

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

Кафедра іноземної філології, українознавства та соціально-правових дисциплін

С. А. Остапенко

**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ВИВЧЕННЯ
ДИСЦИПЛІНИ**

ІНОЗЕМНА МОВА

Кривий Ріг
2019

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ІНОЗЕМНА МОВА

Ступінь: бакалавр
ІІІ рік навчання

Затверджено на засіданні
кафедри іноземної філології,
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- О 76** Методичні рекомендації з вивчення дисципліни «Іноземна мова», ступінь бакалавр, 3 рік навчання / М-во освіти і науки України, Донец. нац. ун-т економіки і торгівлі ім. М. Туган-Барановського, каф. іноземної філології, українознавства та соціально-правових дисциплін; С. А. Остапенко. – Кривий Ріг : [ДонНУЕТ], 2019. – 167 с.

Запропонована методична розробка сприятиме розвитку лексичних навичок та комунікативній діяльності студентів. Робота містить вправи за темами, які вивчаються на другому етапі 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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ім. М. Туган-Барановського, 2019

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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 восьми 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 другого рівня 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	Вибіркова
Семестр (осінній / весняний)	осінній, весняний
Кількість кредитів	10
Загальна кількість годин	300
Кількість модулів	2
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	5 семестр - залік, 6 семестр - 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 31. Управління брендом.

Тема 32. Гроші та фондова біржа.

Тема 33. Громадські фінанси.

Тема 34. Переговори та їх роль у фінансовому менеджменті.

Тема 35. Ділові угоди та інвестування.

Тема 36. Збори.

Тема 37. Фінансовий бізнес.

Тема 38. Роль менеджера.

Тема 39. Етика менеджера.

Тема 40. Типи менеджменту.

Тема 41. Лідерство та міжнародний менеджмент.

Тема 42. Роль команди у діяльності компаній.

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 5					
Змістовий модуль 9: Міжнародна торгівля і маркетинг					
Тема 31. Управління брендом	26		14		12
Тема 32. Гроші та фондова біржа	24		14		10
Тема 33. Громадські фінанси	18		8		10
Разом за змістовим модулем 9	68		36		32
Змістовий модуль 10: Міжнародна інвестиційна діяльність					
Тема 34. Переговори та їх роль у фінансовому менеджменті	24		14		10
Тема 35. Ділові угоди та інвестування	16		6		10
Тема 36. Збори	24		12		14
Тема 37. Фінансовий бізнес	16		7		9
Разом за змістовим модулем 10	82		39		43
Модуль 6					
Змістовий модуль 11: Міжнародний менеджмент і комунікації					
Тема 38. Роль менеджера	34		14		20
Тема 39. Етика менеджера	26		12		14
Тема 40. Типи менеджменту	26		12		14
Тема 41. Лідерство та міжнародний менеджмент	30		14		16
Тема 42. Роль команди у діяльності компаній	34		17		17
Разом за змістовим модулем 11	150		69		81
Усього годин	300		144		156

4. Теми семінарських/практичних/лабораторних занять

№ з/п	Вид та тема заняття	Кількість годин
109	Практичне заняття Основні технології створення бренду. Модальні дієслова.	4
110	Практичне заняття Використання бренду споживачами. Модальні дієслова.	2
111	Практичне заняття Стратегія бренду. Модальні дієслова.	2
112	Практичне заняття Що таке імідж бренду. Модальні дієслова.	2
113	Практичне заняття Реклама. Модальні дієслова.	4
114	Практичне заняття Характеристики та функції грошей.	4
115	Практичне заняття Форми грошей. Модальні дієслова.	2
116	Практичне заняття Характеристика принципи роботи та функції фондової біржі.	4
117	Практичне заняття Практичні поради щодо придбання акцій на біржі.	4
118	Практичне заняття Центральні банки. Модальні дієслова.	4
119	Практичне заняття Міжнародні організації.	4
120	Практичне заняття Типи та мова переговорів. Модальні дієслова.	2
121	Практичне заняття Підготовка та проведення переговорів.	4
122	Практичне заняття Визначення переговорних навичок. Неособові форми дієслова.	2
123	Практичне заняття Поради щодо успішного ведення переговорів.	2
124	Практичне заняття Документація переговорів. Неособові форми дієслова.	2
125	Практичне заняття Проведення переговорів. Неособові форми дієслова.	2
126	Практичне заняття Ділові угоди. Неособові форми дієслова.	2
127	Практичне заняття Інвестування. Неособові форми дієслова.	4
128	Практичне заняття Типи зустрічей.	2
129	Практичне заняття Планування та проведення зустрічей.	6
130	Практичне заняття Написання протоколу. Неособові форми дієслова.	2
131	Практичне заняття Написання МЕМО.	2
132	Практичне заняття	2

	Прогнозування в сфері продажу.	
133	Практичне заняття Контрольні операції. Прості речення.	2
134	Практичне заняття Бізнес стосунки. Прості речення.	3
135	Практичне заняття Менеджер та його основні функції в компанії.	4
136	Практичне заняття Де і які потрібні менеджери. Прості речення.	2
137	Практичне заняття Ролі менеджера розроблені Г. Мінцбергом.	4
138	Практичне заняття Визначення навичок менеджера. Головні члени речення.	4
139	Практичне заняття Закони бізнес-етики. Головні члени речення.	4
140	Практичне заняття Міжнародна бізнес-етика.	4
141	Практичне заняття Етичні проблеми на робочому місці.	4
142	Практичне заняття Виробничий менеджмент. Другорядні члени речення.	2
143	Практичне заняття 5 «М» у виробничому менеджменті. Другорядні члени речення.	2
144	Практичне заняття Операційний менеджмент. Другорядні члени речення.	2
145	Практичне заняття Валютні курси і грошові ринки.	2
146	Практичне заняття Менеджмент персоналу. Другорядні члени речення.	4
147	Практичне заняття Управління і лідерство. Другорядні члени речення.	4
148	Практичне заняття Основні стилі лідерства.	4
149	Практичне заняття Основні теорії визначення стилів лідерства.	2
150	Практичне заняття Місія компанії.	2
151	Практичне заняття Сучасні та історичні фігури лідерів.	2
152	Практичне заняття Необхідні навички для належної роботи менеджера в команді.	2
153	Практичне заняття Створення команди.	4
154	Практичне заняття Позитивні та негативні ролі в команді.	2
155	Практичне заняття Теорія ролей по М. Белбіну.	4
156	Практичне заняття Переваги роботи у команді.	5
	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 5			
Змістовий модуль 9. Міжнародна торгівля і маркетинг			
Управління брендом	12	<ol style="list-style-type: none"> 1. Виконання завдань та вправ Unit 31. 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. 	<ol style="list-style-type: none"> 1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту. 4. захист проектів.
Гроші та фондова біржа	10	<ol style="list-style-type: none"> 1. Виконання завдань та вправ Unit 32. 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. 	<ol style="list-style-type: none"> 1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту. 4. захист проектів.
Громадські фінанси	10	<ol style="list-style-type: none"> 1. Виконання завдань та вправ Unit 33. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 4. Читання та переклад текстів. 	<ol style="list-style-type: none"> 1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту.
Разом змістовий модуль 9	32		
Змістовий модуль 10. Міжнародна інвестиційна діяльність			
Переговори та їх роль у фінансовому менеджменті	10	<ol style="list-style-type: none"> 1. Виконання завдань та вправ Unit 34. 2. Вивчення лексичних одиниць та граматичних правил, передбачених темою. 3. Робота зі словниками, граматичними довідниками, інтернет-ресурсами. 	<ol style="list-style-type: none"> 1. Фронтальне та індивідуальне опитування. 2. Виконання поточних тестових завдань. 3. Написання словникового диктанту.

		4. Читання та переклад текстів.	
Ділові угоди та інвестування	10	1. Виконання завдань та вправ Unit 35. 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.
Збори	14	1. Виконання завдань та вправ Unit 36. 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.
Фінансовий бізнес	9	1. Виконання завдань та вправ Unit 37. 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 10	43		

Модуль 6

Змістовий модуль 11. Міжнародний менеджмент і комунікації

Роль менеджера	20	1. Виконання завдань та вправ Unit 38. 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.
Етика менеджера	14	1. Виконання завдань та вправ Unit 39. 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.
Типи менеджменту	14	1. Виконання завдань та вправ Unit 40. 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.

Лідерство та міжнародний менеджмент	16	1. Виконання завдань та вправ Unit 41. 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.
Роль команди у діяльності компаній	17	1. Виконання завдань та вправ Unit 42. 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 словникового диктанту. 4. Захист проєктів.
Разом змістовий модуль 11	81		
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

Залік, екзамен.

10. Розподіл балів, які отримують студенти

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

У випадку заліку для виставлення підсумкової оцінки визначається сума балів, отриманих за результатами складання змістових модулів.

Оцінювання протягом семестру

№ теми практичного заняття	Вид роботи/бали					Сума балів
	Тестові завдання	Комуніка- тивні завдання	Виконання практичних завдань теми	Індиві- дуальне завдання	ПМК	
Модуль 5						
Змістовий модуль 9						
Тема 109		1	1			2
Тема 110			1			1
Тема 111			1			1
Тема 112			1	5		6
Тема 113	4		2			6
Тема 114		1	1			2
Тема 115			1			1
Тема 116			2	5		7
Тема 117	4		2			6
Тема 118		1	1			2
Тема 119	4		2			6
Разом за змістовим модулем 9	12	3	15	10	10	50
Змістовий модуль 10						
Тема 120			1			1
Тема 121			2			2
Тема 122		1	1			2
Тема 123			1			1
Тема 124		1	1			2
Тема 125	4		1			5
Тема 126		1	1			2

Тема 127	4		1			5
Тема 128			1			1
Тема 129			3			3
Тема 130		1	1			2
Тема 131	4		1			5
Тема 132		1	1			2
Тема 133		1	1			2
Тема 134	4		1			5
Разом за змістовим модулем 10	16	6	18		10	50
Разом						100
Модуль 6						
Змістовий модуль 11						
Тема 135			1			1
Тема 136		1	0,5			1,5
Тема 137			1	3		4
Тема 138	2		1			3
Тема 139		1	1			2
Тема 140			1	3		4
Тема 141	2		1			3
Тема 142			0,5			0,5
Тема 143			0,5			0,5
Тема 144			0,5			0,5
Тема 145		1	0,5			1,5
Тема 146	2		1			3
Тема 147			1			1
Тема 148			1			1
Тема 149			0,5			0,5
Тема 150		1	0,5			1,5
Тема 151	2		0,5			2,5
Тема 152			0,5			0,5
Тема 153			1			1
Тема 154		0,5	0,5			1
Тема 155			0,5	2		2,5
Тема 156	2		2			4
Разом за змістовим модулем 11	10	4,5	17,5	8	10	50

Оцінювання студентів при проведенні екзамену з використанням комп'ютера

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	3, «задовільно»
60-69	E	
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. Індивідуальні завдання.
5. Навчальна та наукова література, нормативні документи.

12. Рекомендована література

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**ЧАСТИНА 2.
ЗМІСТ ПРАКТИЧНИХ ЗАНЯТЬ**

**PART 2.
PRACTICAL TRAINING SUBJECT MATTER**

STARTING UP**Can you match these famous brands with their makers?**

Cinzano	Nestle
Marlboro	Rowntree
Smarties	McDonalds
Walkman	Levi Strauss
No.5	Sony
Nescafe	Grand Metropolitan
501	Chanel
Big Mac	Philip Morris

Brands often have the same names as their manufacturers, e.g. Coca-Cola, IBM, Rolex, Wedgwood. Can you think of some more examples?

Discuss the following questions

1. What is the company's main technique for building brand awareness?
2. What is "brand image"?
3. Why do people wear Rolex watches? Or Cartie bracelets?
4. Which brands are you loyal to? Why?

READING

- a) What are the first five Ukrainian brand names you think of?
- b) Compare these with the list written by your partner. Are they the same?
- c) What are the benefits to us as customers of brand names?
- d) Look through the text and answer the questions:
 1. Is the use of branding increasing or decreasing?
 2. Which was the top British brand?

Exercise 1. Read the text and titled each paragraph***BRANDING***

Products can be sold as unbranded commodities. Raw materials are still treated in this way, but increasingly branding is becoming dominant even in the supply of industrial components and in unbranded areas such as vegetables.

