: Talk to a blogger about a recent post. Talk to Student B about:

- the WTO's meeting
- the pros and cons of the WTO

Student B: You wrote a blog post about the WTO. Answer Student A's questions.

Writing

8. *You are a blogger. Write notes for a blog post about the WTO (100-120 words).*

Talk about:

- Where the Ministerial Conference is taking place
- How trade would be regulated if the WTO didn't exist
- The positive things the WTO does for global trade

10.3. International management

Get ready!

1. *Read and memorize the following words and word combinations.*

inventory	спорядження
to conduct	керувати
to bear	нести
far-off	віддалений
boundary	кордон
to encompass	включати в себе (содержать)
edge	конкурентно-спроможне положення
abnormal	ненормальний
formidable	значительный, громадний
to emerge	з'являтися
rapidly	швидко
to be engaged	бути зайнятим
to vary	1) змінюватися 2) расходиться, различаться
extent	ступінь, протяжність, простір
to affiliate	приєднуватися в якості філії
perspective	перспективний
unsolicited orders	невостребованные заказы
to involve	вовлекать
to subscribe	подписываться
headquarters	главное управление, штаб
to assume	взять на себя

executive	виконавчий
to fathom	вникать
blunder	грубая ошибка
subsidiary	допоміжний; додатковий
ethnocentric	етноцентричний
polycentric	поліцентричний
geocentric	геоцентричний

Reading

2. Read and translate the text.

THE NATURE OF INTERNATIONAL MANAGEMENT

If you took an inventory of the items that are in your living quarters, you would probably find many that reflect the increasing volume of business conducted on an international basis. For example, you might have shoes from Italy or Brazil, a television and VCR from Japan, and a shirt made in Korea. Even items that bear the brand names of a U.S. - based company may have been produced in a far-off land in the course of international business.

International business refers to profit-related activities conducted across national boundaries. Such activities encompass importing supplies from other countries, selling products or services to customers abroad, or providing for the transfer of funds to subsidiaries in other countries. **International management** is the process of planning, organizing, leading, and controlling in organizations engaged in international business.

Changing character of international business

There is strong evidence that the United States is losing its competitive edge in international trade and is facing increasing competition in world markets. According to some accounts, the United States enjoyed an abnormal advantage for several decades after World War II because the productive facilities of other large industrial powers had been severely damaged by wartime activities. Now countries such as Japan and Germany have become formidable competitors, and developing nations such as Brazil, India, and South Korea also are emerging as potential major players. Despite the increased competition, though, international markets are growing rapidly, providing expanded opportunities for many U.S. - based businesses.

Organizations engaging in International management

Organizations that engage in international management vary considerably in size and in the extent to which their business activities cross national boundaries. One special type of organization involved in international management is the multinational corporation. Although definitions differ somewhat, the term **multinational corporation** (MNC) is typically reserved for an organization that engages in production or service activities through its own affiliates in several countries, maintains control over the policies of those affiliates, and manages from a global perspective.

The World's 25 Largest Industrial Multinational Corporations

RANK

1988	1987	Company	Headquarters	Industry
------	------	---------	--------------	----------

1	1	General Motors	Detroit	Motor vehicles
2	4	Ford Motors	Dearborn, Mich	Motor vehicles
3	3	Exxon	New York	Petroleum refining
4	2	Royal Dutch/Shell Group	London/The Hague	Petroleum refining
5	5	International Business Machines	Armonk, N.Y	Computers
6	8	Toyota Motor	Toyota City (Japan)	Motor vehicles
7	10	General Electric	Fairfield, Conn	Electronics
8	6	Mobil	New York	Petroleum refining
9	7	British Petroleum	London	Petroleum refining
10	9	IRI	Rome	Metals
11	11	Daimler-Benz	Stuttgart	Motor vehicles
12	16	Hitachi	Tokyo	Electronics
13	21	Chrysler	Highland Park, Mich	Motor vehicles
14	18	Siemens	Munich	Electronics
15	17	Fiat	Turin	Motor vehicles
16	19	Matsushita Electric Indus	Osaka	Electronics
17	15	Volkswagen	Wolfsburg(W.Ger.)	Motor vehicles
18	12	Texaco	White Plains, N.Y.	Petroleum refining
19	14	E.I. Du Pont de Nemours	Wilmington, Del	Chemicals
20	20	Unilever	London/Rotterdam	Food
21	24	Nissan Motor	Tokyo	Motor vehicles
22	22	Philips' Gloeilampenfabrieken	Endhoven (Netherlands)	Electronics
23	27	Nestle	Vevey (Switzerland)	Food
24	32	Samsung	Seoul	Electronics
25	25	Renault	Paris	Motor vehicles

Multinational corporations are not always easy to identify, since it may be difficult to determine from the outside how much control management maintains over the policies of affiliates or whether management actually uses a global perspective. As a result, for purposes of gathering statistics, an arbitrary percentage (such as 25 percent of sales from foreign sources) is sometimes used to distinguish multinational corporations from other types of international businesses. However, there is no single universally accepted percentage of foreign sales that clearly separates multinational corporations from others.

Regardless of their size, companies may decide to expand internationally for a number of different reasons. Some organizations may become involved through

unsolicited orders from foreign customers. Others may initiate international efforts in order to open new markets or to preclude foreign companies from entering specific foreign markets and eventually becoming domestic competitors. Still others may be motivated by the need to develop sources of supplies, possibilities of acquiring needed technology or prospects for reducing costs by operating in foreign countries. Whatever the reason, managers need to think through their basic orientation toward international management.

Orientations toward International Management

Top-level managers in companies that are expanding internationally (particularly those in multinational corporations) tend to subscribe to one of three basic orientations, or philosophies, regarding a degree to which methods of operating are influenced by headquarters or by company members in other parts of the world. The three orientations are ethnocentric (home-country oriented), polycentric (host-country oriented), and geocentric (world oriented). A home country is the country in which an organization's headquarters is located, whereas a host country is a foreign country in which an organization is conducting business.

An **ethnocentric** (or home-country) **orientation** is an approach to international management whereby executives assume that practices which work in the headquarters or home country must necessarily work elsewhere. For example, during the period 1973 to 1986, Procter & Gamble lost an estimated quarter of a billion dollars of business in Japan partially because of an ethnocentric orientation. As one former Japanese employee stated, "They did not listen to anybody". One of the most serious blunders was a commercial for Camay soap that was used in the late 1970s. The commercial showed a Japanese man meeting a Japanese woman for the first time and immediately comparing her skin to that of a fine porcelain doll. Although this commercial had worked well in the Philippines, South America, and Europe, it was a disaster in Japan. A Japanese advertising specialist who worked on the commercial had warned Procter & Gamble that only an unsophisticated or rude man would say something like that to a Japanese woman, but company representatives would not listen. As the vice-chairman of Procter & Gamble later noted, "We learned a lesson here [in Japan] about tailoring your products and marketing to the market. Although an ethnocentric orientation often is a phase that organizations go through when they enter the international area, it can prove extremely difficult to eradicate."

A **polycentric** (or host-country **orientation**) is an approach to international management whereby executives view host-country cultures and foreigners as difficult to fathom and, therefore, believe that the parts of the organization located in a given host country should be staffed by local individuals to the fullest extent possible. Locals – or nationals, as they are sometimes called – are thought to know their own culture, mores, work ethics, and markets best.

As a result, subsidiaries in various countries operate almost independently under the direction of local individual and are tied to the parent company mainly through financial control. The parent company may maintain a very low public profile relative to the subsidiary, as was the case until recently with Unilever and its U.S. subsidiary, Level Brothers. It is very possible that you only discovered that a Level

Brother was owned by a foreign company when you read the individuals run operations in the host countries, they have little prospect of holding senior executive positions as headquarters, largely because they are perceived as having only a local perspective and expertise. Still, a polycentric approach may be successful when decision making is largely decentralized to host-country personnel.

The **geocentric** (or world) **orientation** is an approach to international management whereby executives believe that a global view is needed in both the headquarters of the parent company and its various subsidiaries and that the best individuals, regardless of home- or host-country origin, should be utilized to solve company problems anywhere in the world. Major issues are viewed from a global perspective at both headquarters and subsidiaries, which consider questions such as “Where in the world shall we raise money, build our plant, conduct R&D, develop and launch new ideas to serve our present and future customers?” The geocentric approach is the most difficult to achieve because it requires that managers acquire both local and global knowledge.

Speaking

3. Answer the following questions. Refer to the text if needed.

- a) What does international business refer to?
- b) What is international management?
- c) What does MNC mean?
- d) What are the three orientations in international management?

Listening

4. Listen to the word combinations and give the definition.

- international management
- multinational corporation
- ethnocentric orientation
- polycentric orientation
- geocentric orientation

Vocabulary

5. Match the words on the left with the definitions on the right.

a) The process of planning, organizing, leading, and controlling in organizations engaged in international business is	1) multinational corporation
b) One special type of organization involved in international management is	2) international management
c) An approach to international management whereby executives assume that practices work in the headquarters is	3) geocentric orientation
d) An approach to international management where by executives view host – country cultures and	4) ethnocentric orientation

foreigners as difficult to fathom and believe that the parts of the organization located in a given host country should be staffed by local individuals to the fullest extent possible is	
e) An approach to international management whereby executives believe that a global view is needed in both the headquarters of the parent company and its various subsidiaries is	5) poliocentric orientation
f) ... is a foreign country in which an organization is conducting business.	6) international business
g) ... refers to profit-related activities conducted across national boundaries.	7) home country
h) ... is the country in which an organization's headquarters is located.	8) host country

6. Choose an appropriate word or phrase to complete the following sentences.

1) international trade	a) In the inventory of the items you would probably find many that reflect the increasing volume of business conducted on
2) international management	b) The brand names of U.S. – based company may have been produced in
3) international business	c) The profit-related activities encompass important supplies from ...
4) the subsidiary	d) The United States is losing its competitive edge in... .
5) different reasons	e) There is no single universally accepted percentage of foreign sales that clearly separates ... from others.
6) other countries	f) Regardless of their size, companies may decide to expand internationally for a number of... .
7) a far-off land	g) Whatever the reason, managers need to think through their basic orientation toward
8) multinational corporations	h) The parent company may maintain a very low public profile relative to

Writing

7. Write an essay (100 – 150 words): “What is the nature of international management?”

UNIT11.

MANAGERS
11.1. Manager's functions

Get ready!

1. Read and memorize the following words and word combinations:

leadership	керівництво
skills	навички
vision	бачення, уявлення
to assert	стверджувати, заявляти
employee	робітник, службовець
executive	адміністратор, керівник
efforts	зусилля
nonprofit organization	некомерційна організація
to refer to	мати відношення, відноситися
board	правління
executive director	директор-розпорядник
program director	керівник програми
personnel manager	начальник відділу кадрів
financial manager	фінансовий менеджер
sales manager	завідуючий відділом продажу,
	завідуючий відділом збуту
marketing manager	менеджер з маркетингу
to supervise	спостерігати (за чимось.); надзирати; завідувати
profit-making organization	комерційна організація
managerial	управлінський
hierarchy	ієрархія
subordinate	підлеглий
authority	влада, повноваження
to delegate authority	передавати повноваження

Reading

2. Read and translate the text.

WHAT IS A MANAGER?

A number of different terms are often used instead of the term "manager", including "director", "administrator" and "president". The term "manager" is used more frequently in profit-making organizations, while the others are used more widely in government and non-profit organizations such as universities, hospitals and social work agencies. So, whom do we call a "manager"?

In its broad meaning, the term "managers" applies to the people who are responsible for making and carrying out decisions within a certain system. A personnel manager directly supervises people in an organization. Financial manager is a person who is responsible for finance. Sales manager is responsible for selling of goods. A marketing manager is responsible for promotion of products on the market.

Almost everything a manager does involves decision-making. When a problem exists a manager has to make a decision to solve it. In decision-making there is always some uncertainty and risk.

Management is a variety of specific activities. Management is a function of planning, organizing, coordinating, directing and controlling. Any managerial system, at any managerial level, is characterized in terms of these general functions.

Managing is a responsible and hard job. There is a lot to be done and relatively little time to do it. In all types of organizations managerial efficiency depends on manager's direct personal relationships, hard work on a variety of activities and preference for active tasks.

The characteristics of management often vary according to national culture, which can determine how managers are trained, how they lead people and how they approach their jobs.

The amount of responsibility of any individual in a company depends on the position that he or she occupies in its hierarchy. Managers, for example, are responsible for leading the people directly under them, who are called subordinates. To do this successfully, they must use their authority, which is the right to take decisions and give orders. Managers often delegate authority. This means that employees at lower levels in the company hierarchy can use their initiative that is make decisions without asking their manager.

MANAGERS

There is a classic definition that "Leaders do the right thing and managers do things right." A more standard definition is usually something like "managers work toward the organization's goals using its resources in an effective and efficient manner." In a traditional sense, large organizations may have different levels of managers, including top managers, middle managers and first-line managers.

Top (or executive) managers are responsible for overseeing the whole organization and typically engage in more strategic and conceptual matters, with less attention to day-to-day detail. Top managers have middle managers working for them and who are in charge of a major function or department. **Middle managers** may have **first-line managers** working for them and who are responsible to manage the day-to-day activities of a group of workers.

Note that there are different types of managers across the same levels in the organization. **A project manager** is in charge of developing a certain project, e.g., development of a new building. **A functional manager** is in charge of a major function, such as a department in the organization, e.g., marketing, sales, engineering, finance, etc. **A product manager** is in charge of a product or service. Similarly, a **product line manager** is in charge of a group of closely related products. **General managers** are in charge of numerous functions within an organization or department.

Listening

3. Listen to the international words and guess their meanings:

Economic activity, economic system, macroeconomics, microeconomics, to produce, to operate, to protect, to analyze, to finance, to manufacture, to specialize, to focus, to affect, service, school, hospital, garage, fact, base, production, material, industry, radio, strategy, status, export, import, institution, distribution, division, investment, history, organization, period, spectrum, agriculture, essential, basic, industrialized, oriented (policy), national, financial, social, major, fact, base, total, primarily, public.

4. Listen and memorize the following words and word combinations:

in order to - для того, щоб
goods and services – товари та послуги
to provide services – надавати послуги
either... or.... – або ... або; чи... чи...
both... and... - як..., так і ...
to make up - складати
commodity - товар (сировинний)

Speaking

5. Answer the questions:

1. What is manager's role in an organization?
2. What concrete activities a production manager (financial manager, personnel manager, marketing manager) is responsible for?
3. What is the difference between sales management and marketing management?
4. What means to delegate authority?

Writing

6. You are a manager. Write a memo to your employees about your company's competition (100-120 words). Talk about:

- Competition with a key player in the industry
- An advantage you have over the competition
- Bidding against your competitors for a project

11.2. What Do Managers Do?

Get ready!

1. Read and memorize the following words and word combinations:

top (executive) manager	вищий виконавчий керівник
top management	вище виконавче керівництво, вища адміністрація
middle managers	керівники середньої ланки
first-line managers	керівники нижчої ланки
project manager	керівник проекту
functional manager	функціональний керівник

product manager	керівник, відповідальний за конструювання
product line manager	управляючий предметно-виробничою спеціалізацією
general manager	генеральний управляючий; директор підприємства
staffing planning	планування кадрового забезпечення (комплектування персоналу)
goal completion	задача, ціль, мета, намір завершення
to oversee	наглядати, слідкувати (за чимось)
to avoid	уникати
performance management	управління роботою
file system	система реєстрації документів

Reading

2. Read and translate the text.

WHAT DO MANAGERS DO?

There are four major functions of managers; planning, organizing, leading and coordinating. What managers do is the following:

1) **Planning**, including identifying goals, objectives, methods, resources needed to carry out methods, responsibilities and dates for completion of tasks. Examples of planning are strategic planning, business planning, project planning, staffing planning, advertising and promotions planning, etc.

2) **Organizing resources** to achieve the goals in an optimum fashion. Examples are organizing new departments, human resources, office and file systems, re-organizing businesses, etc.

3) **Leading**, including to set direction for the organization, groups and individuals and also influence people to follow that direction. Examples are establishing strategic direction (vision, values, and goals) and using methods to pursue that direction.

4) **Controlling, or coordinating**, the organization's systems, processes and structures to reach effectively and efficiently goals and objectives. This includes constant monitoring and adjustment of systems, processes and structures accordingly. Examples include use of financial controls, policies and procedures, performance management processes, measures to avoid risks etc.

Listening

3. Listen to the international words and guess their meanings:

To characterize, to determine, indifferently, differently, traditional, private, resources, to maximize, centralize, to act, manner, productive, planned economics, theory, epoch, culture, to contribute, technique, cultivation, Roman empire, bourgeois revolutions, socio-economic formations, primitive-communal system, period, nature, instruments, to separate, to lead (led), to control, to regulate, to expand, dominant, universal, prevailing form of production.

Speaking

4. Answer the questions:

1. What are the four major functions of managers?
2. What is planning? What are the kinds of planning?
3. What are the examples of organizing the resources?
4. What is "leading"?
5. What is the function of "controlling"?

Writing

5. Write an essay (100 – 150 words) about the major functions of managers.

11.3. Managerial skills

Get ready!

1. Read and memorize the following words and word combinations:

work agenda	робочий план, план роботи
knowledge base	база знань
management skills	навички управління
to switch companies	змінювати компанії
apt	ймовірний; можливий; схильний
to run into difficulties	стикатися з труднощами
relevant	доречний
supplier	постачальник
customer	замовник; покупець
ability	здатність; уміння
to be related to	бути пов'язаним з
level	рівень
technical skills	технічні навички
proficiency	досвідченість
human skills	навички спілкування з людьми
to associate	об'єднувати; пов'язувати
adept	знавець, експерт; той, хто розуміється
to develop	розвивати (-ся)
in pursuit of	у пошуках
conceptual skills	понятійні навички
to visualize	чітко уявляти собі
to discern interrelationships	розрізнявати взаємозв'язки
community	суспільство; співтовариство
to recognize	признати; розрізнявати; розпізнавати
to take actions	вживати міри
performance	виконання; виробництво
to constitute	складати

dimension	величина; вимірювання
effectiveness	результативність; користь; придатність
appropriate	підходящий, відповідний
efficiency	ефективність; підготовленість
available resources	ресурси, що є в наявності
to exhibit	показувати, проявлять
in order to	з метою; для того, щоб

Reading

2. Read and translate the text.

MANAGERIAL KNOWLEDGE, SKILLS, AND PERFORMANCE

For managers to develop work agendas, act out roles, and engage in planning, organizing, leading, and controlling, they need a sound knowledge base and key management skills.

Knowledge Base

Although managers often switch companies and work in different industries, they are apt to run into difficulties if they don't have a reasonably extensive knowledge base relevant to their particular managerial job. A *knowledge base* can include information about an industry and its technology, company policies and practices, company goals and plans, company culture, the personalities of key organization members, and important suppliers and customers.

Key Management Skills

In addition to having a knowledge base, managers need three key types of skills to carry out the various functions of management. A *skill* is the ability to engage in a set of behaviors that are functionally related to one another and that lead to a desired performance level in a given area. For managers, the three key skill types are technical, human, and conceptual.

Technical Skills. **Technical skills** are skills that reflect both an understanding of and a proficiency in a specialized field. For example, a manager may have technical skills in a specialized field such as accounting, finance, engineering, manufacturing, or computer science.

Human Skills. **Human skills** are skills associated with a manager's ability to work well with others both as a member of a group and as a leader who gets things done through others. Managers with effective human skills typically are particularly adept at communicating with others and motivating them to develop themselves and perform well in pursuit of organizational goals.

Conceptual Skills. **Conceptual skills** are skills related to the ability to visualize the organization as a whole, discern interrelationships among organizational parts, and understand how the organization fits into the wider context of the industry, community, and world. Managers need to recognize these various elements and understand the complex relationships among them so that they can take actions that advance the goals of the organization. Conceptual skills, coupled with technical skills, human skills, and a knowledge base, are important ingredients in organizational performance.

Performance

What constitutes high performance in an organization? Performance actually is made up of two important dimensions: effectiveness and efficiency.

Effectiveness. **Effectiveness** is the ability to choose appropriate goals and achieve them. Effectiveness, then, has two parts. First, goals must be appropriate. Second, goals must be reached. For example, Nordstrom, Inc., a Seattle-based apparel, shoe, and soft-goods retailer, is carving out an admirable niche for itself by providing legendary good customer service at its 55 department stores (mainly on the West Coast). Sales associates (many of whom are college graduates) gift-wrap packages for no extra cost and have even been known to drop them off at customers' homes in a pinch. Piano players serenade customers while they shop. According to one story, which the store has not denied, a customer got his money back on a tire. Given that the company does not sell tires, the story illustrates the store's dedication to a return policy based on "no questions asked". Bill Baer, a men's clothing salesman in the Palo Alto store, says, "Nordstrom tells me to do whatever I need to do to make you happy. Period." This stance has enabled the upscale chain to expand into new areas of the country such as Washington, D.C., and New Jersey. Nordstrom illustrates that effectiveness is essentially doing (accomplishing) the right things.

Efficiency. In contrast, **efficiency** is the ability to make the best use of available resources in the process of achieving goals. In the case of Nordstrom, the store enjoys the highest sales per

In essence, organizations need to exhibit both effectiveness (doing the right things) and efficiency (doing things right) in order to be good performers.

Listening

2. Listen to the word combinations and give the definition.

- knowledge base;
- technical skills;
- conceptual skills;
- effectiveness;
- efficiency.

Speaking

3. Translate into Ukrainian.

- a) Technical skills are skills that reflect both an understanding of and a proficiency in a specialized field.
- b) Human skills are skills associated with a manager's ability to work well with others both as a member of a group and as a leader who gets things done through others.
- c) In essence, organizations need to exhibit both effectiveness (doing the right things) and efficiency (doing things right) in order to be good performers.

4. Answer the following questions.

- 1) Why is a knowledge base important to managers?
- 2) What do managers need to carry out the various functions of management?

- 3) What does a skill mean?
- 4) What skills are associated with a manager's ability to work well with others?
- 5) What is the difference between effectiveness and efficiency in organizational performance?

Vocabulary

5. Choose an appropriate word or phrase to complete the following sentences.

1) Managers are apt to run into difficulties if they don't have a reasonably extensive ... relevant to their particular managerial job.	a) conceptual skills
2) A ... is the ability to engage in a set of behaviors that are functionally related to one another and that lead to a desired performance level in a given area.	b) doing the right things
3) ... are skills that reflect both an understanding of and a proficiency in a specialized field.	c) skill
4) Managers with effective ... are particularly adept at communicating with others and motivating them to develop themselves and perform well in pursuit of organizational goals	d) doing things right
5) ..., coupled with technical skills, human skills, and a knowledge base, are important ingredients in organizational performance.	e) human skills
6) The given example illustrates that effectiveness is essentially	f) technical skills
7) The following example illustrates efficiency as ...	g) knowledge base

6. Match the words on the left with the definitions on the right.

1) conceptual skills	a) information about an industry and its technology, company policies and practices, company goals and plans, company culture, the personalities of key organization members and important suppliers and customers;
2) effectiveness	b) skills associated with a manager's ability to work well with others both as a member of a group and as a leader who gets things done through others;
3) knowledge base	c) skills related to the ability to visualize the organization as a whole, discern interrelationships among organizational parts and understand how the organization fits into the wider context of the industry, community and world;
4) efficiency	d) the ability to choose appropriate goals and achieve them;
5) human skills	e) the ability to make the best use of available resources in the process of achieving goals.

Writing

7. Write an essay (100 – 150 words):

“Some ways that managers can acquire an appropriate knowledge base and the key skills”

UNIT 12.

MANAGER'S ROLE 12.1. Roles of managers

Get ready!

1. a) Investigate the idea of management and jot down your thoughts.
- b) Study the dictionary definitions of management below; underline the similarities and circle the differences

LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH

1. the act of managing, esp. a business or money
2. skill in dealing with (usu.) a person
3. the people who are in charge of a firm, industry, etc. considered as a body

WEBSTER'S NEW COLLEGIATE DICTIONARY

1. The act of managing; the conducting or supervising of something
2. judicious use of means to accomplish an end
3. capacity for managing: executive skill
4. the collective body of those who manage or direct an enterprise

NEWNES DICTIONARY OF BUSINESS TERMS

1. the carrying out of policies laid down by determining what results are to be accomplished, planning how these results are to be accomplished, building up the required organization, and controlling that organization
2. the people responsible for carrying out these tasks

Compare your thoughts with the definitions given above. Write your fine-tuned definition.

Reading

2. Before reading the text, match each position to its definition.

1. manager	a) a person who is responsible for running a business, or part of it, on a daily basis
2. chairman	b) someone who is in charge of a particular part of some universities
3. supervisor (on an assembly line)	c) the person who leads a company's board of directors; someone, especially a man, who is in charge of a meeting or directs the work of a committee, organization, or company
4. general manager	d) a person who is in charge of sb/sth and makes sure that everything is done correctly, safely, etc; someone who supervises workers or students
5. vice-chancellor	e) a person who is in charge of running a business, a shop/store, a department of an organization, a project, etc; someone whose job is to manage part or all of a company or other organization

3. Look at the following lists of positions and organisations and answer the questions below. Then, in groups of two or three, compare your answers.

POSITION

manager
head of research and development
supervisor (on an assembly line)
general manager
vice-chancellor
chairman

ORGANISATION

a famous pop music group
an oil company
a car company
a fashion business
a university
a multinational company

- 1 What duties do all these people have in common?
- 2 What qualities and skills are required for each position?
- 3 Which of the positions would you prefer to have? Why?
- 4 Are there any you would not want to hold? Why?

MANAGER'S ROLE

Our society is made up of all kinds of organisations, such as companies, government departments, unions, hospitals, schools, libraries, and the like. They are essential to our existence, helping to create our standard of living and our quality of life. In all these organisations, there are people carrying out the work of a manager although they do not have that title. The vice-chancellor of a university, the president of a students' union or a chief librarian are all managers. They have a responsibility to use the resources of their organisation effectively and economically to achieve its objectives.

Are there certain activities common to all managers? Can we define the task of a manager? A French industrialist, Henri Fayol, wrote in 1916 a classic definition of the manager's role.

He said that to manage is "to forecast and plan, to organise, to command, to coordinate and to control". This definition is still accepted by many people today, though some writers on management have modified Fayol's description. Instead of talking about command, they say a manager must motivate, direct and lead other workers.

Henri Fayol's definition of a manager's functions is useful. However, in most companies, the activities of a manager depend on the level at which he/she is working. Top managers, such as the chairman and directors, will be more involved in long range planning, policy making, and the relations of the company with the outside world. They will be making decisions on the future of the company, the sort of product lines it should develop, how it should face up to the competition, whether it should diversify, etc. These strategic decisions are part of the planning function mentioned by Fayol.

On the other hand, middle management and supervisors are generally making the day-to-day decisions which help an organisation to run efficiently and smoothly. They must respond to the pressures of the job, which may mean dealing with an unhappy customer, chasing up supplies, meeting an urgent order or sorting out a technical problem. Managers at this level spend a great deal of time communicating, coordinating and making decisions affecting the daily operation of their organisation.

An interesting view on managers is supplied by an American writer, Mr Peter Drucker. He has spelled out what managers do. In his opinion, managers perform five basic operations. Firstly, managers set objectives.

They decide what these should be and how the organisation can achieve them. For this task, they need analytical ability. Secondly, managers organise. They must decide how the resources of the company are to be used, how the work is to be classified and divided. Furthermore, they must select people for the jobs to be done. For this, they not only need analytical ability but also understanding of human beings. Their third task is to motivate and communicate effectively. They must be able to get people to work as a team, and to be as productive as possible. To do this, they will be communicating effectively with all levels of the organisation - their superiors, colleagues, and subordinates.

To succeed in this task, managers need social skills. The fourth activity is measurement. Having set targets and standards, managers have to measure the performance of the organisation, and of its staff, in relation to those targets. Measuring requires analytical ability. Finally, Peter Drucker says that managers develop people, including themselves. They help to make people more productive, and to grow as human beings. They make them bigger and richer persons.

In Peter Drucker's view, successful managers are not necessarily people who are liked or who get on well with others. They are people who command the respect of workers, and who set high standards. Good managers need not be geniuses but must bring *character* to the job. They are people of integrity, who will look for that quality in others.

'A manager develops people, including himself or herself... (and) helps them to grow and become bigger and richer persons.' Peter Drucker

4. Answer the following questions.

1. According to the writer, what is the main duty of the head of any organisation?
2. Why do some people disagree with Henry Fayol's definition of the role of management?
3. In what ways are the functions of a company director, for example, different from those of a middle manager?
4. In Peter Drucker's opinion, which of the following things should a manager be?
exceptionally intelligent
keen to improve people's lives
interested in other people
popular
able to give clear orders
honest
admired by others
able to examine carefully and make judgements

5. Fill in: *middle, analytical, talking, an urgent order, others, policy, decisions, skills, operation, certain.*

1. activities
6. meeting

- | | |
|---------------------|-------------------------------|
| 2. instead of | 7. daily |
| 3.making | 8.ability |
| 4. strategic | 9. social |
| 5.management | 10. to get on well with |

6. In the first paragraph replace all the verbs with synonyms.
 7. Add adjectives to the nouns in the second and third paragraph of the text.
 8. Make up 5 questions to the text.

Vocabulary

9. Find words or phrases in the text which mean the same as the following:

- 1 carefully, not wastefully (paragraph 1)
- 2 expand the range of products (paragraph 3)
- 3 operate (paragraph 4)
- 4 resolving (paragraph 4)
- 5 said in a clear, detailed way (paragraph 5)

10. Managers set *objectives*. What is an *objective*?

Give examples of objectives that sales, production and personnel managers might set.

11. Complete the following sentences using suitable words or phrases from the box below.

Managing Director	junior executive	colleague
director	supervisor	staff
senior executive	superior	employee
middle manager	subordinate	work-force

1. The group of executives working below the top managers are generally called ...
2. Valerie is an important person in our company. She is a member of the Board of ...
3. Peter, a recent university graduate, has been with the firm for a year. He is at present a and is being trained for a managerial position.
4. Their is expanding rapidly. They now have over 5,000 employees.
5. At least 50% of our have been with the company over ten years.
- 6 in an organisation generally have more fringe benefits than lower-level managers.
- 7 . We are a small group in the Research and Development Department. Fortunately, I get on well with all my.....
- 8 . Our telephone operators work under the direction of a.....
- 9 . I work under Mr Brown. He's my
10. Sheila and Tom work under my authority. I am their boss and they are my
11. I am responsible for training and development.
12. A is a person of high rank in an organisation, usually next in importance to the Chairman.

12. Complete the following sentences with the correct word or phrase (a, b, c or d).

1. Nowadays, I eat out at restaurants regularly and often go abroad for holidays. My is much higher than it used to be.

a standard of living **b** cost of living **c** lifestyle **d** way of life

2. Writing reports is not a that everyone enjoys.

a duty **b** work **c** job **d** function

3. This machine uses much less fuel than the previous one. It is far more

a sparing **b** economic **c** effective **d** economical

4. The management has worked out a to improve our market share.

a strategy **b** policy **c** target **d** planning

5. Many of the in the Personnel Department are part-time workers.

a staff **b** staffs **c** employers **d** personal

6. One of the company's main is to increase sales by 10% per year.

a designs **b** plans **c** purposes **d** objectives

7. Several machines have broken down. We won't be able to an important order.

a fill **b** meet **c** make **d** do

13. Complete the following sentences with the correct form of the words in italics.

1 produce

a Our **production** of washing-machines increased by 5% last year.

b We have recently put on the market two new

c per worker will increase with the introduction of the new machines.

d Word processors have helped to make office workers more

e The company is well known in the agricultural industry. It sells mainly farm
- eggs, butter, milk, etc.

2 compete

a Coca Cola's main is the Pepsi-Cola company.

b We try to stay by investing heavily in advertising and promotion.

c Our company's main objective is to keep ahead of the

3 plan

a The meeting did not go as

b Some projects take years of

c Before asking a bank manager for money, it is wise to show him a business

4 analyse

a Managers needs to have an mind.

b Our showed that we needed to put more emphasis on marketing.

c We must look at the problem

Speaking

14. Which of the following qualities do you think you need to be a good manager?

drive aggression determination dynamism impatience confidence

originality tolerance courage initiative

Make adjectives out of as many of these as you can. For example, *driven*.

15. Finish the list of adverbs. Then, using each adverb once only, complete the sentences that follow.

adjective

basic

common

constant

full

true

virtual

adverb

basically

- 1 there are.....no women in top positions at our company.
- 2..... a good manager is someone who knows how to handle staff well.
- 3 It is believed that leaders are born not made.
- 4 In business, you need to be aware of what your competitors are doing.
- 5 We have quite a reputation for our innovative approach to product design - we are on the lookout for new ideas.
- 6 I am delighted to hear of your promotion - it is well deserved.

16. Do the quiz and find out about your managerial abilities.

1. If there's an unpleasant job at work that has to be done, I would _____
 - A) do it myself.
 - B) give it as a punishment to someone who's been going off.
 - C) hesitate to ask a lower-level employee to do it.
 - D) ask someone to do it.
2. If my boss criticised me, I would _____
 - A) feel bad.
 - B) show the boss where he is wrong.
 - C) try to learn from the criticism.
 - D) apologise for being stupid.
3. If an employee wasn't working out, I would _____
 - A) give him or her room to make a big mistake.
 - B) do everything I could to help the employee work out before I had to fire the person.
 - C) put off firing the employee as far as possible.
 - D) get rid of the employee as quickly as possible if the person wasn't any good.
4. If my salary increase wasn't as large as I thought it should be, I would _____
 - A) tell the boss in no uncertain terms what to do with it.
 - B) keep quiet.
 - C) say nothing, but show my dissatisfaction to the boss in other ways.
 - D) ask the boss why it wasn't larger.
5. If a lower-level employee continued to ignore instructions after I had told the person something for the third time, I would _____
 - A) try to give him something else to do.
 - B) keep telling the employee until the job was done right.

- C) tell the employee that if he doesn't do the job right the next time, there won't be a next time.
- D) try to explain what I want in a different way.
6. If the boss rejects a good idea of mine, I would _____
- A) ask why.
- B) walk away and feel bad.
- C) try to bring up the idea again later.
- D) flunk about joining the competition.
7. If a co-worker criticised me, I would _____
- A) give the co-worker back twice the dose he gave me.
- B) avoid the co-worker in the future.
- C) try to determine whether the criticism has merit.
- D) worry that co-worker didn't like me.
8. If someone told a joke that I didn't understand, I would _____
- A) laugh with the rest of the group.
- B) tell the person that it was a lousy joke.
- C) tell the person that I didn't understand.
- D) feel stupid.
9. If someone points out the mistake I've made, I would _____
- A) sometimes deny it.
- B) feel very guilty.
- C) figure it's only human to make mistake now and then.
- D) dislike the person.
10. If someone working for me were to foul up a job, I would _____
- A) blow up.
- B) hate to tell him about it.
- C) discuss with that person the proper way to do the job.
- D) not give that person the job again.
11. If I had to talk to a top executive, I _____
- A) couldn't look the person in the eye.
- B) would feel uncomfortable.
- C) would get a little nervous.
- D) would enjoy the interchange.
12. If a lower-level employee asked me for a favour, I would _____
- A) sometimes grand it, sometimes not.
- B) feel uncomfortable if I didn't grand it.
- C) never grand any favours if I could help it so that I wouldn't set a bad precedent.
- D) always give in.

Add up your score:

1 - A	5 - D	9 - C
2 - C	6 - A	10 - C
3 - B	7 - C	11 - D
4 - D	8 - C	12 - A

Look at your potential as a future manager:

10-12	Excellent !
8-9	Good
6-7	Fair
6 or less	Poor

17. Agree or disagree with the following.

1. Being good at what you do does not make you an effective manager.
2. The best business leaders are those who motivate people through respect and the belief that they can achieve their own personal goals through the company where they work.
3. Inexperienced managers tend to leave employees with too many assumptions and no clear statement of whose orders they should follow.
4. The principle of specialisation (assigning all work of one type to one person, all work of another type to a different person) must be applied in management.
5. People are naturally lazy. Managers should tell workers what to do or they won't do it.

12.2. Managers are needed everywhere

Reading

1. Read and translate the text.

Managers are needed in schools, churches, charities, government organization, unions, associations, clubs, and all other organizations. Naturally, an important need for managers is in business.

When selecting a career in management, a person has several decisions to make:

- What kind of organizations is most attractive? That is, would you like to work for government, business, or some non-profit organization?
- What type of managerial position seems most interesting? A person may become a production manager, a sales manager, a personnel manager, an accounting manager, a traffic (distribution) manager, a credit manager, and so on. There are dozens of managerial positions from which to choose.
- What type of industry appeals to you: computer, auto, steel, railroad, or what? Would you prefer: to work for a relatively new firm or an established one?
- What courses and training are needed to prepare for various managerial careers? Only careful research will answer this question.

Regardless of the managerial position you choose, there are certain fundamental concepts and principles you must learn.

MANAGERIAL ROLES

We know that different managers perform different roles. At this point we want to examine what managers actually do and how they spend their time. One of the most frequently cited studies of managerial roles was conducted by Henry Mintzberg.

Mintzberg's 10 Managerial Roles:

Role	Description
<u>INTERPERSONAL</u>	
<i>Figurehead</i>	Performs symbolic duties of a legal or social nature.
<i>Leader</i>	Builds relationships with subordinates and communicates with, motivates and coaches them.
<i>Liaison</i>	Maintains networks of contacts outside work unit who provide help and information.
<hr/>	
<u>INFORMATIONAL</u>	
<i>Monitor</i>	Seeks internal and external information about issues that can affect organization.
<i>Disseminator</i>	Transmits information internally that is obtained from either internal or external sources.
<i>Spokesperson</i>	Transmits information about the organization to outsiders
<hr/>	
<u>DECISIONAL</u>	
<i>Entrepreneur</i>	Acts as initiator, designer, and encourager of change and innovation.
<i>Disturbance handler</i>	Takes corrective action when organization faces important, unexpected difficulties.
<i>Resource allocator</i>	Distributes resources of all types, including time, funding, equipment, and human resources.
<i>Negotiator</i>	Represents the organization in major negotiations affecting the manager's areas of responsibility.

Vocabulary

2. Unscramble the sentences and explain the meaning of the given words.

- Role** office an position of set associated is behaviours is that with a or organized particular .
- Network** manager whose of function effectively with help is individuals co-operative needed in order for a relationships a is to set.
- Leaders** rely who people influence the of can having others without to behaviours are on force.
- Entrepreneur** is who or her risk , , and assumes operates the of his business someone organizes venture.

3. Using Henry Mintzberg's table (see the text) fill in the gaps with the necessary words.

- Therole entails symbolic duties that are associated with the manager's formal organizational position.
- The role focuses on seeking information about issues that can affect organizational units.

3. While the role involves internal informational needs, the role addresses the transmission of information to outsiders.
4. The role involves building relations with subordinates and includes communicating with them.
5. Therole focuses on maintaining a network of relationships outside a manager's own work unit, including outside the organization.

4. Match different kinds of manager's roles to their explanations.

<ol style="list-style-type: none"> 1. Interpersonal Roles – 2. Informational Roles – 3. Decisional Roles – 	<ol style="list-style-type: none"> a) grow directly out of the authority of a manager's position and involve maintaining positive relationships with significant others. b) pertain to receiving and transmitting information so that managers can serve as the nerve centres of their organizational units. c) involve making significant decisions that affect the organization.
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5. Phrasal verbs with out

For example: **sort out** **spell out**

Complete the following sentences, using suitable forms of the verbs in the box below.

sort out make out bring out pull out spell out buy out
carry out sell out sound out turn out

1. The firm about five hundred sports cars a year.
2. We hope to our production problems soon.
3. If the firm doesn't make a profit, the owners will probably.....
4. I'm willing to consider introducing flexitime, but would you first the advantages of the system, please?
5. Givenchy have an exciting new perfume.
6. Would you the cheque to David Cotton, please?
7. In order to develop new products, pharmaceutical companies have to a lot of research.
8. Several leading banks such as Barclays have of South Africa.
9. A group of senior managers want to take over the firm by..... it
10. We're looking for a new chief executive. I understand one or two possible candidates have already been

Listening

6. Before listening try to answer these questions:

1. What do you think gives most people satisfaction with their jobs?
2. Is it important for a manager to give autonomy to his/her subordinate?
3. What management style would be the best for you?
4. In your opinion, are there any differences between the workplace culture in different countries?

5. How would you describe the ideal boss?

7. Listen to the tape. Morna Lawson talks about various aspects of work Complete the notes.

Job satisfaction

1. Three things that are important to Morna in a job: _____

Management styles

2. She likes a manager to be _____, but at the same time to be _____.
In other words the manager allows her to get on with it, but is there to _____ her.

Workplace culture

3. Spain and Britain are probably similar now, but when Morna worked in Spain she noticed that _____

Managers

4. Morna's favourite manager was _____. She allowed her to get on with the work and to _____ (it wasn't the end of the world) and Morna _____.

8. How would you like your manager to be? Choose three descriptions and explain your choice.

Supportive, a good teacher, hands-off, understanding, available, inspirational.

9. After listening read the statements and mark one letter.

1. Salary and status are not important for Morna.

A) Right B) Wrong C) Doesn't say

2. Manager's role should be only supportive.

A) Right B) Wrong C) Doesn't say

3. Morna has worked in Britain, Spain and some other European countries.

A) Right B) Wrong C) Doesn't say

5. The Spanish live to work and the British work to live

A) Right B) Wrong C) Doesn't say

Speaking

10. Complete the dialogue between the Managing Director (MD) and the Personnel Manager (PM). Choose from the words in the box. The first has been done for you.

sales	new technology
MBA	cost and price decisions
how to take decisions	manage
accounting for managers	promotion and marketing
communications	learn about management structures
distribution	read the balance sheet
specialised management-training	computer systems
Courses	

MD: John, we must think about (1) *specialised management-training* for our junior managers.

PM: Yes, our promising younger people need to (2)

MD: They need to know (3)and the (4) of these decisions.

PM: And, of course, (5).....is essential. And they must know how to (6)

MD: Without it, they will never (7) successfully, and they won't know anything about stock control, costing, pricing, you name it.

PM: Yes, (8)..... depend on knowing this.

MD: Of course, that's not the only thing they need to know. (9) means that they need to know about things like (10)

PM: What else?

MD: (11), for example.

PM: Yes, and I think that the (12)departments need managers with this background, as well as the (13).....department.

MD: Even the (14) managers could benefit, too.

MD: Perhaps we should only appoint managers with a Harvard (15)

11. Try to use a variety of phrases from the unit in the following situations.

Student A: Make a request.

Student B: Agree to or refuse the request. If you refuse, be sure to give a good reason.

1. (*recruit to manager*) The new recruit doesn't understand what his for her job responsibilities are.

2. (*employee to manager*) The employee's child must go into the hospital tomorrow (a working day) for an operation.

3. (*supervisor to employee*) The employee's reports are not well organized.

4. (*manager to employees*) Weekly meetings never start on time because employees are late.

5. (*employee to manager*) The manager has assigned the employee to work on a project with someone he (or she) hates.

6. (*manager to employee*) The employee has not turned in monthly progress reports for the past two months.

7. (*employee to a colleague*) The colleague often talks so loudly that people in the office cannot concentrate on their work.

8. (*director to manager*) An urgent project is due tomorrow morning and it won't be ready by the end of the working day.

9. (*you to a friend*) Your friend keeps calling you at work to discuss private matters.

10. (*employee to manager*) The employee suddenly feels very sick at work.

11. (*you to a colleague*) Your colleague often borrows your books without asking you.
12. (*director to secretary*) The letter is full of spelling mistakes.
13. (*job applicant to secretary*) The job applicant doesn't understand some of the questions on the job application.
14. (*director to manager*) The director wants the manager's opinion on the new budget cuts.
15. (*manager to employee*) The employee has left work early for the past week.

UNIT 13.

TEAMWORK

13.1. What is a team

Get ready!

1. Answer the following questions.

1. What personal qualities are essential in order to work effectively with other people?
2. When is it necessary to work with others?
3. Do you prefer to work alone or you need some support from people?
4. Is there any difference between a team and a group?
5. What is special about working in a team?
6. Are there any roles in a team?
7. Why does it seem impossible for some people to work in a team?

When the managers have the right relationship with the people they work with and those people in turn have a healthy attitude to their jobs and to themselves, they work very efficiently.

Write a brief profile of yourself, focusing on your strengths and weaknesses. Use a list of personal qualities to help you. Discuss your profile with your partner.

STRENGTHS		WEAKNESSES	
English	Your language	English	Your language
confident	упевнений	arrogant	самовпевнений
focused	сфокусований	opportunistic	опортуністичний
humorous	з почуттям гумору	frivolous	легковажний
ambitious	честолюбний	controlling	контролюючий
helpful	той, хто любе допомагати	bullying	хвастиливий
forceful	сильний, діючий	combative	бойовий
competitive	конкурентноздатний	wishy-washy	невизначний
open to change	відкритий для змін	obsessive	одержимий
thorough	досконалий	nosy	той, хто сує ніс у чужі справи
caring	турботливий	indecisive	нерішучий
supportive	підтримуючий	tunnel-visioned	той, хто вузько мислить
generous	щедрий	irresponsible	безвідповідальний

2. Complete the following self-analysis questionnaire and count your score using the specified points system. For answers use True/False variant. Then compare results with your partner.

WHO DO YOU THINK YOU ARE?

1. I think I can do things as well as many people.

2. It's not easy being me.
3. When I have to make a presentation, I'm terrified of making a fool of myself.
4. It's not often that I think of myself as a failure.
5. There are a lot of things about myself I'd change if I could.
6. I am rarely bothered by other people's criticism.
7. Other people tend to be more well-liked than I am.
8. If I have something to say, I usually go ahead and say it.
9. I don't often feel ashamed of anything I have done.
10. When people say complimentary things about me I find it hard to believe they really mean it.

Score two points for each "True" answer to questions 1, 4, 6, 8, and 9; score zero for every "False" answer. For questions 2,3,5,7 and 10, score two points for each "False" answer; score zero for each "True" answer.

The higher your score, the better the opinion you have about yourself. A score of 14 or more suggest that you are quite confident; not necessarily conceited, but you certainly like yourself well enough, and there's no danger of other people being made to feel uncomfortable by any signs of self-loathing in you.

A score of 8 or less suggests that you have serious doubts about yourself and your value to the world. It may of course be temporary state of affairs – perhaps the result of some recent misfortune. But if this is your normal condition, other people are bound to pick it up, and the risk is that they will accept your low estimate of yourself and hence find it difficult to respect you.

Reading

3. Before reading the text, read the sentences and predict whether they are True or False:

1. Organizational design does not influence overall performance.
2. Team helps to achieve individual goals.
3. Organizational design is the same in stable and changing environments.
4. There are five different types of teams.
5. Design and delivery of services is an example of integrating teamwork.
6. Work teams are responsible for the main transformation processes of the organization.
7. Management team is another kind of integrating teams.

4. Read the text. Choose the best title from the proposed below:

- Which is better: a team or a group to work in?
- Team and its organizational designs.
- New approaches in working for the New Economy.

Teams are an appropriate structure for implementing strategies formulated to deal with performance demands and opportunities presented by the changing

environment. Proper organizational design enables an organization to execute better, learn faster, and change more easily. Teams – one potential design element – should be adopted because they are the best way to enact the organization strategy and because they fit with the nature of the work.

Let's define what the team is. Team is a group of professionals, united with general norms and values for everybody, which help to achieve individual and team purposes.

Organizational designs that were suitable for routine work in stable environments no longer fit the most organizational settings. Increasingly, organizational success depends on making complex trade-offs, learning and implementing new approaches, and applying advanced knowledge. It results in organizations that are systems of multiple, dynamic, interdependent teams.

Organizations may establish teams for a number of purposes. They usually use a combination of the following kinds of teams:

- Work teams
- Integrating teams
- Management teams

Work teams are established to perform the work that constitutes the core transformation processes of the organization. (That is process that results in the design and delivery of services; the design, manufacturing, and delivery of products; etc.)

Integrating teams are established to make sure the work across various parts of the organization fits together. These include teams that link together the work of two or more interdependent teams, and teams that cut across various parts of the organization that share a focus, perhaps on a particular customer, product, technology, or geography.

Management teams are a special example of integrating teams. They are responsible for coordinating the management of a number of submits that are interdependent in the accomplishment of a collective output, such as an entire process or product. The management team provides direction as well as management of the overall design and performance of the unit.

5. Complete the following sentences, using your own words.

1. Proper organizational design enables an organization to
2. Team is
3. Organizational designs that were suitable for routine work
4. Organizations usually use combination of the following kinds of teams:
5. The main purpose of integrating teams is to
6. Management teams are responsible for

6. A. Put the words in the correct place to make a phrase.

Processes, to achieve, purposes, together, sure, appropriate, to learn, environment, core, entire, approaches.

number of _____

link _____

to make _____

_____ transformation _____

_____ faster
 changing _____
 implementing new _____

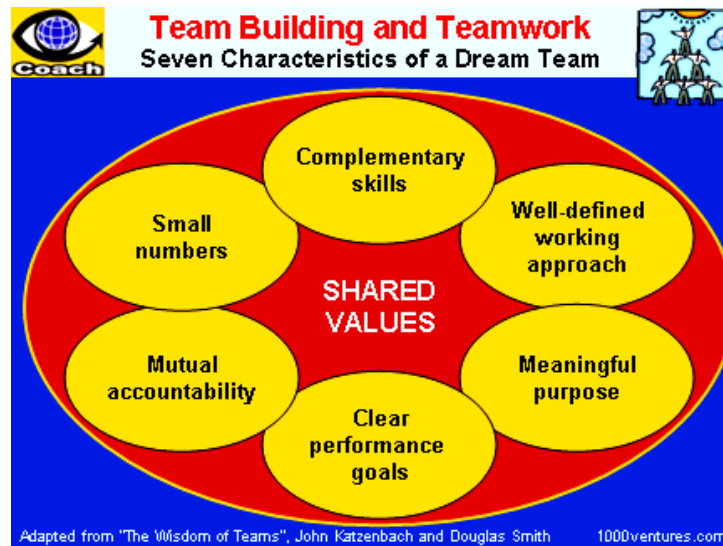
_____ structure
 _____ purpose
 _____ process

B. Make sentences of your own with these phrases.

7. Ask 7 questions to the text.

8. Summarize the text in seven sentences.

9. Look at the bubble graph. Describe kinds of teams, given in the text above, using these characteristics. Focus on similarities and differences among the teams.



Language study

10. Not all groups in organizations are teams, but all teams are groups. The difference between a team and a group is that a team is interdependent for overall performance. A group qualifies as a team only if its members focus on helping one another to accomplish organizational objectives.

The statements below show the main differences between a group and a team. First, chose the proper verb form given in italics. Then define which statements describe group work and which ones show team work.

1. The individual aims *is/are* pursued.
2. The common aims *are/am* pursued.
3. It *have/has* the appointed leader.
4. The role of leader *passes/pass* from one member to another.
5. There *are/am* products of collective labour in an output.
6. There *is/are* products of individual labour in an output.
7. Meetings are *organized/organises* and *regulates/regulated*.
8. During meetings discussions *are/is* conducted and all problems *is/are* decided.
9. People here *have/has* common interests, decision-making and workings tasks.

10. Every member of group has his own circle of interests, *makes/made* independent decisions, *execute/executes* the special workings tasks

11. In Dr Harold Kerzner's book "Project Management – A systems approach to Planning, Scheduling, and Controlling", he identifies several team member roles that a project manager may encounter. There are Destructive Roles and Supportive Roles and every project manager should be aware of their existence.

A. Read the sentences. The words in italics are opposites. Explain them and choose the correct variant. Underline it.

Destructive Team Members

1. The Aggressor *criticizes / praises* the team members, challenges ideas, deflates egos.
2. The Dominator manipulates and tries to *take over / surrender*.
3. The Devil's Advocate finds *positive side / fault* in everything and challenges any idea.
4. The Topic Jumper switches from one idea to another, *creates / destroy* imbalance an inability to focus.
5. The Recognition Seeker always *agrees / argues* for his or her position, attempts to *take credit / share* for successes.
6. The Withdrawer does not participate, *give / withhold* information.
7. The Blocker provides multiple reasons why ideas *won't / will* work.

B. Read the sentences. Use the prepositions below to fill in the gaps.

For on at and of among of for or

Supportive Team Member Roles

1. The Initiator looks new ideas, uses phrases like – "Let's try this!"
2. The Information Seeker tries to become more informed, looks for resources and supportive data. Offers to research for the benefit the team.
3. Information Givers share what they know, increase the knowledge the team.
4. The Encouragers shows visible support other peoples ideas.
5. The Clarifier helps make sure that everyone understands an issue a decision.
6. The Harmonizer creates a unified feeling the team.
7. The Gate Keeper ensures that all information is relevant the team stays focused the issue hand.

12. Complete the following sentences with the correct form of the words in italics.

1. rely

- a) He is a very reliable worker.
- b) I am informed that he'll be promoted soon.
- c) He main quality is her
- d) My assistant is someone who can be on.

2. criticize

- a) The report has been received very by top management.

b) The Personnel Director is an outspoken of our reorganization.

c) I thought her were unfair and not based on fact.

3. skill

a) The Chairman was at avoiding answering awkward questions.

b) The workers in the Production Department are well paid.

c) To be a good manager, you need many

d) The workers in our company are the lowest paid because they need training for their jobs.

4. sure

a) you agree she's one of the high fliers in the department.

b) At my interview, my boss me that I had a bright future in the company.

5. decision

a) Being a currency dealer in a bank, she had to make quick decisions and be very at all times.

b) Because we were, we wasted time and lost the contract.

c) I am still whether to leave my present job but I must make up my mind soon.

Speaking

13. Read the benefits of being a Team. Then with your partner choose seven points which, in your opinion, are more important than others. The final step is to define five main benefits for the whole group.

- Increased productivity and performance capability
- Improved morale through enhanced dignity, self-esteem, and job satisfaction
- Greater participation in hiring, process changes, improvements, and training
- Increased ability a desire to improve
- More ownership and involvement of employees in redesign
- Better perspective on the whole job
- Better understanding on how to make improvements
- Better coverage during emergencies and overtime situations
- Greater appreciation of others' work
- Increased communication between management and other employees
- Fewer layers of supervision
- More control over work time and therefore less stress

13.2. The art of teambuilding

Reading

1. Give the title to the text.

The art of team building has been studied by many people, but possibly the most interesting work on the subject has been done by Dr Meredith Belbin. His original insight has been to identify the individual roles which are crucial to a successful team. He argues that while individuals in a management group have their formal job titles –

accountant, designer, marketing director, production manager, etc. – they also perform a variety of “personality team roles”: a plant, a resource investigator, a monitor evaluator, a coordinator, a shaper, an implementer, team worker, a completer-finisher, a specialist.

Dr Belbin’s team-role theory states that there are nine key personality types and a team will work most effectively if it has them all. However, a successful team need not to be made up of nine members since some people may be more than one personality type. Thus a team of three could work together very successfully if, among them, the members combined the nine personality types.

Today, the Belbin Team Role model is used by over 40 percent of the top 100 companies in the UK, the United Nations, the World Bank and thousands of organizations throughout the world to enhance individual and team performance.

2. All team roles, defined by Dr Belbin’s theory, can be divided in three main directions:

3 action oriented roles - *Shaper, Implementer and Completer Finisher*

3 people oriented roles - *Coordinator, Team worker and Resource Investigator*

3 cerebral roles - *Plant, Monitor Evaluator and Specialist.*

Distribute the team roles to the proper direction, according to their specific features.

3. Replace all the verbs with synonyms in the first paragraph of the text

4. Add adjectives to the nouns in the second and third paragraphs of the text.

Listening

5. I. Study the situation.

Do you sometimes think that working would be easier if you did not have to deal with people? Do you have awkward customers? An indecisive boss? Lazy subordinates? Difficult colleagues? If so, a book by Robert M. Bramson called *Coping with Difficult People* may help you.

Obviously, most people are difficult sometimes but Dr Bramson identifies difficult people as those who are considered to be problems by most people around them for most of the time. He divides them into seven categories and suggests different ways of dealing with each of them.

II. Look at Dr Bramson’s names for the seven categories (1-7) and then read the seven definitions (A-G). Match each name with its corresponding definition.

1. The Sherman Tanks (G)
2. The Complainers (F)
3. The Clams (D)
4. The Super-Agreeables (A)
5. The Balloons (C)
6. The Negativists (E)
7. The Indecisives (B)

A. They always say nice things to your face even if they do something different behind your back. They are difficult people because they make you believe they agree with you even if they don't. They need to be popular all the time.

B. These people do not just delay the decision-making process but avoid it altogether.

C. They are phonies. They speak with great authority on subjects about which they know nothing.

D. They are silent and unresponsive. Just when you need an answer you get a few words or just one word –or a grunt.

E. They are always pessimistic about everything. They are convinced that failure is inevitable and often manage to persuade those around them that this is true.

F. These people grumble all the time but never try to do anything to solve the problems they complain about. They find fault with everything and always imply that “someone” is responsible.

G. These are abusive, abrupt, intimidating, arrogant and impatient.

III. On the cassette you will hear seven people talking. Each person is identified by a letter (A-G). Decide which name best describes each person you hear and put the correct letter next to the name.

1. Sherman Tanks
2. Complainers
3. Clams
4. Super-Agreeables
5. Balloons
6. Negativists
7. Indecisives

IV. Now you will hear seven sets of suggestions for dealing with the seven types of difficult people. Each set of suggestions is identified by a letter (A-G). Try to match the set of suggestions to the correct name.

1. Sherman Tanks
2. Complainers
3. Clams
4. Super-Agreeables
5. Balloons
6. Negativists
7. Indecisives

V. There is one other category of “difficult people” identified by Dr Bramson. This is the “Bulldozer”. Read the definition of the machine called a bulldozer and then write down in the table how you think the Bulldozer behaves, and suggest ways of dealing with him or her. When you have finished discuss your ideas with a partner.

Bulldozer / `buldəuzə / *n* a heavy machine for clearing land of any obstacles. Used in demolition work or to level ground in preparation for building.

NAME	DESCRIPTION	WAYS OF DEALING WITH THEM
<i>BULLDOZER</i>		

Speaking

6. Form management “teams” of at least three but not more than nine people. Elect a leader and discuss the personality composition of your team, using Dr Belbin’s classification. Summarize your collective strengths and weaknesses on paper. Look at Appendix and choose Five Main Laws for your team. Then try to “complete” your management team by “headhunting” the personality type(s) you lack from the other teams.

7. *In the module there were introduced different conceptions about team roles(3 conceptions). Compare them and define the most suitable for you.*

8. At General Electric (GE), Jack Welch required all managers should learn to become team players and coaches. He also took steps against those managers who wouldn't learn to become team players by cutting the bottom 10% every year. "One of the surest ways to raise the level of a team is to cut from the bottom and add to the top," advised Welch.

Answer the following questions.

1. Do you agree that measures, applied by Jack Welch, were too strict?
2. Why do you think he took such steps?
3. How would you feel if you worked as a manager at General Electric?

9. *Make the dialogues, based on the following situations.*

Model Student A: Make a request.

Student B: Agree to or refuse the request. If you refuse, be sure to give a good reason.

1. (an executive to a store manager) You believe that shoplifting is increasing in your store.
2. (you to your colleague) You are both bored by your jobs.
3. (a manager to another manager) You believe that the company is not treating women employees fairly.
4. (an executive to another executive) Several excellent positions overseas are opening up in your company.
5. (you to a colleague) Two of your colleagues were fired today but nobody knows the cause.
6. (an executive to another executive) You both believe that a new drug your company produces has not been adequately tested for safety in children.
7. (you to your colleague) It’s time to leave work, but you two still have several urgent matters to discuss.

8. (an executive to another executive) You both think that another executive (a friend) is stealing small amounts of money from your company.
9. (you to a colleague) You are both quite upset over putting in a lot of work and then losing an important contract.
10. (employee to a manager) The manager has just given the employee a job that the employee doesn't have time to do.
11. (manager to supervisor) Several employees have complained that the supervisor has criticized them in front of other employees.
12. (manager to employee) The employee went over the manager's head and complained to the director of the company.
13. (you to a colleague) You have just told your colleague that you are quitting in a month but don't want anyone else to know yet.
14. (director to manager) The director has an appointment with the manager, but an urgent problem has come up.
15. (manager to employee) The employee has missed a week of work, but doesn't have a doctor's excuse.

Role play

Troubled Employee

Situation

A computer programmer has worked for a small company for about seven years. Up until six months ago, this employee was one of the hardest workers in the department. For the past six months, however, the employee has been going through great deal of stress due to a serious illness in the family. For the first few months everyone in the office was very sympathetic. Since the man was clearly having severe emotional problems, the other workers divided up the work to cover for him. Now, though, these other computer programmers feel that enough is enough. They can't continue doing all this man's work for him. The serious illness could continue for many more months or even years. The man doesn't seem to be making any effort to take responsibility for his work. The supervisor is willing to let the situation continue as it is. The employee needs his salary. Also, he will be a good worker once his problem has passed. The manager is aware of the conflict in this department and has called a meeting to discuss the problem.

Purpose of the Discussion

The purpose of this discussion is for the group members to agree on the best way to deal with this troubled employee.

Group Roles

Leader: the manager

The supervisor(s)

Representative(s) of the employees

Observing: Evaluating the Discussion Process

1. As you observe the discussion, answer the following questions:

- a) Is the goal of the meeting clear?
- b) Do all members participate equally?

- c) Do all members stay on the topic?
- d) Does the leader effectively guide the group?
- e) Does the discussion move in an organized way, not jumping from subject to subject?

2. What suggestions can you make to help your group to improve the next discussion?

Project work

“A men’s magazine”

A publishing company is launching a new magazine for men between ages 25 and 35, to appeal to a broad range of interests. You are the editorial group. You have to define the format of the magazine.

1. Who will read the magazine?

Take a “typical” reader. Work out his:

- Income bracket
- Education
- Car
- Hobbies
- Family situation
- Where he lives

2. What will the magazine look like?

- Glossy?
- How many pages?
- Size?
- Colour?
- How much advertising? (add any other points you wish)

3. What features will it include?

- a. Interview (who with?)
- b. Fiction (what type?)
- c. Fashion (what type?)
- d. The arts (which?)
- e. Sports (what?)
- f. Political comment (for example?)
- g. Problems page
- h. Cookery (what sort of dishes?)
- i. Horoscopes (add any other points you wish)

4. What will you call your magazine?

5. How will you launch and market it?

- Free copies
- Test market one area
- TV advertising
- Price
- Weekly/monthly issue

WRITING

After discussing all the points of the future magazine, make up a written presentation of your project.

UNIT 14.

LEADERSHIP

14.1. Leader power

Get ready!

1. Read and memorize the following words and word combinations:

leader power	лідуюча сила (влада)
legitimate power	легітимна влада (законодавча)
reward power	заохочувальна влада
coercive power	примусова влада
expert power	експертна влада
information power	інформаційна влада
referent power	влада еталона
promotion	сприяння (реклама); просування
bonus	премія
to train	вчити, навчати
to gain	отримувати, купувати
slowdown	відсталий, повільний
deterioration	погіршення, зношування
competitive	конкурентний
price-cutting program	програма зниження (зменшення) цін
write-off	списання з рахунку; анулювання (боргів)
ill-fated	нещасливий, нещасний
acquisitions	придбання
noninsurance areas	незабезпечені райони (області, зони)
revenue	річний дохід, національний дохід

Reading

2. Read and translate the text.

HOW LEADERS INFLUENCE OTHERS

Why do people accept the influence of a leader? One major reason is that leaders have power. In this section, we examine the major sources of power and the ways that leaders can effectively use the power they potentially have available.

Sources of Leader Power

Power is the capacity to affect the behavior of others. Leaders in organizations typically rely on some or all of six major types of power: legitimate, reward, coercive, expert, information, and referent.

Legitimate Power. Legitimate power stems from a position's placement in the managerial hierarchy and the authority vested in the position. When we accept a job with an organization, we usually are aware that we will be receiving directions related to our work from our immediate boss and others in the hierarchy. Normally, we accept such directions as legitimate because these persons hold positions of authority. Hence legitimate power relates to the position, rather than to the person per se.

Reward Power. **Reward power** is based on the capacity to control and provide valued rewards to others. Most organizations offer an array of rewards, including pay raises, bonuses, interesting projects, promotion recommendations, a better office, support for training programs, assignments with high visibility in the organization, recognition, positive feedback, and time off. The greater a manager's control over valued rewards, the greater that manager's reward power.

Coercive Power. **Coercive power** depends on the ability to punish others when they do not engage in desired behaviors. Forms of coercion or punishment include criticisms, terminations, reprimands, suspensions, warning letters that go into an individual's personnel file, negative performance appraisals, demotions, and withheld pay raises. The greater the freedom to punish others, the greater a manager's coercive power.

Expert Power. **Expert power** is based on the possession of expertise that is valued by others. Managers often have considerable knowledge, technical skills, and experience that can be critical to subordinates' success. To the extent that a leader possesses expertise and information that is needed or desired by others, the leader has expert power.

Information Power. **Information power** results from access to and control over the distribution of important information about organizational operations and future plans. Managers usually have better access to such information than do subordinates and have some discretion over how much is disseminated to work-unit members. The greater the control over important information, the greater the information power.

Referent Power. **Referent power** results from being admired, personally identified with, or liked by others. When we admire people, want to be like them, or feel friendship toward them, we more willingly follow their directions and exhibit loyalty toward them. Some observers argue that Lee Iacocca's initial success in turning around the Chrysler Corporation was based partially on the fact that he possessed referent power in relation to the work force. The more that a leader is able to cultivate the liking, identification, and admiration of others, the greater the referent power.

Effective Use of Leader Power

Although all six types of power are potential means of influencing others, in actual usage they may engender somewhat different levels of subordinate motivation. Subordinates can react to a leader's direction with commitment, compliance, or resistance. With commitment, employees respond enthusiastically and exert a high level of effort toward organizational goals. With compliance, employees exert at least minimal efforts to complete directives but are likely to deliver average, rather than stellar, performance.

With resistance, employees may appear to comply but actually do the absolute minimum, possibly even attempting to sabotage the attainment of organizational goals. For example, when Chicago scrap-metal czar Cyrus Tang bought the ailing McLouth Steel Products Corporation, he relied on legitimate and coercive power to gain worker cooperation. Workers reacted with production slowdowns and a wildcat strike that eventually led to the further deterioration of the company and its sale to employees.

Managers usually rely on several different types of power in order to be effective. When Jim Lynn was chosen to be chairman of the Aetna Life & Casualty Company, the firm had just been through the painful process of a competitive price-cutting program, had suffered write-offs from several ill fated acquisitions in noninsurance areas, and was facing the lowest earnings in 9 years. At that point, Lynn, a 6-year veteran on Aetna's board of directors, a previous partner in two prestigious law firms, and a former Nixon administration cabinet member, had a reputation for being effective with both handling people and solving problems. In establishing himself at Aetna, he clearly had the legitimate power of his new chairman's position. However, he relied heavily on building referent power.

According to one former Aetna senior vice president, Lynn went out of his way to "portray a peer relationship with everybody". He also used reward power to boost the morale of the heads of Aetna's three principal businesses, each with revenues of more than \$3 billion, by awarding them the title of president in recognition of their major roles in the company.

Listening

3. Listen to the word combinations and give the definition.

- referent power
- information power
- power.

Speaking

4. Translate into Ukrainian.

- 1) The more we read, the more we know.
- 2) The greater a manager's control over valued rewards, the greater that manager's reward power.
- 3) The greater the freedom to punish others, the greater a manager's coercive power.
- 4) The greater the control over important information, the greater the information.
- 5) The more we work, the more we get.

5. Answer the following questions.

- 1) What are the sources of leader power?
- 2) What does legitimate power stem from?
- 3) What is reward power based on?
- 4) What does coercive power depend on?
- 5) What is expert power based on?

Vocabulary

6. Choose an appropriate word or phrase to complete the following sentences.

1) Managers usually rely on several different types of power	a) referent power
2) The use of coercive power has a strong tendency	b) being effective with both handling people and solving problems

3) Nixon administration cabinet member had a reputation for	c) to provoke resistance in subordinates
4) Nixon relied heavily on building	d) in order to be effective
5) He also used reward power to boost the morale of the heads of Aetna's three principal businesses, each with revenues of more than \$3 billion, by awarding them the title of president	e) in recognition of their major roles in the company

7. Match the words on the left with the definitions on the right.

1) Power ...	a) is based on the possession of expertise that is valued by others.
2) Legitimate power ...	b) is the capacity to affect the behavior of others
3) Reward power ...	c) results from being admired, personally identified with, or liked by others.
4) Coercive power ...	d) is based on the capacity to control and provide valued rewards to others.
5) Expert power	e) results from access to and control over the distribution of important information about organizational operations and future plans.
6) Information power ...	f) depends on the ability to punish others when they do not engage in desired behaviors.
7) Referent power ...	g) stems from a position's placement in the managerial hierarchy and the authority vested in the position.

Writing

8. Write an essay (100 – 150 words): “How do leaders influence others?”

14.2. Control as a management process

Get ready!

1. Read and memorize the following words and word combinations:

counterpart	двійник; (тут) колега
controlling	контроль; процес контролювання
to regulate activities	регулювати діяльність
to conform to standards	відповідати стандартам
goal	ціль
to ensure syn. to provide	забезпечувати, гарантувати
human behaviour	поведінка людей

to behave	діяти; поводитися
to gear	направляти за певним планом
training	навчання; стажування
training program	навчальна програма
trainee	той, хто проходить навчання; стажист
franchisee	власник ліцензії (франшизи)
to run	(тут)управляти
outlet	ринок збуту; тут. торгова точка
to be allied to	бути тісно пов'язаним
to monitor	контролювати, перевіряти
to make adjustment	приспособитися
to channel resources toward	направляти ресурси на
feedback	зворотний зв'язок (інформація)
shortage	нестача; недолік
to assume responsibility	брати на себе відповідальність
to meet standards	відповідати стандартам
quantity	кількість
quality	якість
profit margin	маржа; межа прибутковості; різниця між собівартістю і продажною ціною
client satisfaction	задоволення бажань клієнта
timeliness of deliveries	своєчасність поставок
procedure	процедура
corporate evaluation team	відділ контролю корпорації
highlight	основний момент, факт
performance	виконання
portable computer	переносний комп'ютер
inflation	інфляція
to expend	витрачати
research	дослідження

Reading

2. Read and translate the text.

Like their McDonald's counterparts, managers in other organizations also face important issues related to the function of controlling. **Controlling** is the process of regulating organizational activities so that actual performance conforms to expected organizational standards and goals. As the definition suggests, controlling means that managers develop appropriate standards, compare ongoing performance against those standards, and take steps to ensure that corrective actions are taken when necessary. Since most aspects of organizations ultimately depend on human behavior, controlling is largely geared toward ensuring that organization members behave in ways that facilitate the reaching of organizational goals.

Thus controls both highlight needed behaviors and discourage unwanted behaviors. For instance, during their 2-year training program, management trainees

preparing to become McDonald's franchisees work their way through a thick guide that spells out various aspects of what to do and not do in properly running a McDonald's outlet.

Significance of the control process

As you might expect, the controlling function is closely allied to the other, three major functions of management: planning, organizing, and leading. It builds most directly on the planning function by providing the means for monitoring and making adjustments in performance so that plan can be realized. Still, controlling also supports the organizing and leading functions by helping ensure that resources are channeled toward organizational objectives.

For example, feedback from the control process might signal the need to reorganize, provide more training to workers, clarify communications, increase leadership influence, or take other actions associated with the respective organizing and leading functions. For instance, after detecting a shortage of workers who could assume some supervisory responsibilities, six McDonald's restaurants in Fairfax Virginia, have been experimenting with a training program to teach English to workers who have management potential but speak little English. As part of the control process, managers set up control systems.

A **control system** is a set of mechanisms that are designed to increase the probability of meeting organizational standards and goals. Control systems can be developed to regulate any area that a manager considers important, such as quantity produced, resources expended, and profit margins, quality of products or services, client satisfaction, timeliness of deliveries, or specific activities that are performed in producing a product or service.

For example, McDonald's has a 19-step procedure that workers have rigidly to follow when they are cooking and bagging French fries. Local managers are expected to ensure that employees prepare and bag French fries in accordance with these steps to that the French fries will conform to McDonald's standards.

This procedure also is one of the operations that corporate evaluation teams check during their unannounced inspections of outlets. Thus the local managers, the corporate evaluation teams, and the standards embodied in the procedure form part of a control system aimed at achieving consistently good French fries at all McDonald's outlets.

Listening

3. Listen to the word combinations and give the definition.

- Controlling
- Control system
- Controlling function

Speaking

4. Answer the following questions.

- 1) What is controlling?
- 2) What does the controlling mean from the management point of view?

- 3) How are controls related to behaviors?
- 4) What are the major functions controlling is closely allied to?
- 5) What is control system used for?
- 6) What is the role of controls?

Vocabulary

5. *Choose an appropriate word or phrase to complete the following sentences.*

1) Most aspects of organizations ultimately depend on ...	a) resources are channeled
2) The planning function mainly provides the means for ... so that plans can be realized.	b) human behaviour
3) The organizing and leading functions help ensure that ... toward organizational objectives.	c) to regulate
4) As part of the control process, managers set up ...	d) corporate evaluation teams
5) Control systems can be developed ... any area that a manager considers important.	e) highlight
6) ... check some operations of the procedure during their unannounced inspections of outlets.	f) control systems
7) Controls both ... needed behaviors and discourage unwanted behaviors.	g) monitoring and making adjustments in performance

6. *Match the words on the left with the definitions on the right.*

Control systems can regulate ...	<ol style="list-style-type: none"> a) quality of products or services b) change and innovation c) portable computers d) profit margins e) timeliness of deliveries f) consumer-products business g) scientific research h) quantity produced i) client satisfaction j) resources expended k) inflation
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Writing

7. Write an essay (100 – 150 words): “What kind of activities does the control process include?”

14.3. The nature of managerial communication

Get ready!

1. Read and memorize the following words and word combinations:

communication	зв'язок; спілкування; повідомлення
managerial communication	управлінський зв'язок; адміністративне спілкування
verbal communication	вербальний зв'язок; ~ спілкування; ~ повідомлення
written communication	письмове повідомлення
nonverbal communication	невербальний зв'язок; ~ спілкування; ~ повідомлення
estimate	оцінка
kinesic behaviour	кінетична поведінка
paralanguage	паралінгвістична мова
object language	предметна мова
implementation	виконання, здійснення
transmission	передача, пересилання
deficiency	недолік; нестача
shortcoming	недолік; недосконалість
to disseminate	поширювати
to involve	включати в себе; залучати
layout	план; компоновка
credential(s)	повноваження
to refer	посилати, відіслати, посилатися

Reading

2. Read and translate the text.

Communication is the exchange of messages between people for the purpose of achieving common meanings. Unless common meanings are shared, managers find it extremely difficult to influence others. For example, in looking back on his efforts to revitalize General Motors, former CEO Roger Smith says that he would make the same decisions for again regarding the implementation of major changes to rebuild the company for global leadership in the twenty first century.

Types of Communication

In their work, managers use two major types of communication: verbal and nonverbal. Each type plays an important part in the effective transmissions of messages within organizations.

Verbal Communication. Verbal communication is the written or oral use of words to communicate. Both written and oral communications are pervasive in organizations.

Written communication occurs through a variety of means, such as business letters, office memorandums, reports, resumes, written telephone messages, newsletters, and policy manuals. In many cases, considerable time and effort are expended in preparing written communications. According to several estimates, the cost of producing a single letter or memo has risen to more than \$7, with one recent estimate placing the figure as high as \$25 for the average memo. Yet one study of 800 randomly selected letters from a variety of industries indicates that written business correspondence suffers from significant deficiencies in such areas as proper word usage, clear sentence construction, and precision. A related study shows that more than 80 percent of managers judge the quality of the written communication they receive as either fair or poor. They also did not give themselves very high grades, with 55 percent describing their own writing skills as fair or poor. Despite some possible shortcomings in writing skills, written communication generally has several advantages over oral communication. Written communication provides a record of the message, can be disseminated widely with a minimum of effort, and allows the sender to think through the intended message carefully. Written communication also has several disadvantages, including the expense of preparation, the relatively impersonal nature of written communications, possible misunderstanding by the receiver, and the delay of feedback regarding the effectiveness of the message.

In contrast to written communication, oral communication, or the spoken word, take place largely through face-to-face conversations with another individual, meetings with several individuals, and telephone conversations. Oral communication has the advantage of being fast, is generally more personal than written communication, and provides immediate feedback from others involved in the conversation. Disadvantages include the fact that oral communication can be time-consuming, can be more difficult to terminate, and requires that additional effort be expended to document what is said if a record is necessary.

Given the advantages and disadvantages of written and oral communication, it is not surprising that both types of verbal communication are used.

Nonverbal Communication. **Nonverbal communication** is communication by means of elements and behaviors that are not coded into words. Studies estimate of elements that nonverbal aspects account for between 65 and 93 percent of what gets communicated. Interestingly, it is quite difficult to engage in verbal communication without some accompanying form of nonverbal communication. Important categories of nonverbal communication include kinesic behavior, proxemics, paralanguage, and object language.

Kinesic behavior refers to body movements, such as gestures, facial expressions, eye movements, and posture. We often draw conclusions regarding people's feelings about an issue, not only from their words but also from their nonverbal behaviour, such as their facial expressions.

Proxemics refers to the influence of proximity and space on communication. For example, some managers arrange their offices so that they have an informal area where people can sit without experiencing the spatial distance and formality created by a big desk. Another example of proxemics, which you have probably experienced, is

that you are more likely to get to know students whom you happen to sit near in class than students who are sitting in other parts of the room.

Paralanguage refers to vocal aspect of communication that relate to how something is said rather than to what is said. Voice quality, tone of voice, laughing, and yawning fit in this category.

Object language refers to the communicative use of material things, including clothing, cosmetics, furniture, and architecture. If you have prepared a job resume lately, you probably gave some thought to the layout and to the type of paper on which you wanted your resume printed -nonverbal aspects of your communication about yourself and your credentials.

Nonverbal elements form an important part of the messages that managers communicate.

Listening

3. Listen to the word combinations and give the definition.

- proxemics
- paralanguage
- object language
- kinesic behavior

Speaking

4. Answer the following questions.

- 1) What is communication?
- 2) What kind of communication do managers use in their work?
- 3) What is verbal communication?
- 4) How does written communication occur?
- 5) What are the advantages of written communication?
- 6) Where does oral communication take place?
- 7) What do the disadvantages of both written and oral communications include?
- 8) What can you say about nonverbal communication?

Vocabulary

5. Match the words on the left with the definitions on the right.

1) адміністративне спілкування	a) common meaning
2) вербальний зв'язок	b) kinesic behaviour
3) спілкування	c) managerial communication
4) загальне значення	d) verbal communication
5) письмовий зв'язок	e) object language
6) невербальний зв'язок	f) paralanguage
7) кінетична поведінка	g) communication
8) пара лінгвістична мова	h) written communication
9) предметна мова	k) nonverbal communication

6. Choose an appropriate word or phrase to complete the following sentences.

1) Communication is ...	a) ... the written or oral use of words to communicate.
2) Paralanguage refers to ...	b) ... vocal aspect of communication that relate to how something is said rather than to what is said.
3) Proxemics refers to... .	c) ... the influence of proximity and space on communication
4) Kinesic behaviour refers to ...	d) ... the communicative use of material things, including clothing, cosmetics, furniture, and architecture.
5) Nonverbal communication is	e) ... the communication by means of elements and behaviours that are not coded into words.
6) Verbal communication is ...	f) ... the exchange of messages between people for the purpose of achieving common meanings.
7) Object language refers to ...	f) ... the exchange of messages between people for the purpose of achieving common meanings.

Writing

7. Write an essay (100 – 150 words): “The nature of managerial communication”.

UNIT 15.

MANAGERIAL ETHICS

15.1. What is ethics

Geat ready!

1. Answer the following questions by yourself, then discuss them with your groupmates and a teacher.

1. It is better to avoid conducting business outside one's own country because of the complexities that occur across national borders.
2. Ethics is a philosophical issue, not a business issue.
3. In business, keeping a code of ethics is like keeping wedding vows.
4. It is better not to think about ethics when you are making a business deal.
5. International business ethics is a subject important to me.
6. All businesses should be required to follow rules of ethical gift giving behavior.
7. Business professionals in individual countries should not be required to adhere to international rules on gift giving.

Reading

2. Before reading the text, answer the following questions:

1. What are the areas of special concern when talking about managerial ethics?
2. How many of them do you know?
3. What do you think of the relationship of the firm to the employee? Explain your answer.
4. What should be the relationship of the employee to the firm? Give some examples.
5. What can you say about the relationship of the firm to other economic agents?

3. Read the text and match the titles with the paragraphs.

Relationship of the Employee to the Firm.

Relationship of the Firm to Other Economic Agents.

Relationship of the Firm to the Employee.

(1) _____ An area of special concern regarding managerial ethics is how the firm treats its employees. Example issues include hiring and firing, wages and working conditions, and employee privacy. For example, most people would consider it unethical if a manager hired someone just because he is her cousin or fired someone because of her religion. Similarly, knowing that someone desperately needs to work and then paying abnormally low wages would be considered unethical. Finally, spreading the word that an employee has AIDS would generally be an unethical breach of privacy.

(2) _____ Numerous ethical issues surround the relationship of the employee to the firm. Examples include conflicts of interest, secrecy, and honesty and expense accounts. For example, accepting a bribe from someone would represent a conflict of interest. For this very reason, Wal-Mart does not allow its merchandise buyers to accept meals or gifts from sales representatives. Divulging company secrets to someone from a competing organization would also clearly be unethical, as would stealing or padding an expense account. Some managers routinely add extra meals,

service charges, and car mileage to their expense account reports to "earn" a little extra income.

(3) _____ Managerial ethics come into play in the relationship between the firm and other economic agents, such as customers, competitors, stockholders, suppliers, dealers, and unions. Normal ethical standards suggest that products or services offered to customers should be safe, be accompanied by appropriate information on product features, uses, and limitations, and not be excessively priced. Relations with competitors are also dictated by ethical standards. Unfair business practices, denigration of competitors, and price fixing, for example, would all be unethical. Ethical standards dictate that companies be truthful and honest with their stockholders. Misleading stockholders by telling them that the company is going to report record profits next year when a manager really expects only a modest profit would generally be considered unethical, as would paying excessive compensation to the firm's management team. Similarly, organizations need to be fair and honest in their agreements and negotiations with suppliers, dealers, and unions. Convincing a supplier that a price break is needed or convincing a union that wage concessions are needed because of impending losses is unethical if the firm actually expects to make a profit.

3. Make up 5 questions to the text.

4. Three areas of special concern, described in the text, can be summarized in the Table:

Area of Concern	Sample Issues
Relationship of the firm to the employee	
Relationship of the employee to the firm	
Relationship of the firm to other economic agents	

Distribute the following problematic issues to a proper area of concern:

Conflicts of interest, customers, dealers, competitors, wages, expense accounts, working conditions, hiring and firing, honesty, stockholders, unions, privacy, suppliers, secrecy.

Vocabulary

5. Match the words to their definitions. Make up sentences with these words.

- | | |
|-----------------------|--|
| 1. Ethics | a) an approach that not only lacks ethical principles, but is actively opposed to ethical behaviour. |
| 2. Immoral management | b) the set of obligations an organization has to protect and enhance the societal context in which it functions. |

- 3. Codes of ethics/ Code of conduct c) an employee who reports a real or perceived wrongdoing under the control of his or her employer to those, who may be able to take appropriate actions.
- 4. Whistle-blower d) an individual's personal benefits regarding what is right and wrong or good and bad.
- 5. Social responsibility e) formal, written statements of what values and ethical standards guide a firm's actions.

6. When you make judgments about business, you can use law, you can use a set of moral principles (ethics), or you can use your own feelings (common sense). Here some adjectives you can use when you are making these kinds of judgments.

The law		Ethics		Common sense	
+	-	+	-	+	-
legal		moral		honest	
just		ethical		fair	

Add *un-*, *im-*, *il-* or *dis-* to the beginning of each adjective in the table to make words which have opposite meaning.

7. Complete the following sentences with words opposite in meaning to the words in italics.

e.g. *interesting* He does not like his job because it is *uninteresting*.

- 1. *satisfied* Workers become if their jobs offer no challenge.
- 2. *conclusive* Since the report was so, no recommendations were made.
- 3. *responsible* behaviour by staff can be costly to an organization.
- 4. *popular* Managements become if they fail to pay bonuses.
- 5. *respect* No manager likes a subordinate to be
- 6. *secure* A worker who feels in his job will probably not be committed to the firm he works for.
- 7. *social* People who work hours, for example at night time, generally receive extra pay.
- 8. *efficient* Nowadays, it is not easy to get rid of an employee who is

8. Read the two views on whether companies are responsible. Put the verbs in the correct form.

DO YOU THINK COMPANIES ARE RESPONSIBLE?