What is power of brand? Would you buy unpackaged, unbranded breakfast cereal from an itinerant street-trader? Would you buy an anonymous computer from anonymous source? Branding saves as much time as consumers. A simple word or two comes to present a wealth of associations, for us and for others, and can offer detailed expectations. So that we don't need to ponder on the possible murky channels used by the trader in obtaining supplies of breakfast cereal. We know the range of compatible software for the computers. Consumers learn to place some reliance upon brand names when evaluating computing products. In service, too, branding can serve the consumer by offering consistent, identifiable services which might reduce confusion and save on search time.

There are several options in brand strategy. A company can sell under its own brand or under that of another company. In the latter case it is often a retailer's own label. In using the company's brand a choice will be needed between using a "family" brand name for all that firm's brands, as opposed to giving each product an individual brand name.

Some companies attempt to obtain the benefits of both strategies by family branding and at the same time having several "sub-brands". Ford puts its name on all its cars, which also have individual brand names. They are Focus, Ford Mustang

Survey of brand names

Top brands in Britain	Top brands in Europe	Top brands in Ukraine
1. Mark&Spancer	Mercedes	
2. Cadbury	Philips	
3. Kellogg	Volkswagen	
4. Heinz	Rolls-Royce	
5. Rolls-Royce	Porsche	
6. Boots	Coca-Cola	
7. Nescafe	Ferrari	
8. BBC	BMW	
9. Rowntree	Michelin	
10. Saisbury	Volvo	

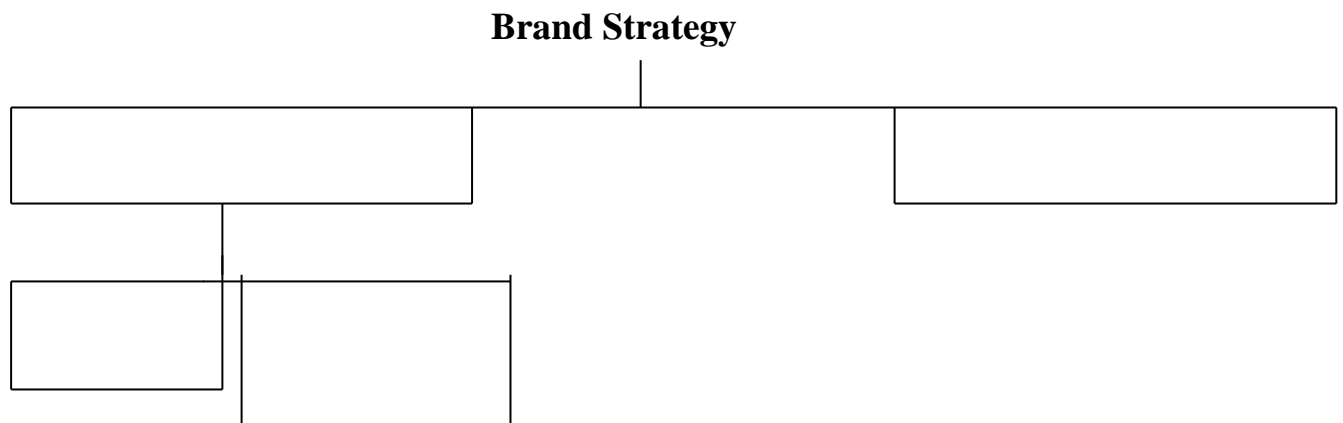
UNDERSTANDING MAIN POINTS

Exercise 2. Make up 7 questions to the text.

Exercise 3. Decide which of the following statements are True or False and prove them.

- a) Raw materials are sold as branded goods.
- b) Branding applies to goods and services.
- c) Rolls-Royce is well known and popular in Britain and Europe.
- d) The British seem more interested in food than the Europeans.
- e) There is the only one way in brand strategy.

Exercise 4. a) Label the strategies in the classification tree and give examples where indicated.



- a)..... (a).....
- b)..... (b).....

b) Author's intention:

In paragraph 2 the author asks some questions. Does he:

- a) answer them directly
- b) answer them indirectly
- c) not answer them at all?
- c) Why do you think the author asks these questions?
 - a) because he is interested in your answers
 - b) so that he can answer them later in the text
 - c) to involve you and gain your attention

Exercise 5. Make a survey on popular brands in Ukraine (among your group-mates) and fill in the table after the text.

LANGUAGE STUDY

Exercise 6. a) Fill in the blanks with the correct expression: corporate brand, sub-brand, product field, own label.

1. Large retailers often get manufacturers to produce goods for them and then market these as _____ goods.
2. "Family brand name" and _____ stand for the same thing.
3. Torchin's have well known brand in a range of _____.
4. Nescafe is a _____ of the well known brand of Nestle.

b) Which one(s) of the following would you associate with "murky channels"?

- a) top quality goods
- b) stolen goods
- c) labelled goods
- d) rejects
- c) **Select the best meaning in this text for each of the words below.**

- | | |
|------------|--|
| Itinerant | <ul style="list-style-type: none"> a) regular b) travelling c) well established d) reputable |
| anonymous | <ul style="list-style-type: none"> a) unreliable b) unusual c) unsound d) unnamed |
| compatible | <ul style="list-style-type: none"> a) competing b) existing c) matching d) efficient |

Exercise 7. Make different parts of speech.

Verb	noun	adjective
	representation	
associate		
specify		
		reliable
Identify		
compare		
		dominant

Exercise 8. Complete each sentence with the correct form of the marked word. In some cases you will need to use the negative forms.

1. advertise

In our new campaign, our main medium will be television.

Benetton produced a series of eye-catching for their products.

2. associate

Engineering firms often work in with other companies on a major contract.

When there is a financial scandal, business people often try to themselves from those involved.

3. consume

Food, clothing and household products are all examples of goods.

Wine is high in France, and on the increase in other European countries.

4. Market

To make money, you don't just need a good product – you also need excellent

Some products are very innovative, but the are simply are not

5. Produce

Although the meeting went on four hours, it was rather

Since we introduced the new pay structure, has improved enormously.

6. Profit

This line of raincoat is highly – we must discontinue it as soon as possible.

If we are serious about improving the of these outlets, we should take a good look at staffing costs.

7. Promote

We expect all our activities to cost around \$2 million. is a very important marketing function.

8. Rival

The between soft drinks companies, Coca-Cola and Pepsi Cola, is very fierce.

Otis is known all over the world as a manufacture of lifts. Its reputation in the industry is

9. Sell

Which is your best-..... product?

Our force doubled when we took over our chief competitor.

10. Value

Our stock is so that it cannot be left unguarded.

We were most impressed by the consultants we hired – their advice was

Exercise 9. Make phrases with do and make from the proposed words:

The shopping, plans, progress, an arrangement, a course, someone a good turn, business, research (into), wonders (for), someone aware (of), a decision, someone a lot of good.

Make	Do
Progress	the shopping

Exercise 10. Complete the sentences choosing the phrases from Ex. 9. Mind your Grammar.

1. Lolita lipstick can for your appearance!
2. She me when she did the presentation for me at such short notice, and I don't know how to repay her kindness.
3. "We've to meet at 3.00 next Friday."
4. She's decided to some into the way packaging affects people's attitude towards a product.
5. A good salesperson doesn't sell anything – he or she helps an individual to to buy.
6. I think a week's skiing in the Tyrol would me I need to get away for a while.

READING

a) Advertising is only one category of promotional activities.

Do you know any others?

What promotions, including advertisement, can you remember clearly?

Which one has influenced you?

b) Look through the text and answer the questions:

- a) how many categories of promotional activities are there?
- b) What are they?
- c) What is a key differences between public relations and advertising?

Exercise 11. Read the text and give titles to each paragraph. There is an extra one.

A) PERSONAL SELLING, B) PUBLIC RELATIONS, C) SALES PROMOTION, D) ADVERTISING, E) BRANDING.

The Promotion Mix

I. _____ Because of the many forms and uses of advertising, it is hard to generalize about its unique qualities as a part of the promotional mix. Yet several qualities can be noted. Advertising's public nature suggests that the advertised product is standard and legitimate. Because many people see ads for the product, buyers know that purchasing the product will be publicly understood and accepted. Advertising also lets the seller repeat a message many times, and it lets the buyer receive and compare

the messages of various competitors. Large-scale advertising by a seller says something positive about the seller's size, popularity, and success.

Advertising is also very expensive, letting the company dramatize its products through the artful use of print, sound, and colour. On the other hand, advertising can be used to build up a long-term image for a product (such as Coca-Cola ads) and, on the other, to trigger quick sales. Advertising can reach masses of geographically spread-out buyers at a low cost per exposure.

Advertising also has some shortcomings. Although it reaches many people quickly, advertising is impersonal and cannot be as persuasive as a company salesperson. Advertising is able to carry on only a one-way communication with the audience, and the audience does not feel that it has to pay attention or respond. In addition, advertising can be very costly. Although some forms, such as newspaper and radio advertising, can be done on small budgets, other forms, such as network TV advertising, require very large budgets.

II._____ Personal selling is the most effective tool at certain stages of the buying process, particularly in building up buyers' preferences, convictions, and actions. As compared with advertising, personal selling has several unique qualities. It involves personal interaction between two or more people, so each person can observe the other's needs and characteristics and make quick adjustments. Personal selling also lets all kinds of relationships spring up, ranging from a matter-of-fact selling relationship to a deep personal friendship. The effective salesperson keeps the customer's interest at heart in order to build a long-run relationship. Finally, the buyer usually feels a greater need to listen and respond, even if the response is a polite "no thank you".

These unique qualities come at a cost. A salesforce require a long-term commitment than advertising. Personal selling is the company's most expensive promotional tool.

III._____ Sales promotion includes a wide arrangement of tools – coupons, contests, premiums, and others – and these tools have many unique qualities. They attract consumer attention and provide information that may lead the consumer to buy the product. They offer strong incentives to purchase by providing inducements or contributions that give additional value to consumers. And sales promotions invite and reward quick response. While advertising says "buy our product," sales promotion says "buy it now".

Companies use sales-promotion tools to create a stronger and quicker response.

IV._____ Public relation offers several unique qualities. It is very believable – news stories, features, and events seem more real and believable to readers than do ads. Public relations can reach many prospects who avoid salespeople and advertisements – the message gets to the buyers as 'news' rather than as a sales-directed communication. And like advertising, public relations can dramatize a company or product.

Relative importance of Promotion Tools in Consumer versus Industrial Markets

Consumer goods

Advertising

Industrial Goods

Personal selling

Sales promotion
Personal selling
Public relations
Relative importance

Sales promotion
Advertising
Public relations
relative importance

UNDERSTANDING THE MAIN POINTS

Exercise 12. Answer the questions:

1. Which paragraph(s) focus on the good points of advertising?
 What words or expressions in these paragraphs particularly give this impression?
2. Which paragraph(s) focus on disadvantages of advertising?
 What words or expressions in these paragraphs particularly give this impression?
3. What section of the text deals with positive and negative features of sales promotion?
4. Are any negative points of public relations mentioned?
5. What is the main purpose of each category of promotion?
6. When would you use each one?

Exercise 13. Draw up a table summarizing the positive and negative features of the advertising.

Positive Features	Negative Features

Exercise 14. The ideas in this section of the text are clearly linked using a number of linking expressions.

- a) Each linking expression in column A could be replaced with the expression from the following box. Choose an expression from the box and write it in the column B next to the expression it could replace. (There are more expressions than you need.)
- b) Linking expressions are used in texts to signal that a particular type of information will follow. The box below shows you the types of information. Match each expression in Column A with the type of information it signals: Addition, cause, comparison, contrast, reason

Write the type of information in Column C.

Additionally, due to, in spite of the fact that, moreover, nevertheless, on the other hand, simultaneously, since, therefore
--

Column A
Because of
 Yet
 Because
 Also
 Although
 In addition

Column B

Column C

c) In the part on Personal Selling find linking expressions which can be replaced by the following expressions.

Especially _____

In comparison to _____

Thus _____

So as to _____

Even when _____

d) How are the negative features of Sales promotion signalled in the text?

Exercise 15. Make up different parts of the speech.

Adjective	Verb	Noun
general		
	promote	
		standardization
	legitimise	
	popularise	
	persuade	

Exercise 16. Look at the advertisement for IBM. What do you think the implied message is?

1. Technological progress works backwards.
2. Technological progress is not a threat.
3. Technological progress creates social problems.