YES	NO
<p>1. Many companies understand that their responsibility includes (conduct) their business in an ethical way and in ways that help (preserve) the environment.</p> <p>2. Companies know that good practice involves (provide) good working conditions.</p> <p>3. Many companies help (raise) money for local communities.</p> <p>4. Companies agree (introduce) stricter measures to reduce pollution.</p> <p>5. Companies must (make) a profit. If they don't, there will be no jobs for the workforce.</p>	<p>1. They only introduce ethical policies if they think it will help (improve) their profits.</p> <p>2. Many companies avoid (give) details of what they are doing.</p> <p>3. They refuse (change) their practices.</p> <p>4. Many companies risk (produce) goods which are harmful in order to make a profit.</p> <p>5. They must (do) more to reduce damage to the environment.</p>

What is your opinion on a company responsibility?

9. Complete the following sentences with the correct word or phrase (a, b, or c).

- People work harder if they know that someone is in their progress.
a enthusiastic **b** interesting **c** interested
- Nothing has been announced but we've heard that the Company Secretary has resigned.
a formally **b** officiously **c** unofficially
- Friendly no longer exist between members of the sales department because some got bonuses and others didn't
a relations **b** contacts **c** connections
- in the Production Department is low because the workers have heard about the plans to reduce the work-force.
a morale **b** feeling **c** moral
- Some people like to work at their own
- We have several proposals for increasing sales. We must the merits of each of them.
a cost **b** value **c** evaluate

Speaking

10. Business Ethics Questionnaire.

1. You are research scientists. You have discovered a wonderful new product which could make you dollar millionaires in three years. However, the discovery was made during company time and using company equipment. It states clearly in your contract that all patent rights for new products belong to the company.

Will you:

- tell the company about your discovery and let them develop it?

- b. tell the company you have discovered something big but refuse to give details until you have negotiated patent rights and / or a substantial increase in pay?
- c. leave the company without telling them about your invention and start your own business manufacturing the product?

2. You are union members. Your union has instructed all members to strike for one day in support of a fellow worker who was wrongfully dismissed. Although the company didn't follow the letter of the law in this case, you have little sympathy with the man who was dismissed.

Will you:

- a. go on strike?
- b. arrange to take the day off as holiday?
- c. work as normal?

3. You have employed ten school leavers in your shop for the past year on the government's Youth Training Scheme. They restock the shelves and work the tills, for which they receive £28.50 a week (much less than other employees doing the same job).

They are all good workers but now the training scheme's year is up and you must decide what to do.

Will you:

- a. take them onto your normal payroll, paying them the same wages as the other workers?
- b. offer to let them continue working for you, but at a lower wage than the other workers?
- c. say goodbye to them and take on another ten school leavers on the Youth Training Scheme, who you only need to pay £28.50 a week?

4. When your boss is calculating your holiday entitlement, you discover to your surprise that the three days you had off last August have not been recorded. Your boss has obviously forgotten about them.

Will you:

- a. remind him about the three days?
- b. ask him to re-check his figures then if he still doesn't remember, keep quiet about it?
- c. think yourself lucky and take the extra three days off?

5. One of the men in your department has told you that he is applying for another job and that he put your name down as referee on his application. (He apologized for not asking your permission but explained that you were on holiday at the time.)

As it happens, you want him to get a different job as you feel he is incompetent and you have to waste a lot of time checking his work.

When you are asked to supply a reference will you:

- a. say what you really think about the man's work?
- b. write about his few good points and say nothing about his failings?
- c. give him a glowing reference so he'll get the other job and leave your staff?

6. You are owners of a small company. You have just bought some very expensive carpets for your homes and some much cheaper carpets for your offices. It would be

easy to swap the receipts and charge the company for the more expensive carpets. You don't think the tax man would catch you.

Will you:

- a. be honest and just charge the company for the office carpets?
- b. swap the receipts and pay for cheaper office carpets yourselves?
- c. charge all the carpets to the company?

7. Last year one of your suppliers sent you a case of champagne as a Christmas present, but didn't arrive. Presumably, it was lost in transit. Your supplier claimed for a new case from his insurance company which you received last week.

You have just been cleaning out a store room and to your surprise, you have found the first case of champagne. It was delivered after all but you had forgotten about it.

Will you:

- a. phone your supplier and explain your mistake?
- b. keep quiet about it and enjoy another case of champagne?
- c. phone your supplier and tell him the second case hasn't arrived either?

ANSWERS:

Mostly As

In today's modern world, some might say you are foolish, but you are basically honest and loyal in your business dealings. If honesty is the route to success, you are heading to the top, but perhaps you are more likely to succeed for other than for yourself.

Mostly Bs

You are capable of seeing both sides of an argument and making compromises. Right and wrong are not absolutes for you, and you are prepared to bend the rules to fit the circumstances. Sometimes the people you are doing business with might not be sure how far they can trust you, but they'll never try to pull a fast one on you.

Mostly Cs

You know what you want and you're not the sort of person to let anything or anybody stand in our way. You probably have a reputation for being ruthless and speaking your mind. People might hesitate before they enter into business dealing with you. But you are so strong-willed and determined that you are bound to go far, perhaps into jail if not to the top!

15.2. Business ethics

Reading

1. Before reading the text, decide if these statements True or False.

1. All business work is based on cheating and lie.
2. Business people have particular responsibilities to society and people.
3. Many business leaders want their employees to work in an ethical way.
4. There are no laws that guide business leaders.
5. There is a need to develop ethical decision-making skills.

Business ethics is the body of principles and behaviour that are morally acceptable for business. A series of corporate scandals have brought business ethics out of the closet.

Not all legal behaviour is ethical, however. What about the advertisement that showed a specially reinforced Volvo not being crushed by a monster truck, while weakened rivals were dying? That was unethical, but nobody was charged with a crime.

So, under a social contract between society and business, what rules guide business? If you watch television and movies and read newspapers, you may believe that all business leaders lie and cheat, want to destroy the environment, make any compromise for financial gain, and risk the lives and health of their employees and the public to make money. Front page news reports of illegal stock market trading and sweatshops make all business professionals appear to be greedy, selfish, money-hungry villains. Of course, this is not true.

Business professionals have responsibilities to make decisions based on ethical principles. They also have a responsibility to the people who work for them and to society in general to provide employees with guidelines for making ethical decisions. In the 21st century, the role of ethics in international business transactions and interactions receive more attention. Corporate leaders have discussed the adoption of an international code of business ethics. These leaders are concerned about ethical decisions and want to help employees learn to work in an ethical way.

Ethical decision making

Ethical decisions are made by business leaders based on these considerations:

- How employees feel fulfilled professionally
- How customers can be satisfied
- How profit can be assured for shareholders
- How the community can be served

Many pressures affect business leaders. Ethical considerations are sometimes difficult for business leaders when they must choose among different priorities. Making decisions based on the needs of employees, customers, shareholders, and the community requires a good leader. All good leaders are interested in achieving ethical standards and in motivating employees to do what is right.

There are laws that guide business leaders. Breaking laws can lead to arrest and imprisonment. For example, one company's sales manager decided to discount prices of old fruit, which turned out to be contaminated. In the end, some children who ate the fruit got very sick with hepatitis A. The disease was traced to the company's spoiled fruit, and several of the company's leaders were indicted on criminal charges. Today the company no longer exists.

But laws are not always enough to ensure that behavior is ethical. Individual leaders and their decision-making behaviors (ethical or unethical) set examples for employees. In the United States, anonymous surveys show that 30 percent of managers admit they have submitted inaccurate reports. Clearly, there is a need to develop ethical decision-making skills.

2. In the first paragraph replace all the verbs with synonyms.

3. Add adjectives to the nouns in the second and third paragraph of the text.

4. Answer the following questions:

1. Which paragraph(s) focus on ethic of advertising?
2. What stereotype on ethical principles does mass media give?
3. Which paragraph(s) focus on international code of business ethics?
4. What section of the text deals with the points which influence ethical decisions?
5. What is the main idea of business ethics?
6. Should businessmen follow the laws of ethic? If yes/no, why?

Listening

5. Kevin Manton gives his view on corporate responsibility. Before you listen, work in groups and discuss three statements. Do you agree with any of them?

1. Many companies have ethical policies and are responsible in business.
2. If a company wants to be profitable it must appear to be ethical.
3. Companies are non-ethical organizations. To expect them to start being ethical is like expecting lions to become herbivores(травоядні).

6. Listen to Kevin Manton's answer. Which is his view?

7. Listen to the whole interview and answer the questions.

1. What are the three examples of big businesses not considering the needs of people and environment?
2. Kevin Manton gives four examples of products that he doesn't buy. What are they?
3. He gives three examples of products he always tries to buy. What are they and why does he buy them?

Speaking

8. Discuss ethical dilemmas at work with your groupmates. Try to find a proper decision, based on the ethical principles. Make up the dialogues.

Ethical Dilemma 1

The boss asks workers to stay late at the office. Although several employees have said they cannot stay late, the boss persists in telling workers that there is "a bit" more work for them to do.

Ethical Dilemma 2

Your colleague rarely completes work assignments. You have been helping him finish the last two projects. You want him to stop asking you to help him because you have work of your own to do.

Ethical Dilemma 3

The company is growing and the amount of work is increasing. You think the boss should hire more employees.

Ethical Dilemma 4

You work in the quality control division of a company. You have rejected some of the parts that have come through your department because they did not meet company standards. Your boss tells you that you should ignore the low standard parts.

9. Many situations in day-to-day business are not simple right-or-wrong questions, but rather fall into a grey area. To demonstrate the perplexing array of moral dilemmas faced by 20th century Americans, here is a "non-scientific" test. Don't expect to score high. That is not the purpose. But give it a try, and see how you stack up.

Score Key:

SA - (0) for Strongly Agree

A - (1) for Agree

D - (2) for Disagree

SD - (3) for Strongly Disagree

	SA	A	D	SD
1. Employees should not be expected to inform on their peers for wrongdoing.				
2. There are times when a manager must overlook contract and safety violations in order to get on with the job.				
3. It is not always possible to keep accurate expense account records; therefore, it is sometimes necessary to give approximate figures.				
4. There are times when it is necessary to withhold embarrassing information from one's superior.				
5. We should do what our managers suggest, though we may have doubts about its being the right thing to do.				
6. It is sometimes necessary to conduct personal business on company time.				
7. Sometimes it is good psychology to set goals somewhat above normal if it will help to obtain a greater effort from the sales force.				
8. I would quote a "hopeful" shipping date in order to get the order.				
9. It is proper to use the company WATS line for personal calls as long as it's not in company use.				
10. Management must be goal oriented: therefore, the end usually justifies the means.				
11. If it takes heavy entertainment and twisting a bit of company policy to win a large contract, I would authorize it.				
12. Exceptions to company policy and procedures are a way of life.				
13. Inventory controls should be designed to report "underage" rather than "overages" on goods received.				

14. Occasional use of the company's copier for personal or community activities is acceptable.				
15. Taking home company property (pencils, paper, tape, etc.) for personal use is an accepted fringe benefit.				

If your score is:

- 0 Prepare for canonisation ceremony
- 1- 5 Bishop material
- 6-10 High ethical values
- 11-15 Good ethical values
- 16-25 Average ethical values
- 26-35 Need moral development
- 36-44 Slipping fast
- 45 Leave valuables with warden

WRITING

10. Write The Code of Ethics for your group or the institute. Use the information in Appendix 3.

UNIT 16.

TYPES OF MANAGEMENT

16.1. Production management

Get ready!

1. Read and memorize the following words and word combinations:

updating	коригування
stock control	контроль над станом товарних запасів
maintenance	утримання та технічне обслуговування
to be concerned with	займатися чимось
product design	проектування виробу
production engineer	технолог
purchasing	постачання
production supervisor	контролер виробництва (майстер)
engineering staff	контролер виробництва (майстер)
hit-lorry manager	керівник підприємства, директор підприємства
output	готова продукція , обсяг виробництва
logistics	матеріально-технічне забезпечення
unit trial efficiency	ефективність використання матеріалів
to report to	звітувати
to lay down	встановлювати, затверджувати
shift manager	змінний майстер
waste	брухт, відходи
yield	розмір виробітку, вихід
safety and overtime costs	витрати на безпеку й понаднормові роботи
to reallocate	перерозподіляти
to reschedule	перепланувати

Reading

2. Read and translate the text.

WHAT IS PRODUCTION MANAGEMENT?

Production management is also called operations management: It includes planning, co-ordination and control of industrial processes. The aim of production management is to ensure that goods are produced efficiently to the satisfaction of the customer at the right price, of the right quality, in the right quantity, at the right cost and on time. In manufacturing production manager is responsible for product and process design, planning and control issues involving capacity and quality, and organization and supervision of the workforce.

The scope of the job of production manager depends on the nature of the production system: jobbing production; mass production; process production; and batch production. Many companies have several types of production, so the job of production manager becomes more complex.

Typical work activities of production manager

Depending on the size of the organization the functions of production manager are:

- to draw up a production schedule;
- to work out the needed resources;
- to estimate how long a job will take, to estimate the cost of it, and to set the quality standards;
- to monitor the production processes and adjust schedules as needed.

At the pre-production stage the production manager has responsibility for the selection and design of equipment, the plant layout and materials handling, and production planning (including demand forecasting, production scheduling and the ordering of material). During the production stage the responsibilities of the production manager include production control (the sequencing of jobs, updating time schedules, etc), stock control, quality control and the maintenance and replacement of production equipment. Production managers are also concerned with product design and purchasing.

In a small firm production manager makes many of the decisions itself, but in a larger organization there are planners, controllers, production engineers and production supervisors who assist him. In a very large firm senior production manager plays a more strategic role estimating future capacity, coordinating the work of planners and supervisors and working with buyers, sales and engineering staff.

In progressive firms the production manager's role is tending to be more closely integrated with other functions, such as marketing and finance.

Typical work activities of factory (or operations) manager

Much of the work involves full operational control over what happens at the plant/works including engineering, output, personnel and often logistics and other commercial activity (sales and marketing).

Typical work activities of factory manager are:

- to review and approve plans for the control of planned output, budget spending, material efficiency, engineering effectiveness, and human resources;
- to supervise employees;
- to establish strong working relations with other functional managers;
- to report regularly to the production manager.

Typical work activities of production supervisor

A production supervisor is sometimes known as a shift manager or team leader. He reports to the production manager or plant manager and is responsible for achieving immediate and short-term objectives laid down by the production manager, for example output, quality, waste, yield, safety and overtime costs. In particular, the supervisor can have a significant effect on how effectively their production staff perform as a team. Much of the work requires the ability to make immediate decisions.

Typical activities of production supervisor include:

- at the beginning of each shift, checking on absences (eg through sickness);
- reallocating tasks or rescheduling production, where necessary;

Supervisors are responsible for production plant or equipment, too.

The responsibility they carry again varies with the situation. In some cases they may have to take technical decisions on a regular basis, whereas in others they may call upon maintenance or other technical staff for backup when necessary.

Speaking

3. Answer the questions:

1. What is the aim of production management?
2. What is production manager responsible for?
3. What kinds of production systems there exist?
4. What are typical work activities of production manager?
5. What are the responsibilities of a production manager at the pre-production stage?

Writing

4. Write a plan for a summary of Text 16.1.

16.2. "Five m's" in production management

Reading

1. Read and translate the text.

Production management's responsibilities are summarized by the "five M's": **men, machines, methods, materials, and money.**

"**Men**" refers to the human element in operating systems. Since the majority of manufacturing personnel work in the physical production of goods, "people management" is one of the production manager's most important responsibilities.

Production managers must also choose the **machines and methods** of the company, first selecting the equipment and technology to be used in the manufacture of the product or service and then planning and controlling the methods and procedures for their use. The flexibility of the production process and the ability of workers to adapt to equipment and schedules are important issues in this phase of production management.

The production manager's responsibility for **materials** includes the management of flow processes-both physical (raw materials) and information (paperwork). The smoothness of resource movement and data flow is determined largely by the fundamental choices made in the design of the product and in the process to be used.

The manager's concern for **money** is explained by the importance of financing and asset utilization to most manufacturing organizations. A manager who allows excessive inventories to build up or who achieves production level and steady operation by sacrificing good customer service and timely delivery runs the risk that overinvestment or high current costs will wipe out any temporary competitive advantage that might have been obtained.

Planning and control

The production manager must plan and control the process of production so that it moves smoothly at the required level of output while meeting cost and quality objectives. Process control has two purposes:

1. to ensure that operations are performed according to plan, and
2. to continuously monitor and evaluate the production plan to see if modifications can be made to better meet cost, quality, delivery, flexibility, or other objectives.

For example, when demand for a product is high enough to justify constitutions production, the production level might need to be adjusted

From time to time to address fluctuating demand or changes in a company's market share. When more than one product is involved, complex industrial engineering or operations research procedures are necessary.

Inventory control is another important phase of production management. Inventories include raw materials, component parts; work in processes, finished goods, packing and packaging materials, and general supplies. Although the effective use of financial resources is generally not carded as beyond the responsibility of production management, many manufacturing firms with large inventories (more than 50 percent of total assets) usually hold production managers responsible for Inventories. Successful inventory management, which involves the solution of the problem of which items to carry in inventory in various locations is critical to a company's competitive success. Not carrying an item can result in delays in getting needed parts or supplies, but carrying every item at every location can tie up huge amounts of capital and result in an accumulation of obsolete, unusable stock. Managers generally rely on mathematical models and computer systems developed by industrial engineers to handle the problems of inventory control.

To control labour costs, managers must first measure the amount and type of work required to produce a product and then specify well-designed, efficient methods for accomplishing the necessary manufacturing tasks. In new operations particularly, it is important to anticipate human resource requirements and to translate them into recruiting and training programs so that a nucleus of appropriately skilled operators is available as production machinery and equipment are installed. Specialized groups responsible for support activities (such as equipment maintenance, plant services and production scheduling, and control activities) also need to be hired, trained, and properly equipped. This type of careful personnel planning reduces the chance that expensive capital equipment will stand idle and that effort, time, and materials will be wasted during start-up and regular operations.

The effective use and control of materials often involves investigations of the causes of scrap and waste; this, in turn, can lead to alternative materials and handling methods to improve the production process. The effective control of machinery and equipment depends on each machine's suitability to its specific task, the degree of its utilization, the extent to which it is kept in optimum running condition.

Speaking

2. Answer the questions:

1. What are the main responsibilities of production manager? Name them.
2. What does "five M's" mean?
3. What are the purposes of process control?
4. What is inventory control?
5. What is considered to be a successful inventory management?
6. What does labour costs control deal with?
7. What does control of machinery and equipment depend on?

3. Read the text again to answer the questions:

1. What methods have been developed to solve production management problems?
2. What problems characterize most of today's production operations?
3. What is necessary to run many mass production operations?

Writing

4. Write a plan for a summary of Text 16.2.

16.3. Operations management

Get ready!

1. Read and memorize the following words and word combinations:

production operations management	управління процесами виробництва
connotation	вторинне, додаткове значення
primary goods and services	первинні товари й послуги
to involve	залучати, включати в собі
corporate level	корпоративний рівень
to encompass	містити, містити в собі
to gauge	вимірювати, оцінювати
total-factor productivity	сукупно-факторне виробництво (дія)
partial-factor productivity	частково-факторне виробництво (дія)
to exist	жити, існувати, знаходитися
to relate	співвідноситися
facilities and equipment	засоби й обладнання
service industry	послуги в області промисловості
acutely	гостро, сильно
to track	слідкувати, відстежувати
labor (amer) = labour (англ)	труд, робота
to store	постачати, наповнювати
to assess	оцінювати
resources	ресурси, джерела
manufacturing	виробничий
customer	покупець
goal	ціль

Reading

2. Read and translate the text.

DEFINING OPERATIONS MANAGEMENT

Operations management is the management of the productive processes that convert input into goods and services. Because of its close association with manufacturing, operations management is sometimes called production-operations management. Recently, though, the term “production” is increasingly being dropped in favor of simply “operations management”, a term that has less of a manufacturing connotation. The operations management function is that part of the organization directly involved in producing the primary goods and services.

In the case of a manufacturing organization such as Fanuc, the operations management function would include plant managers and all the other managers who work in the factories (e.g., production managers, inventory control managers, quality assurance managers, and line supervisors). If an organization's structure had corporate level, operations would also encompass any manufacturing or operations vice presidents that exist at the corporate level, as well as related corporate operations staff (such as those primarily concerned with production, inventory, quality, facilities, and equipment).

In a service industry such as the hotel business, the operations management function would include hotel managers and the various managers who work in the hotels (e.g., housekeeping managers, food and beverage managers, and convention managers). Again if there were a corporate level, operations would also comprise managers and staff at the corporate level who are directly involved in actually running the hotels (as opposed to managers who are involved in other related functions, such as marketing and finance).

Regardless of whether an organization produces a service, a product, or both, operations managers need to be acutely concerned about productivity.

The productivity-operations management linkage

Productivity is an efficiency concept that gauges the ratio of outputs relative to input into a productive process. Effectiveness relates to the extent to which performance reaches organizational goals. In contrast, efficiency addresses the resource usage (inputs) involved in achieving outcomes (outputs). Productivity is aimed at assessing the efficiency aspect of organizational performance – the ratio of outputs relative to inputs. As such, productivity can be a useful tool for managers because it helps them track progress toward the more efficient use of resources in producing goods and services.

Organizational productivity is often measured by using this equation:

$$\text{Productivity} = \frac{\text{goods and services produced (outputs)}}{\text{labor + capital + energy + technology + materials (inputs)}}$$

An approach, like this one, that considers all the inputs involved in producing outputs is sometimes referred to as **total-factor productivity**. Managers also use

partial-factor productivity, a productivity approach that considers the total output relative to a specific input, such as labor. For example:

$$\text{Productivity} = \frac{\text{goods and services produced (outputs)}}{\text{labor hours (labor input)}}$$

Manufacturing versus service organizations

Manufacturing and service organizations differ in several important respects. *Manufacturing organizations* are organizations that transform input into identifiable, tangible goods, such as soft drinks, cars, or videocassette recorders. Typically, the tangible goods they produce can be stored (at least to some degree), and the ultimate customer does not usually need to be present while the transformation process is taking place. As a result, manufacturing can often be done in centralized places, and the products can be shipped to customers. In addition, a manufacturing concern can often avoid wasting capacity during slack periods by using available capacity to produce inventory in anticipation of future sales.

Speaking

3. Answer the following questions.

- 1) What is operations management?
- 2) What is the function of operations management?
- 3) What are the operations management functions in the case of manufacturing organizations?
- 4) What are the operations management functions in the case of service industry?
- 5) What is productivity?
- 6) How does productivity help managers?

Vocabulary

4. Match the words on the left with the definitions on the right.

1. Operations management	a) ... is an efficiency concept that gauges the ratio of outputs relative to input into a productive process.
2. Productivity	b) ... are organizations that transform inputs into identifiable, tangible goods, such as soft drinks, cars or videocassette recorders.
3. Total-factor productivity	c) ... is a productivity approach that considers the total output relative to specific input, such as labour.
4. Partial-factor productivity	d) ... is an approach, that considers all the inputs involved in producing outputs.
5. Manufacturing organizations	e) ... is the management of the productive processes that convert inputs into goods and services.

5. Choose an appropriate word or phrase to complete the following sentences.

1) The operations management function (OMF) would include ...	a) productivity
2) The operations management function is the part of the organization that is involved in producing ...	b) the primary goods and services
3) The operations management functions in the hotel business include ...	c) labor
4) Whether an organization produces a service or a product, operations managers need to be acutely concerned about ...	d) customers
5) Effectiveness relates to the extent to which performance reaches ...	e) goods and services
6) Productivity can be a useful tool for managers because it helps them track progress toward the more efficient use of resources in producing ...	f) organizational goals
7) A productivity approach considers the total output relative to a specific input, such as ...	g) hotel managers
8) Products can be shipped to ...	h) plan managers

Writing

6. Write an essay (100 – 150 words): “Operations management”.

16.4. Human resource management

Get ready!

1. Read and memorize the following words and word combinations:

to be famous for	бути відомим чимось
to foster	заохочувати
crucial element	вирішальний (критичний) елемент
to coordinate	установлювати співвідношення, координувати
implement(ation)	знаряддя, інструмент; (виконання)
overview	огляд
to encompass	оточувати
to assess	оцінювати
staffing needs	персональні (матеріальні) потреби
to contribute	сприяти
to enhance	збільшити (ціну), збільшувати
to evaluate	оцінювати, враховувати
to interrelate	співвідносити

tarnished image	заплямований імідж
to reveal	виявляти, відкривати
to be responsible for	бути відповідальним за
to evolve	розвиватися, розгортатися
to comprise	охоплювати, включати у собі
to downsize	опускатися, знижуватися
merger	злиття, об'єднання
acquisition	придбання
to screen	обирати, просівати
to attract	залучати
to select	відбирати, вибирати, підбирати
utilization	використання, утилізація
employee	службовець, що працює за наймом
to compensate	винагороджувати, відшкодувати (збитки)
line manager	образ дії, (поведінка, установка) менеджера
competitive advantage stage	переважна ступінь конкуренції
activity	діяльність

Reading

2. Read and translate the text.

STRATEGIC HUMAN RESOURCE MANAGEMENT (HRM)

At 3M, a company famous for fostering employee innovation, human resource issues are increasingly an integral part of strategic management. Thus 3M is at the forefront of a trend toward recognizing human resources as a crucial element in the strategic success of organizations. In a growing number of organizations, such as 3M and CARE, high-level managers within the human resource management function participate directly in strategy implementation. They also help coordinate human resource aspects of strategy implementation. In this section, we review major aspects of the human resource management process before exploring in greater depth the main reasons for the growing strategic role of human resource management.

The HRM Process: An Overview

As suggested by the HRM process shown in Figure 12-1, human resource management encompasses a number of important activities. One critical aspect of the process, human resource planning, assesses the human resource needs associated with strategic management and help identify staffing needs. The staffing component of the process includes attracting and selecting individuals for appropriate positions. Once individuals become part of the organization, their ability to contribute effectively is usually enhanced by various development and evaluation efforts, such as training and periodic performance evaluations. Compensating employees for their efforts is another important factor in the HRM process, because adequate rewards are critical not only to attracting but also to motivating and retaining valuable employees. Finally, managers

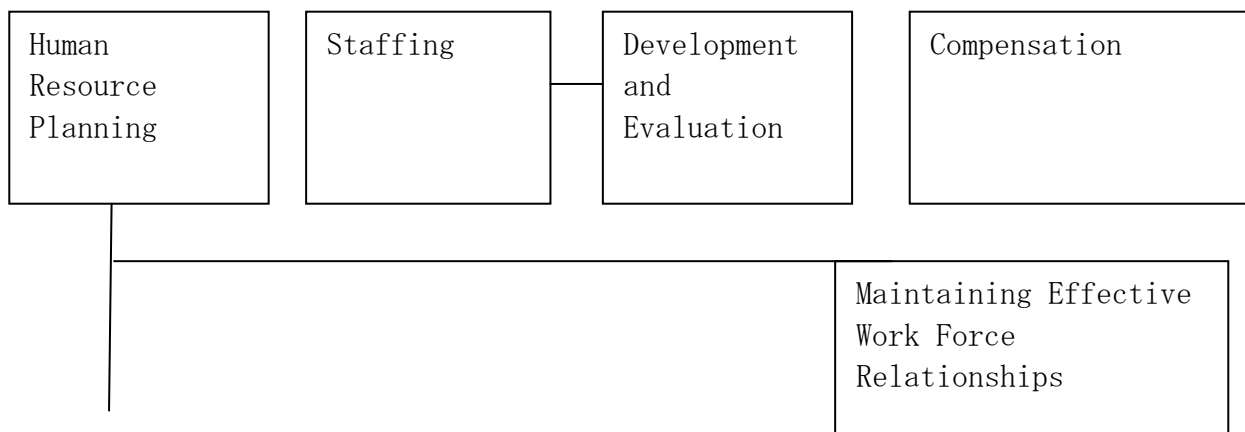
must respond to various issues that influence work-force perceptions of the organization and its treatment of employees.

In order to explore human resource management in an orderly fashion, the various activities that make up the HRM process are discussed sequentially in this part. The components, though, are actually highly interrelated. For example, when a group of British financiers took over the British arm of F.W. Woolworth from its American parent in 1982, the chain of 1000 stores had a tarnished image and 30,000 employees with a reputation

for poor service. Investigation revealed many interrelated problems, such as poor employment interviewing practices (interviews typically lasted 10 minutes), little training for either sales staff managers, and a components of the HRM process collectively reinforced the service problems.

Human resource professionals operating within human resource departments typically play a major role in designing the various elements in the HRM process and in supporting their use by line managers. Nevertheless, line managers ultimately are responsible for the effective utilization of human resources within their units and, thus, carry out many aspects of the HRM process, particularly as they relate to implementing strategic plans.

Fig. 12 – 1



The Strategic Importance of HRM

Understanding the strategic potential of human resource management in organizations is relatively recent phenomenon. In fact, the role of such management in organizations, as it is known today, has evolved through three main stages. From early in this century until the mid - 1960s, HRM activities comprised a file maintenance stage, in which much of the emphasis was on screening applicants, orienting new employees, recording employee-related data for personnel purposes, and planning company social functions (such as the company picnic).

The second stage, government accountability, began with passage of the Civil Rights Act of 1964 (which forbids employment discrimination based on race, color, religion, sex, or national origin) and continued as additional laws, court rulings, and federal regulatory guidelines increasingly impacted various aspects of employment, such as hiring and promotion decisions, pension plans, and health and safety issues. Of course, some laws, particularly those governing relations with unions, existed before

1964, but the mid-1960 ushered in an era of accelerated governmental regulation of employment issues. As organizations attempted to gain greater control over activities that could result in legal difficulties and large financial settlements, the HRM function gained in importance. Indicative of the expense that can be involved, under a 1973 consent decree (a court-sanctioned agreement in which the accused party does not admit wrongdoing but agrees to discontinue a practice), AT&T agreed to raise the starting pay of women promoted to managerial positions so that their pay level would be equal to those of similarly promoted men, at a cost of more than \$30 million.

The third stage, which began in the late 1970s and early 1980s, can be termed the competitive advantage stage. In this stage, human resource management is increasingly viewed as important for both strategy formulation and implementation. Thus, under some circumstances, human resources can comprise a source of distinct competence that forms a basis for strategy formulation. For example, 3M's notes scientists enable the company to pursue a differentiation strategy based on innovative products. Under other circumstances, HRM activities may be used to support strategy implementation. For instance, at Honda of America's Marysville, Ohio, plant, an emphasis on differentiation through quality is supported by such HRM activities as training programs, developmental performance appraisal processes, and promises of job security. Human resource management often is an important ingredient in the success of such strategy-related activities as downsizing, mergers, and acquisitions. At the competitive advantage stage, then human resources are considered explicitly in conjunction with strategic management, particularly through the mechanism of human resource planning.

Listening

3. Listen to the word combinations and give the definition.

- human resource management
- file maintenance stage
- competitive advantage stage

Speaking

4. Answer the following questions.

- 1) What is an integral part of strategic management?
- 2) What are the major aspects of HRM?
- 3) What does HRM encompass?
- 4) What is one of the critical aspects of the process?
- 5) What does it associate with?
- 6) What does the staffing component include?
- 7) What are the three main stages in the activities of HRM?

Vocabulary

5. Choose an appropriate word or phrase to complete the following sentences.

1) Investigation revealed many interrelated ...	a) attracting and selecting
2) The staffing component of the process includes ... and ... individuals.	b) managers
3) Line managers ultimately are responsible for ...	c) effective utilization of HRM
4) One critical aspect of the process - ... assesses the human resource needs.	d) human resource management
5) ... encompasses a number of important activities	e) problems
6) ... is another important factor in the HRM process.	f) human resource planning
7) ... must respond to various issues that influence work-force perceptions of the organization.	g) compensating employees

6. Match the words on the left with the definitions on the right.

1) Human resource professionals	a) ... may be used to support strategy implementation.
2) Line managers	b) ... is an important ingredient in the success of such strategy – related activities as downsizing, mergers, and acquisition.
3) The competitive advantage stage	c) ... are responsible for the effective utilisation of human resources within their units.
4) Human resources	d) ... can comprise a source of distinct competence that forms a basis for strategy formulation.
5) HRM activities	e) ... play a major role in designing the various elements in the HRM.
6) Human resource management	f) ... is increasingly viewed as important for both strategy formulation and implementation in the HPM.

Writing

7. Write an essay (100 – 150 words) “What is the strategic human resource management?”

**ЧАСТИНА 3.
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ
РОБОТИ СТУДЕНТІВ**

**PART 3.
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

GRAMMAR
TENSE FORMS OF THE VERB
Indefinite Tenses

Виберіть правильну відповідь.

Level 1

1.1. We ... to Odessa for our holidays last year.

- a) goes b) going c) have gone d) went

1.2. People ... English all over the world.

- a) speaks b) speak c) has spoken d) had spoken

1.3. Victorany mistakes in the text, did he?

- a) didn't make b) made c) had made d) hadn't made

1.4. Every day they ... their dinner at the canteen.

- a) have b) has c) are having d) were having

1.5. I usually ... this fence once a year.

- a) paint b) paints c) am painting d) was painting

1.6. Don't worry. I ... here to help you.

- a) is not b) shall be c) wouldn't be d) had been

1.7. I ... she is busy at the moment.

- a) will think b) thought c) think d) was thinking

1.8. She ... very ill three years ago.

- a) has been b) had been c) was d) was being

1.9. There is a new road to the motorway. They ... it yesterday.

- a) had opened b) opened c) have opened d) were opened

1.10. The earth ... round the sun.

- a) goes b) went c) was going N d) has gone

1.11. In Britain most of the shops usually ... at 5.30 p.m.

- a) closes b) close c) have closed d) shall close

1.12. In summer Nick usually ... tennis twice a week.

- a) play b) plays c) is playing d) was playing

1.13. I have a car, but I ... it very often.

- a) don't use b) do use c) am not using d) didn't use

1.14. If you need money, why ... a job?

- a) don't you get b) do you get
c) hadn't you got d) weren't you getting

1.15. The River Amazon ... into the Atlantic Ocean.

- a) flows b) is flown c) flow d) is flowing

1.16. How often ... tennis?

- a) is Tom playing b) does Tom play
c) was Tom playing d) did Tom played

1.17. The teachers didn't have dinner at the canteen, ... they?

- a) did b) didn't c) had d) hadn't

1.18. How many pages ... a day?

- a) are you reading b) do you read
c) you read d) had you read

1.19. They watched TV and then ... to bed.

- a)** had been going **b)** went
c) were going **d)** had gone

1.20. I ... your telephone number.

- a)** do not know **b)** am not knowing
c) had not known **d)** shall have known

Level 2

2.1. I think I'll buy these shoes. They ... me really well.

- a)** fit **b)** have fit **c)** fitted **d)** were fitting

2.2. She asked when the secretary usually ...

- a)** is coming **b)** came **c)** come **d)** will come

2.3. I'll tell Anna all the news when I ... her.

- a)** shall see **b)** saw **c)** see **d)** will be seeing

2.4. Wipe your feet before you ... into the room.

- a)** has come **b)** had come **c)** come **d)** would come

2.5. I wonder if Paul ... me a lift to work.

- a)** is giving **b)** will give **c)** gives **d)** will be giving

2.6. The teacher told us that magnet ... iron.

- a)** attracted **b)** attract **c)** attracts **d)** is attracted

2.7. She will speak to Professor Moore as soon as he ... free.

- a)** will be **b)** shall be **c)** is **d)** were

2.8. She had studied Spanish before she ... to Madrid.

- a)** had come **b)** comes **c)** came **d)** would come

2.9. You didn't even try to find out if I ... to your proposal.

- a)** will agree **b)** shall agree **c)** would agree **d)** agree

2.10. Christopher ... his hand, but it is OK now.

- a)** have hurt **b)** hurt **c)** hurts **d)** had hurt

2.11. Something very strange ... to me on my way home from work yesterday afternoon.

- a)** happened **b)** was happening **c)** happens **d)** has happened

2.12. I don't want a steak. I think I ... the chicken.

- a)** will have had **b)** have **c)** am having **d)** shall have

2.13. I remember when I ... on holiday abroad for the first time.

- a)** went **b)** has gone **c)** go **d)** had gone

2.14. He'll be ready as soon as you ...

- a)** be **b)** are going to be **c)** are **d)** will be

2.15. I'm afraid we ... the last train if we don't take a taxi.

- a)** miss **b)** shall miss **c)** missed **d)** shall be missing

2.16. By the time the guests ... the children will have decorated the fir-tree.

- a)** arrived **b)** arrive
c) will arrive **d)** would have arrived

2.17. I hope Lucy ... to my birthday party.

- a)** was coming **b)** come **c)** will come **d)** will be coming.

2.18. As soon as the exams ... over the students will leave for their homes.

- a) are b) will be c) were d) would be

2.19. Bill wondered if they

- a) would marry b) marry
c) will marry d) are going to marry

2.20. I'll visit them as soon as they ... next month.

- a) marry b) will marry c) will be married d) married

*Level 3**

3.1. I wrote to you to ask not to see anyone till I

- a) come b) have come c) came d) should come

3.2. Higher education in the USA ... in 1636 when the first colonists ... Harvard College.

- a) has begun, founded b) began, have founded
c) began, founded d) was beginning, have founded

3.3. We must go now. The play ... in half an hour.

- a) starts b) is starting
c) would start d) will have started

3.4. How long is it since you ... here?

- a) had moved b) move
c) moved d) was moving

3.5. The plane ... London at 9.45.

- a) shall reach b) is going to reach
c) will reach d) reaches

3.6. He ... for the company for thirty years before he retired.

- a) has been working b) worked
c) was working d) had been working

3.7. He wanted her to believe that when he ... things would change.

- a) returns b) would return c) returned d) will return

3.8. He said he would tell me all about it when he ... back.

- a) got b) gets c) would get d) will get

3.9. "Do you often go on holiday?" No, it's five years since I ... on holiday.

- a) have gone b) went c) had gone d) go

3.10. The boy asked the tour guide where the main tourist office

- a) is b) has been c) will be d) was

3.11. I inquired when the train to Odessa

- a) was starting b) started c) should start d) will star

3.12. The sight was so lovely I ... very early just to see the sun come up.

- a) get up b) have got up c) used to get up d) was getting up

3.13. «All right,» said the old gentleman, «I'll be here until your friend ..., and then I ... somewhere.»

- a) will come back, will stand b) won't come back, stand
c) comes back, will stand d) will come back, will be standing

3.14. I ... it unless you

- a) would never understand, would explain
 b) will never understand, have explained
 c) will never understand, explain
 d) will never understand, will explain
- 3.15. She ... away from the ball at about four o'clock in the morning.
 a) turns b) has turned c) turned d) is turning
- 3.16. He told me that he ... it to my husband, unless I ... him a certain document.
 a) will show, gave b) would show, gave
 c) would show, would give d) showed, would give
- 3.17. He ... , a can from the porch, and ... to water the flowers.
 a) had got up, fetched, began b) had got up, had fetched, began
 c) was getting up, fetched, began d) got up, fetched, began
- 3.18. A hot coal ... from the fire and ... a hole in the carpet.
 a) has dropped, burnt b) had dropped, burnt
 c) dropped, was burning d) dropped, burnt
- 3.19. When the evening ... I ... that it ... an imprudence to leave so precious a thing in the office behind me.
 a) had come, felt, was b) came, felt, would be
 c) came, had felt, would be d) came, was feeling, was
- 3.20. I only ... to ask you how you ... from here to the Strand.
 a) had wished, would go b) wished, will go
 c) wished, would go d) wish, would go

Визначте правильний варіант перекладу.

1. I was glad to find my lost book under the table.

- a) Я зрадів, коли я знайшов свою улюблену книжку під столом.
 b) Я був щасливий від того, що знайшов мою дуже потрібну книжку на столі.
 c) Я зрадів, коли знайшов свою загублену книжку під столом.
 d) Мені радісно знайти свою книжку під столом.

2. He doesn't often write sentences on the blackboard.

- a) Він не часто пише речення на дошці.
 b) Він часто не писав речення на дошці.
 c) Він завжди не пише речення на дошці.
 d) Він не завжди писав речення на дошці.

3. Many birds fly to the south in autumn.

- a) Багато птахів відлетіли на південь восени.
 b) Багато птахів відлітають на південь восени.
 c) Багато птахів відлетять на південь восени.
 d) Багато птахів відлетіли на північ восени.

4. Her father teaches History at our school.

- a) Його батько викладає історію в нашій школі.
- b) Її батько викладав історію в нашій школі.
- c) Її батько викладатиме історію в нашій школі.
- d) Її батько викладає історію в нашій школі.

5. They spend their holidays in the country.

- a) Вони проводять свої канікули в селі.
- b) Вони проводять свої канікули в цій країні.
- c) Вони проводили свої канікули в селі.
- d) Вони провели свої канікули за містом.

6. He does read English books in the original.

- a) Він, можливо, читає англійські книги в оригіналі.
- b) Він читає англійські книги в оригіналі.
- c) Він таки читає англійські книги в оригіналі.
- d) Він не читає англійські книги в оригіналі.

7. She was happy to find the necessary dictionary in the language room.

- a) Вона була щаслива з того, що знайшла потрібний їй словник у кабінеті мови.
- b) Вона була щаслива, коли знайшла словник у кабінеті мови.
- c) Вона зраділа, коли знайшла потрібний словник у бібліотеці.
- d) Вона була рада знайти цей словник у кабінеті.

8. I was afraid you misunderstood my proposal.

- a) Я боялася, що ви неправильно розумієте мою пропозицію.
- b) Я боюсь, що ви неправильно зрозуміли мою пропозицію.
- c) Я боялася, що ви неправильно зрозуміли мою пропозицію.
- d) Я боялася, що ви неправильно зрозуміли б мою пропозицію.

9. We all agree that it is better late than never.

- a) Ми всі згодні, що краще пізно, ніж ніколи.
- b) Ми всі були згодні, що краще пізно, ніж ніколи.
- c) Ми погодились, що краще пізніше, ніж ніколи.
- d) Ми вважали, що краще пізно, ніж ніколи.

10. Foreign language clubs give a lot for developing the general outlook of our pupils.

- a) Клуб іноземної мови сприяє розвитку світогляду учнів.
- b) Учні розвивають свій загальний світогляд у клубах іноземних мов.
- c) Клуби іноземної мови чимало дають для розвитку загального світогляду наших учнів.
- d) Клуби іноземної мови допомагають розвивати кругозір наших учнів.

11. The delegation arrived in London yesterday at dawn.

- a) Делегація прибула до Лондона сьогодні вранці.
- b) Делегація відбула до Лондона вчора на світанку.
- c) Делегація прибула до Лондона вчора ввечері.
- d) Делегація прибула до Лондона вчора на світанку.

12. He found the book very interesting.

- a) Він знайшов дуже цікаву книгу.
- b) Він вважав, що книга дуже цікава.
- c) Книга йому не сподобалась.
- d) Він загубив дуже цікаву книгу.

13. I'll be most interested to meet the teachers and to discuss their plans.

- a) Мені буде дуже цікаво зустрітися з учителями й обговорити їхні плани.
- b) Мені було б цікаво побачити учителів та обговорити їхні плани.
- c) Мене дуже цікавить зустріч з учителями та обговорення їхніх планів.
- d) Найбільш цікавим для мене є перегляд планів учителів.

14. I shall help you to plant trees next week.

- a) Я допоможу Вам садити дерева наступного тижня.
- b) Я допомогла Вам садити дерева наступного тижня.
- c) Я допомогла б тобі садити дерева наступного тижня.
- d) Я зможу допомогти садити дерева наступного тижня.

15. There will be a lot of people at the meeting today.

- a) Сьогодні на зборах буде багато людей.
- b) Сьогодні на зборах буде мало людей.
- c) Сьогодні на зборах було багато людей.
- d) Сьогодні на зборах не буде багато людей.

16. I'm going to work at school after I graduate from the university.

- a) Я збираюся працювати у школі після того, як закінчу університет.
- b) Я поїду працювати в школі після того, як закінчу університет.
- c) Я працюватиму в школі після того, як закінчу університет.
- d) Я не працюватиму в школі після закінчення університету.

17. I shan't be angry with you if you don't visit this museum.

- a) Я не розсерджусь на вас, якщо ви не відвідаєте цей музей.
- b) Я не розсерджусь на вас, якщо ви відвідаєте цей музей.
- c) Я не розсердилася б на вас, якби ви не відвідали цей музей.
- d) Я не розсерджусь на вас за умови, що ви відвідаєте цей музей.

18. He was sure his friend would make much progress in English.

- a) Він упевнений, що його друг досягне значного успіху у вивченні англійської мови.

- b) Він упевнений у тому, що його друг успішно оволодів мовою.
- c) Він був упевнений, що його друг досягне значного успіху у вивченні англійської мови.
- d) Він був упевнений, що його друг досягне прогресу у вивченні англійської мови.

19. In his letter he informed that he would come to visit us if he passed his exams successfully.

- a) У своєму листі він повідомив, що приїде відвідати нас, якщо успішно складе іспити.
- b) У своєму листі він повідомляє, що приїде відвідати нас, якщо успішно складе іспити.
- c) У своєму листі він повідомляє, що хоче відвідати нас, якщо успішно складе іспити.
- d) У своєму листі він повідомить, що хотів би відвідати нас, якщо успішно складе іспити.

20. I sometimes go to the skating-rink, though I am a bad skater.

- a) Я завжди ходжу на каток, хоча я поганий ковзаняр.
- b) Я іноді ходжу на каток, хоча я поганий ковзаняр.
- c) Я відвіую каток, хоча я поганий ковзаняр.
- d) Я іноді ходжу на каток, але я поганий ковзаняр.

21. She is so fond of playing the piano that she spends nearly all her free time playing it.

- a) Вона так любить грати на піаніно, що проводить майже весь вільний час за ним.
- b) Вона так грає на піаніно, що проводить майже весь вільний час за ним.
- c) Вона так любила грати на піаніно, що проводила майже весь вільний час за ним.
- d) Вона любить грати на піаніно і проводить майже весь вільний час за ним.

22. Він запитав, чи поїде вона влітку на узбережжя.

- a) He asked her if she will go to the seaside in summer.
- b) He had asked her if she is going to the seaside in summer.
- c) He asked her if she would go to the seaside in summer.
- d) He asked her would she go to the seaside in summer.

23. Якщо я не запізнюся, ми застанемо його вдома.

- a) If I was late we'll catch him at home.
- b) If I am not late we'll catch him at home.
- c) If I will not late we'll catch him at home.
- d) If I won't be late we catch him at home.

24. Коли погода буде гарною, ми підемо погуляти в парк.

- a) When the weather will be better we shall go for a walk in the park.
- b) When the weather is fine we shall go for a walk in the park.
- c) When the weather becomes better we must go for a walk in the park.
- d) When the weather shall be nice we will go for a walk in the park.

25. Коли вона була дитиною, вона захоплювалася співами.

- a) She did not like to sing, when she was a child.
- b) She was not fond of singing when she was a child.
- c) She was fond of singing when she was a child.
- d) When she was a little girl she liked to sing.

Continuous Tenses

Виберіть правильну відповідь

Level 1

1.1. I am busy at the moment. I ... on the computer.

- a) work
- b) worked
- c) am working
- d) have been working

1.2. The children ... their homework now.

- a) are doing
- b) were doing
- c) do
- d) did

1.3. Let's go out. It ... any more.

- a) isn't raining
- b) doesn't rain
- c) didn't rain
- d) shall not rain

1.4. Our friends ... us at the airport tonight.

- a) meets
- b) are going to meet
- c) shall meet
- d) met

1.5. Silvia ... English at the moment.

- a) learns
- b) is learning
- c) has learnt
- d) was learnt

1.6. Your English ... better and better.

- a) gets
- b) has been got
- c) was got
- d) is getting

1.7. Why ... your coat today? It is very warm.

- a) are you wearing
- b) do you wear
- c) will you wear
- d) don't you wear

1.8. These days food ... more and more expensive.

- a) gets
- b) got
- c) is getting
- d) shall get

1.9. They ... with friends at the moment.

- a) stay
- b) have been staying
- c) had stayed
- d) are staying

1.10. My son ... a book at 2 o'clock in the afternoon.

- a) read
- b) was reading
- c) has read
- d) had been reading

1.11. Look! The man ... to open the door of your car.

- a) tries
- b) was trying
- c) will try
- d) is trying

1.12. Hurry up! The bus

- a) is coming
- b) comes
- c) come
- d) was coming

- a) were arguing b) argued c) had argued d) argue
- 2.11.** Sophie ... hard these days in order to pass her exams.
a) is studying b) studies c) studied d) stud
- 2.12.** I asked Ann who else ... to the party that night.
a) was coming b) will come c) has come d) have come
- 2.13.** I saw Mr Jones while I ... for the bus.
a) had waited b) am waiting c) was waiting d) have waited
- 2.14.** I ... over an important problem and didn't hear your question.
a) was thinking b) thought c) will be thinking d) am thinking
- 2.15.** When we went out of the house it
a) had been snowing b) was snowing
c) snowed d) has been snowing
- 2.16.** When the rain started they ... in the field.
a) were still working b) still worked
c) are still working d) still work
- 2.17.** At nine o'clock yesterday morning we ... for the bus.
a) wait b) were waiting
c) had been waiting d) waited
- 2.18.** She ... the piano the whole evening.
a) play b) played c) was playing d) had played
- 2.19.** Why ... at me like that? Have I said anything wrong?
a) do you look b) did you look
c) were you looking d) are you looking
- 2.20.** I ... with some friends until I can find a flat.
a) am living b) lived c) lives d) have lived

*Level 3**

- 3.1.** I'm going to get to the airport early. I can read a book while I
a) wait b) will wait c) am waiting d) shall be waiting
- 3.2.** Jane today? I have a message for her.
a) Will you be meeting b) Will you have met
c) Will you have been met d) Are you met
- 3.3.** I ... John tomorrow as we work in the same office.
a) shall have met b) will be meeting c) am going to meet d) meet
- 3.4.** ... to the baker's this morning? I need some bread.
a) Will you have gone b) Shall you go
c) Will you be going d) Will you have been going
- 3.5.** Mother said that Aunt Bessie ... soon.
a) will come b) was coming
c) would have come d) comes
- 3.6.** I my lawyer tonight.
a) saw b) am seeing c) will have seen d) had seen
- 3.7.** I ... my bank manager this morning. I've fixed an appointment.
a) saw b) shall have seen c) will be seeing d) am seeing

- 3.8.** We ... to the cinema this afternoon. Would you like to come?
 a) went b) are going c) will be going d) will have gone
- 3.9.** He said he ... his things the whole day.
 a) would pack b) would be packing
 c) is going to pack d) had been packed
- 3.10.** We ... your case tomorrow, so I'll be able to give you an answer soon.
 a) discuss b) are discussing
 c) were discussing d) will have discussed
- 3.11.** I ... lunch with Sam tomorrow as usual.
 a) have had b) shall be having c) had d) will have had
- 3.12.** He ... on the corner at the end of our street, and he ... at us, telling us not to lean against his fence.
 a) was living, always shouted b) lives, was always shouting
 c) lived, had been always shouting d) lived, was always shouting
- 3.13.** He ... in the chair when a tall woman with beautiful grey hair and silver, finely-wrinkled skin ... in.
 a) sat, came b) was sitting, came
 c) was sitting, was coming d) had been sitting, came
- 3.14.** Susan didn't even know which hotel he ... in Paris.
 a) has been using b) used c) would be using d) will use
- 3.15.** The boy ... bitterly and no one ... to calm him down.
 a) still cried, was trying b) was still crying, tried
 c) had been still crying, was trying d) was still crying, had tried
- 3.16.** While she ... for the lights to change from red to green, an old lady ... to the window of her car.
 a) waited, came b) waited, was coming
 c) was waiting, came d) was waiting, was coming
- 3.17.** When we ... coffee in the drawing-room that night after dinner, I ... Arthur and Mary my experience.
 a) were taking, told b) had been taking, had told
 c) were taking, had told d) took, told
- 3.18.** Two hansoms ... at the door, and as I ... the passage I ... the sound of voices from above.
 a) stood, entered, heard b) were standing, entered, heard
 c) were standing, had entered, had heard d) had been standing, entered, heard
- 3.19.** One day when he ... home he ... a boy who ... him from the opposite side of the street.
 a) was walking, saw, watched b) walked, has seen, was watching
 c) was walking, saw, was watching d) has walked, has seen, has watched
- 3.20.** It was midnight. She ... in her lovely room. The rain driven by the wind ... against the window.
 a) sat, beat b) was sitting, was beating
 c) has sat, beat d) has been sitting, has been beating

Визначте правильний варіант перекладу.

1. It was raining all day long and we had to put off our meeting.

- a) Увесь день ішов дощ, і ми вимушені були відкласти нашу зустріч.
- b) Нам довелося продовжити збори, оскільки увесь день ішов дощ.
- c) Під вечір дощ вщух, і ми вирішили знову зустрітися.
- d) Ми вирішили не відкладати нашу зустріч, оскільки дощу вже не було.

2. I was hurrying to the canteen when I met you.

- a) Я поспішала в їдальню, коли зустріла вас.
- b) Я бігла в їдальню, коли зустріла вас.
- c) Я йшла в їдальню під час зустрічі з вами.
- d) Коли я зустріла вас, я поспішала в кінотеатр.

3. They'll be packing tomorrow when she comes.

- a) Вони складатимуть речі завтра, коли вона прийде.
- b) Вони збиратимуться, коли вона прийде.
- c) Вони пакуватимуться, коли вона прийде завтра.
- d) Вони пакувалися б завтра, якби вона прийшла.

4. I was reading a difficult English book at that time.

- a) Я читала складну англійську книжку в той час.
- b) Я читала складну англійську книжку один раз.
- c) Я читаю складну англійську книжку в цей час.
- d) Я читала б складну англійську книжку, якби мала час.

5. Next week we'll be preparing to pass exams.

- a) Наступного тижня ми готуватимемося, щоб скласти іспити.
- b) Наступного тижня ми готуватимемося, щоб приймати іспити.
- c) Наступного тижня ми складатимемо іспити, слід готуватися.
- d) Минулого тижня ми готувалися, щоб скласти іспити.

6. I'll be looking through these magazines while you are enjoying the music.

- a) Я переглядатиму ці журнали в той час, коли ви насолоджуватиметесь музикою.
- b) Я перегляну ці журнали, а ви насолоджуватиметесь музикою.
- c) Я переглядаю ці журнали в той час, коли ви насолоджуєтесь музикою.
- d) Я переглядаю ці журнали, а ви насолоджуєтесь музикою.

7. When we came back home her children were sleeping.

- a) Її діти спали, а ми повернулися додому.
- b) Коли ми повернемось додому, її діти спатимуть.
- c) Коли ми повертались додому, її діти спали.
- d) Коли ми повернулись додому, її діти спали.

8. Whom were you waiting for near that monument at five yesterday?

- a) Кого ви очікували біля того пам'ятника о п'ятій годині вчора?
- b) Ви когось очікували біля того пам'ятника вчора о п'ятій годині?
- c) Кого ви очікували біля цього пам'ятника вчора о п'ятій годині?
- d) На кого ви чекали біля того музею о п'ятій годині вчора?

9. We thought that you were going to visit your friends.

- a) Ми думали, що ви збираєтесь відвідати своїх друзів.
- b) Ми думали, що ви збирались відвідати своїх друзів.
- c) Ми думали, що ви підете відвідати своїх друзів.
- d) Ми думали, що ви йшли відвідати своїх друзів.

10. They are going to have a rest there.

- a) Вони йшли, щоб там відпочити.
- b) Вони збираються там відпочивати.
- c) Вони мали намір там відпочивати.
- d) Вони там відпочиватимуть.

11. Він побував у багатьох країнах і тепер пише книгу про свої подорожі.

- a) He has been to many countries and now he wrote a book about his travels.
- b) He visited many countries and now he is writing books about his travels.
- c) He was visiting many countries and now writes a book about his travels.
- d) He has visited many countries and now he is writing a book about his travels.

12. Коли він зателефонував, ми обідали.

- a) When he telephoned, we were having dinner.
- b) When he telephoned, we had dinner.
- c) When he telephoned, we had had dinner.
- d) When he telephoned, we had to have dinner.

13. Ішов дощ, і їй довелося взяти парасольку.

- a) It rained and she must take an umbrella.
- b) It was raining and she had to take an umbrella.
- c) It had rained and she had to take an umbrella.
- d) It had been raining and she should take an umbrella.

NOUN

Виберіть правильну відповідь.

Level 1

1.1. The Members of Parliament discussed some ... of Ireland and considered the ways of improving the present situation.

- a) trouble b) troubles

1.2. Roger spent all his ... to buy a new large house for his numerous family.

- a) saving b) savings

1.3. This lawyer is very clever and always gives useful ... to his clients.

- a) advice b) advices

1.4. In England some colleges and schools are only for

- a) boies b) boys

1.5. The news from Mary ... very good: she passed her exams with excellent marks.

- a) was b) were

1.6. Two years ... a long time to stay abroad.

- a) is b) are

1.7. When Sally finds some grey ... on her head she pulls ... out.

- a) hair, it b) hairs, them

1.8. Frank's friends came to see him off and wished a very good ... to him.

- a) travel b) trip

1.9. Sue is on a diet so at the dinner-party she ate only a small

- a) cake piece b) piece of cake

1.10. Flora studies at the Medical University and she is going to become a

- a) doctor b) doctress

1.11. All ... need some ... of psychology.

- a) parent, knowledges b) parents, knowledge

1.12. Paul is fond of ski jumping and recently he has bought a new pair of

- a) skies b) skis

1.13. It is because of treachery such as yours that we have lost the ... of our victory.

- a) fruit b) fruits

1.14. Fresh ... and vegetables were rushed to the kitchen.

- a) fruit b) fruits

1.15. Soames skewered the document on to a number of other ... and hung up his hat.

- a) papers b) paper

1.16. This first one came before I had been gone a week, a fifty pound banknote, in a sheet of ... directed to me.

- a) paper b) papers

1.17. ... take their ... to the laundry to have ... washed.

- a) Peoples, cloths, it b) People, clothes, them

1.18. Some people like coffee and ... for breakfast but others prefer something more substantial.

- a) sandwichs b) sandwiches

1.19. On August 3rd, 1492, the little ... of three ships sailed north from Spain.

- a) flot b) fleet
1.20. Are you invited to ... wedding ceremony?
a) Bill and Jane's b) Bill's and Jane's
1.21. Doris needs to buy two ... of carrots.
a) kilos b) kiloes
1.22. In the supermarket Jane bought two ... of bread and a bottle of milk.
a) loafes b) loaves
1.23. My friend came from England yesterday and invited me to see his
a) photos b) photoes
1.24. My father is a doctor and my mother is a ... in a joint-stock company.
a) managess b) manageress
1.25. Edward is fond of reading and all the ... in his room are full of books.
a) book-shelfs b) book-shelves
1.26. Nick doesn't want to enter the Economic University because his mathematics ...
weak.
a) is b) are
1.27. Last week Helen bought two new ... - green and white.
a) blouse b) blouses
1.28. Sandra has a very good memory. She remembers all the ... of her friends'
birthdays.
a) dates b) datas
1.29. We gathered at ... to discuss and resolve all our problems.
a) Bill b) Bill's
1.30. Very often people call ... the «sea killers».
a) shark b) sharks
1.31. A spoonful of honey catches more ... than a gallon of vinegar.
a) flies b) flyes
1.32. Don't make so ... - I'm working.
a) much noise b) many noises
1.33. San Francisco is a wonderful city to explore on
a) foot b) feet
1.34. Many people think ... is a very interesting game.
a) billiard b) billiards
1.35. I want to buy a cat because my wife is afraid of ... that live in our summer-
cottage.
a) mouse b) mice
1.36. There are two ... and three apples on the table.
a) tomatos b) tomatoes
1.37. Through the window I see two ... crossing the street.
a) mans b) men
1.38. My ... are very dirty, I have to clean them.
a) boots b) bootes
1.39. Dentists recommend to clean ... every time after eating.
a) teeth b) tooths

1.40. The song «Two merry ...» is known to almost every little child.

- a) geoses b) geese

Level 2

2.1. In the article «Clothes and fashion of ...» the author gives the statement that nowadays girls don't trouble to dress up.

- a) the youth b) the youths c) a youth

2.2. The sportsman boasted to his friends that he had shot a lot of

- a) duck b) ducks c) два варіанти

2.3. In Brittany, France, people say that if you find ... on a black cat's tail and pull it without getting scratched, you'll have good luck.

- a) a white hair b) white hairs c) white hairees

2.4. Our director bought two ... to keep money and secret documents.

- a) safes b) saves c) два варіанти

2.5. Changing ... became a habit with King of England Henry VIII.

- a) wives b) wives c) два варіанти

2.6. Airplane is the fastest and the most comfortable ... of transport.

- a) mean b) means c) meanes

2.7. Twenty thousand pounds ... stolen in the robbery from the Midwest Bank last night.

- a) was b) were c) два варіанти

2.8. Fanny's favourite sea products are ... and lobsters, but in her country they are very expensive.

- a) crab b) crabs c) crabes

2.9. Nowadays it's very difficult for an unexperienced person to find a good and well-paid

- a) work b) job c) два варіанти

2.10. Basically tea is a drink made of the dried ... of a plant that only grows in hot countries.

- a) leafs b) leafes c) leaves

2.11. ... is the name everyone gives to his mistakes.

- a) Experience b) An experience c) Experiences

2.12. Burning ... can also be used to produce energy.

- a) a rubbish b) rubbish c) rubbishes

2.13. The ..., which one can see in Arizona's deserts, are very tall and some of them weigh up to 10 tons!

- a) cactuses b) cacti c) два варіанти

2.14. The White ... of Dover are the first sight many people have of England.

- a) Cliffs b) Cleaves c) два варіанти

2.15. Most foreigners visiting Spain want to taste such entirely Spanish ... as paella and gazpacho.

- a) dish b) dishes c) dishes

2.16. During her journey to America Margaret had some exciting

- a) experience b) experiences c) два варіанти

- 2.17.** During her business trip Laura sent three ... to her director.
 a) memoranda b) memorandums c) два варіанти
- 2.18.** The ... of the hotel was a very polite and hospitable woman.
 a) host b) hostess c) hostress
- 2.19.** Our national orchestra have toured to many countries and have always been
 a) a success b) success c) successes
- 2.20.** William Burns was a hard-working small farmer with high ideals about human ... and conduct.
 a) worth b) worths c) worthes
- 2.21.** A number of industrial products are manufactured in Brazil, including cars, chemicals, ships, machines and military
 a) weapon b) weapons c) weapones
- 2.22.** These two groups have different ... of interest so they have nothing to talk about while meeting together.
 a) foci b) focuses c) два варіанти
- 2.23.** The use of the jet engine for ... was pioneered by a team led by Sir Frank Whittle.
 a) an aircraft b) aircraft c) aircrafts
- 2.24.** In the pub Harry asked for ... and began looking for a free table near the window.
 a) a beer b) beer c) beers
- 2.25.** Barbara's family lives in a large house which is situated in Brighton's
 a) outskirt b) outskirts c) outskirtes
- 2.26.** Maggie's occupation is very interesting: she works as a tourist ... and shows London's sights to tourists.
 a) guide b) guidess c) guideress
- 2.27.** There are a lot of galleries, museums, theatres and ... halls in London.
 a) concert b) concerts c) concert's
- 2.28.** The herdsman was very upset because he found his two cows killed by
 a) wolfs b) wolves c) два варіанти
- 2.29.** Roger's pocket is empty: or he has lost all his money or ... stolen.
 a) it was b) they were c) два варіанти
- 2.30.** ... house is very large and has 15 rooms.
 a) Mr. Jones's b) Mr. Jones' c) два варіанти
- 2.31.** The government ... to impose a new tax on gamble business next year.
 a) want b) wants c) два варіанти
- 2.32.** ... is one of the world's best-known department stores. It started life as a small grocery shop set up by C. D. Harrod in 1861.
 a) Harrods b) Harrods' c) Harrod's
- 2.33.** Leila is a ... but she doesn't like her occupation.
 a) salesperson b) saleswoman c) два варіанти
- 2.34.** Gilbert often meets with his friends to spend their spare time together, and they like to play ... or chess.
 a) domino b) dominos c) dominoes
- 2.35.** The jury ... considering ... verdict for two hours and in the end it was decided that Mr. Shelton was guilty.

- a) was, its b) were, their c) два варіанти
- 2.36.** The Flock of Shepherd's ... is in Devonshire - a very lonely estate by the sea.
a) headquarter b) headquarters c) headquarters
- 2.37.** To translate this article we need a person with ... of Spanish language.
a) a good knowledge b) good knowledges c) good knowledges
- 2.38.** There are a lot of clear streams and ... in the Lake District which is called the most beautiful corner of England.
a) water-falls b) waters-falls c) water-fallses
- 2.39.** It's well-known that ... live only in very clear waters.
a) trout b) trouts c) два варіанти
- 2.40.** Last year many rivers and their ... dried up because of the drought.
a) mouth b) mouths c) mouthes

*Level 3**

- 3.1.** ..., a familiar sight of London, were introduced in 1960 to control parking.
a) Traffic wardens b) Traffics wardens
c) Traffic's wardens d) Traffics' wardens
- 3.2.** I've no time to analyse these ... now, I will do it a bit later.
a) data b) datas c) datum d) datums
- 3.3.** Michael went to Tunisia by plane. It was a ... journey.
a) four-hour b) four-hours
c) four-hour's d) four-hours'
- 3.4.** Benjamin Franklin's literary work «Poor Richard's Almanac» was a combination of a calendar, a miniature ... and a moral counsellor.
a) encyclopedium b) encyclopedius c) encyclopedia d) encyclopedic
- 3.5.** Everyone who wants to participate in this scientific conference has to write the ... to his report and send them to the comission.
a) thesis b) theses c) thesises d) theseses
- 3.6.** The sense of ... and of ... create the ... for ideal ... and
a) injustices, losses, needs, justice, compensation
b) injustice, loss, need, justices, compensations
c) injustice, loss, need, justice, compensation
d) injustice, losses, needs, justices, compensation
- 3.7.** Various origins explain many of the ... to be found between England, Wales, Scotland and Northern Ireland.
a) difference b) differences c) differency d) differencies
- 3.8.** Today the ... of Greater London covers some 610 square miles and the suburbs of London continue even beyond this area.
a) metropoli b) metropolis c) metropoly d) metropolia
- 3.9.** I am not going to leave without my ...: four ... , two union ... , a pair of ... and four
a) laundries, shirts, suits, pajamas, collars
b) laundry, shirts, suits, pajamases, collars
c) laundry, shirt, suit, pajama, collar

- d)** laundry, shirts, suits, pajamas, collars
- 3.10.** When I was very near ..., she gave me ... and
- a)** despair, courage, hopes
b) despairs, courages, hopes
c) despair, courage, hope
d) despairs, courage, hopes
- 3.11.** We had two million ...of British ... two thousand ...of a thousand ... per case.
- a)** rounds, ammuniton, cases, rounds
b) rounds, ammunitions, cases, rounds
c) round, ammuniton, case, round
d) rounds, ammuniton, cases, round
- 3.12.** The shattered ... gleamed sadly with ... in the evening
- a)** trees, hoar-frosts, twilights
b) trees, hoar-frost, twilight
c) tree, hoar-frosts, twilight
d) trees, hoar-frost, twilights
- 3.13.** It was a prettily furnished room, with ... and some lovely ... in red and green.
- a)** piano, furnitures
b) piano, furniture
c) pianos, furnitures
d) a piano, furniture
- 3.14.** They stood lost among the They felt ... and
- a)** wreckages, anxiety, lonelinesses
b) wreckage, anxiety, loneliness
c) wreckage, anxieties, loneliness
d) wreckages, anxieties, lonelinesses
- 3.15.** According to the ... in 1990 there were 249,6 million inhabitants in the United States of America.
- a)** statistica
b) statistic
c) statistics
d) statisticas
- 3.16.** An unusual or very surprising fact, thing or event is often called
- a)** phenomena
b) phenomenon
c) phenomenus
d) phenomenum
- 3.17.** One ... does not inspire another. All ... are leeches, so to speak. They feed from the same source - the blood of life.
- a)** genius, genii
b) genius, geniuses
c) genii, geniuses
d) a genius, geniuses
- 3.18.** Kiss me, my loves, you are very charming ... after all.
- a)** a daughter-in-law
b) daughter-in-laws
c) daughters-in-law
d) daughters-in-laws
- 3.19.** These sudden ... seemed to him exceedingly mysterious.
- a)** summons
b) summon
c) summonses
d) a summons
- 3.20.** We sacrifice ..., ... or ..., whatever the finder can afford.
- a)** cocks, sheep, oxes
b) cocks, sheeps, oxen
c) cockes, sheep, oxen
d) cocks, sheep, oxen
- 3.21.** In geometry two ... of a circle are called diameter.
- a)** radius
b) radia
c) radii
d) radiuses
- 3.22.** Iguassu ... bigger than Niagara, this is truly an unforgettable natural wonder.
- a)** Fall, is
b) Fall, are
c) Falls, is
d) Falls, are

3.23. In the fish restaurant George ordered some ... for himself and ... for his girl-friend.

- a) sardine, salmon
- b) sardine, salmons
- c) sardines, salmon
- d) sardines, salmons

3.24. I have got only two ... notes, it's not enough to have dinner in this restaurant.

- a) ten-pound
- b) ten-pounds
- c) ten-pound's
- d) ten-pounds'

3.25. All travellers going abroad have to complete a lot of formalities at the... .

- a) custom
- b) customs
- c) custom's
- d) customs'

3.26. Our professor places ... on this question because it's a key topic to all the course.

- a) an emphasis
- b) emphasis
- c) emphases
- d) emphaseses

3.27. Helen is a ... girl and she's going to enter Oxford University.

- a) 17-year-old
- b) 17-years-old
- c) 17-year's-old
- d) 17-years'-old

3.28. When it came to thinking about schools for my own sons there were two basic ... that my wife and I applied.

- a) criteria
- b) criterion
- c) criterium
- d) criterii

3.29. You don't understand these bright... of German culture.

- a) specimen
- b) speciman
- c) specimens
- d) specimens

3.30. They were ... to her, not human beings.

- a) phenomena
- b) phenomenon
- c) phenomenon's
- d) phenomena

3.31. We are going to

- a) dressings-station
- b) dressing-station
- c) dressings-stations
- d) dressing-stations

3.32. The cease-fire talks were to begin in the evening; the ... of the opposing armies arrived with their

- a) commanders-in-chief, staves
- b) commanders-in-chiefs, staffs
- c) commanders-in-chief, staffs
- d) commander-in-chieves, staffs

3.33. He needed ... , ... , ... ,

- a) rest, tranquilities, reassurance, companionship
- b) rests, tranquilities, reassurances, companionships
- c) rest, tranquility, reassurance, companionship
- d) rest, tranquility, reassurances, companionship

3.34. Grace is a very absent-minded girl. She is always loosing her keys, ... and other small things.

- a) handkerchiefs
- b) handkerchiefes
- c) handkerchievs
- d) handkerchieves

3.35. One of the business cycle's characteristics are economic ... which repeat periodically in each 5-12 years.

- a) crisis
- b) crises
- c) crises
- d) criseses

3.36. Abraham Lincoln's friends encouraged him to take up ... and he offered himself as a candidate for the State Legislature.

- a) policy
- b) policies
- c) politic
- d) politics

3.37. In Britain the ... have very little power and can only reign with the support of Parliament.

- a) monarch
- b) monarches
- c) monarchs
- d) monarchys

3.38. The city of Oxford has such a name, because in that place there was a ford where ... could cross the river.

a) oxen **b)** oxes **c)** ox **d)** oxens

3.39. Jane came to the party in her ... dress.

a) sister's-in-law **b)** sister-in-law's **c)** sister's-in-law's **d)** sisters'-in-law

3.40. Radio and television are two important modern ... influencing public opinion.

a) medium **b)** mediums **c)** media **d)** medias

ADJECTIVE

Виберіть правильну відповідь.

Level 1

1.1. This is ... problem she has ever had.

- a) a great b) a greater c) the greatest d) most great

1.2. China has got ... population in the world.

- a) a large b) a larger c) the largest d) the most large

1.3. They leave ... way they can.

- a) a quick b) a quicker c) the quickest d) the most quick

1.4. These trousers are too small. I need ... size.

- a) a large b) a larger c) largest d) more large

1.5. She speaks in ... voice than the last time.

- a) a loud b) a louder c) the loudest d) more louder

1.6. Of the three blouses, that one is the

- a) nice b) nicer c) nicest d) more nice

1.7. My bag isn't very

- a) heavier b) the most heavy c) heavy d) the heaviest

1.8. I'm not so ... as a horse.

- a) strong b) stronger c) the strongest d) more strong

1.9. Of the three girls, this one is the

- a) pretty b) prettier c) prettiest d) more pretty

1.10. Which is ... : five, fifteen or fifty?

- a) little b) less c) the least d) littlest

1.11. A hare is ... than a frog.

- a) quick b) quicker c) the quickest d) most quick

1.12. The three musicians play on ... stage.

- a) a new b) a newer c) the newest d) the most new

1.13. Is it ... to go there by car or by train?

- a) cheap b) cheaper c) the cheapest d) more cheap

1.14. Do you know that the Dnipro is ... river in Ukraine?

- a) long b) the longest c) longer d) most long

1.15. The weather is not very ... today.

- a) good b) better c) the best d) the bestest

1.16. Tom is ... pupil in the whole class.

- a) intelligent b) more intelligent
c) the most intelligent d) less intelligent

1.17. She has ... job of all.

- a) a difficult b) a more difficult
c) the most difficult d) difficult

1.18. He is also ... person than Jack.

- a) a polite b) a more polite c) the most polite d) the politest

1.19. I think dogs are ... than cats.

- a) intelligent b) more intelligent
c) the most intelligent d) the intelligentest

1.20. Don't talk about them. Let's talk about something

- a) an interesting **b) more interesting**
c) the most interesting **d) interestinger**

1.21. Betty is ... than Jane.

- a) a hard-working **b) less hard-working**
c) the least hard-working **d) little hard-working**

1.22. Money is not the ... thing in life.

- a) important **b) more important**
c) most important **d) less important**

1.23. This dress is ... of all.

- a) an expensive **b) a less expensive**
c) the least expensive **d) expensiver**

1.24. This room is not so ... as that one on the first floor.

- a) comfortable **b) more comfortable**
c) the most comfortable **d) the comfortablest**

1.25. This painting is ... than the one in your living room.

- a) impressive **b) less impressive**
c) the least impressive **d) impressiver**

Level 2

2.1. My ... sister got married last year.

- a) older **b) elder** **c) the oldest** **d) the eldest**

2.2. This stadium is new. It's the ... stadium in Europe.

- a) modern **b) moderner** **c) most modern** **d) modernest**

2.3. You're the ... person I know.

- a) most lucky **b) luckier** **c) luckiest** **d) luckiest**

2.4. A motor bike isn't as ... as a car.

- a) expensive **b) expensiver** **c) more expensive** **d) the expensivest**

2.5. This 'Beatles' album is ... they ever made.

- a) good **b) better** **c) the best** **d) well**

2.6. This watch is one of ... you can buy.

- a) cheap **b) the cheapest** **c) cheaper** **d) cheapier**

2.7. I'm getting

- a) fatter and fatter **b) more and more fat**
c) the most fat **d) the fattest**

2.8. The changes in temperature are

- a) insignificant **b) the insignificant**
c) more insignificant **d) the most insignificant**

2.9. That's ... thing I've ever heard.

- a) funny **b) the funny** **c) funnier** **d) the funniest**

2.10. The house is on ... side of the lake.

- a) far **b) the farther** **c) farther** **d) the farthest**

2.11. Try to be ... to the guests than you are.

- a) pleasant **b) the pleasant**

- c) more pleasant **d) the most pleasant**
- 2.12.** He was sure that he fell in love with ... girl in the world.
a) pretty **b) prettier** c) the prettiest **d) most pretty**
- 2.13.** It is one of ... conferences I've ever attended.
a) dull **b) the dull** c) duller **d) the dullest**
- 2.14.** Today we have a ... day than yesterday.
a) beautiful **b) most beautiful** c) more beautiful **d) beautifully**
- 2.15.** Events have proved that she was
a) more wrong **b) wrong** c) most wrong **d) the wrongest**
- 2.16.** This role is ... in his career among others.
a) successful **b) more successful**
c) the most successful **d) much more successful**
- 2.17.** North America is ... South America.
a) bigger than **b) biggest than** c) bigger as **d) biggest as**
- 2.18.** The Amazon is ... than the Thames.
a) more longer **b) far longer** c) the longest **d) long**
- 2.19.** The church building is ... in the town.
a) the elder **b) the eldest** c) the oldest **d) the older**
- 2.20.** The music sounded ... to her ears.
a) beautiful **b) beautifully** c) most beautiful **d) more beautiful**
- 2.21.** The flowers are beautiful and smell
a) nicely **b) nice** c) nicelier **d) the nicest**
- 2.22.** Do you feel ... before the examinations?
a) nervous **b) nervously** c) more nervously **d) most nervously**
- 2.23.** His illness was ... than we thought.
a) serious **b) seriously** c) more seriously **d) more serious**
- 2.24.** His head is full of ... ideas.
a) highly **b) high** c) highliest **d) most high**
- 2.25.** After I have visited London I understand that its weather is ... in Europe.
a) the wettest **b) the most wet** c) more wet **d) far wetter**

*Level 3**

- 3.1.** The government is doing nothing to help
a) poor **b) the poor** c) the poors **d) the poor ones**
- 3.2.** The young man seems very
a) sensible **b) sensibly** c) sensibly **d) sensibler**
- 3.3.** This detailed map is ... the atlas.
a) more useful as **b) more useful than**
c) usefuller as **d) usefuller than**
- 3.4.** Although your sister is very popular, she is not ... as mine.
a) pretty as **b) so pretty**
c) prettier than **d) more pretty than**
- 3.5.** I bought a ... bag this morning.
a) nice big pink **b) big nice pink**

c) pink nice big **d)** nice pink big

3.6. The house was a ... building.

a) nice old stone **b)** nice stone old

c) stone old nice **d)** old nice stone

3.7. This coffee tastes a little ... to me.

a) hottly **b)** so hot **c)** hot **d)** too much hot

3.8. I don't understand how Irene could have made ... in her composition.

a) such bad mistake **b)** such a bad mistake

c) so bad mistake **d)** so a bad mistake

3.9. Your word is ... for me.

a) enough good **b)** good as enough

c) good enough **d)** good than enough

3.10. It was ... that we decided to walk though the time pressed.

a) such nice weather **b)** so nice weather

c) too nice weather **d)** such a nice weather

3.11. The day was ... that we skipped our lessons and went to the centre to do window-shopping.

a) so beautiful **b)** so a beautiful

c) such beautiful **d)** such a beautiful

ARTICLE

Виберіть правильну відповідь.

Level 1

- 1.1.** She hopes to hear from you in ... day or two.
a) a b) the
- 1.2.** Our neighbour, Mr. Smith, works in ... bank.
a) a b) the
- 1.3.** This is ... amusing film. I like it very much.
a) a b) an
- 1.4.** My daughter will start learning to play ... guitar very soon.
a) the b) -
- 1.5.** There is ... table in ... middle of my room.
a) a, the b) the, -
- 1.6.** My father was ... man of character.
a) a b) the
- 1.7.** My mother said that ... dinner was ready.
a) - b) the
- 1.8.** Beethoven was ... famous composer.
a) the b) a
- 1.9.** Madrid is ... capital of Spain.
a) the b) -
- 1.10.** What would you like to have for ... supper?
a) the b) -
- 1.11.** He is eating ... apple.
a) the b) an
- 1.12.** My mother is ... teacher.
a) the b) a
- 1.13.** The cinema is at ... end of Victoria street.
a) - b) the
- 1.14.** ... fact is, tomorrow is my girl-friend's birthday!
a) The b) -
- 1.15.** My sister studied ... World Geography.
a) the b) -
- 1.16.** I am twenty years old, you are ... same age.
a) the b) a
- 1.17.** They decided to visit ... Indian restaurant.
a) an b) the
- 1.18.** My friends have ... animal at ... home. It's ... dog.
a) the, the, the b) an, - , a
- 1.19.** My native town has ... wide and varied theatre life.
a) a b) -
- 1.20.** All ... people want to live in peace.
a) the b) -
- 1.21.** I'll keep my ... fingers crossed for you.

- a) the b) -
1.22. American agriculture consists of ... family farms.
a) the b) -
1.23. It's ... third time you ask me ... same question.
a) the, the b) a, -
1.24. «Sleeping Beauty», one of ... three great ballets by Tchaikovsky, is ... longest in terms of ... music.
a) the, the, - b) - , the, the
1.25. My niece is ... student. She studies at ... Oxford University.
a) a, - b) -, the
1.26. I am listening to ... music on ... radio.
a) the, the b) -, -
1.27. I was born in ... 1988.
a) - b) the
1.28. ... country life has always attracted me.
a) The b) -
1.29. Is there ... telephone-box here?
a) the b) a
1.30. Where is your father? - He is at ... garage.
a) the b) -

Level 2

- 2.1.** She's got ... job at last. - That's really ... good news.
a) the, the b) - , a c) a, -
2.2. Henry goes to ... school twice ... week.
a) the, a b) a, the c) - , a
2.3. They won't be here before ... half past six.
a) an b) - c) the
2.4. What ... ugly house this is!
a) - b) the c) an
2.5. Look, what ... long hair that boy has!
a) the b) a c) -
2.6. What ... sort of car is he driving at the moment?
a) the b) a c) -
2.7. It's such ... pity you couldn't come with us.
a) - b) the c) a
2.8. Let's go to the Beehive for ... change.
a) a b) the c) -
2.9. Shall I send ... invitation to ... Parkers?
a) an, - b) the, the c) an, the
2.10. ... Welsh are considered to be ... nation of ... singers.
a) The, a, - b) - , a, - c) The, a, the
2.11. I went upstairs to take ... shower and change.
a) a b) the c) -

- 2.12.** My neighbour is ... writer. Let's ask him for ... advice about your composition.
a) the, an b) a, - c) a, an
- 2.13.** Who is on ... night duty, I wonder?
a) the b) a c) -
- 2.14.** Mr. Jonathan says that Robert and Donna are ... cousins, but he is wrong, because they are ... brother and ... sister.
a) - , - , - b) the, a, a c) - , the, the
- 2.15.** Such ... thing had never happened during ... years that I have been here.
a) the, - b) a, the c) - , the
- 2.16.** Alice went out of ... water very quickly as she had got ... mouthful of ... salt water.
a) - , the, a b) the, the, the c) the, a, -
- 2.17.** I would like to know about ... places to visit in ... town.
a) the, the b) the, a c) - , the
- 2.18.** Most of ... my friends are ... students.
a) - , - b) the, the c) - , the
- 2.19.** My uncle Tom is ... sailor; he spends most of his life at ... sea.
a) - , - b) a, - c) the, the
- 2.20.** Have you written your name at ... top of ... page?
a) the, the b) a, - c) a, a
- 2.21.** I am only ... student - ... man of dreams!
a) a, the b) the, - c) a, a
- 2.22.** I had never known him handle ... case in such ... half-hearted fashion.
a) a, an b) a, a c) the, -
- 2.23.** Who invented ... way that we measure time?
a) a b) the c) -
- 2.24.** I have only ... little time here, but I would have you to know ... whole truth.
a) - , the b) a, - c) a, the
- 2.25.** There was ... quick step on ... stairs, ... sharp tap at ... door and ... moment later the new client presented himself.
a) a, the, a, the, a b) a, a, a, a, the c) the, - , the, - , a
- 2.26.** «My dear young lady, you say that your room is on ... second floor. Is there ... ladder in ... garden?»
a) a, a, the b) the, a, the c) - , the, a
- 2.27.** ... elephant is ... biggest of all animals.
a) An, - b) The, the c) - , the
- 2.28.** I had ... very bad night last night because ... people next door were having ... party.
a) the, - , the b) a, the, a c) a, - , -
- 2.29.** Do you know who invented ... television?
a) a b) - c) the
- 2.30.** Number ... hundred and ten, ... house next door to us, is for sale.
a) the, a b) a, the c) - , a

Level 3*

3.1. My father can play ... guitar, ... banjo and ... mandolin.

- a) -, -, - b) a, a, a c) the, -, - d) the, the, the

3.2. ... little red car is parked on ... driveway.

- a) A, the b) -, - c) The, a d) The, the

3.3. My home is ... small green peaceful island.

- a) an b) a c) - d) the

3.4. Her husband learned ... Portuguese language in ... Brazil.

- a) the, - b) -, the c) the, the d) -, -

3.5. ... Captain Black directed ... plane to ... West, over Pacific Ocean.