Two men were watching a mechanical excavator on a building site.
 “If it was not for that machine,” said one, “twelve men with shovels could be doing that job.”
 “Yes,” replied the other, “and if it was not for your twelve shovels, two hundred men with teaspoons could be doing that job.”
IBM

Exercise 17. In praise of advertising. Complete these sentences with the appropriate form of the verbs in brackets.

1. What(happen) if there(be) no advertising?
2. If poster and billboards(disappear), city streets (be) less colourful.
3. If TV (have) no commercials, most TV stations (shut down).
4. If newspapers and magazines (not carry) adverts, they (cost) a lot more.
5. If products (not advertise), we(not know) about them.
6. If we (not know) about products, we (not purchase) them.
7. If there (be) no advertising, many products, companies and jobs (cease) to exist.

Exercise 18. The text on advertisement often contains many adjectives to make the product sound as attractive as possible.

a) *Identify which adjective goes with which product(s).*

Handy		tea, coffee, tobacco
Hand-painted		machine tool
Sparkling		champagne, soda
Blended		vase
Precision-built		perfume
Fragrant		gadget

b) *Match the parts of compound adjective and the product described, as in the example.*

Fuel	free	performance
Oven-	saving	engine
Record-	efficient	maintenance
Space-	size	potato casserole
Trouble-	breaking	packet of washing powder
Economy-	ready	furniture

Exercise 19. Advertising copy often exaggerates the product's features to make it sound more attractive than it really is. Use the words and expressions to replace the words in italics so that the message is made more appealing.

Stylish, high class, a high degree, matter of minutes, well-drawn, the finest, giveaway, easy-to-understand.

We are delighted to offer our readers this 1 _____ *standard* garden furniture at 2 _____ *low* prices. Crafted from 3 _____ *some* Lapland wood, the range combines a sturdy construction with 4 _____ *a certain amount* of comfort. The 5 _____ *functional* design allows the parts to be assembled in a 6 _____ *short time*. Each self-assembly item of furniture comes with 7 _____ *simple* instructions and 8 _____ *good* illustrations.

LISTENING

Exercise 20. Listen to the tape.

I. Choose the correct answer.

1. Verena is speaking about
 - A. selling the products.
 - B. advertising the products.
 - C. The importance of advertisement in selling the products.
2. Verena mentions
 - A. 5 ways of how advertisement can work.
 - B. 2 ways of how advertisement can work.
 - C. 7 ways of how advertisement can work.
3. Advertisements for teenage market should be
 - A. eye-catching and attention getting.

- B. With a modern brand image.
 - C. Both A. And B.
4. Advertisement of Tango fizzy drinks was
 - A. fruitless.
 - B. booming.
 - C. dull.
 5. The link between the manufacturer of the product and the public is
 - A. mass media.
 - B. advertising agencies.
 - C. A good advertisement of the product.

II. Make notes about how to advertise Tango, (a soft drink), and a car.

	Tango	A car
Target audience		Not given
Design of advertisement	Eye-catching and _____	Press ads with details of _____
Style of campaign	Crazy _____	Not given
Media	_____	Press ads and _____ as back-up
Purpose of advertisement	To _____ the market to _____	To _____

III. After reading mark one letter.

If you want to advertise a car you are to go into different product sector and a different target audience. You are trying to persuade that market to spend a lot of money, so you would go to press ads, with lots of copy – details of the models and the prices and all that kind of things – and you would probably back it up with a television campaign to show the cars in action. Advertisers go for different mixes of media but basically it is advertising agencies who make the choice; the agency is the link between the manufacturer of the product and the public. They create a brief of the different and the most useful kinds of media to use.

1. Advertising products one should go to a certain sector of advertisement depending on the type of the product.
 - A) Right B) Wrong c) Does not say
2. The audience is not interested in details when watching the ads of cars.
 - A) Right B) Wrong c) Does not say
3. Manufacturers usually choose the type of advertisement of their products.
 - A) Right B) Wrong c) Does not say
4. The advertising agencies choose what kind of media to use.
 - A) Right B) Wrong c) Does not say
5. Car advertising is the most useful sector when advertising products.
 - A) Right B) Wrong c) Does not say

IV. Listen again and decide whether these statements are true or false.

1. Advertising is an important marketing tool and it can work in different ways.
2. Advertising can only inform and remind about the product.
3. Tango is a fizzy drink packed in a can aimed at a teenaged market.
4. A good advertisement always concentrates on the product.
5. The main idea of the advertisement is to persuade a market to spend a lot of money buying a certain product.

COMMUNICATION SKILLS

Exercise 21.

Role Play 1. Students decide on a product that they wish to advertise, and find a symbol which would produce a successful image. (Teacher's book)

Role Play 2.

Situation.

A medium-sized company produces bottled fruit juices. The president of the company has just received an extortion note. This note said: "If you don't pay \$500,000 immediately, we will poison in bottles of your fruit juice." This letter contains 100 grams of cyanide poison to back up the threat. The company president does not know what to do. The production manager is worried about the possible consequences if the company does not make this threat public and then take all bottles of juice off the market. The finance director, on the other hand, believes that the threat is probably false. If the threat is made public, the company will face almost certain ruin. The public will never again feel safe drinking company's juices. The marketing manager thinks there might be further demands if the company agrees to pay the money now. The company president has called meeting to discuss the problem.

Purpose of the discussion

The purpose of the discussion is for the group members to agree on the best way to deal with this extortion note.

Group Roles

Leader: the president of the company

The production manager

The finance manager

The marketing manager

Preparing for the discussion

Prepare for the discussion by brainstorming ideas and then selecting the best ideas to use.

Starting and Discussion

Your group should discuss the topic for fifteen minutes.

FINAL TASK

Exercise 22. Discuss the following situations.

Student A: Explain the problem to Student B in your own words.

Student B: Offer some useful advice.

Student A: Accept, reject, or show doubt over accepting this advice.

1. You want to sell your car of a famous brand, but there is something wrong with the engine.
2. You are a manager speaking to a sales representative whose sales are down.
3. You are speaking to a colleague who has to give an important presentation at a meeting next week.
4. You are speaking to friend who has bought a defective tape recorder.
5. You are a manager speaking to a sales clerk who never wants to help the customers.
6. You are an executive speaking to another executive who wants to buy a personal computer for home use.
7. You are speaking to a sales clerk of the boutique. Yesterday you bought a coat of Marks & Spenser, but at home you found a hole in it.
8. You are an executive who discovered that a colleague is selling a corporate secrets to a competitor.
9. You bought a used car from a friend, and the car breaks down a week after it is purchased.
10. You are an executive. You are offered a large amount of money to sell company secrets to the competitors.

WRITING

Read this part of a letter from Barry Ross, the Production Manager of a company supplying knitwear to your clothes shop.

I am writing with reference to your order no. MS 3719, dated 4.7.20.... which includes an order for 300 men's knitted polo neck sweaters, reference no. PN 478.

Unfortunately we are no longer producing this particular style of sweater. However, we can offer you an alternative product of the same quality and range of colours, but these are round neck sweaters, not polo neck.

Would you kindly inform us at your earliest convenience whether this alternative would be acceptable or would you prefer to cancel the order for this item?

Write a letter to Mr. Ross:

- thanking him for his letter.
- Explaining that you cannot accept the alternative, and giving a reason.
- Canceling the order for the polo neck sweaters.
- Asking him to deliver the remaining items on order as soon as possible.

Write 60-80 words.

STARTING UP

Discuss these questions.

1. What is money for you? How often do you use it?
2. If you possess a large amount of money, what are the advantages and disadvantages of the following?
 - Putting it under the mattress
 - Buying a lottery ticket
 - Putting it in a bank
 - Buying gold
 - Buying shares
 - Taking all money to Crimea
3. Can you define money and state its functions and characteristics?
4. Money is said to have a time value. What exactly does it mean?
5. What do you know about Ukrainian money?

Test on money

Many businessmen think that money makes world go round. In fact, to produce goods, to advertise them as well you need money. Without money you will not have electricity in your house, telephone to communicate with your friends and relatives. Lack of money causes often problems, especially in the beginning. But don't think that money can automatically lead you to success. It is a tool in your hands and much depends on your ability to use it properly.

This test will prove your readiness to operate money.

" As a rule": 6 points " Sometimes": 3 points " Rare": 0 points

No	Answer as honestly as possible	As a rule	Some-times	Rare
1.	I can easily find ways of earning money.			
2.	I always organize my budget.			
3.	I read special journals to know what's new in the world of finance.			
4.	To lend is a good means of increasing money.			
5.	I am not afraid of operating a large sum of money.			
6.	It is risky to put all eggs in the same basket when investing money.			
7.	I am able to save money for expensive things I wish to have.			
8.	I deserve to be rich.			
9.	I am eager to speak about my financial situation with my friend.			

Now add your results:

45-54 You have everything to be successful in business. You've got knowledge, character and ability to deal with finance. You will become a remarkable financier.

30-44 You are competent enough and this is important for business. If you listen to professional advice you will succeed without fail.

20-29 You have good qualities, which you should develop. If you want to make progress, you should work and learn from others.

Under 14 Attention! For the moment you are not ready to launch large investments. You are advised to learn from somebody who is quite experienced in the matter of money.

Exercise 1. Read and find definitions of characteristics of money.

1) Uniformity	a) Money should be easily recognized for what it is and hard to copy.
2) Stability	b) Modern money has to be small enough and light enough for people to carry. Money must be easily transferred from buyers to sellers.
3) Durability	c) To make change for a banknote is easier than to make change for a cow.
4) Portability	d) The value of money should be more or less the same today as tomorrow.
5) Divisibility	e) It refers to the lasting quality of money.
6) Recognisability	f) This means that equal denominations of money should have the same value. The National bank of Ukraine, for example, the Federal Reserve System in the USA have the responsibility in their countries to assure that money is uniform.

Exercise 2. Read three situations. Define functions of money.

- A) as a medium to exchange;
- B) as a measure of relative value;
- C) as a store of value.

1. If the grocer would have to hold the value of his milk in milk, he could not hold it long because it would spoil. If he sells the milk and gets money for it, he holds the money until he wishes to purchase something.

2. The carpenter doesn't have to build a step for the grocer every time he wants a carton of milk. The carpenter can build steps or anything else for anybody, receive money for his services, and use the money to purchase milk from the grocer.

3. How many cartons of milk should the grocer pay for a suit? If asked that question, you might ask, how much is a carton of milk and suit worth? You would want to

define the exchange in terms of the relative value of the two items and would use the value in money to determine how many cartons of milk it should take to buy a suit.

Exercise 3. Work in small groups discuss advantageous and disadvantageous characteristics of functions of money. Create definitions to functions.

READING

Exercise 4. Before reading the text, read the sentences and predict whether they are True or False.

1. In primitive society credits were very popular.
2. Valuable metals are steel, iron.
3. Banks center around money and financial services.
4. The Ukrainian currency is dollar.
5. Credits cards will replace paper notes in the nearest future.
6. Roubles, dollars, hryvnas are forms of money.

Exercise 5. Read the text. Choose the title to the each paragraph. There is one extra.

I) THE UKRAINIAN CURRENCY; II) THE SYSTEM OF BARTER; III) “LEGAL TENDER”; IV) BANKS; V) “INSTRUMENT OF CREDIT”.

Money and its forms

I. _____ Money is used for buying or selling goods, for measuring value and for storing wealth. Almost every society now has a money economy based on coins and paper notes of one kind or another. In primitive societies a system of barter was used. Barter was a system of direct exchange of goods or services one for another. In this system no money was used. Clearly, barter was a very inefficient system, because people's precise wants seldom coincided. People needed more practical system of exchange, and various money systems, developed based on goods which the members of society recognized as having value. With money, exchange was much easier.

II. _____ Nowadays the work of commercial bank centers around money and financial services. Coins are adequate for small transactions, while paper notes are used for general business. Originally, a valuable metal (gold, silver or copper) served as a constant store of value. For many years national currencies were judged in terms of the so called “gold standard”. Valuable metal has generally been replaced by paper notes. These notes are issued as “legal tender”. Paper money is obviously easier to handle and much more convenient.