- a) -, a, the, the b) The, the, -, the c) -, the, -, the d) -, a, the, -

3.6. ... Easter is ... Christian holiday.

- a) -, a b) The, a c) -,- d) -, the

3.7. Did ... King Arthur live during ... Middle Ages?

- a) -, - b) -, the c) the, the d) the,-

3.8. Her friend Reggie is ... Buddhist from ... Thailand.

- a) the, - b) a, - c) -, - d) a, the

3.9. ... exploration of ... West was tied to the search for... gold in ... California.

- a) The, the, - - b) -, the, -, - c) -, the, a, - d) -, -, -, the

3.10. ... tiger in ... Far East almost became extinct.

- a) -, - b) A, the c) The, the d) The, -

3.11. ... family went to ... church together last Sunday.

- a) The, the b) A, - c) -, - d) The, -

3.12. «Welcome to ... White House,» said ... President Bush.

- a) the, - b) -, the c) -, - d) -, a

3.13. ... Titanic sank in ... Atlantic in 1912.

- a) -, - b) The, the c) -, the d) The, -

3.14. Andrew played ... volleyball at ... beach; his little daughter built ... sand castle.

- a) -, a, the b) -, a, a c) the, the, the d) -, the, a

3.15. My grandfather fought in ... Crimea during ... World War II.

- a) -, - b) the, the c) the, - d) -, the

3.16. During ... Renaissance ... artists were often supported by ... wealthy merchants.

- a) the, the, the b) the, -, - c) the, -, the d) -, the, the

3.17. ... Queen Marie Antoinette was executed in ... French Revolution.

- a) The, - b) -, the c) -, a d) The, the

3.18. ... students of our group are going to study ... German ... next term.

- a) The, -, - b) -, -, - c) The, -, the d) -, the, the

3.19. ... Queen Mary is docked in ... Long Beach, ... California.

- a) The, -, - b) -, -, - c) The, the, - d) -, the, -

3.20. ... friend of mine is ... French/English translator at ... United Nations.

- a) The, a, the b) A, the, the c) A, a, the d) A, a, -

3.21. George is ... student, Betty is ... secretary, Mike is ... psychiatrist in ... London hospital.

- a) a, a, a, the b) a, a, a, a c) the, the, the, the d) a, a, a, -

- 3.22.** ... Bible tells of ... Israelites' escape from ... Egypt.
 a) The, the, - b) - , - , - c) The, - , - d) - , the, the
- 3.23.** Are ... Rocky Mountains higher than ... Andes Mountains?
 a) - , - b) the, - c) the, the d) - , the
- 3.24.** ... Lake Geneva borders ... France and ... Switzerland.
 a) - , - , - b) The, - , - c) The, the, the d) The, - , the
- 3.25.** ... farms in ... East are not like ... farms in ... Midwest.
 a) - , - , the, - b) - , the, - , the c) - , the, the, the d) The, the, the, the
- 3.26.** Michael Gorbachev, ... last President of ... Soviet Union, was awarded ... Nobel Peace Prize.
 a) a, the, the b) - , the, - c) the, the, the d) - , - , the
- 3.27.** ... Neptune and ... Pluto are ... farthest planets from us.
 a) The, the, the b) The, - , the c) - , - , the d) - , - , -
- 3.28.** We are having ... chicken and ... Spanish rice for ... dinner.
 a) - , - , - b) the, - , the c) the, - , a d) - , - , a
- 3.29.** «Come to my place after ... school,» said Linda. «We can prepare for ... English test together.»
 a) the, the b) a, the c) - , the d) - , -
- 3.30.** ... children who live ... next door attend ... Roman Catholic school.
 a) - , the, - b) - , - , - c) The, the, the d) The, - , a

TENSE FORMS OF THE VERB

Perfect Tenses

Виберіть правильну відповідь

Level 1

1.1. I am busy at the moment. I ... on the computer.

- a)** work **b)** worked
c) am working **d)** have been working

1.2. Here is my report. I ... it at last.

- a)** finish **b)** finished **c)** am finished **d)** have finished

1.3. I already ... my things and I am ready to go.

- a)** packed **b)** have packed **c)** pack **d)** was packing

1.4. I ... my parents since last Christmas.

- a)** haven't seen **b)** didn't see **c)** hadn't seen **d)** don't see

1.5. How many pages ... a day?

- a)** are you reading **b)** do you read
c) you read **d)** had you read

1.6. Look! The boy ... the window!

- a)** break **b)** has broken **c)** broke **d)** was breaking

1.7. My hair is tidy now. I ... it.

- a)** have brushed **b)** brushed **c)** am brushing **d)** was brushing

1.8. I ... my key. Can you help me to look for it?

- a)** lose **b)** am losing **c)** had lost **d)** have lost

1.9. He hasn't come yet, ...?

- a)** doesn't he **b)** does he **c)** has he **d)** hasn't he

1.10. There has been a car crash, ... ?

- a)** hasn't there **b)** didn't it
c) hasn't been there **d)** wasn't there

1.11. I ... any of Shakespeare's plays yet.

- a)** hadn't read **b)** didn't read **c)** haven't read **d)** was reading

1.12. I ... for three years.

- a)** haven't skated **b)** didn't skate **c)** don't skate **d)** wasn't skating

1.13. I ... anyone play so well in my whole life.

- a)** did never see **b)** have never seen
c) had never seen **d)** will never have seen

1.14. I... to the library a lot recently.

- a)** have gone **b)** have been going
c) had been going **d)** will have been going

1.15. My brother is an actor. He ... in several films.

- a)** has appeared **b)** has been appeared
c) has been appearing **d)** had appeared

1.16. I ... Tom for three days.

- a)** didn't see **b)** haven't seen **c)** hadn't seen **d)** don't see

1.17. Look! Somebody ... milk on the carpet.

- a)** had spilt **b)** was spilling **c)** has spilt **d)** spilled

- 1.18.** He ... a lot of books when he was at school.
 a) read b) have read c) am reading d) had read
- 1.19.** You know that Peter... to the States several times.
 a) was b) has been c) had been d) is
- 1.20.** It has been said that the weather is going to be nice today, but it
 a) doesn't b) hasn't c) didn't d) isn't

Level 2

- 2.1.** I think I'll buy these shoes. They ... me really well.
 a) fit b) have fit c) fitted d) were fitting
- 2.2.** She asked when the secretary usually
 a) is coming b) came c) come d) will come
- 2.3.** I'll tell Anna all the news when I ... her.
 a) shall see b) saw c) see d) will be seeing
- 2.4.** He asked me when I ... the day before.
 a) came b) had come c) shall come d) come
- 2.5.** What ... about a moment ago?
 a) were you thinking b) have you been thinking
 c) will you think d) are you thinking
- 2.6.** I didn't know if he ... a photograph of me the day before.
 a) took b) had taken c) takes d) was taking
- 2.7.** When Martin ... his car, he took it out for a drive.
 a) has repaired b) had repaired
 c) had been repaired d) was repairing
- 2.8.** The President ...out of the building and is going to make a speech.
 a) come b) has come c) have come d) was coming
- 2.9.** This isn't my first visit to London. I ... here before.
 a) have been b) haven't been c) was d) had been
- 2.10.** Christopher ... his hand, but it is OK now.
 a) have hurt b) hurt c) hurts d) had hurt
- 2.11.** Something very strange ... to me on my way home from work yesterday afternoon.
 a) happened b) was happening c) happens d) has happened
- 2.12.** I remember when I ... on holiday abroad for the first time.
 a) went b) has gone c) go d) had gone
- 2.13.** There was no money left because we ... it all.
 a) spent b) had spent c) had been spending d) spend
- 2.14.** He went to bed after the film
 a) has ended b) ends c) had ended d) would end
- 2.15.** When the students ... the experiment, they wrote the report on it.
 a) were making b) made
 c) had been making d) had made
- 2.16.** I was tired because I ... on my project the night before.
 a) am working b) worked c) had worked d) was worked

c) has never read

d) had never read

*Level 3**

3.1. By the time you receive this letter I ... my final exams.

a) shall finish

b) will have finished

c) finish

d) have finished

3.2. We'll be there at about 11. It ... raining already.

a) will have stopped

b) stops

c) stopped

d) is stopping

3.3. How long is it since you ... here?

a) had moved

b) move

c) moved

d) was moving

3.4. She ... by the end of July.

a) will come back

b) comes back

c) will have come back

d) will be coming back

3.5. She ... her work by 8 o'clock.

a) will have finished

b) finishes

c) will finish

d) will not finish

3.6. Hardly he ... the pillow when he fell asleep.

a) touched

b) had touched

c) have touched

d) touches

3.7. He'll change his mind after he ... the document.

a) saw

b) has seen

c) had seen

d) will see

3.8. He ... the poem by the time you come tomorrow.

a) will be learning

b) will learn

c) will have learnt

d) learns

3.9. By the time we get back he ... a bath and we shall find him asleep in his bed.

a) will have taken

b) shall have taken

c) is taking

d) shall take

3.10. She said they ... the letter by 5 o'clock.

a) will write

b) wrote

c) would have written

d) would write

3.11. She ... her report before her mother comes back.

a) will write

b) shall write

c) wrote

d) will have written

3.12. This is the first time he ... a car.

a) had driven

b) has driven

c) drove

d) had been driving

3.13. "Do you often go on holiday?" No, it's five years since I ... on holiday.

a) have gone

b) went

c) had gone

d) go

3.14. You ... your homework by the time the movie starts.

a) will finish

b) will have finished

c) shall finish

d) finished

3.15. He left his job because he ... dissatisfied for months.

a) has felt

b) felt

c) had felt

d) feels

Визначте правильний варіант перекладу.

1. I was glad to find my lost book under the table.

- a) Я зрадів, коли я знайшов свою улюблену книжку під столом.
- b) Я був щасливий від того, що знайшов мою дуже потрібну книжку на столі.
- c) Я зрадів, коли знайшов свою загублену книжку під столом.
- d) Мені радісно знайти свою книжку під столом.

2. He knew why she had been to Lviv several times.

- a) Він знав, чому вона кілька разів була у Львові.
- b) Він знає, чому вона кілька разів була у Львові.
- c) Він знав, що вона була кілька разів у Львові.
- d) Він знав, чому вона побуває кілька разів у Львові.

3. My friend showed me which exercises he had done.

- a) Мій друг показав мені, які вправи він зробив.
- b) Мій друг показав би мені вправи, які він зробив,
- c) Мій друг показав мені, що вправи він зробив.
- d) Мій друг показав мені, як він зробив вправи.

4. We didn't know he had written a new book.

- a) Ми не знали, що він написав нову книжку.
- b) Ми не знали, що він писав нову книжку.
- c) Ми не знали, чи він писав нову книжку.
- d) Ми не знали, що нова книжка написана ним.

5. He knew that everything had been done to save the girl.

- a) Він знав, що він усе зробив, щоб урятувати дівчину.
- b) Він знав, що все буде зроблено, щоб урятувати дівчину.
- c) Він знав, що все зроблено для того, щоб урятувати дівчину.
- d) Він знав, що все робиться для того, щоб урятувати дівчину.

6. I asked if my friends had been busy.

- a) Я запитав, чи мої друзі були зайняті.
- b) Я запитав, чи мої друзі зараз зайняті.
- c) Я запитав би, якби мої друзі були зайняті.
- d) Я запитав би, чи мої друзі були зайняті.

7. I've read an article about our school in today's newspaper.

- a) Я прочитаю статтю про нашу школу в сьогоднішній газеті.
- b) Я прочитала статтю про нашу школу в сьогоднішній газеті.
- c) Я читатиму статтю про нашу школу в сьогоднішній газеті.
- d) Я хотіла б прочитати статтю про нашу школу в сьогоднішній газеті.

8. Nick has already washed his hands.

- a) Нік уже помив руки.
- b) Нік мав уже помити руки.
- c) Нік хотів уже помити руки.
- d) Нік помив свої руки.

9. We haven't received any letters from her lately.

- a) Ми не одержали останнім часом жодних листів від неї.
- b) Ми не одержали листів від неї останнім часом.
- c) Ми не одержували жодних листів від неї.
- d) Ми не одержали жодних листів від неї.

10. I have known this engineer since I began to work at the plant.

- a) Я знав цього інженера відтоді, як почав працювати на заводі.
- b) Я знаю цього інженера відтоді, як почав працювати на заводі.
- c) Я знав цього інженера, як починав працювати на заводі.
- d) Я знав цього інженера упродовж роботи на заводі.

11. How many new words have you learnt this month already?

- a) Скільки нових слів ви вивчите в цьому місяці?
- b) Скільки нових слів ви вже вивчили в цьому місяці?
- c) Скільки слів ви вже вивчили в цьому місяці?
- d) Скільки нових слів ви вивчите цього місяця?

12. I have received only two letters from him since I graduated from the Institute.

- a) Я отримав від нього лише два листа відтоді, як я закінчив інститут.
- b) Я отримаю від нього тільки два листи після закінчення інституту.
- c) Я отримую від нього листи і закінчую інститут.
- d) Якщо я отримаю від нього два листи, я закінчу інститут.

13. Yesterday we discussed the film which we had seen some days before.

- a) Вчора ми обговорювали фільм, який переглянули кілька днів перед тим.
- b) Вчора всі обговорювали фільм, який переглядали кілька днів тому.
- c) Вчора ми збиралися обговорити фільм, який переглядали перед тим.
- d) Вчора ми обговорювали фільм, який ми переглянули перед тим.

14. The pupils had translated the text before the bell rang.

- a) Учні переклали текст перед тим, як прозвенів дзвоник.
- b) Учні перекладали текст перед дзвінком.
- c) Учні перекладатимуть текст перед тим, як прозвенить дзвоник.
- d) Учні переклали б текст перед тим, як прозвенить дзвоник.

15. The girls had cleaned the room by the time their mother came back home.

- a) Дівчатка прибирали в кімнаті перед маминим поверненням додому.
- b) Дівчатка прибирають в кімнаті до того часу, як мама додому.

- c) Дівчатка прибрали в кімнаті до того часу, як мама повернулась додому.
- d) Дівчатка прибирали в кімнаті до того часу, як мама повернулась додому.

16. They had built the new school by the first of September.

- a) Вони побудували нову школу до першого вересня.
- b) Вони побудують нову школу до першого вересня.
- c) Нова школа побудована до першого вересня.
- d) Вони повинні побудувати нову школу до першого вересня.

17. Lina said that she had met him in the cinema.

- a) Ліна сказала, що зустріла його в кінотеатрі.
- b) Ліна сказала, що зустрічала його в кінотеатрі.
- c) Ліна сказала, що хотіла б зустріти його в кінотеатрі.
- d) Ліна розповіла про зустріч із ним у кінотеатрі.

18. I shall have finished my work by the time you come.

- a) Я закінчу роботу до того, як ви прийдете.
- b) Я мала закінчити роботу до того, як ви прийдете.
- c) Ви прийдете до того, як я закінчу роботу.
- d) Прийдіть до того, як я закінчу роботу.

19. She will have watered the flowers by the time he cleans his room.

- a) Вона полє квіти до того, як він прибере в кімнаті.
- b) Вона хоче полити квіти до того, як він прибере в кімнаті.
- c) Вона поливає квіти до того, як він прибирає в кімнаті.
- d) Вона поливатиме квіти тоді, як він прибиратиме в кімнаті.

20. We shall have discussed the report by four o'clock.

- a) Ми обговорюватимемо доповідь о четвертій годині.
- b) Ми обговоримо доповідь до четвертої години.
- c) Ми обговоримо доповідь о четвертій годині.
- d) Ми обговоримо доповідь після четвертої години.

21. The pupils will have read three English books by the end of the year.

- a) Учні прочитають три англійські книги до кінця року.
- b) Учні мають прочитати три англійські книги до кінця року.
- c) Учні прочитають три англійські книги в кінці року.
- d) Учні прочитали три англійські книги до кінця року.

22. He will not have translated the article by the time the teacher comes.

- a) Він перекладе цю статтю до того часу, як прийде вчитель.
- b) Він не перекладе цю статтю до того часу, як прийде вчитель.
- c) Він перекладатиме цю статтю до того часу, як прийде вчитель.
- d) Він не перекладе цю статтю, як прийде вчитель.

23. It has become a tradition to celebrate the Harvest Holiday in our school.

- a) Святкувати День урожаю — традиція нашої школи.
- b) Святкування Дня урожаю — наша шкільна традиція.
- c) У нашій школі вже стало традицією святкувати День урожаю.
- d) Наша школа завжди святкує День урожаю.

24. Mariya said that she had been there with her parents.

- a) Марія сказала, що була тут зі своїми батьками.
- b) Марія сказала, що була там зі своїми батьками,
- c) Марія сказала, що поїде зі своїми батьками.
- d) Марія сказала, що поїхала зі своїми рідними.

25. The pupil explained that he had brought his English textbook to school.

- a) Учень пояснив, що він приніс свій підручник англійської мови у школу.
- b) Учень пояснив, що він приносить підручник англійської мови у школу.
- c) Учень пояснив, що він принесе підручник англійської мови у школу.
- d) Учень пояснив, що він постійно приносить підручник англійської мови у школу.

26. My friend asked me where I had bought this dress.

- a) Моя подруга запитала мене, де я купила цю сукню.
- b) Моя подруга запитала мене, куди я принесла цю сукню.
- c) Моя подруга запитала мене, де я купую такі сукні.
- d) Моя подруга запитала мене, куди я одягну цю сукню.

27. Ми не бачили його відтоді, як він приїздив до Києва минулої зими.

- a) We haven't seen him since he came to Kyiv last winter.
- b) We didn't see him since he came to Kyiv last winter.
- c) We didn't see him since he had come to Kyiv last winter.
- d) We don't see him since he came to Kyiv last winter.

28. Мені сказали, що він уже приїхав.

- a) I said that he has already come.
- b) I was told that he has already come.
- c) I am told that he had already come.
- d) I was told that he had already come.

29. Вона каже, що їй подобається класична музика.

- a) She has said she enjoyed classical music.
- b) She says she is fond of classical music.
- c) She said she enjoyed classical music.
- d) She said she would enjoy classical music.

30. Коли вона була дитиною, вона захоплювалася співами.

- a) She didn't like to sing, when she was a child.
- b) She wasn't fond of singing when she was a child.
- c) She was fond of singing when she was a child.
- d) When she was a little girl she liked to sing.

Perfect Continuous Tenses

Виберіть правильну відповідь

Level 1

1.1. Our family ... in a village near London for about ten years.

- a) lived
- b) has been living

1.2. ... to Barcelona?

- a) Have you ever been
- b) Did you ever be

1.3. ... cookies, that's why my hands are covered with flour.

- a) I have been making
- b) I have made

1.4. They said that their parents ... for two hours.

- a) had been walking
- b) walked

1.5. The teacher ... about English traditions since the beginning of the class.

- a) talks
- b) has been talking

1.6. What ... about a moment ago?

- a) were you thinking
- b) have you been thinking

1.7. Jim was cooking dinner in the kitchen while Jo ... the dog.

- a) was feeding
- b) has been feeding

1.8. There was no money left because we ... it all.

- a) had spent
- b) had been spending

1.9. He said that he ... his grammar by the end of the year.

- a) has been improving
- b) had improved

1.10. He saw his brother who ... beyond the glass door.

- a) has been standing
- b) was standing

1.11. The plane ... when I reached the airport.

- a) had already been leaving
- b) had already left

1.12. By 7.00 p.m. they ... tennis for eight hours.

- a) will have been playing
- b) will be playing

1.13. I ... for a new car for months before I bought one.

- a) had looked
- b) had been looking

1.14. My arms are aching now because I ... since two o'clock.

- a) have been swimming
- b) swam

1.15. Ann was out of breath because she ... for a long time.

- a) had been running
- b) has been running

1.16. So you sing in a rock band, do you? How long ... that?

- a) have you done
- b) have you been doing

1.17. I'm sure she ... Her eyes looked red.

- a) was crying
- b) had been crying

1.18. I can't get Mary on the phone. I ... all afternoon.

- a) am trying
- b) have been trying

- 1.19.** He ... for the company for thirty years before he retired.
a) had been working b) worked
- 1.20.** I ... for three hours before I finished my homework.
a) have been studying b) had been studying

Level 2

- 2.1.** Mike's clothes are dirty because he ... for two hours in the garden.
a) played b) had played c) has been playing
- 2.2.** Sophia got burnt. She ... in the sun.
a) lay b) was lying c) had been lying
- 2.3.** I ... for half an hour before I found the hotel.
a) have been walking b) had been walking c) was walking
- 2.4.** 'How long ... for this company?' 'Five years'.
a) had you worked b) were you working c) have you been working
- 2.5.** We ... at the office for fifteen years by the first of June.
a) shall be working b) shall have been working c) would work
- 2.6.** This is the first time he ... a car.
a) had driven b) has driven c) had been driving
- 2.7..** Since I was a child I ... to go to Australia, and I finally went last year.
a) always wanted b) had always wanted c) have always been wanting
- 2.8.** Holmes ... over some notes which he ... upon the back of an envelope.
a) was glancing, had been scribbling b) glanced, had scribbled
c) glanced, had been scribbling
- 2.9.** The woman ... out, but I ... myself in a doorway.
a) had come, had hid b) came, had hid c) came, had been hiding
- 2.10.** When my grandfather, who was also a teacher, ... home from the Civil War, he ... my grandmother and they ... to college together.
a) came, married, went b) had come, married, went
c) had come, married, had been going
- 2.11.** There is a hole in the sky, and we ... it.
a) have been creating b) created c) have created
- 2.12.** Modern science ... to produce fibres by chemical and technical means.
a) has learned b) has been learning c) had learned
- 2.13.** In 1881 the United States Lawn Tennis Association ... the first championship in Newport.
a) had been sponsoring b) had sponsored c) sponsored
- 2.14.** After he ... the horror story by Edgar Allan Poe, Marvin ... a great plan for his revenge.
a) had been reading, had b) read, had c) was reading, had had
- 2.15.** Some of the boys ... from the waiting-room, where they ... themselves by the red stove.
a) had come, had warmed b) came, warmed c) came, had been warming
- 2.16.** Once you ... your subject and limited the scope of your description, you ... ready to select the best descriptive details.

a) have chosen, will be b) chose, would be c) have been choosing, will be
2.17. It ... the whole day yesterday, that's why we couldn't go to the railway station with Mr. Rogers.

a) has been snowing b) was snowing c) had been snowing
2.18. After he ... out of the window for about five minutes he ... to write something in his note-book.

a) had been looking, began b) had looked, had began c) was looking, began
2.19. The boat ... a bridge and the man at the wheel ... the usual warning by shouting, «Look out!»

a) had been approaching, was giving
b) had approached, gave c) was approaching, gave
2.20. At 10 o'clock on Sunday I ... my Mum with her flowers, that's why I couldn't visit you.

a) helped b) was helping c) had been helping

*Level 3**

3.1. When I ... out of the shower, Dad ... me that I ... a phone call from the coach saying that I made the team.

a) got, told, had got b) had got, was telling, had got
c) got, told, had been getting d) got, told, got

3.2. Researchers ... the link between mind and body for the past ten years.

a) studied b) will have been studying
c) had studied d) have been studying

3.3. That action alone told her that he

a) had never truly loved her b) never loved her truly
c) had never been loving her truly d) never was loving her truly

3.4. The Counsel for the defense then began to cross-examine the witness. He asked her «How long ... the accused?»

a) do you know b) have you known
c) did you know d) have you been knowing

3.5. He ... in the chair when a tall woman with beautiful grey hair and silver, finely-wrinkled skin ... in.

a) sat, came b) was sitting, came
c) was sitting, was coming d) had been sitting, came

3.6. Susan didn't even know which hotel he ... in Paris.

a) has been using b) used c) would be using d) will use

3.7. The boy ... bitterly and no one ... to calm him down.

a) still cried, was trying b) was still crying, tried
c) had been still crying, was trying d) was still crying, had tried

3.8. I ... at the hotel only two days when I ... notice to leave it.

a) had been staying, was given b) stayed, had been given
c) was staying, had given d) stayed, was given

3.9. You understand, Mr. Holder, that I ... you a strong proof of confidence which I have in you, founded upon all that I ... of you.

- a) give, have been hearing b) am giving, have heard
 c) am giving, had heard d) have been giving, heard
- 3.10.** Miss Robinson ... driving lessons and trying to pass her driving test for several years, but she ... every time.
 a) had been taking, failed b) had been taking, fails
 c) took, was failing d) has taken, was failed
- 3.11.** I ... for you for about three hours.
 a) was waiting b) have waited c) waited d) have been waiting
- 3.12.** The grey pavement ..., but ... still dangerously slippery, so that there ... fewer passengers than usual.
 a) had been cleaned and scraped, was, were
 b) was cleaned and scraped, had been, were
 c) is cleaned and scraped, is, are
 d) had been cleaning and scraping, was, was
- 3.13.** When we ... coffee in the drawing-room that night after dinner, I ... Arthur and Mary my experience.
 a) were taking, told b) had been taking, had told
 c) were taking, had told d) took, told
- 3.14.** Two hansoms ... at the door, and as I ... the passage I ... the sound of voices from above.
 a) stood, entered, heard b) were standing, entered, heard
 c) were standing, had entered, had heard d) had been standing, entered, heard
- 3.15.** He quickly forgot everything he ... at school.
 a) learnt b) had learnt c) had been learning d) was learning
- 3.16.** I ... at the hotel for a fortnight when I received your letter.
 a) stayed b) was staying c) had stayed d) had been staying
- 3.17.** I ... over the phone for a whole hour when the porter knocked at the door.
 a) talked b) had talked c) had been talking d) was talking
- 3.18.** Alice closed the magazine and rose from the sofa on which she ... for more than two hours.
 a) lay b) had been lying c) was lying d) had lain
- 3.19.** I hardly ... speaking with the porter when the phone rang again.
 a) finished b) had finished c) was finishing d) had been finishing
- 3.20.** We ... along a forest road for two hours when we saw a house.
 a) were walking b) had been walking c) had walked d) walked

Визначте правильний варіант перекладу.

1. My uncle has been working at this plant for twenty years already.

- a) Мій дядько працював на цьому заводі двадцять років.
 b) Моя тітка працює на цьому заводі вже двадцять років.
 c) Мій дядько працює на цьому заводі вже двадцять років.
 d) Мій дядько працював би на цьому заводі двадцять років.

2. We have been learning English for seven years at school.

- a) Ми вивчаємо англійську мову в школі сім років.

- b) Ми вивчали англійську мову в школі сім років.
- c) Ми вивчаємо англійську мову в школі із семи років.
- d) Ми вивчаємо англійську мову в школі тільки сім років.

3. I have been waiting for them since five o'clock.

- a) Я чекаю на них рівно о п'ятій годині.
- b) Я чекала на них із п'ятої години.
- c) Я чекатиму їх із п'ятої години.
- d) Я чекаю на них із п'ятої години.

4. It has been raining since morning.

- a) Дощ іде ще зранку.
- b) Дощ пішов вранці.
- c) Дощ іде вранці.
- d) Дощ має йти зранку.

5. The boy has been looking for a book for a quarter of an hour already.

- a) Хлопчик шукає книжку вже чверть години.
- b) Хлопчик переглядає книжку вже чверть години.
- c) Хлопчик шукав книжку чверть години.
- d) Хлопчик мав переглядати книжку чверть години.

6. I had been sleeping for an hour already when he came.

- a) Я вже годину спала, коли він прийшов.
- b) Я спатиму годину, коли він прийде.
- c) Я спала годину, коли він пішов.
- d) Я спала, коли він прийшов.

7. They had been living in this building for thirty years by that time.

- a) До того часу вони жили в цьому будинку тридцять років.
- b) До цього часу вони живуть в цьому будинку тридцять років
- c) До того часу вони живуть в цьому будинку тридцять років.
- d) До цього часу вони жили у цьому будинку тридцять років.

8. I had been packing my things for an hour and half already when you rang.

- a) Я пакувала речі вже півтори години, коли ви зателефонували.
- b) Я пакую речі вже півтори години, а ви телефонуєте.
- c) Я пакувала речі вже півгодини, коли ви зателефонували.
- d) Я пакуватиму речі півтори години, коли ви зателефонуєте.

9. The children had been skating for an hour before their mother asked them to come back home.

- a) Діти катаються на ковзанах годину перед тим, як мама просить їх повернутися додому.

- b)** Діти каталися на ковзанах перед тим, як мама попросила їх повернутися додому.
- c)** Діти каталися на лижах годину перед тим, як мама попросила їх повернутися додому.
- d)** Діти каталися на ковзанах годину перед тим, як мама попросила їх повернутися додому.

10. Вона працює на цьому заводі вже п'ять років.

- a)** She is working at this plant for five years.
- b)** She has been working at this plant for five years.
- c)** She works at this plant for five years.
- d)** She was working at this plant for five years.

THE PASSIVE VOICE

Виберіть правильну відповідь.

Level 1

1.1. Pineapples ... in Hawaii.

- a) are growing b) is grown c) are grown d) grew

1.2. The building ... recently and looks impressive.

- a) has been repaired b) is repaired
c) was repaired d) repaired

1.3. She came back to town where she

- a) has born b) will be born c) is born d) was born

1.4. Stamps ... in 1840 in Great Britain.

- a) are introducing b) were introduced
c) have been introduced d) introduced

1.5. They said that the new school ... in that area.

- a) is being built b) will be built c) builds d) would be built

1.6. She ... a box of chocolates for her birthday last week.

- a) was given b) will be given c) gave d) is given

1.7. Usually breakfast here ... at 8 o'clock.

- a) are served b) is served
c) has been served d) serves

1.8. If I ... this job, I'll be very much satisfied.

- a) will be given b) am given c) will give d) am being given

1.9. I can't say anything because my words ... against me.

- a) will use b) are being used c) will be used d) are using

1.10. Many new houses ... in our city now.

- a) were built b) are built c) have been built d) are being built

1.11. This camera ... in Japan.

- a) will be making b) is made c) made d) are made

1.12. His letter ... as soon as the manager finds out the necessary information.

- a) will be answered b) is answered
c) has been answered d) will answer

1.13. Our trip ... because of bad weather last week-end.

- a) had been finished b) was finished
c) will be finished d) is finished

1.14. This portrait ... by a talented painter last year.

- a) is painted b) was painted
c) has been painted d) has painted

1.15. The book ... by students now.

- a) is discussed b) was discussed
c) is being discussed d) has been discussed

1.16. A new dress ... for my sister tomorrow.

- a) will be bought b) is bought c) will buy d) was bought

1.17. The room ... by my brother now.

- a) is cleaned b) was cleaned

- c) has been cleaned d) is being cleaned
- 1.18.** The bill ... to your room in an hour.
 a) is sent b) will be sent c) will send d) has been sent
- 1.19.** The telegram to his office ... now.
 a) is being sent b) was being sent c) has been sent d) is sending
- 1.20.** A little present ... to each of the guests yesterday.
 a) has been given b) gave c) is being given d) was given
- 1.21.** We shall learn the results of the game when they ... on the radio.
 a) are announced b) were announced
 c) will be announced d) will announce
- 1.22.** The game ... because of bad weather.
 a) was put off b) was putting off
 c) was being put off d) were put off
- 1.23.** The book ... now.
 a) was translated b) will be translated
 c) will translate d) is being translated
- 1.24.** The bridge ... long ago.
 a) will be built b) was built c) built d) was being built
- 1.25.** I am sorry but this room ... now.
 a) is being occupied b) were occupied
 c) will occupy d) occupy
- 1.26.** This department store ... this year, let's go shopping there.
 a) built b) will be built c) is built d) has been built
- 1.27.** This book ... in New-York last year.
 a) was published b) will be published
 c) published d) will publish
- 1.28.** The answer ... to you next week.
 a) was given b) will be given
 c) will give d) is being given
- 1.29.** The police ... of an accident already. We expect them any minute.
 a) have been informed b) was informed
 c) will be informed d) has informed
- 1.30.** The book ... from the library a month ago.
 a) will be borrowed b) would be borrowed
 c) was borrowed d) borrowed

Level 2

- 2.1.** The mother ... not to worry about her sick boy as he was out of danger.
 a) was told b) is told c) told d) has been told
- 2.2.** Peter was late for the party, so when he went into the room all guests ... to each other.
 a) were introduced b) had been introduced
 c) would be introduced d) introduced
- 2.3.** When I went into the cinema, the film

2.19. After his ten novels ..., he became famous.

- a) had been published
- b) were published
- c) were being published
- d) had published

2.20. She said that the clothes ... already.

- a) has been washed
- b) had been washed
- c) was washed
- d) had washed

2.21. This suit looks shabby. Sure, it ... for three seasons already.

- a) has been worn
- b) had been worn
- c) is being worn
- d) has worn

2.22. Don't worry! Your TV ... by the end of this week.

- a) will be repaired
- b) will repair
- c) will have been repaired
- d) is being repaired

2.23. The book ... yet, let's do it now.

- a) hasn't discussed
- b) wasn't discussed
- c) hadn't been discussed
- d) hasn't been discussed

2.24. By the time you arrive there, the invitation ... already.

- a) will have been sent
- b) will be sent
- c) will have sent
- d) would be sent

2.25. He knew that this book ... by all his friends.

- a) has been read
- b) had read
- c) had been read
- d) is being read

2.26. We were so glad to find out that 50 our students ... to the international conference.

- a) will be taken
- b) were being taken
- c) had been taken
- d) have been taken

2.27. The letter ... by the time they asked for it.

- a) had been translated
- b) have translated
- c) was translated
- d) will be translated

2.28. The doctor ... already. We expect him any time.

- a) has been sent for
- b) was sent for
- c) is being sent for
- d) has sent for

2.29. All his exams ... by the end of the next term.

- a) will be passed
- b) will have passed
- c) will have been passed
- d) are passed

2.30. The fire ... to be burning out of control.

- a) will be reported
- b) reported
- c) was reported
- d) had been reported

*Level 3**

3.1. I know why all his suggestions ... already.

- a) were turned down
- b) have been turned down
- c) will be turned down
- d) have turned down

3.2. He answered that one of his article ... at that moment.

- a) was being published
- b) had been published
- c) published
- d) was published

3.3. The teacher told the student to look up the rule himself as it ... many times.

- a) will explain b) was being explained
c) had been explained d) would be explained
- 3.4. You should be attentive while the text
a) was read b) is being read c) are read d) has been read
- 3.5. The workers promised that the production ... by the end of the year.
a) will be increased b) was increased
c) would have been increased d) would increase
- 3.6. The secretary is working very badly. He'll have
a) to be looked after b) to look after
c) be looking after d) being looked after
- 3.7. Police are looking for a missing boy, he ... anywhere.
a) can find b) can't be found c) can't be find d) can be found
- 3.8. While my car ... , I made a telephone call to my office.
a) was being fixed b) had been fixed
c) is being fixed d) was fixing
- 3.9. I didn't know whom I ... to at that moment.
a) am introduced b) was introduced
c) was being introduced d) was introducing
- 3.10. She wished to know if all her orders ... already.
a) were carried out b) had been carried out
c) are carried out d) had carried out
- 3.11. At that moment the possibility of new negotiations ... and they asked press to wait.
a) had been discussed b) has been discussed
c) is discussed d) was being discussed
- 3.12. When our ship entered the port, two cargo-ships ... there.
a) were unloaded b) had been unloaded
c) had unloaded d) were being unloaded
- 3.13. Our car ... , so we'll have to take a bus for now.
a) has been repaired b) was being repaired
c) is being repaired d) is repairing
- 3.14. Mr. Warner is telling some funny story. No wonder he ... by the staff and the pupils.
a) would be laughed at b) is laughing at
c) is being laughed at d) has laughed at
- 3.15. When the bell rang, the text still ... by the students. They wanted to finish it.
a) was being translated b) was translating
c) will be translated d) has been translated
- 3.16. When we reached the bridge, the road still
a) was being repaired b) has been repaired
c) had been repaired d) was repairing
- 3.17. The living room ... when he entered the house.
a) is being repaired b) was being repaired
c) will be repaired d) was repairing

- 3.18.** He promises that the translation ... by 5 o'clock tomorrow.
a) would be finished **b)** will have been finished
c) is finished **d)** will have finished
- 3.19.** The waiter asked if she would have something while salmon
a) had been cooked **b)** was being cooked
c) would be cooked **d)** had cooked
- 3.20.** Although nothing has come of any of his other inventions, work still ... on the telephone.
a) is being carried out **b)** has been carried out
c) is carrying out **d)** had been carried out
- 3.21.** He whispered pointing at me, and I realized that I
a) will be talked about **b)** am being talked about
c) was being talked about **d)** are being talked about
- 3.22.** When I went to Leningrad in 1954, the first underground line still
a) had been built **b)** was being built
c) has been built **d)** was building
- 3.23.** She thought that the servant had gone being afraid that he
a) would be punished **b)** would punish
c) will be punished **d)** was being punished
- 3.24.** The man said that he wouldn't answer for the results unless his advice ... carefully.
a) had been followed **b)** will be followed
c) had followed **d)** would be followed
- 3.25.** He said that they would come to the station later as the train ... by heavy snowfall at the moment.
a) had been held **b)** was holding
c) was being held **d)** would be held
- 3.26.** She said that many new houses ... in that area at the moment.
a) would be built **b)** were being built
c) had been built **d)** have been built
- 3.27.** Although his new friend seemed to tell the truth, Bob had a feeling that he ... at that moment.
a) had been deceived **b)** was deceived
c) would be deceived **d)** was being deceived
- 3.28.** The play ... by some of my friends who were not professional actors.
a) will be played **b)** was to be played
c) was to play **d)** were to be played
- 3.29.** The matter is urgent, and the necessary arrangements ... immediately.
a) must make **b)** must being made
c) must be made **d)** must have been made
- 3.30.** If you had worked harder last year, such mistakes
a) wouldn't have been done **b)** wouldn't be done
c) will not be done **d)** wouldn't have done

SEQUENCE OF TENSES

Виберіть правильну відповідь

Level 1

1.1. Mary said, “I’m very tired today, I’ll do it tomorrow.”

- a) Mary said she was very tired that day, she would do it the next day.
- b) Mary said she was very tired today, she would do it next day.

1.2. Johnny asked his mother, “May I go for a walk with my friends?”

- a) Johnny asked his mother if he may go for a walk with his friends.
- b) Johnny asked his mother whether he might go for a walk with his friends.

1.3. “I have bought everything you asked me yesterday,” my husband said.

- a) My husband said that he had bought everything I had asked him the day before.
- b) My husband said that he bought everything I had asked him yesterday.

1.4. “If you want to help me, give that hammer, please,” he asked his daughter.

- a) He said to his daughter that if she wants to help me, she should give me that hammer.
- b) He said to his daughter that if she wanted to help him, she should give him that hammer.

1.5. “Can you lend me some money?” Mr. Longer said.

- a) Mr. Longer asked me if I can lend him some money.
- b) Mr. Longer asked me if I could lend him some money.

1.6. “If you don’t want to have any problems with your examination test, you should work as hard as you can!” our English teacher said to us.

- a) Our English teacher said to us that if we didn’t want to have any problems with our examination test, we should work as hard as we could.
- b) Our English teacher said to us that whether we hadn’t wanted to have any problems with our examination test, we should work as hard as we can.

1.7. Bob told me, “I need to talk you.”

- a) Bob told me that he needed to talk to you.
- b) Bob told me that he needed to talk to me.

1.8. My parents asked me, “Are you hungry?”

- a) My parents asked me if I was hungry.
- b) My parents asked me if was I hungry.

1.9. The policeman asked me, “Where do you live?”

- a) The policeman asked me, where did I live.
- b) The policeman asked me, where I lived.

1.10. “I have been waiting for you for an hour! Where have you been?” Helen asked me nervously.

- a) Helen asked me nervously where I have been, because she has been waiting for me for an hour.
- b) Helen said to me nervously that she had been waiting for me for an hour, and asked where I had been.

1.11. “Where is my money?” Michael asked his wife.

- a) Michael asked his wife where his money was.
- b) Michael asked his wife where was his money.

1.12. “Did you finish your homework?” my little brother asked me.

- a) My little brother asked me if I finished my homework.
- b) My little brother asked me if I had finished my homework.

1.13. “Don’t take my pen, use yours,” Nina said to Alec.

- a) Nina told Alec don’t take her pen but to use his.
- b) Nina told Alec to use his pen and not to take hers.

1.14. “Are you going to pick up the phone?” Miranda asked him.

- a) Miranda asked him whether he was going to pick up the phone.
- b) Miranda asked him if was he going to pick up the phone.

1.15. “There is no paper in the box,” he said.

- a) He said there is no paper in the box.
- b) He said that there wasn’t any paper in the box.

1.16. “Put on the jacket!” my mother said when I was going to leave.

- a) When I was going to leave, my mother suggested me to put on the jacket.
- b) When I was going to leave, my mother suggested that I should put on the jacket.

1.17. “Would you like another cup of coffee?” the waiter asked me politely.

- a) The waiter asked me politely would I like another cup of coffee.
- b) The waiter asked me politely whether I’d like another cup of coffee.

1.18. “If anyone calls me,” he said “say that I’m out.”

- a) He said that if anyone called him, he was out.
- b) He said that if anyone calls him, he is out.

1.19. “Are you busy?” I asked the secretary.

- a) I asked the secretary whether she was busy.
- b) I asked the secretary whether if she is busy.

1.20. ”Be ready at five o’clock we must be at the business centre,” said Angela.

- a) Angela told me to be ready, because at five o'clock we had to be at the business centre.
- b) Angela said me to be ready, and that at five o'clock we must be at the business centre.

Level 2

2.1. "Where are you going?" the teacher asked Michael.

- a) The teacher asked Michael where he was going.
- b) The teacher asked Michael where was he going.
- c) The teacher asked Michael where he is going.

2.2. A policeman came up to my elder son and asked, "Do you have a driving license?"

- a) A policeman came up to my elder son and asked if he has a driving license.
- b) A policeman came up to my elder son and asked whether had he had a driving license.
- c) A policeman came up to my elder son and asked whether he had a driving license.

2.3. "My girl-friend will be here tomorrow," said Andrew.

- a) Andrew said that his girl-friend would be here tomorrow.
- b) Andrew said that his girl-friend would be there the next day.
- c) Andrew said that his girl-friend will be here the next day.

2.4. "My group mate and I are going to another party tonight," Ann boasted.

- a) Ann boasted that my group mate and she were going to another party tonight.
- b) Ann boasted that her group mate and I were going to another party that night.
- c) Ann boasted that her group mate and she were going to another party that night.

2.5. "I wrote to my pen-friend to New York yesterday," said my nephew.

- a) My nephew said that he had written to his pen-friend to New York the day before.
- b) My nephew said that he had wrote to his pen-friend to New York the day before.
- c) My nephew said that he wrote to his pen-friend to New York yesterday.

2.6. "At two o'clock tomorrow I'll be having a music lesson," my child said.

- a) My child said at two o'clock the following day he'll be having a music lesson.
- b) My child said that at two o'clock the following day he would be having a music lesson.
- c) My child said that at two o'clock tomorrow he would be having a music lesson.

2.7. "How about going for a walk?" I said to them.

- a) I suggested going for a walk.
- b) I suggested them to go for a walk.
- c) I asked them how about going for a walk.

2.8. “Let’s eat out this evening,” Emma said to her husband.

- a) Emma offered that they eat out that evening.
- b) Emma suggested eating out that evening.
- c) Emma said that they should eat out this evening.

2.9. My younger sister said, “Please help me with this task.”

- a) My younger sister asked me to help her with this task.
- b) My younger sister asked if I help her with that task.
- c) My younger sister asked me to help her with that task.

2.10. “Don’t forget to phone your parents,” my aunt said to me.

- a) My aunt said me to phone my parents.
- b) My aunt told me don’t forget to phone my parents.
- c) My aunt reminded me to phone my parents.

2.11. ”Stop making such a noise or I’ll send you out,” the teacher said.

- a) The teacher threatened to send us out if we don’t stop making such a noise.
- b) The teacher threatened to send us out if we didn’t stop making such a noise.
- c) The teacher said us to stop making such a noise or she would send us out.

2.12. “There is nothing else I can do,” she said.

- a) She explained there was nothing else she could do.
- b) She said that there was nothing else she can do.
- c) She said that there is nothing else she can do.

2.13. “What a beautiful dress you are wearing!” my colleague said.

- a) My colleague exclaimed what a beautiful dress I am wearing.
- b) My colleague said that I am wearing a beautiful dress.
- c) My colleague exclaimed that I was wearing a beautiful dress.

2.14. “I’m the best dancer of all of you,” Chris said.

- a) Chris boasted that he is the best dancer of all of you.
- b) Chris boasted that he was the best dancer of all of us.
- c) Chris said that he is the best dancer of all of us.

2.15. “Please, please don’t tell my mother about my bad mark for the dictation,” she begged me.

- a) She begged me don’t tell her mother about her bad mark for the dictation.
- b) She begged me not to tell my mother about my bad mark for the dictation.
- c) She begged me not to tell her mother about her bad mark for the dictation.

2.16. “Are you busy?” my chief asked me. “I need to talk to you.”

- a) My chief asked me if was I busy because he needed to talk to me.
- b) My chief asked me if I was busy because he needed to talk to me.

c) My chief asked me if I was busy because he needs to talk to me.

2.17. “You’re twenty minutes late,” she said to her boy-friend. “I was about to go home.”

- a) She said to her boy-friend that he was late and added that she was about to go home.
- b) She told to her boy-friend that he was late and went on to say that she had been about to go home.
- c) She said to her boy-friend he had been late and went on to say she had been about to go home.

2.18. “I’m very tired,” Mum said. “I’ve been working hard the whole week.”

- a) Mum said she was very tired and she explained she has worked hard the whole week.
- b) Mum said that she is very tired, explaining that she had been working hard the whole week.
- c) Mum said that she was very tired, explaining that she had been working hard the whole week.

2.19. “Are you leaving now?” Paul said. “I’ll give you a lift.”

- a) Paul asked if I was leaving now and went on to say that he will give me a lift.
- b) Paul asked if I was leaving then and went on to say that he would give me a lift.
- c) Paul asked if was I leaving then and went on to say that he would give me a lift.

2.20. “I’m sorry I’m late. I lost my way,” he said to our guide.

- a) He apologized for being late, explaining that he had lost his way.
- b) He said to our guide that he is sorry he is late, explaining that he lost his way.
- c) He apologized for being late, explaining that he lost his way.

Level 3*

3.1. And he said to her, “No, but I have been cruel to my mother, and as a punishment this evil has been sent to me. Therefore I must go and wander through the world till I find her, and she gives me forgiveness.”

- a) He said to her that he was cruel to his mother, and as a punishment this evil had been sent to him. Therefore he must go and wander through the world till he would find her, and she would give him forgiveness.
- b) He said to her that he had been cruel to his mother, and as a punishment that evil had been sent to him. Therefore he had to go and wander through the world till he found her, and she gave him forgiveness.
- c) He said to her that he had been cruel to his mother, and as a punishment that evil was sent to him. Therefore he was to go and wander through the world till he finds her, and she gives him forgiveness.
- d) He said to her that he was cruel to his mother, and as a punishment that evil had been sent to him. Therefore he had to go and wander through the world till he found her, and she gave him forgiveness.

3.2. “How many raises have you handed out in your life?” asked Rosy.

- a) Rosy asked how many raises have you handed out in your life.
- b) Rosy asked how many raises had you handed out in your life.
- c) Rosy asked how many raises I handed out in my life.
- d) Rosy asked how many raises I had handed out in my life.

3.3. “How do people get such beautiful lawns?” Mr. Anderson asked. “Ours are never as good as these.”

- a) Mr. Anderson wondered how people got such beautiful lawns, because theirs were never as good as those.
- b) Mr. Anderson asked how people got such beautiful lawns, his were never as good as this.
- c) Mr. Anderson asked how had people got such beautiful lawns, because ours had never been as good as those.
- d) Mr. Anderson asked how do people get such beautiful lawns, because theirs are never as good as this.

3.4. Jane asked me, “Can you tell me what the writing on that stone over the door means?”

- a) Jane asked me whether could I tell her what the writing on that stone over the door was meaning.
- b) Jane asked me if I can tell she what the writing on that stone over the door means.
- c) Jane asked me if I could tell her what the writing on that stone over the door meant.
- d) Jane asked me whether I was able to tell her what the writing on that stone over the door had meant.

3.5. “Have you had hair cut?” my cousin asked me. “It looks great.”

- a) My cousin asked me if I had been cutting my hair and added that it was looking great.
- b) My cousin asked me whether I had my hair cut and added it looked great.
- c) My cousin asked me if I had had my hair cut and went on saying that it looked great.
- d) My cousin asked me had I had my hair cut and went on to say it looked great.

3.6. “I’ll punish you if you come late again,” Dad said.

- a) Dad said to me he’ll punish me if I come late again.
- b) Dad threatened that he would punish me if I would come late again.
- c) Dad threatened to punish me if I came late again.
- d) Dad said that he would punish me if I was coming late again.

3.7. “We could for a picnic tomorrow if you like,” said David.

- a) David suggested going for a picnic the following day.
- b) David said that we could go for a picnic tomorrow if we like.
- c) David said that they could go for a picnic the following day if they like.

d) David said that they could go for a picnic the next day if they were liking.

3.8. “I’ll phone your parents if you don’t do as I say,” the teacher said to the pupil.

- a) The teacher said to the pupil to phone to his parents if he didn’t do as she said.
- b) The teacher threatened to phone the pupil’s parents if he didn’t do as she said.
- c) The teacher threatened to phone the pupil’s parents if he wouldn’t do as she said.
- d) The teacher said to the pupil that he would phone to his parents if he didn’t do as the teacher had said.

3.9. My friend said, “I’m nervous because I’ve never been on a plane before.”

- a) My friend said she was nervous because she has never been on a plane before.
- b) My friend said she was nervous because she had never been on a plane before.
- c) My friend said she was nervous because she never was on a plane before.
- d) My friend said she is nervous because she never was on a plane before.

3.10. “I didn’t telephone you, because it was late, and I didn’t want to trouble you,” she answered.

- a) She answered that she didn’t telephone you, because it was late and she didn’t want to trouble you.
- b) She answered that she hadn’t telephoned me because it had been late, and she hadn’t want to trouble me.
- c) She answered that she hadn’t telephoned me because it was late, and she didn’t want to trouble me.
- d) She answered that she didn’t telephone me, because it was late and she didn’t want to trouble me.

3.11. “I’ll will start late tonight and ride to Borgo San Lorenzo,” she said.

- a) She said that she will start late tonight and ride to Borgo San Lorenzo.
- b) She said I would start late that night and ride to Borgo San Lorenzo.
- c) She said she would start late that night and ride to Borgo San Lorenzo.
- d) She said that she would start late tonight and ride to Borgo San Lorenzo.

3.12. “Do you imagine that I have no respect for your medical talents?” he asked.

- a) He asked me if I imagined that he had no respect for my medical talents.
- b) He asked me if I had imagined that he had no respect for my medical talents.
- c) He asked me whether I didn’t imagine that he had no respect for my medical talents.
- d) He asked me did I imagine that he had no respect for my medical talents.

3.13. “If I am to have a doctor whether I will or not, let me at least have someone in whom I have confidence,” said he.

- a) He said that if he was to have a doctor whether he would or not, he would like at least have someone in whom he had confidence.
- b) He suggested having someone in whom he had confidence, if he was to have a doctor.

- c) He suggested having someone in whom he had confidence, if he was to have a doctor, whether he would or not.
- d) He explained it to me that if he was to have a doctor whether he would or not, he would like at least have someone in whom he had confidence.

3.14. “I’ll work in a bank,” he said to himself, “because my uncle has always worked in one.”

- a) He said to himself that he would work in a bank because his uncle had always worked in one.
- b) He said to himself that I would work in a bank because my uncle had always worked in one.
- c) He said to himself that he will work in a bank because his uncle has always worked in one.
- d) He said to himself that he would work in a bank because his uncle always worked in one.

3.15. “Do you really think that you can outsmart me?” Angela asked.

- a) Angela asked if did I really think that I can outsmart her.
- b) Angela asked me if did I really think that I could outsmart her.
- c) Angela asked me if I really thought that I could outsmart her.
- d) Angela asked me if I really had thought that you could outsmart me.

3.16. “Well,” she said, “aren’t you going to come in and talk to us? We want to hear what you’ve decided.”

- a) She suggested me to come in and talk to them, because they wanted to hear what I had decided.
- b) She said to me to come in and talk to them, because they wanted to hear what I decided.
- c) She wondered if I was going to come in and talk to them, explaining that they wanted to hear what I had decided.
- d) She asked me whether I was going to come in and talk to them, because they wanted to hear what I have decided.

3.17. One of the soldiers said, “By the time we reach the hill the enemy will have cut us off from the rest of our men.”

- a) One of the soldiers said that by the time they reached the hill the enemy would have cut them off from the rest of their men.
- b) One of the soldiers said that by the time they would reach the hill the enemy would have cut them off from the rest of their men.
- c) One of the soldiers said that by the time they reached the hill the enemy would had cut them off from the rest of their men.
- d) One of the soldiers said that by the time they reached to the hill the enemy will have cut us off from the rest of our men.

3.18. “Well,” his friend said, “stop going to your office by car, and get a bicycle.”

- a) His friend said him stop going to his office by car, and get a bicycle.
- b) His friend suggested that he should get a bicycle instead of going to the office by car.
- c) His friend suggested him stopping going to your office by car, and get a bicycle.
- d) His friend said him to stop going to his office by car, and get a bicycle.

3.19. “Last night I dreamed I went to Manderley again,” Rebecca said.

- a) Rebecca said that last night she had dreamed she went to Manderley again.
- b) Rebecca said that the night before she had dreamed she had gone to Manderley again.
- c) Rebecca said that the last night she dreamed she had gone to Manderley again.
- d) Rebecca said that the last night she was dreaming she went to Manderley again.

3.20. “Relations are simply a tedious pack of people, who haven’t got the slightest knowledge of how to live, nor the smallest instinct about when to die,” she said.

- a) She said that relations are simply a tedious pack of people, who haven’t got the slightest knowledge of how to live, nor the smallest instinct about when to die.
- b) She said that relations had been simply a tedious pack of people, who hadn’t got the slightest knowledge of how to live, nor the smallest instinct about when to die.
- c) She said that relations were simply a tedious pack of people, who hadn’t got the slightest knowledge of how to live, nor the smallest instinct about when to die.
- d) She said that relations was simply a tedious pack of people, who didn’t get the slightest knowledge of how to live, nor the smallest instinct about when to die.

ADJECTIVES AND ADVERBS

Виберіть правильну відповідь

Level 1

1.1. His father is a very short man. I'd better say that he is the ... man I have ever seen.

- a)** shortest **b)** most short

1.2. Two of her detective stories are ... memorable.

- a)** particular **b)** particularly

1.3. I think that Shakespeare is ... author in the world.

- a)** the most famous **b)** more famous

1.4. Have you already known the ... news of today?

- a)** last **b)** latest

1.5. The ... type of thermometer is the mercury thermometer.

- a)** commonest **b)** more common

1.6. My native town is the ... in this region.

- a)** larger **b)** largest

1.7. How much has your audience known about your subject ...?

- a)** already **b)** yet

1.8. The ... days came to our country at least.

- a)** hottest **b)** hottest

1.9. This red overcoat suits you

- a)** fine **b)** finely

1.10. My suitcase is ... than yours. Let's change!

- a)** more heavy **b)** heavier

1.11. This performance is ... the performance we saw last week.

- a)** as amusing as **b)** such amusing as

1.12. With his savage eyes and bristling moustache he was ... like a tiger himself.

- a)** wonderfully **b)** wonderful

1.13. Little Peter saw a mouse and wasn't frightened by it. Everyone realized he was ... boy in our street.

- a)** more courageous **b)** the most courageous

1.14. When I had any problem my mother used to say me, "Take it ...!"

- a)** easy **b)** easily

1.15. It is ... today than it was yesterday.

- a)** very colder **b)** much colder

1.16. Monica hummed ... as she ironed her shirt.

- a)** softly **b)** soft

1.17. They said that we would find our ... instructions on our desks in the office.

- a)** further **b)** farther

1.18. You can visit the museum

- a)** free **b)** freely

1.19. Then we can ... get there before midnight.

- a)** hard **b)** hardly

1.20. I can't afford such an expensive dress. I'll buy something

Level 2

- 2.1.** Peter could ... believe his eyes; his heart began to beat ..., not with pleasure now but with uneasiness.
a) hard, fast b) hardly, fast c) hardly, fastly
- 2.2.** She was ... able to believe that it was no ... necessary for her to have a good driver with her in the car whenever she went out in it.
a) hard, longer b) hardly, long c) hardly, longer
- 2.3.** Add brass ..., then bring it to a boil.
a) slow b) slowly c) slowly
- 2.4.** After I have visited London I understand that its weather is ... in Europe.
a) the wettest b) the most wet c) more wet
- 2.5.** February is the ... winter month.
a) deficientest b) most deficient c) more deficient
- 2.6.** She looked ... because she could not dress
a) plain, well b) plainly, good c) plainly, well
- 2.7.** Our nurse believes that milk is one of the ... products for children.
a) more useful b) very useful c) most useful
- 2.8.** As she lay in her berth, staring at the shadow overhead, the rush of the wheels was in her brain, driving her ... into circles of wakeful lucidity.
a) more deep and deep b) more deep and deeper c) deeper and deeper
- 2.9.** While the events are still fresh in my mind, I wish to put them down on paper as ... as
a) clear, possible b) clearest, possible c) clearly, possible
- 2.10.** She greeted it as the friend whom she loved ... than all the world.
a) best b) well c) better
- 2.11.** Two nights ... she was aware that the feet behind her were moving ... and
a) late, slow, slow b) lately, slower, slower c) later, slower, slower
- 2.12.** My last Math examination turned out to be ... of all.
a) the least complicated b) less complicated c) the less complicated
- 2.13.** I must say it sounds rather
a) marvelously b) marvelous c) marvelously
- 2.14.** The literature of ... Anglo-Saxons was oral.
a) the earlier b) the earliest c) the most early
- 2.15.** Tommy always says, «Please!» «Thank you!» «You are welcome!». In my opinion he is ... child in this kindergarten.
a) the most polite b) the politest c) more polite
- 2.16.** He controlled his anger, though it was not at all
a) easily b) easy c) easiest
- 2.17.** Last year I met a very beautiful Spanish girl. Her eyes were the ... I had ever seen in my life.
a) most attractive b) attractivest c) very attractive
- 2.18.** She did not want to look ... in front of other drivers in the street.
a) foolishly b) more foolishly c) foolish

- 2.19.** A passer-by asked me which was ... way to the local museum.
 a) the most near b) nearer c) the nearest
- 2.20.** Some important papers disappeared. Who was ... person to leave the office yesterday?
 a) the last b) the latest c) the most last
- 2.21.** Then the owner of the house showed him into a room with lunch ready on the table and another table, ... bare, ... waiting for him to spread his papers on it.
 a) entire, evidently b) entirely, evidently c) entire, evident
- 2.22.** Is your new girl-friend ... than your ex one?
 a) more charming b) the most charming c) the more charming
- 2.23.** A shrew is ... and ... mammal.
 a) more tiny, more numerous b) the most tiny, the most numerous
 c) the tiniest, the most numerous
- 2.24.** Everything looked so ...! It was ... for her to make up her mind.
 a) beautiful, impossible b) beautifully, impossible c) beautiful, impossibly
- 2.25.** Have the letters been written ...?
 a) already b) still c) yet
- 2.26.** The family got ... and ..., and now Bella lived alone in a very big house.
 a) more poor, poor b) poorer, poorer c) more poor, more poor
- 2.27.** Who is ... player of this basketball team?
 a) taller b) the tallest c) the most tall
- 2.28.** I have a friend who, after an absence of many years, has ... settled down in London, with his wife and children.
 a) later b) late c) lately
- 2.29.** Don't plant the flowers It's ... raining.
 a) already, still b) yet, else c) yet, still
- 2.30.** It's raining dogs and cats! The weather is getting ...!
 a) worse b) worst c) more bad
- 2.31.** In ... drawer of her desk she had some secret letters from Anthony.
 a) the smallest b) more small c) the most small
- 2.32.** These people were ... engineers, ... architects in the whole world.
 a) the most great, the most great b) the more great, the more great
 c) the greatest, the greatest
- 2.33.** Is your ... son married?
 a) oldest b) eldest c) older
- 2.34.** That was ... present she had ever received in her life.
 a) the most pleasant b) the pleasantest c) два варіанти
- 2.35.** When Mr Holland was forty, he was fat and very soft, and he didn't wish to get ... and ... every day.
 a) more fat, more soft b) the fattest, the softest c) fatter, softer
- 2.36.** Shakespeare is the author ... quoted.
 a) oftener b) more often c) most often
- 2.37.** After half an hour, there were voices, ... his father's, which sounded ... than before.

a) especially, louder b) more especially, more loud c) especially, louder
2.38. This small village in a lost part of the country seems to me ... in the whole world.

a) the quietest b) the most quiet c) два варіанти

2.39. He was walking ... with his face looking

a) stubbornly, solemn b) stubbornly, solemnly c) stubborn, solemn

2.40. He hoped that riding would help him to get

a) thinner b) more thin c) два варіанти

*Level 3**

3.1. It's ... that the children are tired.

a) obviously b) obviously c) obvious d) obviouse

3.2. The sun had fallen ... in the sky and shone ... into the room on to the pages he was reading.

a) low, directly b) lowly, directly c) low, direct d) lowly, direct

3.3. «You may wonder why we keep that window ... open on an October afternoon,» said the niece

a) wide, aloudly b) widely, aloud c) widely, louder d) wide, aloud

3.4. I'm afraid that the results are ... useless.

a) completly b) complete c) completely d) completelest

3.5. He'll... let you know his London address.

a) certain b) certainly c) certainly d) more certain

3.6. To me, writing is worth the effort because it is a great means of personal expression - a chance to convey my ... feelings and concerns and my ... thoughts.

a) most deep, more important b) deepest, most important
c) deeper, importanter d) the most deep, the most important

3.7. We locked our car and left it on ... road.

a) nearer b) near c) next d) the nearest

3.8. «I tell you once and for all, my dear, this is ... time I come to this rotten hole. Keep your lousy simple life for yourself.»

a) the latest b) last c) later d) the last

3.9. In post-war England foreigners who showed their passports could have goods sent home at ... price.

a) the lowest b) a more low c) the more lower d) a much lower

3.10. The children are ... not well enough to go to school.

a) yet b) still c) already d) else

3.11. Give me a comb and scissors and I'll make of you ... woman in St. Beam.

a) the stylish b) the more stylish
c) the most stylish d) the stylishest

3.12. Have you heard that the Smiths haven't got the loan ...?

a) still b) already c) yet d) else

3.13. This American car was indeed ... vehicle that had ever appeared in the village.

a) the most fine b) finer c) more fine d) the finest

3.14. The circus was small and its ... act was a tight-rope walk.

- a) most successful
- c) more successful

- b) the most successful
- d) a successful

3.15. His father and stepmother were sitting ... in the living-room reading the paper ...

- a) quite, carefully
- c) quietly, carefully

- b) quietly, carefully
- d) quiet, careful

3.16. I ... can't give them the information they want.

- a) yet
- b) else
- c) already
- d) still

3.17. The sack ... hurt the old woman, for she stopped ... in front of Martin's window.

- a) evidently, rightly
- c) evident, rightly

- b) evident, right
- d) evidently, right

3.18. So I got on a bus and went ... home.

- a) straight
- b) straightly
- c) straightely
- d) straightest

3.19. The ... investigation of the case brought no results.

- a) more thorough
- c) thoroughest

- b) most thorough
- d) thorougher

3.20. They made knots in the rope so that it would be ... to climb.

- a) more easy
- b) easiest
- c) easier
- d) the most easy

3.21. I feel ... now, and I will put the facts before you as ... and yet as ... as I can.

- a) more good, short, clear
- c) better, shortly, clearly

- b) better, short, clear
- d) more good, shortly, clearly

3.22. This didn't seem to promise to the playwright material for an interesting play in ... act.

- a) the latest
- b) later
- c) latter
- d) the last

3.23. As the weeks went by, the chimpanzees became ... and ... afraid.

- a) fewer, fewer
- b) little, little
- c) few, few
- d) less, less

3.24. He liked swimming ... than sitting all the long summer's day at a dark desk in the classroom.

- a) much better
- b) more better
- c) more good
- d) the best

3.25. The door opened ... The man who stood in the doorway looked at her Then he shouted, «My place has been searched It's not ...!» And slammed the door in her face.

- a) slowly, coldly, lately, safe
- c) slow, coldly, late, safely

- b) slowly, cold, lately, safe
- d) slow, coldly, lately, safely

3.26. The rain beat ... against the panes, the wind blew

- a) strong, tempestuously
- c) much strong, tempestuous

- b) much strong, tempestuously
- d) strongly, tempestuously

3.27. I didn't sleep ... after the ... work I'd had to do.

- a) good, hard
- c) well, hard

- b) well, hardly
- d) good, hardly

3.28. They thought for a ... time and at last they agreed to have their ... wish.

- a) long, the last
- c) long, latest

- b) long, last
- d) longest, the latest

3.29. One day you may realize that philanthropy is not my ... quality.

- a) the strongest b) stronger
c) more strong d) strongest
- 3.30.** After another two hours' search they ... had not found the ring.
a) else b) still c) already d) yet
- 3.31.** The sunrise is very memorable to me because it seems like a dove flying ... in the sky.
a) highly b) more highly c) high d) more high
- 3.32.** Her interests were narrow, and she ... journeyed ... than the corner grocery.
a) rare, farther b) rare, far c) rarely, far d) rarely, farther
- 3.33.** What she saw mentally was a kaleidoscope, no ... , no
a) many, little b) much, less c) more, less d) most, least
- 3.34.** When he had ... got what he wanted, he went away
a) finally, proud b) final, proud
c) final, proudly d) finally, proudly
- 3.35.** Psychologically, it is actually ... to persuade people to give their money than to lend it.
a) more easy b) easiest c) easier d) the most easy
- 3.36.** In fact, the truth was ... than he had conceived; it was maddening.
a) the worse b) the worst c) very bad d) worse
- 3.37.** It was ... to ask people to come, but ... to provide a meal for them.
a) easy enough, far more difficult b) easier enough, far difficulter
c) more easy enough, far more difficult d) enough easy, far more difficult
- 3.38.** The hostess greeted us in ... way and asked if we would like to interview her garden.
a) a more friendly b) a most friendly
c) the friendly d) a most friend
- 3.39.** This new job isn't any ... than any of the other things.
a) dangerous b) most dangerous
c) dangerously d) more dangerous
- 3.40.** Although the plane flew very ..., we could hear it
a) high, clear b) highly, clearly
c) highly, clear d) high, clearly

MODAL VERBS

Виберіть правильну відповідь

Level 1

- 1.1.** He says he ... return in time because he has a lot of things to do.
a) can't b) shouldn't
- 1.2.** ... I have this black suitcase, please?
a) Must b) May
- 1.3.** Mr. Smith answered sadly that he ... not accompany me to the disco.
a) can b) could
- 1.4.** Do you think I ... accept his invitation?
a) must b) should
- 1.5.** My grandmother ... play the piano.
a) couldn't b) wasn't able to
- 1.6.** Will you go to the cinema tonight with us? - I'm not very sure I
a) may b) can
- 1.7.** At ten o'clock I went to bed, but there was so much noise that I ... sleep.
a) can b) could
- 1.8.** Jack, I'm carrying a lot of different things. ... you open the door?
a) Should b) Can
- 1.9.** My little brother ... not swim at all, but he ... play chess very well.
a) can, can b) could, can
- 1.10.** When my father was young he ... sing rather well.
a) could b) was able to
- 1.11.** They are looking for an assistant who ... speak four foreign languages.
a) can b) might
- 1.12.** Why don't you put on a cap? It... be very cold in the evening.
a) might b) shall
- 1.13.** Where ... I smoke in the plane?
a) should b) may
- 1.14.** I don't know anything about his plans, he ... spend his holidays in New York or Washington.
a) must b) might
- 1.15.** The book you bought is antique. You ... have spent a lot of money.
a) must b) need
- 1.16.** She says it's a cool film and I ... see it.
a) could b) must
- 1.17.** My cousin says his friends ... be present at the party.
a) won't be able to b) won't can
- 1.18.** I haven't this medicine at home. So I ... go to the chemistry' shop.
a) have to b) ought to
- 1.19.** He said they ... go to the bank because they had no money.
a) had to b) must
- 1.20.** I think you ... say it to him yourself.
a) must b) should

- 1.21.** I've broken a tooth, so I... go to the dentist right now.
a) may **b)** have to
- 1.22.** What time does she ... stay tomorrow at the airport?
a) have to **b)** should
- 1.23.** He said he ... finish that project without our help.
a) would be able to **b)** would be able
- 1.24.** The doctor says I ... take this medicine three times a day after every meal.
a) ought **b)** must
- 1.25.** ... you like to join us for the supper?
a) Would **b)** Do
- 1.26.** You are so absent-minded that I even ... imagine you working for this organization.
a) don't can **b)** can't
- 1.27.** I hurt my leg and I ... participate in the competitions.
a) wasn't able to **b)** couldn't
- 1.28.** I'm not very sure, but he ... come every moment.
a) may **b)** must
- 1.29.** Helen's eyesight is not very good, so she ... wear glasses.
a) must **b)** has to
- 1.30.** He says Morris ... have helped his sister.
a) should **b)** has to

Level 2

- 2.1.** When I started working for a pharmaceutical firm, I ... wear a white uniform.
a) should **b)** ought to **c)** had to
- 2.2.** My husband is so inattentive. In my opinion he ... be more careful while driving his car.
a) must **b)** has to **c)** should
- 2.3.** Excuse me. ... I speak to Mr. Joss?
a) May **b)** Shall **c)** Can
- 2.4.** My wife thinks I ... pay more attention to our children.
a) could **b)** must **c)** should
- 2.5.** I'm awfully sorry, but I ... to give you this book.
a) will not can **b)** won't be able **c)** will not able
- 2.6.** These few changes in education ... perhaps be seen as a barometer of the political mood.
a) could **b)** should **c)** must
- 2.7.** This is quite a good answer in several ways, but it ... be better.
a) can **b)** needn't **c)** could
- 2.8.** There was no lamp near, and the window was thick with dust, so we ... only discern each other's figures within.
a) would **b)** could **c)** might
- 2.9.** I ... be very much obliged if you ... slip your revolver into your pocket.
a) might, could **b)** should, would **c)** could, can

- 2.10.** Yesterday my uncle had a heart attack. I ... visit him at the hospital.
a) must b) should c) might
- 2.11.** My boy-friend ... do anything for you, as he has just left abroad.
a) will not can b) won't be able to c) couldn't
- 2.12.** I'm afraid. It's very late, and I hear a strange noise in the kitchen. My husband considers it ... be a mouse.
a) might b) could c) may
- 2.13.** It's hot! ... you open the window?
a) Could b) Shall c) Should
- 2.14.** Why aren't you doing anything?! You ... study your English!
a) might b) had better c) have better
- 2.15.** It's very important to be punctual. You ... be late for an appointment or a meeting.
a) mustn't b) couldn't c) shouldn't
- 2.16.** As far as I ... make out, the League was founded by an American millionaire.
a) can b) may c) ought to
- 2.17.** I ... not have thought there were so many goods in the whole country as were brought together by that single advertisement.
a) ought b) could c) should
- 2.18.** Well, you ... be in the office, or at least in the building, the whole time.
a) have to b) might c) need
- 2.19.** What time ... they to come to the conference?
a) should b) are c) must
- 2.20.** «I have translated this paragraph into Chinese!» - «But you ... have done it!»
a) needn't b) hadn't c) mustn't
- 2.21.** You look very tired. You ... have been working all day long.
a) might b) could c) must
- 2.22.** I know nothing about him. His name is Boris and he ... be about fifty.
a) must b) should c) ought to
- 2.23.** I believe you ... visit your grandparents more often.
a) ought to b) must c) need to
- 2.24.** This is non smoking compartment, sir. You ... not smoke here.
a) should b) must c) ought to
- 2.25.** Yesterday I was at the cinema, I saw a wonderful film. You ... go and see it yourself.
a) must b) ought to c) might
- 2.26.** The doctor says that your grandmother ... leave the hospital the next week.
a) will be able to b) must c) could
- 2.27.** I'm in a trouble! I ... have been at the airport to receive a foreign delegation half an hour before.
a) had to b) was to c) should
- 2.28.** I am sure that you inquired your way merely in order you ... see him.
a) might b) can c) may
- 2.29.** She is afraid that nobody ... give her a hand in such situation.

- a) should b) would c) ought to
2.30. You ... be more attentive while driving your car.
a) would b) should c) ought to

*Level 3**

- 3.1.** «And you ... me somewhere and ... it. Were you in Boston last July?»
a) must to see, to forget b) will be able to see, to forget
c) had to see, forget d) must have seen, have forgotten
- 3.2.** It ... half an hour before I again looked upward.
a) should be b) ought be c) might have been d) might be
- 3.3.** He ... see to pass the thread through the holes in the leather.
a) mustn't b) ought to c) couldn't d) might
- 3.4.** He was so hot he ... sleep.
a) could not b) should not c) mustn't d) can not
- 3.5.** Don't forget that the child is still very weak. You ... give her only light and nourishing food.
a) ought to b) should c) must d) can
- 3.6.** In Japan it's considered impolite to leave half-eaten food on a plate. If you take something you absolutely ... finish it.
a) ought to b) must c) might d) could
- 3.7.** If you express admiration for objects in the house, your hosts ... feel they ... give the objects to you.
a) might, have to b) could, ought to c) may, should d) can, can
- 3.8.** They ... not have been injured in the accident if they had been wearing their seatbelts.
a) should b) could c) might d) must
- 3.9.** You ... your alarm if you expect ... wake up on time.
a) should set, to can b) had better set, to be able to
c) must set, to may d) ought to set, to be able to
- 3.10.** People who are happy with their bodies ... actually be more assertive and likeable than those who have negative body images.
a) could b) must c) might d) may
- 3.11.** We ... take some extra cash along on the trip, but we absolutely forget our passports.
a) ought to, mustn't b) should, needn't
c) can, didn't have to d) may, haven't
- 3.12.** We are enjoying our holidays, though the weather ... be better.
a) might b) could c) would be able to d) can
- 3.13.** You ... change all the locks in case the burglar comes back.
a) would rather b) had better to c) had better d) ought
- 3.14.** Don't worry that Mary is late; she ... have missed the train.
a) might b) could c) should d) has to
- 3.15.** It was supposed to be a secret! You ... have told her!
a) can't b) shouldn't c) wouldn't d) mightn't

- 3.16.** Your son ... have passed the examination, if he had tried.
 a) should b) might c) can d) could
- 3.17.** She ... leave the dance and go downstairs to telephone to the country.
 a) had to b) should c) need to d) was to
- 3.18.** He told how he ... force himself to jump off the roof the second time.
 a) might not b) should not c) could not d) mustn't
- 3.19.** I don't know why they quarrel. Maybe it's because Dad ... have sold the farm and moved here.
 a) didn't have to b) mustn't c) can't d) shouldn't
- 3.20.** «You're very patient, dear, but you ... be so suspicious of everyone and everybody, don't you see?»
 a) needn't b) shouldn't c) mustn't d) couldn't
- 3.21.** Perhaps it ... be possible to delay the game for a quarter of an hour, allow Francis at least a few extra minutes to form a plan.
 a) might b) is able to c) should d) ought to
- 3.22.** I ... do shopping on my day off. My husband did it.
 a) needn't b) didn't need to c) need d) mustn't
- 3.23.** «I've written a composition for you!» - «Oh, you really ... have, Dad!»
 a) mustn't b) couldn't c) shouldn't d) can't
- 3.24.** «Oh, my night... not be called monotonous,» said he, and laughed.
 a) could b) must c) may d) need
- 3.25.** «You ... not be aware that I have royal blood in my veins,» he said.
 a) should b) must c) ought to d) may
- 3.26.** «I ... really ask you to be a little more quiet!» said Holmes severely.
 a) may b) must c) should d) might
- 3.27.** Morris said that there ... be some danger, and put the revolver in his pocket.
 a) may b) can c) might d) were to
- 3.28.** «If you ... do nothing better than laugh at me, I ... go elsewhere,» said he nervously.
 a) could, could b) should, am able to
 c) can, can d) might, may
- 3.29.** «You ... mind sending up to me, if the child cries, nurse,» said the surgeon.
 a) needn't b) shouldn't c) mustn't d) haven't
- 3.30.** «If you like,» he said with a crooked smile, as though he ... read her mind.
 a) should b) may c) could d) can

CONDITIONAL SENTENCES. WISHES

Виберіть правильну відповідь.

Level 1

1. If ... for a walk, we will take the dog with us.
a) we will go b) we go c) we would go d) we have go
2. When they ... the criminals, I shall get my car back.
a) catch b) catches c) will catch d) shall catch
3. Will she be upset if she ... the news?
a) heard b) is hearing c) hears d) had heard
4. If you boil the water for a long time, it ... disappear into the atmosphere.
a) would have b) will have c) would d) will
5. Paul will ruin his jeans if he ... that tree.
a) climbs b) will climb c) climbed d) climb
6. If... a stone into the sea it will sink.
a) you will throw b) you would throw
c) you throw d) you threw
7. If he drops out of college he ... to look for a job.
a) have b) should have
c) will have d) would have
8. You will catch cold if you ... in rain.
a) go out b) went out c) gone out d) would go out
9. If you don't eat vegetables, you ... a balanced diet.
a) wouldn't have b) shall have c) shall not have d) will not have
10. If he ..., tell him I'm busy.
a) will call b) call c) called d) calls
11. Martin ... that if you look after your body it will look after you.
a) think b) believes c) believed d) thought
12. If I don't know the answer, I ... ask you.
a) shall b) should c) had d) have
13. You ... late for school if you don't leave now.
a) is b) are being c) are d) will be
14. If I had some scissors o I ... you them.
a) would lend b) had lent
c) would have lent d) lent
15. Will these matches strike if we ... them up?
a) dried b) dry c) will dry d) dries
16. If she ... work harder at school, she will never get a good job.
a) do b) isn't c) don't d) doesn't
17. If I ... a computer, I would use the Internet.
a) had b) have c) has d) has got
18. She will have to change if her jeans
a) are dirty b) has been dirty c) was dirty d) is dirty
19. I shall go to the baseball game if it ... tonight.
a) doesn't rain b) don't rain c) rains not d) isn't rain

- 20.** I ... tell her anything if she calls.
a) would not b) shall not c) will have d) doesn't
- 21.** If you ..., you will damage your lungs.
a) will smoke b) smoke c) smoked d) would smoke
- 22.** If I have enough apples I ... an apple pie this afternoon.
a) will bake b) would bake c) could bake d) bake
- 23.** We shall go to the Zoo if the weather ... nice tomorrow.
a) would be b) will be c) isn't d) is
- 24.** If you eat too many sweets, ... gain weight.
a) you will b) you would c) you are d) you have
- 25.** What will you do if your computer ... work?
a) won't b) don't c) doesn't d) couldn't
- 26.** ...you go out with me on Saturday night if you finish the project?
a) Will b) Shall c) Would d) Do
- 27.** ... some interesting information if you go to the library.
a) You will founded b) You would founded
c) You would find d) You will find
- 28.** If they ..., tell them I shall be back at 11.00.
a) phones b) would phone c) will phone d) phone
- 29.** Write your name and address on your bag in case you ... it.
a) will lose b) lose c) lost d) would
- 30.** I'll draw a map for you in case you ... find our house.
a) can't b) could c) can d) couldn't
- 31.** He is busy right now, but if he ..., he would help us.
a) is b) were c) weren't d) isn't
- 32.** If she ... married, she will probably move to France.
a) gets b) get c) got d) gotten
- 33.** If I ... they are honest, I would gladly lend them the money.
a) known b) knows c) know d) knew
- 34.** ... spend next year studying in Japan if I could speak Japanese.
a) I would b) I will c) I have d) I am
- 35.** Where would you go if someone ... you the chance to go on a virtual holiday?
a) gives b) give c) gave d) given
- 36.** If... more male teachers, teaching could become a better-paid profession.
a) there were b) there was c) there weren't d) there wasn't
- 37.** If I ... some wrapping paper at the shop, I shall buy some for you.
a) will find b) find c) shall find d) found
- 38.** I ... come if I knew someone is here.
a) has not b) will not c) have not d) would not
- 39.** They will tell you if they ... their mind.
a) will change b) change c) changed d) would change
- 40.** If you have enough time, ... your parents a letter, please.
a) you would write b) you have write c) you write d) write
- 41.** Water will freeze if the temperature ... 0°C.

- a) reaches b) reach c) would reach d) will reach
- 42.** If anyone calls, please ... a message.
a) you take b) would take c) will take d)take
- 43.** Where shall I go if I ... to study German ?
a) would want b) wanted c) want d) should want
- 44.** If she ... at home, she will answer the phone.
a) was b) is c) were d) will be
- 45.** If Claire ... to work hard, she will pass the exam easily.
a) will continue b) continues c) continued d) would continue
- 46.** What are you going to wear to class if it... cold tomorrow?
a) is b) will be c) would be d) shall be
- 47.** ... you going to the mountains if it's cold tomorrow?
a) Should b) Would c) Will d)Are
- 48.** People ... to swim in the lake, if they clean it up.
a) have been able b) will be able c) would be able d) were able
- 49.** If she ... a year older, she could get a driver's license.
a) will be b) is c) were d) would be
- 50.** Joanna may swim today if the sun
a) come out b) comes out c) came out d) will come out
- 51.** What will you call the baby if it... a girl?
a) will be b) is c) would be d) was
- 52.** If the dog keeps barking, ... let it out.
a) I shall b) I would c) I have d) I am
- 53.** If you take my advice, your troubles ... over.
a) shall be b) would be c) will be d) shall have been
- 54.** If Kitty ... taller, she would reach the cupboard.
a) would be b) should be c) is d) were
- 55.** You will get into trouble if you ... pay your taxes.
a) wouldn't b) will not c) don't d) have not
- 56.** ... I have a garage if I move to that apartment?
a) Will b) Would c) Should d) Do
- 57.** Father will be furious if he ever... out about it.
a) find b) finds c) will find d) would find
- 58.** If he mows our lawn, ... have to give him money.
a) we would b) we are c) we should d) we shall
- 59.** He would stay longer if he ... time.
a) has b) had had c) has had d) had
- 60.** ... he create jobs if he becomes the president of the company?
a) Would b) Will c) Should d) Does
- 61.** If I ... the question, I would be able to answer it.
a) would understand b) will understand
c) understood d) had understood
- 62.** If we ... our tickets, they wouldn't let us in.
a) have forgotten b) will forget c) would forget d) forgot

- 63.** We shall go skiing in the mountains if it
a) snowed b) will snow c) snows d) would snow
- 64.** Perhaps I ... there too if you moved over a little.
a) could sit b) can sit c) can't sit d) am able
- 65.** If he ... at night, his telephone bill won't be so high.
a) called b) will call c) call d) calls
- 66.** If you eat so many sweets, you ... stomach-ache.
a) would get b) have get c) will get d) would gotten
- 67.** ... phone you if she arrives earlier than planned.
a) She will b) She has c) She would d) She have
- 68.** You can see the boss if he ... too busy.
a) is not b) was not c) were not d) will not
- 69.** We would go by plane if it... cheaper.
a) would be b) will be c) is d) were
- 70.** The table will fall if you ... on it.
a) stand b) stood c) standing d) were standing
- 71.** Will you teach me to dance the tango if I ... you learn English?
a) helped b) help c) will help d) would help
- 72.** ... I were you, I should never agree to do it.
a) In case b) Unless" c) When d) If
- 73.** If he ... the exam he can do it again.
a) failed b) fail c) fails d) will fail
- 74.** If... fire, the alarm will ring.
a) there is b) there will be c) there are d) there was
- 75.** I shall be surprised if Martin and Julia... .
a) married b) will get married
c) get married d) got married
- 76.** If you are late this evening, I ... wait for you.
a) have not b) would not c) should not d) shall not
- 77.** What will happen if my parachute ... ?
a) don't open b) doesn't open c) won't open d) will not open
- 78.** This room would be nicer if ... some nice pictures on the wall.
a) there are b) there were c) are there d) were there
- 79.** Life ... boring if every day were the same.
a) will be b) should be c) would be d) will have been
- 80.** If you ... blue and yellow, you will get green.
a) mix b) mixes c) mixed d) would mix
- 81.** We ... all our friends to stay if we had a bigger house.
a) had invite b) need invite c) must invited d) could invite
- 82.** If you ... this job, are you going to take it?
a) offered b) are offered c) offer d) have offered
- 83.** If I ... anywhere in the world, I should go to Antarctica.
a) would have gone b) will go
c) had gone d) could go

- 84.** I would not be happy if I ... any friends.
a) had b) hadn't had c) didn't have d) wouldn't have
- 85.** If I ... an accident in the street, I would call the police.
a) had seen b) seen c) see d) saw
- 86.** The world would be a better place if there ... no guns.
a) was b) were c) weren't d) wasn't
- 87.** We shall have to go without John if he ... arrive soon.
a) don't b) didn't c) doesn't d) won't
- 88.** If it gets too hot inside, ... the conditioning.
a) turned on b) turn on c) turned d) had turned
- 89.** I am not tired enough to go to bed yet. I wouldn't sleep if I... to bed now.
a) would go b) had gone
c) would have gone d) went
- 90.** If you put water in the freezer, ... become ice.
a) it is b) it has c) it was d) it will
- 91.** I must hurry. My friend will be annoyed if... not on time.
a) I shall b) I have c) I would d) I am
- 92.** If the phone ..., can you answer it?
a) rang b) rings c) ring d) rung
- 93.** What... you do if you don't find where to live?
a) could b) should c) would d) will
- 94.** Who would you phone if you ... in trouble?
a) will be b) are c) were d) would be
- 95.** You ... come to the party if you don't want to.
a) mustn't b) wouldn't c) needn't d) hadn't
- 96.** I shall have a word with Jack if he ... at home.
a) will be b) would be c) were d) is
- 97.** If... the bus this afternoon, she will get a taxi instead.
a) she miss b) she misses c) she will miss d) she would miss
- 98.** If it rains, the roads ... slippery.
a) would get b) could get c) must get d) will get
- 99.** When he ... this job, he will be able to buy his own flat.
a) get b) gets c) will get d) would
- 100.** How much will he earn if he ... a job?
a) get b) gets c) got d) gotten

Level 2

- 1.** People would go out more if... no television.
a) there were b) there wasn't c) there is d) there isn't
- 2.** If I ... my job properly, I wouldn't be a manager.
a) hadn't done b) didn't do c) wouldn't do d) shouldn't do
- 3.** ... I were you, I would always wear a helmet on a bike.
a) When b) Whether c) Unless d) If
- 4.** If we ... faster, we would catch up with the first car.