III. _____ At the same time other forms of money developed, such as cheques and money orders are not legal tender. They perform the function of substitute money and are known as “instrument of credit”. Credit is offered only when creditors believe that they have a good chance of obtaining legal tender when they present such instruments at a bank or other authorized institutions. If a man's assert are known to be considerable, then his credit will be good, if his assert are in doubt, then it will be difficult to obtain a credit. Checks, transfer orders and credit cards have become more

and more popular in recent years and it is possible to imagine a world where "money" in the form of coins and paper currency will no longer be used.

IV. _____ The Ukrainian currency is the hrivna. Ukrainian currency uses both notes and coins. Each coin has the date it was minted stamped on one side. There are eight denominations of notes. The lowest note in value is the 1 hrivna note; the highest is the 200 hrivnas note. Between these there are the 2hrv, 5hrv, 10hrv, 20hrv, 50hrv, 100hrv notes. Every note has a serial number to show when it was issued and a watermark to prevent forgeries.

UNDERSTANDING MAIN POINTS

Exercise 6. Make up 7 questions to the text.

Exercise 7. Summarize the text in ten sentences.

Exercise 8. Match forms of money mentioned in the text with the following definitions.

1. A written order to a bank to pay a stated amount of money.
2. The sum of money that a bank allows his client before requiring payment.
3. Money made of metal.
4. Card that allows its holder to buy goods and services on credit.
5. Piece of paper money issued by a bank.

Exercise 9. Choose the right answer.

1. " We constantly handle coins and bills" means:
 - a) cash them under most circumstances,
 - b) deal with them,
 - c) receive them.
2. " Legal tender" is:
 - a) a type of paper currency,
 - b) a requirement to accept in settlement of a debt,
 - c) money guaranteed by a government.
3. " The cheque will be honoured" means:
 - a) that it will be readily accepted by creditors,
 - b) that it will be treated with respect,
 - c) that the bank will be ready to cash it.
4. " Bills of every denomination" means:
 - a) bank notes of different values,
 - b) bank notes of various sizes,
 - c) other means of exchange.

Exercise 10. Put each of the following words in its correct place.

currency, tender, card, note, society, exchange, , bank, standard, services.

1. gold _____
6. credit _____

- | | |
|---------------------|--------------------|
| 2. Ukrainian _____ | 7. financial _____ |
| 3. commercial _____ | 8. paper _____ |
| 4. legal _____ | 9. primitive _____ |
| 5. transfer _____ | 10. direct _____ |

LANGUAGE STUDY

Exercise 11. Using suffixes - cation, -cate, -ment, -ion, -ature, etc., produce nouns which are related to the following verbs from the text.

Accept	presentment
Certify	regulate
Denominate	settlement
Invest	signify
Identify	sign
Payment	state
Preferment	transact

Exercise 12. Match the definitions with the correct money word.

1) an allowance	a) money paid to authors or inventors according to the sales of their work
2) a bonus	b) a sum of money used to make more money from something that will increase in value
3) commission	c) the money which a building society or bank lends to someone to buy a house
4) a deposit	d) the money that a person pays to an insurance company to protect against loss or damage
5) a dividend	e) money, usually from a relative, to live on
6) an investment	f) an additional payment which is a reward to those who work for a company for their extra work
7) a legacy	g) the amount of money borrowed from a bank, greater than that which is in your account
8) maintenance	h) money received from someone in his or her will
9) an overdraft	i) the amount of money that goes to a shareholder
10) a premium	j) money paid by divorced or separated people to support the former husband or wife
11) royalties	k) part of the value of a company that you may buy
12) a share	l) part-payment of money which you make to stop the seller from selling his goods to others
13) a mortgage	m) an amount of money, related to the value of goods sold, which is paid to a salesman for his services

Exercise 13. Choose the right answer.

1. When you retire at the age of 65, you receive a(n) ... from the government.
a) allowance b) fine c) grant d) pension
2. If production in that factory exceeds the target, the workers get a ...
a) bonus b) donation c) gratuity d) premium
3. A salesman is paid a ... on the goods he sells.
a) commission b) percentage c) provision d) salary
4. If they are not more careful with their accounts, they will go ...
a) bankrupt b) broken c) penniless d) poor
5. All the workers in our firm get a Christmas ... of 100\$.
a) bonus b) fine c) prize d) reward
6. Before starting a business, you have to raise the necessary ...
a) capital b) currency c) investment d) savings
7. Our company made a record ... last year.
a) benefit b) earn c) profit d) winning
8. When the company was declared bankrupt, all its fixed ... were claimed by its creditors.
a) assets b) benefits c) funds d) sums
9. If you don't complete your income tax ..., you may have to pay more than is necessary.
a) account b) document c) report d) return
- 10) Every Friday Fred ... money out of the bank.
a) cashed b) drew c) robbed d) stole

ROLE PLAY

Exercise 14.

Situation The Rainford Company you work for is releasing 50000hrv for staff benefits (a weekend holiday together, a Christmas bonus, training, and so on). A meeting has been called to discuss this issue. How are you and your colleagues going to spend money? Give your arguments to support you idea.

Roles:

Leader: the managing director

Representative(s) of the employees

Representative(s) of part-time workers

Representative(s) of the personnel department

Purpose of the discussion The purpose is for the group members to decide what, if any, solution should be taken to satisfy the demands of everybody.

FOCUS ON THE STOCK EXCHANGE

Exercise 16. In groups, read the following newspaper headlines and decide in each case whether they reflect a good or poor performance of the company's shares on the Stock Exchange.

Example:

General Cinema sees \$20 million gain

The shares of this company are going well since there has been a gain.

1. IBP share prices sink to lowest level since 1988
2. Sony advances 14%
3. Nestle rises on all fronts
4. Jones & Shipman : \$ 2.5 m in loss as recession bites
5. Vitek falls 57% to \$555,000

Exercise 17. Before reading the text, read the sentences and predict whether they are True or False.

1. The Stock Exchange is a market where securities are bought and sold.
2. Stock Exchange doesn't have its own rules.
3. People who work for Stock Exchange are called robbers.
4. Results are published in magazines and "yellow press".
5. When you buy shares in a company you became a shareholder.

Exercise 18. Read the text.

The Stock Exchange

The Stock Exchange is a market place where securities are bought and sold. There are stock exchanges in most capital cities, as well as in the largest provincial cities in many countries. The economic importance of stock exchange is that they facilitate savings and investment, first through making it possible for investors to dispose of securities quickly if they wish to do so and secondly in channeling savings into productive investments.

Stock exchanges have their own rules and conventions, but their functioning depends also on the existence of company and other low and financial intermediaries, such as the issuing houses. Stock-brokers act as agents for the public and buy from and sell to jobbers. Members are formed into a declining numbers of companies. Jobbers and brokers keep their own registers and may record details of a "bargain" (as all transactions are called) on the official list.

Index numbers indicating changes in the average prices of shares on the Stock Exchange are called share indices. A share index shows percentage changes in the market value of a portfolio compared with its value in the base year of the index. Index numbers are published by several daily papers and weekly journals.

When a company needs to raise money in order to grow, it can choose between two different opinions. It can issue shares (or part of its capital) which can be bought by the general public. These shares are known as ordinary shares. When you buy shares in a company you become a shareholder and own a part of that company. As part owner of a company, you can therefore make or lose money depending on the company's profits. If the company does make profits, it pays a sum of money per share, known as a dividend, usually twice year.

UNDERSTANDING THE MAIN POINTS

Exercise 19. In the first two paragraphs of the text replace all the verbs with synonyms.

Exercise 20. Add adjectives to the nouns in the third paragraph of the text.

Exercise 21. Make up all possible parts of the speech: share, profit, value.

Exercise 22. Define in seven words the main idea of the text.

Exercise 23. Using the words in brackets as a guide, explain the meaning of the following terms.

1. securities (traded on, stock, share)
2. ordinary shares (rights to assets and dividends, paid)
3. share (a unit of ownership, small denomination, a proportion of distributed profits)
4. stock (a unit of ownership, a proportion of distributed profits)

Exercise 24. Choose the word or phrase in brackets that would best substitute for the word or phrase in bold print in the following sentences.

1. The economic **importance** (необхідність) of stock exchange is that they **facilitate** (полегшити) savings and investment.
(prominence, significance, necessity)
(make difficult, make easy)
2. Stock exchanges facilitate investment through **channeling** (направляти) savings into productive investments.
(controlling, directing, handling)
3. Business at stock exchange is conducted **entirely** (повністю) by **word of mouth**.
(strictly, completely, originally)
(orally, willingly, usually)
4. Prices at the exchanges are widely **available** in the press.
(noticeable, obtainable, profitable)
5. The percentage changes in prices **indicate aggregate** movement in share prices.
(guide, predict, denote)
(total, complete, expected)

Exercise 25. Match the expressions listed in column A with the synonymous ones from column B.

1. stock exchange	a) exchange trading
2. member of the exchange	b) stock listed at the exchange
3. exchange days	c) sale contract
4. exchange hours	d) unquoted securities
5. exchange dealings	e) official quotation list
6. stock exchange securities	f) trading days
7. unlisted securities	g) slump in exchanging prices
8. contact note	h) dealings in stocks and shares
9. stock exchange list	i) securities exchanges
10. smash on the exchange	j) official hours

11. stock exchange operations	k) floor member
12. stock exchange value	l) market intelligence
13. financial news	m) market value

LISTENING

Exercise 26. Listen to the tape

I. Choose the correct answer

1. JPW is becoming ...
 - A. an international
 - B. a multinational
 - C. doesn't say
2. The first point is on method of ...
 - A. training
 - B. payment
 - C. advertising
3. By using a letter of credit, both importer and exporter have a considerable degree of security in the commercial contract because it is honoured throughout ...
 - A. The banking system
 - B. The higher educational system
 - C. The payment system
4. There are ... main stages to a letter of credit transaction.
 - A. 8
 - B. 20
 - C. 12
5. So if we don't despatched the goods, CEE ...
 - A. don't pay
 - B. don't work
 - C. Don't receive money

II. Fill in appropriate word

Julian: Right. The first point is on...**1** _____ of payment. In the past, as you know, we have worked on ...**2** _____ with our customers with payment after ...**3** _____ days, but I don't want to do this with CEE because the amounts are ...**4** _____ large and we have not worked with them before. They have suggested a letter of ...**5** _____ but I have no idea how that works.

Ken: Well, in any transaction involving this amount of...**6** _____, both the importer, in other words CEE, and the...**7** _____, that's JPW, need to be absolutely certain of the security of the transaction. You, naturally, want to ensure that payment will be made for the ...**8** _____ which you supply, and CEE will want to make a payment only after the goods have been despatched. By using a letter of credit, both ...**9** _____ and exporter have a considerable degree of security in the commercial ...**10** _____ because it is honoured throughout the banking system. There are twelve main stages to a letter of credit transaction, which makes it sound terribly bureaucratic, but it isn't really.

III. After reading the paragraph, mark one letter:

Ken: Yes - but you will only be involved in four. The first stage is for the exporter and the overseas buyer to conclude the sales contract with payment arranged by letter of credit. The overseas buyer (CEE in your case) tells their bank, which we call the 'issuing bank' to provide credit in favour of the exporter. The issuing bank then asks the UK bank - us - to advise and/or confirm the credit. We then send you a letter of credit. OK so far?

Julian: Yes - but it's all paperwork so far, nothing has actually been done!

Ken: Yes - that's the preparation. When you receive the letter of credit from us, you despatch the goods to the overseas buyer and then you present the shipping documents to the UK bank. We check, pay and/or accept under terms of credit. We then forward these documents to the issuing bank. The issuing bank reimburses us in whatever way we have arranged between us and then step ten is when the overseas buyer is debited by the issuing bank.

Julian: Well, we've been paid but CEE haven't received the goods yet.

Ken: Correct - and the last two stages deal with exactly that. The issuing bank releases the shipping documents to the overseas buyer and the overseas buyer can then use these documents to receive delivery of the goods.

Julian: So if we don't despatch the goods, CEE don't pay us and if we don't receive the money, CEE can't collect the goods.

Ken: Exactly!

1. In the first stage are involved the exporter, the overseas buyer and bank.
A). Right B). Wrong C). Doesn't say
2. Julian and Ken work for British bank
A). Right B). Wrong C). Doesn't say
3. When the goods are despatched to the buyers the shipping documents are presenting to the "issuing bank".
A). Right B). Wrong C). Doesn't say
4. The last two stages deal with delivery of the goods.
A). Right B). Wrong C). Doesn't say
5. Julian will have that's why a lot of paper work.
A). Right B). Wrong C). Doesn't say

IV. Listen again and decide whether these sentences are True or False.

1. The contract is worth £5 million in the first year.
2. Open account, with payment after 80 days.
3. Because the amounts are too small and they have not worked with CEE before.
4. The overseas buyer's bank.
5. "So if we don't despatch the goods, CEE don't pay us and if we don't receive the money, CEE can't collect the goods."

COMMUNICATION SKILL

Exercise 27. Read the text. Imagine that you work for Roshen. In groups discuss the advantages of acquiring a stake . Make a list and present your findings to the class.

Roshen is a business which has been making and selling chocolates. It recently decided that it needed to raise more capital as part of expansion programme and in order to buy other companies in Ukraine and abroad. The company therefore "went public", that is, it issued shares on the stock market. Roshen set up a special scheme to encourage its employees to acquire shares in the company and it has proved very successful.

Exercise 28. Work in pairs or small groups.

You have £1000 and are thinking of investing it on the Stock Exchange. Decide which of the shares from appendix 4 you would buy, and calculate how many you could afford. Choose a maximum of four different companies.

Example:

Amersham	50 shares at 460p = £ 230.00
BOC	30 shares at 617p = £ 185.10
Tiphook	100 shares at 330p = £ 330.00
British Gas	101 share at 250p = £ 252.50
	997.60

Exercise 29.

After consideration, you decided not to purchase any shares, but to deposit the £ 1000 in the bank. However, you are curious to know whether or not you did the right thing. Look at the appendix 5 where you will find the prices for the same shares six month later. Calculate how much money your group would have made or lost if you had bought the shares. Present your findings to the others.

FINAL TASK

WRITING

Exercise 30. You are working on the final plans for a new invention and are running out of money. Write a proposal for your bank manager, giving details of the invention and reasons why you think it will be successful, in order to obtain a loan.

PROJECT WORK

Exercise 31. Discussion and evaluation of the projects “Money” and “Student’s Stock”

LEAD-IN**A. Discuss the following questions.**

1. What is a “negotiation”?
1. How would you judge the success of a negotiation?
2. What makes a good negotiation?
3. Have you ever been involved in formal or informal negotiations? Describe your experiences.

B. What do you think?

How appropriate is the following advice? Rank each suggestion on a scale from 1-10 (1 = essential, 10 = unhelpful) to indicate your opinion.

How to be a good negotiator
• Try to get on well with your opposite number
• Use emphatic language
• Show respect for your opposite number
• Make suggestions to resolve disagreement
• Have clear objectives
• Be determine to win
• Say “I don’t understand”, if that is the case
• Listen carefully
• Always compromise
• Discuss areas of conflict

C. Do the test to find out what type of the negotiator you are.

1. Your aim in negotiation is ...
 - a) to find the greatest area of agreement in the joint interest of both parties.
 - b) to win and to make the other side to lose.
 - c) to find the best deal for your side.
2. When the other side is talking to you ...
 - a) use the information you are hearing to identify weaknesses in the other party.
 - b) plan what you are going to say next.
 - c) listen with maximum attention.
3. You think that
 - a) part of the available time must be spent socializing and getting to know the other side.
 - b) goodwill is important but the end of the meeting should be quick and businesslike.
 - c) the meeting should get down to business as soon as possible and reach quick decisions.
4. When you speak in negotiation you
 - a) make bold and forceful statements, possibly banging on the table.

- b) make carefully considered statements in a calm, controlled voice.
 - c) are occasionally forceful and flexible.
5. If the other side disagrees with you, you ...
- a) try hard to find a creative position by modifying your position.
 - b) repeat your demands and will not concede – your objective is to make the other side give in.
 - c) reshape your offer without fundamental changes.
6. If the other side states an opinion you disagree with, you ...
- a) tentatively suggest an alternative.
 - b) ask for clarification and explanation.
 - c) ridicule it with sarcasm.

Calculate your total based on the following system.

- 1.** a) 3 b) 2 c) 2; **2.** a) 1 b) 2 c) 3; **3.** a) 3 b) 2 c) 1;
4. a) 1 b) 3 c) 2; **5.** a) 3 b) 1 c) 2; **6.** a) 3 b) 2 c) 1;

If you score 15 or more you are a **creative negotiator**.

11 – 14 you **negotiate to independent advantage**.

7 – 10 you are a **fighter**.

Less than 7 you should get a gun license!

READING

TEXT I

Exercise 1. Before reading the text, read the sentences and predict whether they are True or False:

1. Good negotiators are willing to reach only their own aims.
2. Bad negotiators tend to take short-term views.
3. Real benefits of a deal may come much later.
4. Skillful negotiators are not afraid to lose their faces if they have to compromise.
5. Good negotiators should create a harmonious atmosphere at the start of a negotiation.
6. Skillful negotiators always have a range of objectives.
7. Persistence is an important quality of a good negotiator.

Exercise 2. Read the text. Choose the title to it.

There has been a great deal of research into the art of negotiation, and, in particular, into what makes a “good” negotiator.

One point most researchers seem to agree on is that good negotiators try to create a harmonious atmosphere at the start of a negotiation. They make an effort to establish a good rapport with their opposite number, so that there will be a willingness – on both sides – to make concessions, if this should prove necessary.

Good negotiators generally wish to reach an agreement which meets the interests of both sides. They tend to take a long-term view, ensuring that the agreement will

improve, or at least not harm, their relationship with the other party. On the other hand, a poor negotiator tends to look for immediate gains, forgetting that the real benefits of a deal may come much later.

Skillful negotiators are flexible. They do not “lock themselves” into a position so that they will lose face if they have to compromise. They have a range of objectives, thus allowing themselves to make concessions, for example, “I am to buy this machine for \$2,000” and not “I must buy this machine for \$2,000”. Poor negotiators have limited objectives, and may not even work out a “fall-back” position.

Successful negotiators do not want to negotiate to break down. If problems arise, they suggest ways of resolving them. The best negotiators are persuasive, articulate people, who select a few key arguments and repeat them. This suggests that tenacity is an important quality.

Finally, it is essential to be a good listener and to check frequently that everything has been understood by both parties.

Exercise 3. Complete the following sentences, using your own words.

1. Good negotiators make effort
2. Good negotiators generally wish to reach
3. Poor negotiators have
4. If problems arise,

Exercise 4. In the first part of the text replace all the verbs with synonyms.

Exercise 5. Add adjectives to the nouns in the second part of the text.

Exercise 6. Ask 7 questions to the text.

Exercise 7. Summarize the text in ten sentences.

LANGUAGE STUDY

Exercise 8. Complete the text below with the verbs in the box to make common combinations with the underlined nouns.

Apply, reach, put forward, take, conduct, break, clinch, get bogged down in

In any negotiation there are a number of separate stages. First of all, someone will 1..... a proposal which becomes the basis of discussion. There will follow a certain amount of debate and at this stage the leaders of the opposing team will probably 2..... a negotiation. After some time, there is always a risk that the two sides will 3..... detail and not be able to 4..... agreement on the terms and conditions of a deal. In order to 5..... the deadlock, it may be necessary for one party to 6..... pressure on the other; alternatively, one negotiating team may 7..... a risk and gamble on the other team making some sort of concession. After this bargaining stage it is probably necessary to make one final offer which will 8..... the deal and allow both parties to conclude the negotiation to their mutual satisfaction.

Exercise 9. Match tactics a-f to the descriptions 1-6.

- | | |
|------------------------------------|-------------------------------|
| a) imposing a deadline | d) dividing and ruling |
| b) bullying and intimidation | e) making emotional appeals |
| c) appealing to a higher authority | f) making a last-minute claim |

1. saying that they are not in a position to make a decision and that they have to refer back to head office
2. applying pressure by saying that a deal must be reached by a certain time
3. exploiting potential disagreements among members of your team by appealing to the person most sympathetic to their own position
4. questioning the performance of your company or the quality of your product or service, warning of unwelcome repercussions if the terms on offer are turned down
5. making a demand when the other team thought that the negotiation was over and a definite agreement reached
6. accusing you of acting unfairly and claiming to be offended by you seeming lack of trust and integrity

Exercise 10. Which of these suggestions can be used to avoid being manipulated by tactics a-f above?

1. Suggest that you agree on what can be decided at the meeting and request that next time participants have a full mandate to make all the important decisions.
2. Be clear on exactly what you have agreed to and avoid going back over old ground or opening up new areas of potential dispute. Make regular summaries of whatever agreement has been reached and stick to it.
3. Tell the other party that you cannot negotiate under time constraints and that any further items must be the subject of a separate session.
4. Affirm your willingness to reaching an agreement on fair and equitable business terms. Calm down the situation by stressing that you want a win-win outcome.
5. Make sure all members of your team are briefed thoroughly beforehand. Allocate roles and work together to achieve the objective.
6. Stay calm and do not lose your temper. Reaffirm your company's positive results and its good reputation. But if the other party continues to show a threatening attitude, warn them that you will have to break off the negotiation.

Exercise 11. Read these three situations.

1. You visit a clothes shop during the sale period and see a beautiful jacket with a 25% reduction. You return a few days later to discover that the shop's sale has ended and that the jacket is once more on sale at the full price. Do you try to negotiate with the sales assistant?
2. During your lunch hour, you visit an antiques market where you see an antique chair that you'd like to buy. However, the stall's owner has left his teenage daughter in charge of the stall while he goes out to lunch. Do you attempt to bargain with her to get a better price?

3. You want to buy a new car. You go to your local car dealership, where the prices of all cars are clearly stated. However, you have seen cheaper prices for the same cars on Internet. Do you attempt to get a better deal from the car dealership?

In which of the situations would you attempt to negotiate? Explain why – or why not.

If you decide to negotiate, what tactics would you choose?

Exercise 12. A. Match the definitions to phrasal verbs with the word deal.

A fair deal, “It’s a deal”, to deal with, to deal a blow to, a raw deal, a good deal, to make /do a deal, a great deal, to deal in, “It’s not big deal”

- a) It is not important
- b) Unfair treatment
- c) I agree
- d) To come to an agreement
- e) To damage
- f) An equitable agreement
- g) To do business, usually by buying and selling
- h) To take actions to solve problems
- i) Good value for the price paid
- j) Formal expression =a lot

B. Complete the sentences using the phrases above in the appropriate form.

1. Mrs. Baker all requests for product information.
2. I couldn’t find a client’s phone number yesterday. , I thought but my boss was furious.
3. The latest trade figures may the government’s hopes of an early recovery.
4. Women still often get at work – less pay for the same work and fewer opportunities for promotion.
5. The agreement included an attractive discount and two years’ free maintenance, so it was
6. I with you – if you replace me on Tuesday, I’ll work for you on Saturday.
7. It was, so both buyer and seller went away happy.
8. It’s a large export company, which all types of antique furniture and jewellery.
9. Of course we care about the quality of service we provide.
10. A: I want \$1,000.
B: Make it \$950. A: OK then, \$950 -

TEXT II.

Exercise 13. Sort out hints with titles.

Some Hints on Negotiating

Titles: *Language, Techniques, Preparation*

Listen! Listening attentively at every stage of your negotiation will help to avoid misunderstanding and create a spirit of cooperation.

Research. Try to find out as much as you can about your opposite number and his or her business. Use the resources of a business library and/or talk to your business contacts.

Rapport. Try to establish a good rapport with your opposite number from the moment you first meet, whether or not you already know each other. Some general “social talk” is a good ice-breaker and bridge-builder in this respect.

Simplicity. Keep your language simple and clear. Take your time and use short words and sentences that you are comfortable with – there is no point complicating a difficult task with difficult language.

Flexibility. Be prepared to consider a range of alternatives and try to make creative suggestions for resolving any problems. Be prepared to make concessions and to compromise, if necessary, to avoid deadlock – but don’t be pushed beyond your sticking point.

Strategy. Plan your negotiating strategy carefully, taking into consideration the personality and position of your opposite number, as well as your own strengths and weaknesses.

Planning. Make sure you prepare properly. The more you will be at a disadvantage and the less likely you will achieve a satisfactory outcome.

Attitude. Be constructive not destructive – treat your opposite number with respect, sensitivity and tact, and try to avoid an atmosphere of conflict. This will create a feeling of harmony and goodwill, which should encourage a willingness to compromise and ultimately lead to a productive negotiation.