- a) drive b) driven c) drove d) driving
- 5.** If you could be someone else, who ... like to be ?
- a) would you b) you would c) should you d) you should
- 6.** If I didn't read newspapers, I ... what is happening in the world.
- a) wouldn't have known b) didn't know
c) hadn't known d) wouldn't know
- 7.** They would stay at home if they ... the guests to come .
- a) had expected b) expected c) would expect d) expect
- 8.** If you didn't go to bed so late every night, you ... all the time.
- a) wouldn't tired b) shouldn't tired
c) would be tired d) wouldn't be tired
- 9.** If we don't protect wildlife now, ... nothing left for further generations.
- a) there will be b) there won't be c) there isn't d) there wasn't
- 10.** If I... another job, I would take it immediately.
- a) am offered b) are offered c) will be offered d) were offered
- 11.** ... you sing before breakfast, you will cry before night.
- a) Unless b) If only c) If d) When
- 12.** If you ... after two hares, you will catch neither.
- a) run b) ran c) rung d) rang
- 13.** If the sky ..., we shall catch larks.
- a) fell b) falls c) felt d) fallen
- 14.** If he wants, he ... your example.
- a) follow b) will follow c) follows d) followed
- d) would be d) he would have d) would be d) You are
- 15.** If he isn't careful, he
- a) will fallen b) will be fallen c) will fall d) would fall
- 16.** If you cannot bite, never... your teeth.
- a) show b) showed c) shown d) you show
- 17.** I must have the doctor handy, in case my baby ... worse.
- a) feel b) feels c) felt d) fell
- 18.** If I asked Helen, she ... probably give you a lift.
- a) would b) will c) should d) must
- 19.** Who would you ask, if you ... how to do it?
- a) hadn't known b) wouldn't know
c) didn't know d) shouldn't know
- 20.** What would you do, supposing your car ... now.
- a) stolen b) was stolen c) had been stolen d) had been stole
- 21.** If you ... her now, you would hardly recognize her.
- a) have seen b) see c) had seen d) saw
- 22.** If you took more exercise you might... a bit of weight.
- a) lose b) loose c) lost d) have lost
- 23.** I ... be able to visit Jim first thing in the morning if I stay in Manchester over night.
- a) shall b) would c) have d) am

- 24.** ... you get much fatter, your jeans will be too small for you.
a) whether b) if c) even if d) unless
- 25.** If she ... a healthy diet, she wouldn't be fit
a) hadn't follow b) hadn't been followed
c) didn't follow d) wouldn't follow
- 26.** We would go to the safari park if Mary ...
afraid of lions.
a) weren't b) hadn't been c) isn't d) hasn't been
- 27.** If she weren't fit, she ... to practise in the rink.
a) wouldn't able b) shouldn't able
c) shouldn't be able d) wouldn't be able
- 28.** Helen wouldn't have to stay in bed today if she ... the flu.
a) didn't have b) hadn't get c) hasn't got d) hasn't get
- 29.** Those wires look a bit dangerous, I ... them if I were you.
a) didn't touch b) wouldn't touch
c) wouldn't have touched d) shouldn't have touched
- 30.** If you wash cotton clothes in hot water, they ... lose colour.
a) will b) would c) have d) are
- 31.** If you leave metal out in the rain, it... rusty.
a) will get b) get c) would get d) has got
- 32.** If he ... more money, would you marry him?
a) had had b) would have c) had d) will have
- 33.** If I had nothing to do, I
a) would be boring b) would be bored
c) will be boring d) will be bored
- 34.** If my grandfather were still alive, he ... a hundred today.
a) be b) will be c) has been d) would be
- 35.** If he got a new job, ... earn a bit more money.
a) he would b) he had c) he should d) he would have
- 36.** Providing that you ... careful, you can use Dad's car.
a) will be b) are c) were d) would be
- 37.**... have a lot more friends if you weren't so mean.
a) You will b) You would c) You have d) You are
- 38.** If I ... stuck on a deserted island, I should like to be with you.
a) will be b) would be c) am d) were
- 39.** ... be surprised if you heard the news.
a) You would b) You will c) You have d) You are
- 40.** If they knew French, ... understand what they were talking about.
a) they have b) they will c) they would d) they are
- 41.** If Mark ... younger, he could join the army.
a) would be b) could be c) were d) is
- 42.** If we were serious about pollution, ... spend more money on research.
a) we would b) we have c) we are d) we shall
- 43.** Where would you ... if you could live anywhere in the world?

- a) chose b) choose c) chosen d) have chosen
- 44.** Even if you offer me a lot of money, I ... the painting.
a) would not have sold b) would not sold
c) would not sell d) shall not sell
- 45.** If my paper... on time today, I'm going to cancel my subscription.
a) won't arrive b) isn't arrive c) don't arrive d) doesn't arrive
- 46.** If I had a more reliable car, ... drive to London rather than fly.
a) I would b) I have c) I shall d) I am
- 47.** If I were him ... a bodyguard.
a) I shall hire b) I would hire c) I have hired d) I am hired
- 48.** He would be happier if he ... take things so seriously.
a) didn't b) don't c) hadn't d) doesn't
- 49.** I ... if there were any truth in her story.
a) will believe b) must believe c) would believe d) had believed
- 50.** If ... no oxygen on the Earth, life wouldn't exist.
a) there were b) there's c) there is d) wasn't
- 51.** What would you do if you ... your passport ?
a) lost b) lose c) has lost d) have lost
- 52.** It's always the same! ... I decide to leave the office early, my boss calls me after I have left.
a) Whether b) Unless c) If d) Even though
- 53.** If they ... weight during the illness, they will soon regain it afterwards.
a) lose b) lost c) will lose d) has lost
- 54.** I wouldn't accept the job, even if they ... it to me.
a) offer b) offered c) had offered d) have offered
- 55.** If he ... the windows, he will want his money.
a) has done b) have done c) did d) had done
- 56.** What would you do if.... an earthquake ?
a) there has been b) there's c) there is d) there were
- 57.** If he ... that smoking is dangerous, he wouldn't smoke now.
a) realized b) had realized c) would realize d) has realized
- 58.** He said that if he didn't start taking regular exercises, ... in danger of be coming ill.
a) he would be b) he will be c) he had been d) he will been
- 59.** If I make some coffee, ... the cake ?
a) cut b) do you cut c) have you cut d) will you cut
- 60.** If we ... even a small amount of money, they would appreciate it greatly.
a) gave b) give c) will give d) had given
- 61.** If the light ... , the battery is OK.
a) come on b) comes on c) came on d) had come on
- 62.** If you were on a desert island, what... like to have with you ?
a) you would b) would you c) have you d) you could
- 63.** If you ... here, where would you like to be ?
a) weren't b) aren't c) have been d) had been

- 64.** If you ... English, which language would you study?
a) weren't studying b) weren't study
c) were studying d) wasn't study
- 65.** If you ... a new first name, what would you choose?
a) must have b) could have c) have had d) has had
- 66.** If you could have any car, which kind ... have?
a) would you b) you would c) have you d) you could
- 67.** If you ... eat anything you wanted tonight, what would you eat?
a) can b) will c) must d) could
- 68.** If you want to make a good impression, ... to smile and make eye contact.
a) you remember b) remember you c) remember d) must remember
- 69.** ... risk going there alone if they asked you?
a) Would you b) You would c) Can you d) Will you
- 70.** If we had higher salaries, we ... better teachers.
a) could have b) can have c) must have d) have
- 71.** Her grandfather is no longer alive, but if he were I'm sure he ... of her.
a) would be proud b) must be proud of
c) will be proud d) shall be proud
- 72.** Bill has such a bad memory that he would lose his head if it ... to his body.
a) had been attached b) weren't attached
c) isn't attached d) aren't attached
- 73.** I wouldn't ride the bike even if you
a) ask b) asks c) asked d) had asked
- 74.** What would you be doing right now if you ... in class?
a) are not b) were not c) have been d) had been
- 75.** ... appreciate it very much if they gave me chance to study.
a) I would b) I will c) I had d) I have
- 76.** If we ... the production of our goods, we could have more money.
a) increase b) increased c) would increase d) should increase
- 77.** If we had a better car, we ... more.
a) will have driven b) will drive
c) would drive d) would have driven
- 78.** If people ... less we would have less pollution.
a) drove b) drive c) driven d) had driven
- 79.** If we attracted more businesses to the state we ... more jobs .
a) would have b) will have c) must have d) can have
- 80.** If we ... more businesses to the state, we would have less unemployment.
a) attract b) attracted c) had attracted d) have attracted
- 81.** If I were President, ... spend more money on teachers' salaries.
a) I would b) I shall c) I have d) I'm
- 82.** ... you had eaten breakfast, you wouldn't be hungry now.
a) In case b) If c) Even if d) Unless
- 83.** If you had looked at the map, you ... lost now.
a) wouldn't be b) shouldn't be c) can't be d) mustn't be

- 84.** If Roger... his bike out in the rain, it wouldn't be rusty now.
a) hadn't left b) leave c) leaves d) have left
- 85.** If she had paid her rent last month, she ... to move out of her flat now.
a) musn't have b) wouldn't have c) will not have d) shall not have
- 86.** If you ... an expensive car last week, you would have more money now. a) haven't bought b) buy c) hadn't bought d) bought
- 87.** I wouldn't enjoy going to discos if I ... like dancing.
a) didn't b) don't c) couldn't d) wasn't able
- 88.** If the building were too big, nobody ... ever buy it.
a) wouldn't b) would c) should d) shouldn't
- 89.** If the minister ... reelected, he will still control foreign policy.
a) is b) was c) were d) has
- 90.** If the building weren't in a perfect condition, it ... impossible to use it for modern offices.
a) will be b) must be c) would be d) should be
- 91.** If she had set the alarm, she wouldn't
a) have overslept b) have oversleep c) has overslept d) overslept
- 92.** If the blouse ... this skirt, I should buy it.
a) match b) matched c) matches d) would match
- 93.** He ... unemployed now if he didn't want a higher salary.
a) wouldn't be b) will not be c) will be d) couldn't be
- 94.** If you could keep a secret I ... tell you everything in details.
a) must b) will c) would d) shall
- 95.** He wouldn't hire a taxi if the station ... very far from the hotel.
a) had been b) have been c) isn't d) weren't
- 96.** ... your bicycle if I had a screwdriver of the proper size.
a) I shall fix b) I would fix c) I have fix d) I fix
- 97.** Sally ... the phone if she were in her office right now.
a) would answer b) will answer c) must answer d) should answer
- 98.** I wouldn't be a student in this class if English ... my native language.
a) were b) is c) has been d) had been
- 99.** If I were a bird, I ... want to live my whole life in a cage.
a) would not b) will not c) shall not d) have not
- 100.** If I ... you, I should see this film.
a) am b) would be c) will be d) were

*Level 3**

- 1.** My lawyer is suggesting that I ... the property.
a) have sold b) sell
- 2.** It is required that all employees ... to a medical examination.
a) submit b) would submit
- 3.** You ... better not borrow any more money; you won't be able to pay it back.
a) would b) had
- 4.** If my husband ... to the bank yesterday, we ... some money now.

- a) went, could have **b) had gone, would have**
5. His life can be saved if help ... soon.
a) arrives **b) will arrive**
6. If Clara ... fewer sweets, she ... get slimmer.
a) ate, might **b) eats, would**
7. I didn't enjoy the performance last night. I would rather we ... to the disco.
a) would go **b) had gone**
8. If all stories ... true, Dr. Heidegger's study must have been a very curious place.
a) were **b) are**
9. If we ... the tax on time, we ... liable for any further payment.
a) pay, won't be **b) will pay, wouldn't be**
10. «I wish you ... less noise when you come in.» - «It's not my fault. In door squeaks when you open it.»
a) had made **b) would make**
11. Write down all these words lest you ... them.
a) forgot **b) should forget**
12. If we ... our workers better, we ... a popular employer.
a) would pay, became **b) pay, will become**
13. If you ... working, there ... no protection for your family.
a) stopped, would be **b) have stopped, won't be**
14. If we ... our workers better, they wouldn't have left the company.
a) paid **b) had paid**
15. If I were you I... invest all your money in stocks.
a) would not **b) will not**
16. The water is very cold today. If you bathed in it you ... ill for days.
a) will have been **b) would be**
17. We ... trading so long as we ... goods to sell.
a) will continue, have **b) would continue, would have**
18. When I ... a moment I open my memories of you as if I ...
a) got reading **b) get, were reading**
19. If he ... do a job by the day required, he took it. If not, he told the truth and turned it down.
a) could **b) can**
20. If you needed some money, I ... lend you a sum.
a) will **b) would**
21. And after all the weather was ideal. They could not have had a more perfect day for a garden party if they ... it.
a) order **b) ordered c) had ordered**
22. « ... correct if I ... that each time a representative voted, he'd get a stipend?» asked the girl.
a) Would I be, presumed **b) Will I be, have presumed**
c) Would I have been, had presumed
23. But I know Jimmy ... me here if he ... alive, for he always was the truest, staunchest old chap in the world.

- a) would meet, will be **b) will meet, is c) shall, was**
- 24.** If there ... high demand overseas we ... the Export Sales team.
- a) will be, would increase **b) would be, increased c) were, would increase**
- 25.** Provided that we ... substitute a holiday of similar quality, there ... no entitlement to compensation.
- a) could, will be **b) can, will be c) can, would be**
- 26.** No holiday booking ... accepted unless it ... accompanied by the necessary deposit.
- a) will be, is **b) would be, would be c) shall be, was**
- 27.** You ... to compensation on condition that you ... our office not later than seven days after notification of the proposed changes.
- a) are only entitled, will contact **b) will only be entitled, contact**
c) would be only entitled, had contacted
- 28.** We ... faulty goods, provided that the customer ... them in an unused condition together with proof of purchase.
- a) shall replace, will return **b) replaced, would return c) will replace, returns**
- 29.** We ... our prices ... us.
- a) have reconsidered, you asked **b) will reconsider, will you ask**
c) would have reconsidered, had you asked
- 30.** If the policyholder ... to extend the policy, he ... the company before the policy expiry date.
- a) will wish, must have notified **b) would wish, must have notified**
c) wishes, must notify
- 31.** If ... to my colleague yesterday, I ... everything.
- a) spoke, would learn **b) had spoken, would have learned c) speak, will learn**
- 32.** If the policyholder subsequently ... to renew the policy, the company ... to charge an introductory fee.
- a) decided, would be entitled **b) had decided, would entitle**
c) would decide, could be entitled
- 33.** You ... a mistake unless you ... the instructions carefully.
- a) might have made, would follow **b) may make, follow**
c) might make, didn't follow
- 34.** What... if the princess ... that necklace? Who knows?
- a) will happen, didn't lose **b) would happen, has not lost**
c) would have happened, had not lost
- 35.** I'd rather you ... your things everywhere round the flat. I can't hear it.
- a) didn't leave **b) wouldn't leave c) hadn't have been leaving**
- 36.** There ... anything worth buying if we ... there soon. If only no MHE ... that chest of drawers they advertised.
- a) wouldn't be, hadn't got, will buy **b) isn't, haven't got, bought**
c) won't be, don't get, buys
- 37.** If I ... a nickel for all the times we've done things because of your male intuition, I ... a rich woman.
- a) had, would be **b) had had, would have been c) have, will be**

38. ... what would happen, I... this experiment.
 a) I knew, will never have authorized
 b) Had I known, would never have authorized
 c) Have I known, would never authorize
39. If she ... her seat belt, she could have been badly injured.
 a) hadn't been wearing b) hadn't wear c) doesn't wear
40. If my younger sister ... less shy, she ... progress more rapidly.
 a) had been, would have made b) has been, will make c) were, would make
41. The doctor suggests that my grandfather ... three times a week.
 a) will exercise b) exercise c) exercised d) would exercise
42. If you ... your own children, I'm sure you ... what I'm going to ask of you now.
 a) will have, would excuse b) would have, would excuse
 c) has, would have excused d) had, would excuse
43. If Olivia ... his letter, they probably ... all those years and neither of them would be lonely now.
 a) would answer, would have married
 b) had answered, would have been married c) answered, will marry
 d) had answered, would marry
44. It was as if a sudden glow of cheerful sunshine ... all their faces at once.
 a) would have brightened b) will have brightened c) has brightened
 d) had brightened
45. People are afraid that if we ... to the metric system, our whole life ...
 a) will convert, will change b) will convert, will have change
 c) convert, will change d) convert, change
46. If the dinner ... another minute, the steak ... as tough as leather.
 a) waits, will be b) wait, is c) wait, will be d) has waited, is
47. You ... pay interest if you ... the bill within sixty days.
 a) will have to, hadn't settled b) have to, won't have settled
 c) would have to, didn't settle d) shall have to, wouldn't have settled
48. If they ... reschedule the debt, they ... bankrupt.
 a) hadn't been able to, would have gone b) won't be able to, will have gone
 c) wouldn't be able to, would go d) couldn't, shall have gone
49. Andrew said that if I ... before the Titian it ... wonderful publicity for the exhibition.
 a) am posing, will have been b) posed, would be c) had posed, will be
 d) would have posed, would have been
50. «But I have reasons to suppose that this opinion ... very much more frank and valuable if he ... that we are alone,» he said.
 a) will be, will imagine b) would have been, has imagined
 c) would be, had imagined d) would be, imagines
51. The balance ... at any time provided it... not later than eight weeks before departure.
 a) may pay, is b) may be paid, is c) might be paid, will be

d) might have been paid, would be

52. If the sales ... poor, we ... the distribution network.

a) were, will change **b)** have been, will have changed

c) had been, would have changed **d)** had been being, would change

53. «Shall I continue to ignore your acid little rejoinders, Suzie, or ... happier if I ... in and indulged your desire to have a blazing row over nothing?» he asked.

a) would you have been, had given **b)** will you be, had been giving

c) will you have been, give **d)** would you be, gave

54. ... you'd get so upset, she never ... leaving.

a) Would have she known, had suggested

b) Has she known, will have suggested

c) Had she known, would have suggested

d) Known she, would suggest

55. The Palestinian leader is demanding that the Israeli government ... its troops.

a) withdraw **b)** would withdraw **c)** had withdrawn **d)** withdrew

56. The boy ... my age if such an unbelievable thing ... to him. He had been killed in a fight.

a) would have been, wouldn't have happened

b) will have been, had not happened

c) will be, didn't have happened

d) would have been, had not happened

57. If the policyholder ... the company before the expiry date, the company ... to terminate the agreement.

a) does not contact, shall be entitled

b) didn't contact, will be entitled

c) wouldn't contact, would have entitled

d) wouldn't contact, would have been entitled

58. They ... the train if they ... their house earlier.

a) wouldn't have been missing, left **b)** won't have missed, leave

c) wouldn't miss, would have left **d)** wouldn't have missed, had left

59. If Tom ... a taxi, he ... stuck in traffic.

a) would take, might not get **b)** had taken, might not have got

c) will take, may not get **d)** had been taken, might not get

60. Mary wishes that she ... off her relationship with her mother-in-law.

a) hasn't broken **b)** hadn't broken **c)** wouldn't broken **d)** didn't break

VERBALS: INFINITIVE, GERUND, PARTICIPLE

Виберіть правильну відповідь.

Level 1

1. Are you sure you told me? I don't recall ... about it.
a) having been told **b) to have told**
2. Jane seems ... some weight. How long has she been on a diet?
a) to have lost **b) having lost**
3. Nobody can expect you ... overtime.
a) work **b) to work**
4. ... all the way, he followed Mr. Giles upstairs.
a) Talked **b) Talking**
5. What do you feel like ... for breakfast? Does coffee and sandwich sound good?
a) to have **b) having**
6. ... nothing about the trouble, my grandfather felt comfortable and quiet.
a) Having been told **b) Having told**
7. We are looking forward to ... on a tour of Paris by our French friends.
a) being taken **b) having been taken**
8. They would like ... to Bill's party, but they were not.
a) having invited **b) to have been invited**
9. I remember ... a woman outside where I went in.
a) to see **b) seeing**
10. I advised them ... there for more than two days.
a) don't stay **b) not to stay**
11. My neighbour was trying ... the door with the wrong key.
a) to unlock **b) unlocking**
12. Mrs. Green hasn't seen her husband for several days. It's rather ...
a) worrying **b) worried**
13. After hearing the weather report, I advise you ... skiing this afternoon.
a) not to go **b) not going**
14. You should ... to other people instead of... about yourself all the time.
a) to listen, to talk **b) listen, talking**
15. I highly appreciated ... your support in time.
a) to receive **b) receiving**
16. I'm not going to a lecture tonight as I'm not... in the subject.
a) interesting **b) interested**
17. ... before them, he looked into the room.
a) Stepping **b) Stepped**
18. I have read only some of that new book because it's very ...
a) boring **b) bored**
19. When they finally reached the top of the hill, they were ...
a) tired and exhausted **b) tiring and exhausting**
20. Before my younger brother goes to bed, Father reminds him ... his teeth.
a) brushing **b) to brush**

21. A new private ... station has begun to function.
a) broadcasting **b) broadcasted**
22. It's a bad thing for a child to get used to ... in bed.
a) read **b) reading**
23. The teacher was upset by ... him the truth.
a) our not having told **b) we didn't tell**
24. Whenever they met, her cousin avoided ... at her.
a) to look **b) looking**
25. He followed up this remarkable declaration by ... his head.
a) having shaken **b) shaking**
26. ... the essay, he left it to be checked.
a) Writing **b) Having written**
27. He had found a ... umbrella and didn't know what to do.
a) broken **b) breaking.**
28. The President became used to ... by his opponents.
a) criticize **b) being criticized**
29. Most people enjoy ... to different parts of the world.
a) to travel **b) traveling**
30. The guide promised ... the tourists at the station.
a) to meet **b) meeting**
31. Don't pretend ... what you aren't.
a) to be **b) being**
32. You must ... English wherever you can.
a) practice speaking **b) to practice speaking**
33. My lawyer advised me ... anything further about the accident.
a) saying **b) not to say**
34. My grandparents made me ... them next week.
a) to promise to call **b) promise to call**
35. I used to ... two or three times a day.
a) bathe **b) be bathing**
36. You must keep on ... the computer until you understand how ... all of the programmes.
a) practice, to use **b) practicing, using c) practicing, to use**
37. He was said ... a man who could always ... any opposition.
a) to be, to defeat **b) be, to defeat c) to be, defeat**
38. Have you had this article ...?
a) typed **b) typing c) type**
39. Dumb terror made him ... the hammer and ... out.
a) to drop, rush **b) to drop, to rush c) drop, rush**
40. Will you excuse me for... an obvious precaution?
a) taking **b) take c) to take**
41. The philosophers were, however, the first ... language as an evolving phenomenon, and ... philological studies.
a) treat, undertake **b) to be treated, undertake c) to treat, to undertake**

42. He remembered ... madly through the house, ... everywhere for money.
a) to walk, to look **b) walking, looking** c) walk, looking
43. We shall not be able to catch the train ... at five.
a) left **b) leaving** c) having been left
44. The girl ... next to Emma is her niece.
a) being sat **b) having been sat** c) sitting
45. I determined ... until I got back to town before ... my story to the police.
a) be waiting, to tell **b) wait, tell** c) to wait, telling
46. Children sometimes forget... the stoves when they have finished cooking.
a) to turn off **b) turn off** c) turning off
47. Instead of... the letter, she went away.
a) finishing **b) finish** c) to be finishing
48. I'll never forget... my first entrance examination. It was a complete failure.
a) to take **b) have been taken** c) taking
49. The letter ... yesterday was most welcome.
a) receiving **b) having received** c) received
50. I think he wanted me ... or at least ... him for being so humorous.
a) to congratulate, to admire **b) congratulate, admire**
c) be congratulated, be admired
51. There seemed nothing in the man strong enough ... that mountain of flesh.
a) sustaining **b) sustain** c) to sustain
52. All of them enjoyed ... tennis.
a) to play **b) playing** c) play
53. She begged her father ... her ... to college but he did not want ... to her.
a) let, go, to listen **b) to let, to go, to listen** c) to let, go, to listen
54. I persuaded my brother-in-law not... that expensive cottage.
a) to buy **b) buy** c) buying
55. I can see that you are ... of the arrangement and of me, and I had better therefore, resign.
a) tired **b) being tired** c) tiring
56. The city council agreed ... the architect's proposed design for a new market.
a) to accept **b) accepting** c) to be accepted
57. Most passengers dislike ... in small, uncomfortable seats on transoceanic flights.
a) sitting **b) sit** c) to sit
58. I look forward to ... you the next time I'm in town. I'll be sure to let you ... ahead of time so that we can plan to get together.
a) see, to know **b) see, knowing** c) seeing, know
59. his leash, I watched as my dog ran down the street after the mail carrier.
a) Escaping **b) Having escaped** c) Escaped
60. They should have had their windows ...
a) clean **b) cleaned** c) cleaning
61. You seem most fortunate in ... an employee who comes under the full market price.
a) to have **b) having** c) having had

- 62.** My uncle believes animals should ... from hunters. He objects to ... wild animals for sport.
a) protect, kill **b)** be protected, kill **c)** be protected, killing
- 63.** The doctor seemed especially ... by the fact of the robbery ... in the night time.
a) troubling, been unexpected and attempted
b) having troubled, to be unexpected and attempted
c) troubled, having been unexpected and attempted
- 64.** While ... the street in the wrong place, the boy was stopped by the policeman.
a) crossing **b)** being crossed **c)** having been crossed
- 65.** Although my father slammed on his brakes, he couldn't ... the dog that suddenly darted out in front of the car.
a) avoid to hit **b)** avoid hitting, **c)** be avoided hitting
- 66.** Stop ... at me! I'll get everything finished before I go to bed.
a) to grumble **b)** grumbling **c)** to be grumbling
- 67.** With this words the Jew, ... down, placed the candle on an upper flight of stairs.
a) stooped **b)** stooping **c)** having stooped
- 68.** If people delay ... their bills, they only incur more and more interest charges.
a) to pay **b)** paying **c)** to be paying
- 69.** A procrastinator is one who habitually postpones ... things - especially tasks that are unpleasant.
a) doing **b)** do **c)** to do
- 70.** Nobody has offered ... the house next door, so I think they are going... the price.
a) buying, to lower **b)** to buy, to lower **c)** to buy, lowering
- 71.** We couldn't... him alone. His health was too poor.
a) risk to leave **b)** to risk to leave **c)** risk leaving **d)** be risked to leave
- 72.** My neighbour had his garage ... into by car thieves.
a) breaking **b)** broken **c)** having broken **d)** broke
- 73.** Every member of the respectable coterie appeared ... in his own reflections, ... the dog, who seemed ...
a) plunged, not excepting, to be meditating
b) plunging, not excepted, be meditating
c) having plunged, not except, meditating
d) to plunge, not having excepted, being meditating
- 74.** ... their supper, the family started watching television.
a) Finished **b)** Being finished **c)** Having finished **d)** Having been finished
- 75.** ..., the children fell asleep immediately.
a) Being very tired **b)** Very tired **c)** Very tiring **d)** Having tired
- 76.** I might ... a complete circle and return to the point where I started without ... of the fact.
a) to make, being aware **b)** making, being aware
c) making, to be aware **d)** make, being aware
- 77.** I couldn't... outright.
a) resisting to laugh **b)** resist to laugh **c)** resist laughing **d)** to resist laughing
- 78.** We both sat in silence for some little time after ... to this extraordinary story

- a) listening **b) listen** c) to listen **d) having been listened**
- 79.** I won't be able to go anywhere tomorrow as I'll have my new furniture...
a) delivering **b) having delivered** c) delivered **d) being delivered**
- 80.** The rise in our city's crime rate is truly ... In fact, these days most people ... of going out at night.
a) alarmed, terrifying **b) alarming, are terrified**
c) having alarmed, is terrified **d) alarming, having terrified**
- 81.** It is worth ... that all of these three old gentlemen were once in love with the widow Wycherly.
a) to mention **b) mentioning** c) to be mentioned **d) being mentioned**
- 82.** ... articles for her high school paper, she began ... money as a journalist while she was attending college.
a) Writing, earning **b) Having written, earn**
c) Having written, to earn **d) Writing, to have earning**
- 83.** Are you ... in listening to the opera tonight? - Not really. There's a political debate on TV, and I know it will be very ...
a) interest, entertained **b) interesting, having entertained**
c) interested, entertained **d) interested, entertaining**
- 84.** I let my hand ... for many minutes, while I tried ... where and what I could...
a) stay, to imagine, be **b) stay, imagine, be**
c) to stay, to imagine, be **d) to stay, to imagine, to be**
- 85.** My friend never fails ... in time to help me.
a) arrive **b) to arrive** c) arriving **d) be arriving**
- 86.** The clerk threatens ... if the manager doesn't agree to his proposal.
a) resign **b) to resign** c) resigning **d) to be resigned**
- 87.** The quarterback was distraught... that he had failed to break the state record for ... by a few feet.
a) to discover, passing **b) discovering, pass**
c) discover, having passed **d) to discover, to pass**
- 88.** Do you really mean ... you used to ... such hideous clothes when you were young?
a) saying, wearing **b) say, wear** c) to say, wearing **d) to say, wear**
- 89.** I don't recall ... your umbrella anywhere in the house. Maybe you left it in the office.
a) see **b) to see** c) seeing **d) to be seen**
- 90.** My girl-friend didn't even thank me for my gift. I'm really ... at her. - I'm sure she'll thank you soon. I know she was very ... with it.
a) having annoyed, pleasing **b) annoyed, pleased**
c) annoying, having pleased **d) annoyed, pleasing**
- 91.** A burning thirst made me ... the pitcher at once.
a) empty **b) to empty** c) to be emptied **d) emptying**
- 92.** My grandmother appreciated ... breakfast in bed when she wasn't feeling well.
a) serving **b) to serve** c) to be served **d) being served**
- 93.** The bridegroom anticipated ... the wedding ceremony.
a) enjoying **b) enjoy** c) being enjoyed **d) to enjoyed**

- 94.** Both plaintiffs and defendants must... the truth in a court of law.
a) swear telling **b)** swear to tell **c)** swearing telling **d)** swear to be told
- 95.** I am not a very heavy sleeper, and the anxiety in my mind tended, no doubt, ... me even less so than usual.
a) to make **b)** making **c)** make **d)** to be making
- 96.** The customs officer opened the suitcase ... if anything illegal was being brought into the country.
a) to see **b)** seeing **c)** see **d)** to be seen
- 97.** A friend of mine got into trouble when he refused ... his suitcase for the customs officer.
a) being opened **b)** to be opened **c)** to open **d)** opening
- 98.** The speaker gave such a good speech that I couldn't resist ... loudly when he finished.
a) to applaud **b)** being applauded **c)** to be applauded **d)** applauding
- 99.** The children were ... the first time they flew. - Well, they don't seem ... at all now.
a) terrifying, frightened **b)** terrified, frightening
c) having terrified, frightening **d)** terrified, frightened
- 100.** The witness to the murder asked ... in the newspapers. She wanted her name to be kept in a secret.
a) not to identify **b)** don't be identified
c) not to be identified **d)** not having been identified
- 101.** This morning he was removed to a cell, and I, after ... through all the police formalities, have hurried round to you ... you ... your skill in unravelling the matter.
a) having gone, implore, using **b)** go, imploring, use
c) going, imploring, using **d)** going, to implore, to use
- 102.** I hope that by the time his baby learns ... he will be used to ... called 'father'.
a) to speak, being **b)** speaking, be **c)** to speak, have been **d)** speak, being
- 103.** So they begged the jeweller ... it for three days.
a) don't sell **b)** didn't sell **c)** not to sell **d)** not sell
- 104.** It was very cold, but they dared ... fires because someone would see the smoke and wonder about it.
a) not to make **b)** not make
c) not making **d)** do not making
- 105.** You'd better save some money for a rainy day. You can't... on ... by your parents every time you get into financial difficulty.
a) count, to be rescued **b)** count, being rescued
c) counting, rescuing **d)** to count, to rescue

Level 2

- 1.** You can ... my dictionary whenever you like.
a) to use **b)** use **c)** using **d)** used
- 2.** "I'd better ... there early", said Roy.
a) got **b)** to be getting **c)** to get **d)** get
- 3.** Come and help me ... the shopping.

- a) to do b) did c) done d) doing
- 4.** He begged her not ... away.
a) to have gone b) gone c) to go d) go
- 5.** She sat down and made me ... beside her.
a) to sit b) sat c) to be sitting d) sit
- 6.** Everyone came out of the house ... the new car.
a) admire b) to admire c) to be admired d) admired
- 7.** I'd rather ... to her alone.
a) to be talked b) to talk c) talk d) talking
- 8.** You shouldn't ... my pen, I need it myself.
a) use b) to use c) using d) used
- 9.** Annie got up ... the table.
a) to be cleared b) clear c) to clear d) cleared
- 10.** He felt the dog ... him on the shoulder.
a) to touch b) touch c) to be touched d) touched
- 11.** They wanted me ... with them.
a) come b) came c) to come d) to be coming
- 12.** Have you got anything ... ?
a) add b) to add c) added d) adding
- 13.** Let them ... for a walk.
a) go b) going c) to go d) gone
- 14.** The weather was too good ... indoors.
a) stay b) to stay c) staying d) stayed
- 15.** Everybody saw him ... the street.
a) cross b) to cross c) crossed d) to be crossing
- 16.** She plans ... school in September.
a) attends b) attend c) to attend d) attended
- 17.** He will try ... a part-time job at school.
a) get b) got c) to get d) gets
- 18.** They expect ... well at school.
a) do b) to do c) did d) done
- 19.** Her parents would like ... her to college.
a) send b) sends c) sent d) to send
- 20.** What can Teresa ... to do?
a) afford b) affords c) to afford d) afforded
- 21.** They advised their son ... to the state university.
a) go b) to go c) gone d) going
- 22.** She seemed ... to him attentively at that moment.
a) listen b) listened c) to be listening d) to be listened
- 23.** You must... very tired if you went to bed so early.
a) be b) been c) have been d) being
- 24.** He insists that the fact should ... at the meeting.
a) to mention b) mention c) to be mentioned d) be mentioned
- 25.** Ann wants you ... to her birthday party.

- a) to invite b) to be invited c) invite d) invite
- 26.** The students ... here came from Lviv.
a) work b) working c) worked d) having worked
- 27.** John came in ... his suitcase.
a) carry b) carried c) carrying d) being carried
- 28.** ... the book, she gave it to Peter.
a) To read b) Reading c) Being read d) Having read
- 29.** She went out ... the door behind her.
a) shutting b) shut c) to shut d) to be shut
- 30.** They walked in silence between the tables, now ... with books.
a) to load b) loading c) loaded d) load
- 31.** He looked at a ... copy of the newspaper.
a) fold b) folded c) to fold d) being folded
- 32.** They came back to London, ... six weeks.
a) be away b) were away
c) been away d) having been away
- 33.** And ... all this, my father left the room.
a) say b) said c) having said d) be said
- 34.** The boy ... by Betty is a friend of mine.
a) invited b) inviting c) be invited d) invited
- 35.** The room was lit by a ... candle.
a) bum b) burning c) burned d) having burned
- 36.** Kate liked to spend her free time ... the violin.
a) play b) to play c) played d) playing
- 37.** Generally ..., he is a good student.
a) speak b) to speak c) speaking d) spoken
- 38.** ... for another question, he was silent.
a) to wait b) waiting c) waited d) be waited
- 39.** He lay in bed
a) to read b) read c) reading d) having read
- 40.** We saw that the door was
a) locked b) locking c) to lock d) being locked
- 41.** And ... their house, they were free to leave.
a) to sell b) sold c) being sold d) having sold
- 42.** For a moment he stood as if... for another question.
a) wait b) waiting c) waited d) being waited
- 43.** There was someone else ... with Teresa.
a) sit b) sat c) sitting d) having sat
- 44.** ... windows were shining here and there.
a) To light b) Light c) Lighting d) Lighted
- 45.** I like sports ... with the sea.
a) connected b) connecting c) having connected d) connect
- 46.** He would sit and watch the ... leaves of last year.
a) fall b) falling c) fallen d) having fallen

- 47.** It was the first time he looked
a) excite b) exciting c) being excited d) excited
- 48.** I saw him ... this text.
a) to translate b) translating c) translated d) having translated
- 49.** The door was left
a) unlock b) unlocking c) unlocked d) being unlocked
- 50.** She was found ... on the grass.
a) play b) played c) having played d) playing
- 51.** Bob sat without ... a word.
a) saying b) said c) say d) having said
- 52.** They like ... detective stories.
a) read b) having read c) reading d) be read
- 53.** Her son can't read yet but he likes ... very much.
a) read b) reading c) having read d) being read
- 54.** I can still remember ... down the hills in the morning.
a) run b) running c) having been run d) ran
- 55.** After ... her umbrella in the hall she entered the room.
a) left b) leaving c) leave d) being left
- 56.** I am sure of ... this book before.
a) reading b) read c) having read d) being read
- 57.** My friends like ... to our house.
a) being invited b) inviting c) invited d) invite
- 58.** I insist on my ... with a certain consideration.
a) treat b) treating c) having treated d) being treated
- 59.** I know everyone who is worth
a) know b) knowing c) being known d) to know
- 60.** The roof needs
a) to paint b) paint c) painting d) painted
- 61.** ... a good book is a pleasure.
a) read b) being read c) having read d) reading
- 62.** He started ... music lessons yesterday.
a) attending b) attend c) attended d) being attended
- 63.** Her hobby is ... stamps.
a) collect b) collecting
c) collected d) having collected
- 64.** They don't like my habit of ... through newspapers at dinner.
a) look b) to look c) looking d) looked
- 65.** After ... school I'm going to enter Lviv University.
a) finish b) being finished c) finishing d) having finished
- 66.** She greatly dislikes ... by anybody.
a) contradicting b) contradict
c) having contradicted d) being contradicted
- 67.** He was sorry for ... us waiting.
a) to keep b) keeping c) keep d) kept

- 68.** He was angry with me for ... the news.
a) bring b) brought c) bringing d) be brought
- 69.** Instead of ... the rain increased.
a) stopping b) to stop c) stopped d) being stopped
- 70.** She went on ... the letter.
a) write b) written c) writing d) having written
- 71.** She is fond of ... English songs.
a) to sing b) sung c) having sung d) singing
- 72.** He did not recollect such a thing ... to him before.
a) happen b) happened
c) having happened d) being happened
- 73.** We insist on your ... this ancient Ukrainian city.
a) visiting b) visit c) being visited d) having visited
- 74.** I remember his ... in the history of Ukraine before he entered the college.
a) be interested b) having been interested
c) being interested d) to be interested
- 75.** We shall be proud of your ... the competition.
a) win b) won c) being won d) winning
- 76.** We live in the town ... 700 years ago.
a) to found b) founded c) founding d) having founded
- 77.** ... the hall he saw them at once.
a) entered b) to enter c) entering d) being entered
- 78.** I am glad ... to the party.
a) invite b) inviting c) being invited d) to be invited
- 79.** You must... the first two chapters.
a) to read b) reading c) read d) being read
- 80.** We remember ... his lectures on History.
a) attend b) attending c) attended d) being attended
- 81.** The teacher wanted the students ... the rule.
a) to explain b) explaining c) explained d) being explained
- 82.** This book is worth
a) to buy b) bought c) having bought d) buying
- 83.** We saw him ... the house.
a) to enter b) entering c) being entered d) entered
- 84.** They had their information ... by telex.
a) send b) sending c) sent d) to send
- 85.** Her aim is ... English in the shortest time possible.
a) master b) mastered c) being mastered d) mastering
- 86.** Do you want me ... the fire not far from the tent?
a) to make b) make c) made d) having made
- 87.** My ... in the affirmative gave him great satisfaction.
a) to answer b) answering c) answered d) being answered
- 88.** It is necessary for you ... an effort.
a) make b) made c) to make d) being made

- 89.** Dick used to see her... to the Public Library.
a) to go b) gone c) having gone d) going
- 90.** He insisted on our... round the room.
a) to look b) looking c) looked d) having looked
- 91.** My eyes ... very heavy, I lay down again and slept.
a) to be b) been c) being d) be
- 92.** He could see her face ... over the little kitten.
a) to bend b) being bent c) having bent d) bent
- 93.** The house door ..., she went in.
a) to open b) being opened c) open d) to be opened
- 94.** She returned with the letters for Mr. Brown
a) to sign b) signing c) signed d) having signed
- 95.** The most pleasant surprise is their ... to see us today.
a) to come b) having come c) coming d) came
- 96.** I could know that without your ... me.
a) to tell b) told c) being told d) telling
- 97.** It is necessary for my son ... foreign languages.
a) know b) to know c) knowing d) known
- 98.** I don't approve of your... too much.
a) to smoke b) smoked c) smoking d) being smoked
- 99.** John suggested his sister's ... the piano.
a) to play b) being played c) played d) playing.
- 100.** Would you be so kind as ... your voice?
a) to lower b) lowered c) lowering d) being lowered

*Level 3**

- 1.** He watched her ... the bell.
a) to ring b) ring c) rang d) rung
- 2.** He made us ... for several hours.
a) to wait b) waited c) wait d) to be waiting
- 3.** You will be able ... it yourself when you are older.
a) to do b) do c) did d) done
- 4.** The teacher told the pupils ... the sentence.
a) repeat b) repeating c) repeated d) to repeat
- 5.** They won't let us ... the Customs till our luggage has been examined.
a) to leave b) leaving c) leave d) left
- 6.** He is expected ... in a few days.
a) arrive b) to arrive c) arrived d) arriving
- 7.** He seems ... everyone.
a) to suspect b) suspect c) suspected d) to be suspected
- 8.** The ladder wasn't long enough ... the window.
a) reach b) reaching c) to reach d) reached
- 9.** I was astonished ... that he had left for England.
a) learn b) to learn c) learning d) learnt

- 10.** It was very brave of him ... into the burning house.
a) rushed b) rushing c) rush d) to rush
- 11.** I saw the boy ... the cup.
a) drop b) to drop c) dropped d) to be dropped
- 12.** They are known ... very generous.
a) be b) to be c) been d) were
- 13.** He happened ... at the window at that moment.
a) stand b) stood
c) to be standing d) to have been standing
- 14.** His mother doesn't let him ... what he wants.
a) to do b) do c) done d) to be doing
- 15.** He saw the old man ... the street in the wrong place.
a) cross b) to cross c) crossed d) to be crossing
- 16.** She is said ... very rich before leaving the country.
a) be b) been c) being d) to have been
- 17.** I felt my face ... red.
a) to turn b) turn c) turned d) to have turned
- 18.** We supposed her ... to the hospital the day before.
a) take b) taken
c) be taken d) to have been taken
- 19.** He was made ... that he was ready to sell the shop.
a) say b) said c) to say d) saying
- 20.** Friendship is not ... at a fair.
a) to buy b) to be bought c) buying d) buy
- 21.** Don't bother her. She seems ... now.
a) to study b) study c) studied d) to be studying
- 22.** Jane hoped ... the prize, but someone else won it.
a) give b) giving c) to be given d) given
- 23.** We are waiting for his first novel ... in English.
a) publish b) publishing c) to be published d) have published
- 24.** He found it difficult... the crossword.
a) to do b) do c) done d) to be done
- 25.** They are known ... a lot of money to charity in the past.
a) donate b) donating c) donated d) to have donated
- 26.** The gentleman ... to your father is the headmaster of your school.
a) talk b) to talk c) talking d) talked
- 27.** ... on the light, I was astonished at what I saw.
a) to turn b) turning c) turned d) be turned
- 28.** ... two languages, he applied for a job of a translator.
a) to learn b) learning c) learnt d) having learnt
- 29.** In Lviv we saw a building ... four centuries ago.
a) to build b) built c) build d) building
- 30.** They turned over the pages of the family album ... carefully at the pictures.
a) looking b) looked c) to look d) having looked

- 31.** ... by photographers and pressmen, she was wearing extremely fashionable clothes.
a) to surround b) surrounding
c) being surrounded d) surround
- 32.** The theatre ... here now will be the largest one in the city.
a) to build b) building c) build d) being built
- 33.** He continued staring at the screen as if... by his first sight of television.
a) to fascinate b) fascinated c) fascinating d) fascinate
- 34.** Everybody looked at the ... child in the street.
a) to cry b) cried c) crying d) cry
- 35.** She admired him ... with their child.
a) playing b) played c) to be playing d) having played
- 36.** The picture was found
a) to damage b) damaged c) damaging d) being damaged
- 37.** The holidays ... over, we must get down to some hard work.
a) to be b) been c) being d) be
- 38.** The boy was heard ... in the next room.
a) sing b) sung c) having sung d) singing
- 39.** He didn't want his words ... on the tape.
a) record b) recorded c) recording d) having recorded
- 40.** Do you have your dress ...?
a) to make b) make c) made d) making
- 41.** The car was considered ... again.
a) steal b) to steal c) stealing d) stolen
- 42.** He was very ... by her sudden change of attitude.
a) surprised b) surprising c) to surprise d) surprise
- 43.** The man smiled, ... his teeth.
a) to show b) showing c) show d) shown
- 44.** All the country near him was
a) to break b) breaking c) broken d) break
- 45.** The taxi could be seen ... outside.
a) waiting b) waited c) having waited d) be waited
- 46.** She had her bed ... to the corner of the room.
a) to move b) move c) moving d) moved
- 47.** ... hands with them, he left the room.
a) to shake b) shaken c) having shaken d) shake
- 48.** There were four girls ... on the wooden bench in the yard.
a) to sit b) sitting c) sit d) sat
- 49.** She sat on the steps with her arms ... upon her knees.
a) to cross b) crossing c) cross d) crossed
- 50.** ... the exercise, the teacher asked the students to do it.
a) to explain b) explained
c) having explained d) explaining
- 51.** They enjoy ... time in the garden.
a) spend b) spending c) spent d) be spent

- 52.** ... is dangerous for your health.
a) smoking b) smoked c) being smoked d) having smoked
- 53.** Jane has stopped ... coffee because she is on a diet.
a) to drink b) drunk c) drinking d) being drunk
- 54.** Would you mind ... the window?
a) to open b) opening c) opened d) open
- 55.** He left the shop without... for the ball.
a) to pay b) pay c) paid d) paying
- 56.** She was well-known for ... Ukrainian folk songs.
a) to sing b) sung c) singing d) being sung
- 57.** He apologized for... so late.
a) being b) been c) to be d) be
- 58.** He was tired of... to the child.
a) to talk b) talking c) talked d) being talked
- 59.** She kept on ... in silence.
a) to write b) written c) writing d)having written
- 60.** She cannot go to bed without.
a) to speak b) spoken c) being spoken d) speaking
- 61.** We shall look forward to ... you.
a) to see b) seeing c) seen d) being seen
- 62.** I was afraid of... the wrong thing.
a) saying b) said c) to say d) to have said
- 63.** They were in the habit of... to London for week-ends.
a) to answer b) to have answered
c) answered d) answering
- 64.** He looked at me for a long time without....
a) to come b) having come c) coming d) come
- 65.** I shall never forget... to America for the first time.
a) go b) going c) gone d) have gone
- 66.** They hate ... in this awful room day after day.
a) sit b) sat c) sitting d) having sat
- 67.** He had difficulty in ... the crossword.
a) doing b) done c) to do d) being done
- 68.** ... fast is dangerous for everyone.
a) drive b) driving c) driven d) being driven
- 69.** I don't feel like ... to the cinema tonight.
a) to go b)gone c) going d) having gone
- 70.** She had no intention of... there any longer.
a)stay b) to stay c) stayed d) staying
- 71.** ... vegetables is good for your health.
a)eat b) eating c) eaten d) having eaten
- 72.** He entered without... at the door.
a) to knock b) knock c) knocking d)knocked
- 73.** I am sorry for ... unfair to you.

- a) to be b) been c) be d) having been
- 74.** I don't want to drive a car; I'm afraid of ... an accident
a) having b) have c) had d) having had
- 75.** The baby didn't stop... all night.
a) cry b) crying c) cried d) having cried
- 76.** Why are you so keen on ... ?
a) to travel b) travel c) travelling d) travelled
- 77.** I began ... as soon as I heard about the match.
a) train b) trained c) be trained d) to train
- 78.** He succeeded in ... the world record.
a) to break b) breaking c) broken d) being broken
- 79.** How much did you expect ... for your work?
a) pay b) paying c) paid d) to be paid
- 80.** I can't afford ... on holiday this year.
a) to go b) go c) gone d) having gone
- 81.** Let me ... you some advice.
a) to give b) give c) given d) giving
- 82.** I heard someone ... the house.
a) to enter b) entered c) entering d) have entered
- 83.** I'd sooner... than tell the secret.
a) to die b) die c) dying d) died
- 84.** My father stopped ... ties some years ago.
a) wearing b) to wear c) wear d) worn
- 85.** I was made ... two hours for an appointment.
a) wait b) waiting c) to wait d) waited
- 86.** They made us ... early in the morning.
a) getting up b) to get up c) get up d) got up
- 87.** I look forward to ... you at the party.
a) to see b) see c) seen d) seeing
- 88.** I saw someone ... through the window.
a) to climb b) climb c) climbed d) to have climbed
- 89.** If you have something ..., say it now.
a) to say b) say c) saying d) said
- 90.** ... the door behind her, she got into the car.
a) To close b) Closed c) Closing d) Being closed
- 91.** She just sat there, ... nothing.
a) do b) to do c) done d) doing
- 92.** The duty of all mankind is ... for peace.
a) fight b) fighting c) fought d) being fought
- 93.** He did not remember... in that room before.
a) be b) been c) having been d) have been
- 94.** . He was unable ... silence.
a) to keep b) keeping c) kept d) being kept
- 95.** She could feel her hands

- a) to tremble b) trembling c) trembled d) to be trembling
- 96.** The lamp ..., she took her son's letter.
a) to light b) lit c) to be lit d) having been lit
- 97.** After ... about ten yards, he found the ball among the leaves.
a) to walk b) walk c) walking d) walked
- 98.** I insist on both of them ... in time.
a) to come b) coming c) have come d) come
- 99.** For about ten days we seemed ... on nothing but bread and water.
a) live b) lived c) living d) to have been living
- 100.** ... his luggage, he went to look for a taxi.
a) Having picked up b) To pick up
c) Picked up d) Being picked up
- 101.** The teacher reminded the students ... their assignments.
a) to complete b) complete c) completing d) completed
- 102.** Mrs. Jackson told her young son not... the hot stove.
a) touch b) touching c) to touch d) touched
- 103.** The pilot was forced ... the plane.
a) landing b) to land c) landed d) to be landed
- 104.** It's a good idea for them ... gerunds and infinitives because they want to speak English fluently.
a) to study b) study c) studied d) having studied
- 105.** The teacher opened the window in order... some fresh air in the room.
a) let b) letting c) to let d) to have let
- 106.** Nuclear physics is too difficult....
a) understand b) understood c) understanding d) to understand
- 107.** He expected ... to the party, but he wasn't.
a) to invite b) to be invited c) invite d) invited
- 108.** John is fortunate now ... a scholarship last month.
a) to give b) given
c) to have been given d) giving
- 109.** Every hour he stops his work ... a cigarette.
a) to smoke b) smoking c) to have smoked d) smoke
- 110.** You are likely ... the book in our library.
a) finding b) to find c) found d) to be found
- 111.** Three men are reported ... in the accident.
a) to injure b) injuring
c) injured d) to have been injured
- 112.** Something made them ... the meeting early.
a) to leave b) left c) leave d) to be left
- 113.** Several minutes ago he saw them ... in the entrance hall.
a) to talk b) talking c) talked d) have talked
- 114.** Where can I have my umbrella ...?
a) to mend b) mending c) mend d) mended

- 115.** ... all her shopping she went home.
a) To do b) Done c) Having done d) To be done
- 116.** Her daughter sat quite silent, with her eyes ... on the ground.
a) to fix b) fixed c) fixing d) have fixed
- 117.** Why don't you have your piano ...?
a) to tune b) tuning c) tune d) tuned
- 118.** Then he looked out of the window and saw clouds ... in the sky.
a) gathering b) to gather c) gathered d) to be gathered
- 119.** ... by her father, she went to her new room.
a) To accompany b) Accompany
c) Accompanied d) To have accompanied
- 120.** Generally ..., I don't like coffee.
a) to speak b) speaking c) spoken d) speak
- 121.** Other footsteps were heard ... the room below.
a) have crossed b) crossed c) being crossed d) to cross
- 122.** The girl was silent, ... at her hands again.
a) to look b) looked c) looking d) to have looked
- 123.** ... the door behind her, Isabel waited a little.
a) To close b) Closed c) To be closed d) Having closed
- 124.** They admired the stars ... in the sky.
a) twinkling b) to twinkle c) twinkled d) to be twinkling
- 125.** ... alone, Paul and I kept silence for some time.
a) To leave b) Being left c) Leaving d) Have left
- 126.** Sometimes children complain about not... by their parents.
a) to understand b) to be understood
c) being understood d) understanding
- 127.** Mr. Jackson has a good chance of ... president.
a) to elect b) electing c) elected d) being elected
- 128.** The apples on the tree are ripe. They need
a) picking b) picked c) to pick d) to have picked
- 129.** We are excited about Mary's ... a scholarship.
a) to win b) winning c) won d) being won
- 130.** I couldn't understand his not.
a) to want b) wanted c) wanting d) have wanted
- 131.** Ann borrowed Sally's clothes without... her first.
a) to ask b) asked c) have asked d) asking
- 132.** I'll help you with your homework as soon as I finish ... the dishes.
a) wash b) washing c) washed d) being washed
- 133.** I can't help ... why Larry did such a foolish thing.
a) wondering b) to wonder c) wondered d) to be wondered
- 134.** I don't remember ever ... that story before.
a) hear b) to hear c) having heard d) heard
- 135.** You should stop ... if you get sleepy.
a) to drive b) driven c) to have driven d) driving

- 136.** Please, forgive me for not... here to help you yesterday.
a) to be b) been c) having been d) have been
- 137.** In spite of... busy, he did all he could to help her.
a) to be b) being c) been d) to have been
- 138.** The boys could not leave the house without... for permission.
a) asking b) to ask c) asked d) to have asked
- 139.** Sometimes the sad expression on his face makes me ... sorry for him.
a) to feel b) felt c) feeling d) feel
- 140.** Edward stood on the beach ... at the ship.
a) to look b) looking c) looked d) look
- 141.** I usually watched them instead of... ball with them.
a) to play b) played c) playing d) have played
- 142.** If you hear any news, I want... immediately.
a) to be told b) telling c) to have told d) told
- 143.** I was getting sleepy, so I let my friend ... the car.
a) to drive b) drive c) driven d) to be driven
- 144.** We sat in the kitchen ... very hot, strong tea.
a) to sip b) sip c) sipping d) sipped
- 145.** Emily stopped ... a black cat run across the street.
a) to let b) let c) being let d) to have let
- 146.** I'm tired. I wouldn't mind just ... at home tonight.
a) to stay b) staying c) stayed d) to have stayed
- 147.** ... about another country is very interesting.
a) Learn b) Learnt c) Learning d) Being learnt
- 148.** Lillian deserves ... the truth about what happened last night.
a) to tell b) to be told c) told d) to have told
- 149.** Don't keep ... me the same questions over and over.
a) to ask b) asked c) being asked d) asking
- 150.** Time ..., we shall start tomorrow.
a) to permit b) permitting
c) permitted d) to have permitted

SUPPLEMENTARY READING

What is management? (1)

Managers are an important group involved in business activity. It is difficult to define exactly what is meant by 'management'. However, many agree that managers are responsible for 'getting things done' – usually through other people. The term manager may refer to a number of different people within a business. Some job titles include the word manager, such as personnel manager or managing director. Other job holders may also be managers, even though their titles do not say it. It could be argued that managers:

- act on behalf of the owners – in a company, senior management are accountable to the shareholders;
- set objectives for the organisation, for example, they may decide that a long term objective is to have a greater market share than all of the company's competitors;
- make sure that a business achieves its objectives, by managing others;
- ensure that corporate values (the values of the organisation) are maintained in dealings with other businesses, customers, employees and general public.

The functions of management (2)

Henri Fayol, the French management theorist working in the early part of this century, listed a number of functions or 'elements' of management.

Planning This involves setting objectives and also the strategies, policies, programmes and procedures for achieving them. Planning might be done by line managers (unit 63) who will be responsible for performance.

However, advice on planning may also come from staff management who might have expertise in that area, even if they have no line authority. For example, a production manager may carry out human resource planning (unit 5.1) in the production department, but use the skills of the personnel manager in planning recruitment for vacancies that may arise.

Organising Managers set tasks which need to be performed if the business is to achieve its objectives. Jobs need to be organised within sections or departments and ; authority needs to be **delegated** so that jobs are carried out. For example, the goal of a manufacturing company may be to produce quality goods that will be delivered to customers on time. The tasks, such as manufacturing, packaging, administration, etc. that are part of producing and distributing the goods, need to be organised to achieve this goal.

Commanding This involves giving instructions to subordinates to carry out tasks. The manager has the authority to make decisions and responsibility to see tasks are carried out.

Co-ordinating This is the bringing together of the activities of people within the business. Individuals and groups will have their own goals, which may be different to those of the business and each other. Management must make sure that there is a common approach, so that the company's goals are achieved.

Controlling Managers measure and correct the activities of individuals and groups, to make sure that their performance fits in with plans.

The management process (3)

Peter Drucker worked in the 1440s and 1950a as a business adviser to a number of US firms. He is credited with the idea of MANAGEMENT BY OBJECTIVES (unit 5), used by some businesses today. Drucker grouped the operations of management into five categories.

Setting objectives for the organisation. Managers decide what the objectives of the business should be. These objectives are then organised into targets.

Organising the work. The work to be done in the organisation must be divided into manageable activities and jobs. The jobs must be integrated into the formal organisational structure and people must be selected to do the jobs.

Motivating employees and communicating information to enable employees to carry out their tasks.

Job measurement. It is the task of management to establish objectives or yardsticks of performance for every person in the organisation. They must also analyse actual performance and compare it with the yardstick that has been set. Finally, they should communicate the findings and explain their significance to others in the business.

Developing people. The manager should bring out the talent in people.

Every manager performs all five functions listed above, no matter how good or bad a manager, Drucker suggests. A bad manager performs these functions badly, whereas a good manager performs them well. He also argued that the manager of a business has a basic function – economic performance.

In this respect the business manager is different from the manager of other types of organisation. Business managers can only justify their existence and authority by the economic results they produce.

Being a manager (4)

In contrast with Fayol or Drucker, **Charles Handy** argued that any definition of a manager is likely to be so broad it will have little or no meaning. Instead he outlined what is likely to be involved in ‘being a manager’.

The manager as a general practitioner Handy made an analogy between managing and staying ‘healthy’. If there are ‘health problems’ in business, the manager needs to identify the symptoms. These could include low productivity, high labour turnover or industrial relations problems. Once the symptoms have been identified, the manager needs to find the cause of trouble and develop a strategy for ‘better health’. Strategies for health might include changing people, through hiring and firing, reassignments, training, pay increases or counselling. A manager might also restructure work through job redesign, job enrichment (unit 50) and a redefinition of roles. Systems can also be improved. These can include communication systems, reward systems, information and reporting systems budgets and other decision making systems, e.g. stock control.

Managerial dilemmas Handy argued that managers face dilemmas. One of the reasons why managers are paid more than workers is because of the dilemmas they face.

The dilemma of cultures. When managers are promoted or move to other parts of the business, they have to behave in ways which are suitable for the new position. For example, at the senior management level, managers may deal more with long term strategy and delegate lower level tasks to middle management more often. If a promoted manager maintains a 'culture' that she is used to, which may mean taking responsibility for all tasks, she may not be effective in her new position.

- The trust-control dilemma. Managers may want to control the work for which they are responsible. However, they may have to delegate work to subordinates, trusting them to do the work properly. The greater the trust a manager has in subordinates, the less control she retains for herself. Retaining control could mean a lack of trust.

- The leader's dilemma. In many firms, junior managers often want to work in project teams, with a clear task or objective. This can mean working 'outside' the normal bureaucratic structure of a larger organisation.

Unfortunately, there can be too many project groups (or 'commando groups') for the good of the business- The manager must decide how many project groups she should create to satisfy the needs of her subordinates and how much bureaucratic structure to retain.

Managerial roles (5)

Henry Mintzberg suggested that, as well as carrying out certain functions, the manager also fulfils certain **roles** in a firm. He identified three types of role which a manager must play.

- Interpersonal roles. These arise from the manager's formal authority. Managers have a figurehead role. For example, a large part of a chief executive's time is spent representing the company at dinners, conferences etc. They also have a leader role. This involves hiring, firing and training staff, motivating employees etc. Thirdly, they have a **liaison** role. Some managers spend up to half their time meeting with other managers. They do this because they need to know what is happening in other departments.

Senior managers spend a great deal of time with people outside the business. Mintzberg says that these contacts build up an informal information system, and are a means of extending influence both within and outside the business.

- Information roles. Managers act as channels of information from one department to another. They are in a position to do this because of their contacts.

- Decision making roles. The manager's formal authority and access to information means that no one else is in a better position to take decisions about a department's work.

Through extensive research and observation of what managers actually do, Mintzberg drew certain conclusions about the work of managers.

- The idea that a manager is a 'systematic' planner is a myth. Planning is often carried out on a day-to-day basis, in between more urgent tasks.

- Another myth is that a manager has no regular or routine duties, as these have been delegated to others. Mintzberg found that managers perform a number of routine duties, particularly ‘ceremonial’ tasks.

- Mintzberg’s research showed that managers prefer verbal communication rather than a formal system of communication (unit 6.2). Information passed by word of mouth in an informal way is likely to be more up to date and easier to grasp.

Leadership (6)

The ability to lead within organisations is of growing interest to businesses. This interest has resulted from the need to lead companies through change, brought about by an increase in competition and a recessionary climate in the late 1980s and early 1990s.

Earlier in this unit it was shown that a manager might have a leadership **role**. To be a good leader in business it has been suggested that a manager must know what direction needs to be taken by the business and plan how to achieve this. Leaders will also be able to persuade others that the decisions that they have taken are the correct ones.

Leaders are often thought to be charismatic people who have ‘something about them’ that makes them stand out from others. It has been argued that there are certain personality traits (unit 14.1) that are common to leaders. However, studies have failed to prove this is the case.

In order to identify ‘leadership’, studies have shifted to examine what leaders, and in particular managers, do – that is, what behaviour is associated with leadership. This is dealt with in the next sections.

The qualities of leadership (7)

One approach to find out what makes good leaders is to identify the qualities that they should have. A number of **characteristics** have been suggested.

- Effective leaders have a positive self image, backed up with a genuine ability and realistic aspirations. This is shown in the confidence they have. An example in UK industry might be Richard Branson, in his various pioneering business activities. Leaders also appreciate their own strengths and weaknesses. It is argued that many managers fail to lead because they often get bogged down in short term activity.

- Leader need to be able to get to the ‘core’ of a problem and have the vision and commitment to suggest radical solutions. Sir John Harvey-Jones took ICI to £1 billion profit by stirring up what had become a ‘sleeping giant’. Many awkward questions were raised about the validity of the way things were done, and the changes led to new and more profitable businesses on a world-wide scale for the firm.

- Studies of leaders in business suggest that they are expert in a particular field and well read in everything else. They tend to be ‘out of the ordinary’, intelligent, and articulate.

- Leaders are often creative thinking and innovative. They tend to seek new ideas to problems, make sure that important things are done and try to improve

standards. One example might have been the restructuring of BHS by David Dworkin so that unsold stock did not remain on the shelves.

- Leaders often have the ability to sense change and can respond to it. A leader, for example, may be able to predict a decline of sales in an important product or the likelihood of a new production technique being available in the future.

Leadership styles (8)

Another approach is to examine different styles of leadership. There are a number of styles that managers might adopt in the work setting. Table 1 shows the different ways in which leaders can involve others in the decision making process.

Autocratic. An AUTOCRATIC leadership style is one where the manager sets objectives, allocates tasks, and insists on obedience. Therefore the group become dependent on him or her. The result of this style is that members of the group are often dissatisfied with the leader. This results in little cohesion, the need for high levels of supervision, and poor levels of motivation amongst employees.

Autocratic leadership may be needed in certain circumstances. For example, in the armed forces there may be a need to move troops quickly and for orders to be obeyed instantly.

Democratic. A DEMOCRATIC leadership style encourages participation in decision making. Managers may consult employees or could attempt to ‘sell’ final decisions to them. It is argued that, through participation and consultation, employees know and believe the objectives of management because they have had some involvement with it. This will result in employees being more motivated and willing to work harder.

Democratic leadership styles need good communication skills. The leaders must be able to explain ideas clearly to employees and understand feedback they receive (unit 62). It may mean, however, that decisions take a long time to be reached as lengthy consultation can take place. **Laissez-faire.** A LAISSEZ-FAIRE type of leadership style allows employees to carry out activities freely within broad limits. The result is a relaxed atmosphere, but one where there are few guidelines and directions. This can sometimes result in poor productivity and lack of motivation as employees have little incentive to work hard.

Table 1
Leadership style

Autocratic		Democratic		Laissez-faire
Type of leadership	Autocratic	Persuasive	Consultative	Laissez-faire
Method	Leader makes Decisions alone. Others are informed and carry out decisions.	Leader makes decisions alone. Others are persuaded by the leader that the decision is the right one,	Leader consults with others before decision is made. There will be group	There is no formal structure to decision making. The leader does not force his or

		i.e. leader 'sells' the decision to the group.	influence in the final decision, even though it is made by the leader.	her views on others.
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Factors affecting leadership styles (9)

The type of leadership style adopted by managers will depend on various factors.

The task. A certain task may be the result of an emergency, which might need immediate response from a person in authority, The speed of decision needed and action taken may require an authoritarian or autocratic style of leadership.

- The tradition of the organisation. A business may develop its own culture which is the result of the interactions of all employees at different levels. This can result in one type of leadership style, because of a pattern of behaviour that has developed in the organisation. For example, in the public sector (unit 4) leadership is often democratic because of the need to consult with politicians etc.

- The type of labour force. A more highly skilled workforce might be most productive when their opinions are sought. Democratic leadership styles may be more appropriate in this case.

- The group size. Democratic leadership styles can lead to confusion the greater the size of the group.

- The leader's personality. The personality of one manager may be different to another manager and certain leadership styles might suit one but not the other. For example, an aggressive, competitive personality may be more suited to an authoritarian leadership style.

- Group personality. Some people prefer to be directed rather than contribute, either because of lack of interest, previous experience, or because they believe that the manager is paid to take decisions and shoulder responsibility. If this is the case, then an autocratic leadership style is more likely to lead to effective decision making.

- Time. The time available to complete a task might influence the leadership style adopted. For example, if a project has to be finished quickly, there may be no time for discussion and an autocratic style may be adopted.

Why do leaders adopt different styles? (10)

A number of theories have been put forward to explain the most appropriate leadership style when dealing with certain situations or groups at work.

Fiedler. In 1976, F. Fiedler argued that it is easier to change someone's role or power, or to modify the job he has to do, than to change his leadership style. From his 800 studies he found that it is difficult for people to change leadership styles - an 'autocrat' will always lead in autocratic style whereas a leader that encourages involvement will tend to be 'democratic'. Different leadership styles may also be effective depending on the situation. He concluded that, as leaders are unable to adapt

their style to a situation, effectiveness can only be achieved by changing the manager to 'fit' the situation or by altering the situation to fit the manager.

In business it is often difficult to change the situation. Fiedler suggested that a business should attempt what he called **leadership match** – to choose a leader to fit the situation. Leaders can be either **task orientated** or **relationship orientated**. So, for example, a business that faced declining sales might need a very task orientated manager to pull the business around, even if the tradition of the firm might be for a more democratic style of leadership.

Hersey and Blanchard. P. Hersey and K.H. Blanchard argued that a leader's strategy should not only take account of the situation, but also the maturity of those who are led. They defined maturity as the ability of people to set targets which can be achieved and yet are demanding.

A leader will have **task behaviour or relationship behaviour**. Task behaviour is the extent to which the leader has to organise what a subordinate should do. Relationship behaviour describes how much support is needed and how close personal contact is. Together these will decide which of the following leadership styles will be used.

- **Delegating** leadership is where a leader allows subordinates to solve a problem. For this type of leadership style to work, subordinates need to be mature and require little support at work.

- **Participating** leadership is where a leader and subordinates work on a problem together, supporting each other. In this situation subordinates are slightly less mature than when a leader delegates and so need more support.

- **Selling** leadership is where a leader persuades others of the benefits of an idea. Workers are likely to be only moderately mature and require a great deal of support.

- **Telling** leadership is where a leader tells others what to do. Workers are fairly immature. They are told exactly what to do and little contact or support is needed.

Wright and Taylor. In 1984, P. Wright and D. Taylor argued that theories which concentrate on the situation or maturity of those led ignore how skilfully leadership is needed.

They produced a checklist designed to help leaders improve the performance of subordinates. It included the following.

- What is the problem? An employee may, for example, be carrying out a task inefficiently.

- Is it serious enough to spend time on? This could depend on the cost to the business.

- What reasons may there be for the problem? How can it be solved?

- Choosing a solution and evaluating if it is the most effective one.

- Evaluation of the leader's performance.

This can be used to identify the most suitable leadership style in a particular situation. For example, if the problem above is caused because the employee has been left to make his own decisions and is not able to, a more autocratic leadership style

may be needed. On the other hand, if the employee lacks motivation or does not have the authority to make decisions, greater discussion or delegation may be needed.

Key terms

Autocratic leadership – a leadership style where the leader makes all decisions independently.

Democratic leadership – a leadership style where the leader encourages others to participate in decision making.

Laissez-faire leadership – a leadership style where employees are encouraged to make their own decisions within limits.

Management by Objectives (MBO) – a management theory which suggests that managers set goals and communicate them to subordinates.

Summary

1. State 5 functions of management.
2. Briefly explain the process of management by objectives.
3. Give 3 examples of a managerial dilemma.
4. Why might a good manager not always be a good leader?
5. Briefly explain 5 qualities of leadership.
6. Under what circumstances might an autocratic leadership style be useful?
7. State 6 factors which might affect the choice of leadership style.
8. According to Fiedler's theory, why should a business attempt a leadership match?

HUMAN RESOURCE MANAGEMENT

Managing people in business (11)

Since the mid-Eighties the term 'Human Resource Management' (HRM) has replaced 'Personnel Management' to describe the function within business which focuses on the employment, training, use and welfare of people. What does this signal about human relations in industry?

For people to be referred to as 'human resources' sounds mechanical and yet the objectives of the approach are precisely the opposite. The intention is to emphasise a total strategy related to a firm's most valued resource rather than the set of functions which a personnel management department was commonly expected to undertake.

The process begins with effective workforce planning which links intentions related to employees with the internal organisation and the overall objectives of the business. This sees employees not simply as people who perform a set of functions, narrowly contained within a job specification, nor as groups catered for by collective agreements with unions. Rather, it stresses the extent to which employees will have an active role within most of the decision making which surrounds their 'job' in the firm. One of the best examples of this which you will be familiar with is the approach summed up in the phrase 'quality circles'. Employees are considered to be part of a team and not simply individuals working for the firm.

From individual to team member

The classic texts present employees as individuals working in a firm and devote attention to individual human needs. You will be familiar with this approach in the work of Maslow, who describes a hierarchy of human needs and stresses the importance of satisfying the higher needs (see Figure 1).

Herzberg takes a similar approach (see Table 1), dividing the factors which can be identified in the work situation into those which must be there if people are to work at all (hygiene factors) and those which might be likely to provoke a positive response (motivating factors).

Table 1

The Herzberg model

Hygiene factors	Motivators
Working environment	Working environment
Supervision	Supervision
Company policy	Company policy
Relationship with superiors	Relationship with superiors
Relationship with subordinates	Relationship with subordinates

Organisational culture (12)

The human resource approach centres more on people working in groups, looking at the firm as a whole and developing the idea of a 'culture' which the firm will evolve and to which employees will respond. The spotlight is less on the individual employed through a job description and tightly defined role and more on efficient working teams through which better performance can be identified and achieved.

Where emphasis is placed on the needs of the individual and on individual records, a wide range of indicators can be identified through which high or low morale can be measured. These include absentee rates, lateness, accident figures, low productivity and many others. This approach is rather like viewing a class of A-level Business Studies students as individuals.

The alternative view of the class is as a set of sub-groups, not always the same groups, working together to achieve learning objectives which the teacher, as manager of the class, determines. These will be in line with overall objectives as represented by the syllabus and the way it is assessed.

Translating this to the work situation implies an approach which allows considerable decision-making responsibility to be given to teams of workers. In McGregor's language, it is very much a Theory Y approach since it demands much greater self-motivation and personal responsibility for outcomes (see Table 2).

Table 2

McGregor's Theory X and Y model

X	Y
Dislikes work	Is satisfied by work

Avoids work Is lazy and selfish Is directed, controlled, threatened Avoids responsibility Little ambition Money motivates	Seeks work Works well, cooperates Is self-directed Seeks responsibility Seeks satisfaction of higher needs All needs motivate
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From negative to positive

Much of what is traditionally implied in personnel management approaches centres on negative performance measures: the reduction in labour turnover, the avoidance of industrial disputes, the minimising of lateness and absence through such things as timeclocks and flexitime. The philosophy of HRM, in contrast, is that members of teams have a responsibility to each other which is a more compelling motivator than a rather generalised responsibility to the firm.

Again I cannot resist comparison with the management of a class. Students working in sub-groups work much more for each other than for the class teacher. Evidence suggests that this leads to more continuous and more positive contributions than a whole class or individual student approach commonly produces.

The broader perspective of employment (13)

If the philosophy of HEM is effectively practised, the view of employment as finding people who will offer individual job skills diminishes. The focus of workforce planning, selection, induction and training is very much broader. Its consequence is both to require and to develop good communication skills and a greater sense of identity with the organisation. HRM implies a movement away from ‘us and them’ towards a cooperative concern for the same objective based on differing but equally valued contributions.

Some might argue that this is true 'Taylorism' in the sense that there is a common goal to be achieved which requires a solution-centred approach. It is not based on different sets of objectives which have to be harmonised in a way which is problem centred and designed to limit or prevent conflict.

Mary Parker Follett’s view that conflict is not only inevitable but is desirable takes on a new dimension within the framework of HRM because it is through the creative resolution of positive conflict that high performance can be achieved. The approach does not deny the significance of individual human needs. Rather, it sets their satisfaction in a cooperative culture which is more likely to give scope for satisfying higher needs than any approach based on the individual job.

Why change now? (14)

No doubt a variety of reasons can be found for the rapid acceptance of an HRM approach, but I want to confine myself to two reasons apparent in the changing environment of business. The first is the rapid pace of change itself. This is both absorbing and creating innovation at a speed which can only be tolerable within a

cooperative, creative and flexible working environment. The second reason is linked to this process – the thrust for better and more complete quality assurance within all aspects of organizational behaviour.

Innovation

The environment is an ever-changing one. This tends to produce uncertainty, fear and conflict when what is required is cooperation, flexibility and contribution. Working within a team is more supportive, allows greater involvement in decision making and an increased opportunity for making a contribution.

Such a dynamic environment also needs a stable workforce – one that can move with the changes without changing too much itself, one that can live with a higher level of risk and greater uncertainty about the future.

Quality assurance

History has shown us that the old method of inspecting work and rejecting where necessary is not very effective. It is better to involve workers in the process. Most will work better if they know what the quality objective is and by what criteria completed work is to be assessed. Motivation is further enhanced if workers participate in making decisions about all aspects of these processes.

Quality is an agreed objective rather than an external standard, but the pressures of the market place make it increasingly important that quality assurance targets are met. The contribution HRM can make to this process is to develop worker involvement in deciding the goals of the organisation and therefore far greater commitment to their achievement.

From theory to practice?

How real are these changes? Can they be seen in the way organizations are run or is this largely the human relations writers talking to each other?

Drucker predicts that new organisations which embody HRM will rapidly appear in the next twenty years with flatter organisation charts and much more responsibility centred around the workers. A large number of individual studies, particularly of large organisations in the motor industry, provide further evidence of such changes, but it will no doubt be some considerable time before they are commonplace in the business and industrial parks of our town.

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LIFE AT THE TOP (15)

What do top managers actually do? Andrew Karabadse discusses the varied nature of their work and stresses the importance of top managers in ensuring that an organisation functions effectively as a team.

On being asked ‘What do you do?’, Ian Prosser, Chairman and Chief Executive of Bass, didn’t hesitate. He stressed the contribution he makes to the organisation’s growth and development, and provided a strategic outline for the company. Sir Graham Day was asked a similar question about his days at Rover. His answer emphasised the sensitivity and care needed to introduce change effectively and grow an ailing business. Colin Sharman, UK Partner of the global consultants and auditors Peat Marwick, responded with a smile and a question: ‘Where do I begin?’.

So here are three top managers, each displaying a different view as to what their job really involves. Unusual? No – this is absolutely normal.

Prescribed work

Broadly speaking, any manager’s job can be divided into two parts – prescribed and discretionary. The prescribed part refers to the daily structured tasks someone needs to accomplish in order to achieve the basics. The person has little choice but to do what is required (just as a GP’s prescription spells out what sort of drugs the patient needs, the quantity, and over what time period).

The job may need a low or a high level of skill. For example, routine work is likely to involve people completing a set number of tasks, often conducted in a particular way, on a daily basis. Strangely enough, the work of a surgeon, although high level with respect to skills and status, is also ‘prescribed’. Surgeons specialise in particular aspects of surgery and have a set number of units of work to fulfill.

Apply this thinking to the role of sales manager. The manager is probably given a geographical region to cover, and sells a part or whole of the company’s product range. There are likely to be revenue targets to achieve: a certain volume of sales within certain periods of time. And there may equally be cost targets: you are only allowed to spend so much in order to achieve the target sales.

Sales managers may say their ambitious revenue targets are impossible with the limited number of sales people they have. They need more people. The answer is: ‘No. Sell more – but with the people you have got!’ Hence the job of the sales manager is to a large extent prescribed.

Discretionary work

The second type of managerial work is known as discretionary. This means you have the choice of what to do according to what you think is right. Sales managers who stop and think about their position do have choice: ‘OK, the targets are tough. So do I motivate my people to work longer and harder? Or do I get my assistants to manage my people, while I focus on those valued customers who may require personal attention?’. That is a common dilemma for a sales manager to consider. One crucial aspect of discretion is that the manager in question decides. No-one else can really say what is best.

Research clearly shows that in most organisations, greater degrees of discretion accompany more senior roles. The chief executive has the most discretion. It is up to the job holder to provide the necessary leadership and direction. So much depends on what that person feels is the best way forward, bearing in mind the company’s

strengths and weaknesses, likely future patterns of consumer behaviour and the impact of competition.

Where choice is so broad, vision is required, meaning the view a person holds about the future. This is as much about beliefs as about facts. Why should Bass, a brewing and pub business, purchase a global hotel network? So, much depended on Ian Prosser's belief that the Bass Group would be stronger if it entered the hotel market. He believed it could achieve synergy by integrating the beer and pub business with the hotel business. And Prosser's character and leadership style are crucial to making the new-look Bass work.

The top manager's role (16)

A production *manager* would need product knowledge and an understanding of the manufacturing processes. For a manufacturing *director*, however, these skills may be useful but not vital. The crucial thing is overall capacity for the role of director. This involves a number of different elements: an ability to apply specialist skills, such as financial or production skills; being able to think clearly about the issues and challenges facing the business, and how to respond to them; and a style and sensitivity to communicate with people in order to win their trust and confidence as their leader.

Each director/general manager is going to form a view as to how to make the organisation successful. The chairman or chief executive officer holds one view, but you, as a general manager or director, may not agree with the boss. Perhaps the chairman of the company feels that the way forward is to buy another company – as a lever to entering into a new market. The marketing director may disagree, believing the market concerned to be too uncertain and the extra borrowing needed to make the acquisition too risky.

The two managers may disagree, but both are rightly exercising the discretion in their role. So what can prevent such disagreements becoming dangerous and divisive?

Working as a team (17)

The importance of a positive team spirit so that senior managers pull together and yet discuss frankly all the key issues is self-evident, but this is not easy to achieve. Why should a group of top general managers and directors get on? They are quite likely to disagree with each other as to the best ways forward. Even if they agree, they may not like each other's style and personality.

A Cranfield top executive leadership survey in several countries found that about one-third of companies report fundamental splits of vision at top management level. Even more interesting is the fact that more than half of the companies report personality tensions and style differences. To allow such tensions and differences to continue unabated would be destructive. To try and prevent disagreements would be equally counter-productive. The secret is to achieve an openness of conversation while maintaining a positive team spirit.

Hence an additional element of discretion is achieving good teamwork. Where there are several different views on how to make the company successful, an acceptable way forward is likely to emerge from a robust dialogue between the top

managers. What does each senior manager consider are the strengths, weaknesses and challenges the company faces? What does each think are the appropriate steps to improve current conditions? If disagreement exists, why is this? (There may be good reasons for differences of view.) A good team is one where the top managers have a sound relationship, where they can bring their disagreements to the surface.

What if the relationships among the top team members are not well developed? What if people feel too inhibited and sensitive to talk to each other? What if people feel that to make critical comments about one's boss or colleagues could lead to being sacked? What happens if top managers feel that to speak out is inappropriate?

Knowing the nature of the company's problems is not sufficient. Senior managers may still not speak out. People can have all the necessary insights as to what is wrong and what to do about it, but still end up doing nothing. Bringing certain issues to the surface may be too uncomfortable.

Therefore the final aspect of using the discretion in one's role effectively is maturity. Are the top managers of the organization sufficiently mature to talk about sensitive issues? Nobody is born with maturity – it is a quality that people can develop during their life if they so choose. In fact, many people seem to be unduly lacking in this personal quality. Maturity helps individuals cope with situations of ambiguity, disagreement and tension by enabling them to listen, discuss and contribute with others. A piece of sound advice for any senior manager is to leave your ego at home. That way, others find it easier to talk to you.

The activities of top managers (18)

Forming a broad but accurate view about the company now and in the future is important. And speaking your mind and team work are just as crucial. But what do top managers *actually do*?

The answer is that they do a great deal in little bits: attending meetings, sometimes just to discuss and sometimes to make decisions; listening to what staff have to say; winning the support, trust and confidence of shareholders; meeting with and entertaining key clients; listening to advisers; reading and digesting a large number of reports; holding confidential one-to-one discussions. These activities are often being conducted while other demands are being made on their time, causing interruptions and new priorities which upset existing schedules. For many top managers, these are normal experiences. A single error of judgment in this busy schedule could lead to resignation. Life is demanding, precarious and constantly changing.

Top jobs require managers to address big issues and daily details almost within the same breath. Making sense of such a demanding and diverse world requires a rare combination of energy, maturity and vision. As Sir Graham Day commented about his days at Rover: 'I abandoned the historical documents I had inherited with the business, and started with a clean sheet of paper. I then tried progressively to engage people in discussion about realistic strategies for the business

With the problems of Rover, this approach might not have worked. Yet in 1993 Rover was the only car company in Europe which increased its market share. The simple fact is that the strategy worked because Graham

Day made it work!

Andrew Kakabadse is Professor of Management Development at the Cranfield School of Management. He recently completed a major world study of chief executives and top executive teams.

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