Clarity. Don’t be afraid to ask questions if there is anything you don’t understand. It is vital to avoid any misunderstandings that might jeopardize the success of your negotiation.

Agreement. When you have reached agreement, close the deal firmly and clearly. Confirm exactly what you have agreed – and any aspects/matters that need further actions.

Objectives. Try to take a long-term view and decide on a range of objectives so that you can be more flexible and offer more alternatives during the negotiation itself. Remember you are looking for a win-win situation of benefit to both parties, thus paving the way for further deals in the future.

Parameters. Confirm the subject/purpose of your negotiation early on and try to establish areas of common ground and areas of likely conflict before you move on to the bargaining/trading stage.

Limits. Decide what your sticking point(s) must be and why. Knowing your negotiating limits and their reasons will help you negotiate more confidently and comfortably.

Approach. Keep your objectives in mind – and try to keep a clear head. This will help you to concentrate on your key points. Try to resist the temptation to introduce new arguments all the time. Use the minimum number of reasons to persuade your opposite number coming back to them as often as necessary.

Confirmation. Write a follow-up letter to confirm in writing the points agreed during your negotiation and clarify any outstanding matters.

Review. Summarize and review your progress at regular intervals during the negotiation. This will give both parties a chance to check understanding – and, if necessary, clarify/rectify any misunderstandings.

LISTENING

Negotiation – Art or Science?

Exercise 14.

A. Negotiation is used by each of us every day of our lives. It is at its obvious in the worlds of business and politics but is often not recognized for what it really is in our personal lives.

Look at this list of situations in the business and personal life of a manager. Put a tick next to those which you think involve negotiation. Discuss your answers with a partner.

1. setting a deadline
2. planning holiday dates
3. finalizing a contract
4. agreeing on the shared use of the family car
5. buying a new house
6. allocating the budget
7. deciding where to spend Christmas
8. choosing furniture
9. discussions with the union representative
10. talking to the bank manager

B. Negotiation is involved in almost every part of life. But is negotiation technique a natural talent or can it be learned? Is it an art or a science?

Listen to Mr. Wells, an experienced negotiator for a large bank, discussing this topic. When you have listened to the whole conversation, answer the following questions.

According to Mr. Wells, can successful negotiator be taught?

C. Listen to Part 1 and answer the following questions.

1. What does Mr. Wells consider to be scientific about negotiation?
2. What does he consider to be artistic about negotiation?
3. Which are the two types of negotiator that he mentions?
4. Which type does he consider himself to be?

D. Listen to Part 2 in which Mr. Wells describes a successful negotiator and unsuccessful negotiator. Make a list of characteristics he describes for each.

Successful negotiator	Unsuccessful negotiator
1.	1.
2.	2.
3.	3.
4.	4.
5.	
6.	

E. Listen to Part 2 again and note down the six stages in a negotiation identified by Mr. Wells. The first one has been done for you.

1. get to know the other side
2.
3.
4.
5.
6.

F. Some negotiators prefer to work as part of a team. Team negotiation is a recognized technique and one which can be very different from one-to-one negotiation.

Try to think of advantages and disadvantages of team negotiation and list them down. Discuss your ideas with a partner.

Advantages

Disadvantages

COMMUNICATION SKILLS

Exercise 15. Talk about how you would respond in each of the following situations.

1. You own a small farm that specializes in producing a certain kind of honey. 80% of your output is purchased by a large supermarket chain, which markets your products under its own label at a premium price. One day, the supermarket tells you that from now on it will pay 15% less for the honey that it buys from you – which means that your profit margin will be cut in half. What options do you have?
2. You are an antique dealer who has just acquired an extremely valuable seventeenth century Persian rug. Two wealthy collectors have already contacted you and said that they want to buy it from you. What's the best way for you to get the highest price?
3. You are an agent representing a talented young actress who is hoping to break into the film industry. A film director contacts you and offers her a big part in his new low-budget movie. To minimize his initial costs, the director is not paying any fees to his main actors, but instead offering them a small percentage of any profits that the film might make. However, the actress you represent needs some money now. How can you get the best possible deal for her?

ROLE PLAY

Situation

The president of a large company is very worried about 25 computer software designers who have threatened to resign. These employees complain that career advancement is too slow. Also, high achievements are not financially rewarded since each employee gets the same pay as another employee with the same seniority. These employees are willing to trade guaranteed lifetime employment for high pay and fast advancement. This is unusual in a country where companies have traditionally been able to depend on corporate loyalty. This company usually hires employees from college, trains them, and expects them to stay with the company until retirement.

Employees are then sure of steady, if slow, advancement. These computer software designers are some of the most creative and hard working employees in the company. The president certainly does not want to lose their services. He understands their need for job satisfaction, but he does not know whether it is possible to change traditional company policy. It is clear, however, that times are changing. The president has called a meeting to discuss the issue.

Purpose of the discussion

The purpose of the discussion is for the group members to decide what, if any, action should be taken to satisfy 25 employees.

Group Roles

Leader: the company president

Representative(s) of the 25 computer software designers

Representative(s) of senior level executives

Brainstorming

What are different ways to deal with the problem? Brainstorm as many ideas as possible. Write down these ideas on a separate sheet of paper.

Selecting ideas

Consider the different ideas that you develop during the brainstorming session. Go back and select the best ideas for each role. Write down these ideas on a separate sheet of paper.

Starting and Discussion

Now you are ready to start the discussion. Your group should discuss the topic for twelve minutes. Do not worry if you do not have enough time to reach a final decision.

Observing: Evaluating Group Task Roles

1. *Listening for group task roles*

Which group members perform the following group task roles in the discussion? Make a note each time a speaker performs one of these tasks. (You may identify each speaker by a number rather than by writing out the entire name).

Number Speaker's name

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Task

- a) Initiating ideas and suggestions _____
- b) Questioning _____
- c) Giving information and opinion _____
- d) Clarifying ideas _____
- e) Evaluating advantages and disadvantages _____
- f) Summarizing _____
- g) Elaborating reasons and examples _____
- h) Comparing ideas and suggestions _____

2. Evaluating group task roles

Which speakers do you think were the most effective? Why?

FINAL TASK

Exercise 16. Discuss 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 does not understand what his job responsibilities are.
2. (employee to manager) The manager has assigned the employee to work on a project with someone s/he hates.
3. (manager to employee) The employee has not turned in monthly progress reports for the past two months.
4. (employee to a colleague) The colleague often talks so loudly that people in the office cannot concentrate on their work.
5. (director to manager) An urgent project is due tomorrow morning and it will not be ready by the end of the working day.
6. (you to a friend) Your friend keeps calling you at work to discuss private matters.
7. (you to a bank teller) You don't know what your bank balance is.
8. (you to a colleague) Smoke from your colleague's cigarette is bothering you.
9. (employee to manager) The employee suddenly feels very sick at work.
10. (you to a colleague) Your colleague often borrows your books without asking you.
11. (job applicant to secretary) The job applicant does not understand some of the questions on the job application.
12. (interviewer to job applicant) The interviewer has some questions to ask the applicant.
13. (employee to manager) Many employees are complaining about the bad condition of the employees' lounge.
14. (manager to employee) The employee seems to be wasting a lot of time reading the newspaper.
15. (manager to employee) The employee has left work early for the past week.

LEAD-IN

Exercise 1. Fill in the questionnaire as you were your partner. If you do not think your partner would choose any of the alternatives in a given question, write in what they would on the dotted line.

1. Meetings are
 - a) a plain in the neck
 - b) a thrill
 - c) something in your life you have to learn to accept
 - d) _____
2. Meetings are
 - a) effective means of decision making
 - b) a sheer waste of time
 - c) never quite to the point
 - d) _____
3. What other more effective means of communication besides meetings, can you think of?
 - a) Circulars/memos
 - b) Video circulars
 - c) Pin board
 - d) Telephone
 - e) Teleconference
 - f) _____
4. A meeting should last
 - a) never more than one hour
 - b) about two hours
 - c) as long as there is discussion
 - d) _____
5. Participants should
 - a) come and go according to their own schedule
 - b) be right on time but leave when they have to
 - c) stay from the first to the very last moment
 - d) _____
6. If you have to be late for the meeting or leave it early for some reason, you feel
 - a) you're one up for cutting it short
 - b) very embarrassed but go ahead regardless
 - c) perfectly all right since you consider yourself the master of your own time
 - d) OK if you inform the chairperson / speaker beforehand
 - e) _____
7. At a meeting you usually
 - a) speak up
 - b) stay silent

- c) whisper with your neighbours
 - d) exchange notes on the topic with your friends
 - e) _____
8. When others speak up a lot you
- a) listen to them with some interest
 - b) fume that it's a waster of time
 - c) react as in **a** or **b** depending on your relationship with the speaker
 - d) _____
9. When a speaker rambles on with no end in sight, you
- a) snap at him/her to get to the point
 - b) boil with silent frustration
 - c) make distinct noises to embarrass him/her
 - d) _____
10. You strongly disagree with a speaker. Do you
- a) force yourself to speak your mind
 - b) shrivel up and say nothing
 - c) bawl him/her out in public
 - d) bawl him/her out in private
 - e) _____
11. When you do speak your mind, are you
- a) diplomatic enough to beat about the bush
 - b) completely without tact
 - c) as in **b** but afterwards you wish you hadn't spoken at all
 - d) _____
12. Do you usually criticise
- a) any opinion regardless whose it is
 - b) the speaker, regardless of the opinion itself
 - c) _____
13. Are you content
- a) with simply airing your own views in public
 - b) only if others give you feedback on your ideas
 - c) _____
14. You think a chairperson should
- a) just let the debate go on since the sheer quantity of words solve part of the problem
 - b) prevent any prolonged discussion of the problem
 - c) only prevent attempts at point scoring
 - d) _____
15. You would act as a chairperson
- a) under no condition because ...
 - b) with considerable reluctance as ...
 - c) with alacrity ...
 - d) _____
16. As a chairperson you would be

- a) highly effective because ...
 - b) totally at a loss because
 - c) _____
17. Would agree that smoking at a meeting should be
- a) allowed since it stimulates brainwork
 - b) allowed with due respect to individual freedom
 - c) forbidden since it's unhealthy for everyone in the room
 - d) forbidden with due respect to individual freedom
 - e) _____
18. When someone smokes at a meeting and it disturbs you, you
- a) tell them snappishly to stop
 - b) suffer in silence
 - c) cut the tips of the burning cigarettes off with long scissors
 - d) _____
19. When bored to death at a meeting, to keep yourself occupied, you
- a) draw doodlestrips
 - b) chainsmoke
 - c) bite your nails
 - d) scratch and fidget
 - e) force yourself to take notes
 - f) doze with eyes open
 - g) catch up on your sleep with your eyes closed
 - h) observe others and take mental notes of their behaviour
 - i) drift off into your own thoughts in total isolation
 - j) plan the next day's schedule
 - k) mumble under your breath
 - l) _____

NOTE: Tick the 3 or 4 points that are the most relevant to his/her behaviour in such situations.

Compare and discuss the questionnaire.

Do the questionnaire for yourself and test your self-awareness at the next meeting.

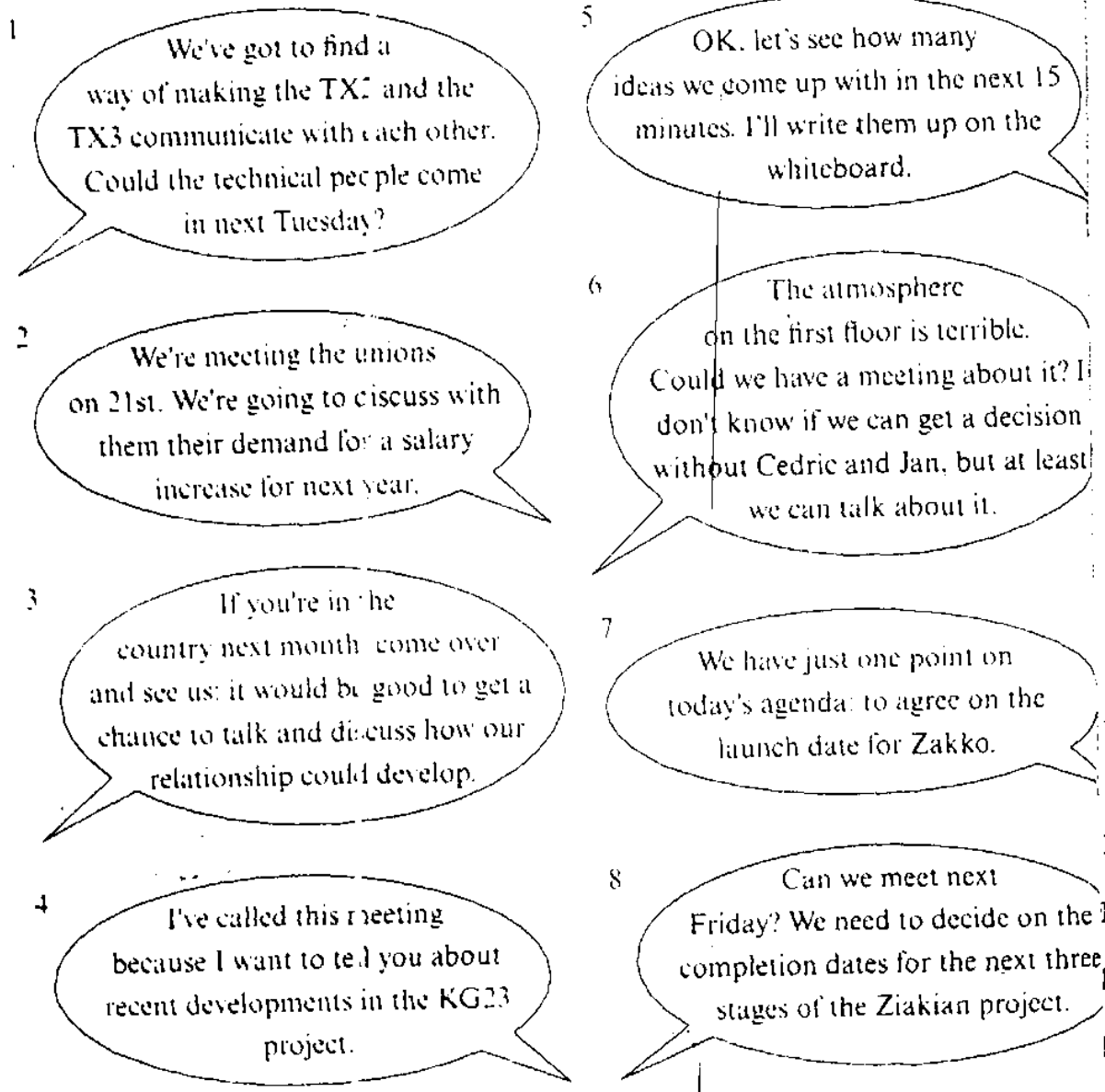
Exercise 2 . Matching Purpose to Meeting Type

Team Meeting Regular update meeting for whole team	<ul style="list-style-type: none"> • Indispensable for teamwork: allows everyone a chance to find out how other team members are progressing. • Run freely by team leader to allow fruitful discussion.
Focus Group Meeting of sub-group with specific knowledge	<ul style="list-style-type: none"> • Ideal for problem-solving, as all the people involved know the issues at stake and discuss them from an informed point of view. • As everyone is well-informed, does not require a leader.
Progress Meeting Regular update meeting for subgroup of team	<ul style="list-style-type: none"> • To set agenda at start of day or week. • Used to review and alter agenda for a set period of time. • Run tightly by team leader to maximize time usage.
One-to-One Private meeting held between two people	<ul style="list-style-type: none"> • Can be informal or formal. • May cover any topic, work-related or personal, including confidential matters, which may not be recorded.
Work-Out Meeting Meeting of whole group to study work methods.	<ul style="list-style-type: none"> • For examining and improving work methods and processes. • Involves a free discussion across the whole team. • Generates practical, quick solutions to problems encountered.
Reporting Meeting Meeting to spread specific information to	<ul style="list-style-type: none"> • Allows the spread of information among team members. • Meeting is run by the presenter of information. • Team leader acts as chief inquisitor to verify the information.

Exercise 3. Meetings have different kinds or objectives. Write the number of each speech next to the correct meeting.

A meeting to maintain contact
Information meeting
Brainstorming meeting
Negotiating meeting

Decision-making meeting
Planning meeting
Discussion meeting
Problem-solving meeting



Exercise 4. Pair off with a partner you have not worked with before. Group the guidelines under the headings below:

Problem-solving meeting:

- 1.
- 2.
- 3.

Idea-generating meeting:

- 1.
- 2.
- 3.

- a) The purpose of the meeting is to break new ground.
- b) The end goal is clear.
- c) There are specific external constraints such as time, money, the availability of personnel or a scarcity of resources that limit the range of possible solution.
- d) Part of the task is to decide what the eventual goal ought to be.
- e) Everyone expects a course of actions to follow the meeting.
- f) The outcome of the meeting is open-ended.

READING

Exercise 5. Discuss the following questions.

1. What are the main reasons for holding a meeting?
2. What is the role of the chairperson?
3. Why are so many meeting unsuccessful?

Exercise 6. Describe a meeting that you have attended recently. How effective was it and why?

Exercise 7. Read the text and complete the chart after it.

Make meetings work for you

Do you dread meetings more than Monday mornings? Do you find them boring, unproductive and far too long? Meetings are central to most organisations; people need to know what their colleagues are doing and then take decisions based on shared information and opinions. How well you present yourself and your ideas, and how well you work with other people, is crucial to your career.

RUNNING A MEETING

Only call a meeting if you (and your colleagues) are quite clear about its purpose. Once you are certain of your objective, ask yourself whether it could be better achieved through alternative means, such as a memo. Meetings called on a routine basis tend to lose their point. It's better to wait until a situation or problem requires a meeting. If in doubt, don't waste time having one.

If you're sure a meeting is the solution, circulate a memo several days in advance specifying the time and place, objectives, issues to be discussed, other participants and preparation expected. Meetings should be held in the morning, if possible, when people are usually more alert, and should last no more than an hour. Six is the optimum number of participants for a good working meeting. Inviting the whole department (more than 10) increases emotional undercurrents such as, 'Will my suggestions be taken seriously?' Larger meetings can be productive as brainstorming sessions for ideas, provided participants can speak freely without feeling if they will be judged.

A successful meeting always leads to action. Decisions should take up the bulk of the 'meeting minutes, including the name of the person delegated to each task, and a deadline for its completion. Circulate the -minutes after the meeting and again just before the next one.

Draw out quieter members of the group. Encouragement helps create a relaxed and productive atmosphere. Do not single out any individual for personal criticism - they will either silently withdraw, upset and humiliated, or try to come up with excuses rather than focusing on the problems in hand. Save critical comments for a private occasion.

If you're talking for more than 50 per cent of the time, you're dominating the meeting.

ATTENDING A MEETING

However informal the meeting, it always pays to prepare a few key points in note form to put across or discuss. If you're unprepared, you will not be able to concentrate on what your colleagues are saying and others are less likely to listen to you because you will either waffle or sound hesitant.

Don't memorise notes or read them out like a sermon. This inhibits your natural gestures: the eye contact and body language that is essential to effective communication. If you cannot answer a question, don't be afraid to say, 'I don't know but I'll find out and get back to you by...' (give a definite date). Phrase your criticisms and proposals positively. Seek to offer solutions rather than to complain.

Arrive early and sit close to the chairperson to ensure that you aren't ignored. If you're late, apologise and find a seat quickly and quietly. Don't try to sneak in as if you're invisible.

	Dos	DON'Ts
chairperson	1 have a clear purpose 2 _____ 3 _____ 4 _____ 5 _____ 6 _____	1 go on for more than an hour 2 _____ 3 _____ 4 _____
participants	1 _____ 2 _____ 3 _____ 4 _____	1 _____ 2 _____ 3 sneak in if you're late

LANGUAGE PRACTICE

Exercise 8. Fill in the missing words in the sentences below. There are two possible answers for number 8. Choose from the following.

- | | | |
|--------------------|---------|----------------------|
| agenda | chair | matters arising room |
| item | meeting | minutes |
| point | start | decision |
| any other business | closed | monthly |

- 1 It was a terrible _____ !
- 2 It was planned to _____ at nine o'clock.
- 3 But no one had an _____.
- 4 And no one knew which _____, _____ to go to.
- 5 The _____ arrived at 9.15. At last we thought we could start.
- 6 But no one had the _____ of the last meeting, so the secretary *had* to go and look for them.
- 7 It took a long time to go through the _____ of the last meeting,
- 8 At last we got to the main _____ on the agenda.
- 9 We talked for two hours but did not reach a _____.
- 10 There was no time for _____.

- 11 The chair declared the meeting _____ just before midday.
 12 Thank goodness it's only a _____ meeting.

Exercise 9. Complete the following sentences with appropriate words from the list.

agenda *circulate* *casting vote* *consensus* *minutes*
apologies *chairperson* *items* *arising* *conduct*

1. In all formal meetings and most informal meetings, there is a _____ whose job it is to _____ the business of the meeting and to ensure that the meeting's objectives are achieved.
2. It is helpful in both formal and informal meetings to have an _____, listing the points that are to be discussed. It is usual to _____ this in advance so that participants can prepare adequately for the meeting.
3. If there are too many _____ on the agenda, it is inevitable that the meeting will be over-long and so less effective.
4. After formal meetings, the secretary writes up the _____, an official record of the discussion that has taken place.
5. If you cannot attend a meeting, it is customary to send your _____ to the chairperson, who reads out the names of any absentees at the beginning of the meeting. After naming absentees, the chairperson may ask if there are any matters _____ out of the minutes of the last meeting.
6. When decisions must be taken, the chairperson hopes there will be a _____ on what should be done. Otherwise, a vote must be taken and sometimes the votes for and against are equal. If this happens, the only way to break the deadlock is for the chairperson to give his or her _____.

Exercise 10. Fill in the missing words in the sentences by changing the nouns on the right to verbs.

- 1 Meetings are good if everyone _____ for them **preparation**
 very carefully in advance.
- 2 First of all, we have to _____ who should be the chair. **decision**
- 3 I _____ that Mr Kazoulis should chair the meeting. **suggestion**
- 4 I _____ that he is the right man for the job. **agreement**
- 5 He is the only person here who can _____ the situation properly. **analysis**
- 6 He can _____ the problem if anyone can't. **sollution**
- 7 Mr Hong, please would you not _____ when I am speaking. **interrupt**
- 8 Next point I _____ that everyone here should get a 20% salary increase next year. **proposal**
- 9 We must _____ for the next stage of this project. **planning**
- 10 Celia is now going to _____ the sales figures for the last quarter. **presentation**
- 11 I hate the weekly sales meeting. Archie and Fatima always

_____ all the time	argument
12 I _____ with what you say. I think Mr Hong is the problem.	disagreement
13 We need to _____ again soon.	meeting
14 We have to _____ this question in more detail.	discussion
15 So, I'd like to _____ what we have said so far.	summary
16 Good. So who is going to _____ all this to the Board?	report

Exercise 11. Match each item on the left with the correct description on the right. Then use each phrase once only to complete the dialogue.

I'm afraid I don't agree with you.	making a suggestion
Could I just come in here	reformulating
In other words	moving to a new point
I absolutely agree.	giving an opinion
I think ...	setting objectives
Let's recap ...	asking for an opinion
How about ... ?	interrupting
What do you think ...?	disagreeing
What we've got to do ...	summarizing
We ought to move on ...	agreeing

Frank: Let's get started then.¹ _____ is, er, discuss how Derek's interview with Charlie should go . . .

Jennifer: Well, I think it's usually useful to break this kind of news midweek, rather than doing it on a Friday afternoon.

Frank: Certainly,² _____.

Jennifer: . . . There should be a package we offer him, and quite a few details to sort out.

Frank: Yes certainly. Erm, I think³ _____ now, so the next question is, erm, you know, how are we going to do it, and where?⁴ _____, Jennifer? . .

Derek: . . . I haven't really thought this through, but, erm, I mean,⁵ _____ it might be better to do it outside the office in a sense.

Jennifer: ⁶ _____ It needs to be you in your managerial role, not you in your role as a personal friend. . . . I certainly think it should be done, er, somewhere in the office, and preferably in his office rather than in yours . . .

Frank: Well,⁷ _____ a lunch, Derek, in a quiet pub or restaurant?

Derek: So, the in-between thing, it's a working lunch. It's work, but it's not in the office. It could be a compromise, yes.

Jennifer: Well,⁸ _____ please? I tend to think it might be better if you did do it in the office . . .

Frank: I mean, Jennifer, you've had a lot of experience of this. How do people react when they . . .

Jennifer: People tend to be rather shocked, they tend to be angry, but rather briefly, and they do tend to . . .

Derek: ⁹ _____, they're not able to formulate an immediate and rational response . . .

Frank Give him the background.

Derek: Yes, I mean but briefly, you're saying that I should get to the point and say 'you know, Charlie, it has been decided that, basically, you are being made redundant, and the normal terms and conditions of our contract will apply . .

Frank: Ok, so ¹⁰ _____ I think we're agreed, Derek, that you will actually be telling Charles . . .

Derek: Yes.

Frank: And that you'll do it, er, inside the company, and you'll do it probably in your office. Right?

LISTENING

Exercise 12. The informational discussion you are going to hear takes place in an advertising agency and concerns Charles Drake, a copywriter who is to be made redundant. Frank Harrison, Account Director, Derek Jordan, Creative Director, and Jennifer Walton, Personnel Director, are meeting to decide when, where and how he should be told the news. Listen and note what they decide and why.

WRITING

Exercise 13. These are the minutes of a meeting. Some parts have been left out. Choosing from the words in the box complete the minutes. The first has been done for you.

Minutes of the last meeting	Present	chairman
Any Other Business	chaired	Members
subcommittee	Seconder	Apologies
Date of next meeting	Proposer	Action

(1) **Present**: Mr Jones (chairman) Ms Perkins Ms Carson
 Mr Smith Ms Trueman (secretary)

(2): Ms Green and Mr Brown were unable to attend and sent their apologies

(3): No business remained from the last meeting.

Membership of the Committee

It was agreed that the Production Manager should be invited to become a member of this Committee.

Proposer: Ms Perkins

(4): Mr Smith

Carried unanimously

1992: Development of European markets

A (5) is to be set up to consider ways in which the company can meet the challenge. (6) should be drawn from the Sales, Publicity and Marketing departments; Mr Jones will be the (7) of this.

Other developments

After some discussion, it was agreed that Ms Perkins should look into the possibilities of moving some manufacturing operations to Kenya.

(8): Mr Jones

Seconder: Ms Carson --

Carried unanimously

Next year's promotional budget

The heads of the Design, Promotion, Sales and Marketing Departments are to form a committee to work on this. The committee will be (9) by Mr Jones and he will notify the people concerned.

(10): Mr Jones

(11): Since there was nothing further, the meeting was adjourned.

(12): The next meeting will be held on 6th March.

Exercise 14. *You work at a big firm and are responsible for presenting the Minutes (Protocol) of the last meeting. Topic: The relations with the new clients. Prospects of development. Use the scheme provided in ex. 13*

Exercise 15. *Use you notes from Listening to write the minutes of the meeting between Frank Harrison, Derek Jordan and Jennifer Walton.*

WRITING 2 **INFORMATION**

If you are to write a short piece of about 30-40 words, in the form of:

- a memo
- an email
- a fax message
- a short note.

The topics include events, such as:

- a meeting
- a conference
- an exhibition
- travel
- a training course.

You are usually asked to do three or four things, such as:

- A giving or confirming information
- B asking for permission
- C explaining what has happened or will happen
- D saying why something has or has not been done
- E apologizing
- F making a suggestion
- G inviting someone
- H thanking someone
- I making a complaint
- J offering or accepting services

Exercise 16. *Look at these phrases and say which of the categories (A-J) each one belongs to.*

- 1 ... we would like you to attend our annual company dinner...
- 2 ... the goods were not delivered because the delivery van broke down...
- 3 ... I will be away from my desk until 27 September...
- 4 ... we are very sorry for any inconvenience caused by the delay...
- 5 ... would it be all right if I worked from home for the next two weeks?
- 6 ... we are very grateful for your help in this matter...
- 7 ... your receptionist was very rude and even put the phone down on me...
- 8 ... the warehouse has burned down...
- 9 ... it might be a good idea to get Carla in Accounts to check your figures...
- 10 ... so I believe our organization has the expertise to help you.

DETAILED STUDY

Exercise 17. *Read this model memo and answer the questions.*

MEMO

To: Nuria Gomez
From: Pau Pujols
Date: 12 April
Re: **Kitchen Equipment Annual Trade Fair**

This year the fair is in Geneva, from 10-14 May inclusive. As we are to equip several new restaurants, I should attend to learn about the latest products. Registration is SF150.1 don't need accommodation as I have family there.

(39 words)

- 1 How often does the fair take place?
- 2 Is it always held in the same place?
- 3 How many days does it last?
- 4 Why is his attendance at the exhibition important?
- 5 Where in the memo does he ask permission?
- 6 How can he save on costs?

Exercise 18. Now write your own answer to the letter. Remember to check for grammar and spelling mistakes.

A) • You are the office manager of a large company, and you want to attend an exhibition of the latest office equipment. You need permission from your boss to attend.

Write your boss a **memo**:

- explaining why you think the exhibition is important
- requesting permission to attend
- saying where and when the exhibition takes place.

Write **30-40** words.

STARTING UP

*Exercise 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

Exercise 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

Exercise 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?

Text 1

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

UNDERSTANDING THE MAIN POINTS

Exercise 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

Exercise 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 |

Exercise 6. In the first paragraph replace all the verbs with synonyms.

Exercise 7. Add adjectives to the nouns in the second and third paragraph of the text.

Exercise 8. Make up 5 questions to the text.

VOCABULARY FOCUS

Exercise 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)

Exercise 10. Managers set objectives. What is an objective?

Give examples of objectives that sales, production and personnel managers might set.

Exercise 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.

Exercise 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

WORD BUILDING

Exercise 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

Exercise 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*.

Exercise 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 isbelieved 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.

READING

Text 2

MANAGERS ARE NEEDED EVERYWHERE

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
<hr/>	
<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.

UNDERSTANDING THE MAIN POINTS

Exercise 16. Unscramble the sentences and explain the meaning of the given words.

1. **Role** office an position of set associated is behaviours is that with a or organized particular .

2. **Network** manager whose of function effectively with help is individuals co-operative needed in order for a relationships a is to set.
3. **Leaders** rely who people influence the of can having others without to behaviours are on force.
4. **Entrepreneur** is who or her risk , , and assumes operates the of his business someone organizes venture.

Exercise 17. Using Henry Mintzberg's table (see the text) fill in the gaps with the necessary words.

1. Therole entails symbolic duties that are associated with the manager's formal organizational position.
2. 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.

Exercise 18. 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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PHRASAL VERBS

Exercise 19. 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

Exercise 20. 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?

Exercise 21. 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 _____.

Exercise 22. How would you like your manager to be? Choose three descriptions and explain your choice.

Supportive, a good teacher, hands-off, understanding, available, inspirational.

Exercise 23. 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

COMMUNICATION SKILLS

Exercise 24. 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

Exercise 25. Agree or disagree with the following.

- Being good at what you do does not make you an effective manager.
- 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.
- Inexperienced managers tend to leave employees with too many assumptions and no clear statement of whose orders they should follow.
- 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.
- People are naturally lazy. Managers should tell workers what to do or they won't do it.

Exercise 26. 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	
results	

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)

Exercise 27. 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. (*manager to employee*) The employee has left work early for the past week.

ROLE PLAY

Dealing with a Robbery

Situation

Two men tried to rob a pizza delivery man at knifepoint last week. Luckily, the delivery man was able to knock the knife away. He hit one of the robbers and broke his nose. Both of the robbers then ran away without the money.

Instead of praising the delivery man, the manager fired him. The manager did this because the company's policy clearly states that employees must always cooperate with robbers and immediately hand over money. The purpose of this policy is to prevent any employee from getting hurt. As the manager says, "Money can be replaced, but people cannot." The delivery man said that he knew about the policy. He added, though, that the robbers still could have hurt him even if he had given them the money.

A group of angry employees has gone to the owner of the company to complain about this decision. They want the delivery man rehired and given a reward. The owner has called a meeting to discuss this issue.

Purpose of the Discussion

The purpose of this discussion is for the group members to agree on the best way to handle this situation.

Group Roles

Leader: the company owner

The manager(s)

Representative(s) of the employees

Brainstorming

What are different ways of handling this situation? Brainstorm as many ideas as possible. Write down these ideas on a separate sheet of paper.

Selecting Ideas

Consider the different ideas that you developed during the brain-storming session. Go back and select the best ideas for each role. Write down these ideas on a separate sheet of paper.

Starting the Discussion

Now you are ready to start the discussion. Your group should discuss the topic for twelve minutes. Do not worry if you do not have enough time to reach a final decision.

Observing: Evaluating the Discussion

1. Listening to the discussion

As you listen to the discussion, make a list of the main ideas that the group members present.

2. Follow-up to the discussion

What do you think is the best way for the company to handle this situation? Why?

3. Leader Control: Did the leader effectively control the discussion?

STARTING UP

Exercise 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

Exercise 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?

Text 1. 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.

UNDERSTANDING THE MAIN POINTS

Exercise 3. Make up 5 questions to the text.

Exercise 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.

Exercise 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. |

LANGUAGE STUDY

Exercise 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.

Exercise 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

Exercise 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
1. Many companies understand that their responsibility includes (conduct) their business in an ethical way and in ways that help (preserve) the environment. 2. Companies know that good practice involves (provide) good working conditions. 3. Many companies help (raise) money for local communities. 4. Companies agree (introduce) stricter measures to reduce pollution. 5. Companies must (make) a profit. If they don't, there will be no jobs for the workforce.	1. They only introduce ethical policies if they think it will help (improve) their profits. 2. Many companies avoid (give) details of what they are doing. 3. They refuse (change) their practices. 4. Many companies risk (produce) goods which are harmful in order to make a profit. 5. They must (do) more to reduce damage to the environment.

What is your opinion on a company responsibility?

Exercise 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

READING

Exercise 10. 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.

UNDERSTANDING THE MAIN POINTS

Exercise 11. In the first paragraph replace all the verbs with synonyms.

Exercise 12. Add adjectives to the nouns in the second and third paragraph of the text.

Exercise 13. 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

Exercise 14. 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).

Exercise 15. Listen to Kevin Manton's answer. Which is his view?

Exercise 16. 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?

COMMUNICATION SKILLS

Exercise 17. 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.

Exercise 18. 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 authorise 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

Exercise 19. 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:

- a. 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!

Exercise 20. Case Study "The \$24.99 Expense Report".

Annie's job requires that she travel 75% of the time, most of which involves visits to plants. She travels alone and completes her expense reports at the end of every week. Annie's expense report dated June 30th has three line item entries meals in the amount of \$24.99. No receipts are submitted with the expense report for the \$24.99 line items.

Question 1: What *opportunities* exist and how might Annie's *attitude* influence her to falsify her expense report?

Upon return from her trip, Annie leaves a note for the Administrative Assistant.



While Marge is making the copies, she notices that Annie has receipts for all expenses with the exception of the three items, each at \$24.99. The situation does leave her wondering, but she decides to finish making the copies and submits the completed expense report to the Department Manager for approval. On Annie's copy, she leaves a note saying, "I noticed you didn't have receipts for three items, but since they were under \$25, I submitted it anyway."

Hi Marge! Can you please make a copy of my expense report and receipts and submit it to the Boss!? I'd do it myself, but I'm off and running to catch a plane. Thanks much! See you next week.

Annie

Question 2: What should Marge do?

Question 3: What might prevent Marge from sharing her suspicion?

Over the next six months, Annie continues to submit expense reports listing up to four line item entries for \$24.99 for meals in each of her expense reports, making it a point to not ask Marge for help with copies!

WRITING

Write The Code of Ethics for your group or the institute. Use the information in Appendix 3.

LEAD-IN

A. Discuss the following questions.

1. Which modern or historical leaders do you most admire? Which do you admire the least? Why?
2. Are there differences between men and women as leaders?
3. Are people who were leaders at school more likely to be leaders later in life?
4. What makes a great leader? Write down a list of characteristics. Compare and discuss your list with the list of other students in your group.

English	Your language	English	Your language
Decisive		Impulsive	
Charismatic		Flexible	
Motivating		Lunatic	
Adventurous		Energetic	
Open		Straight	
Ruthless		Accessible	
Informal		Moderate	
Uncaring		Balanced	
Passionate		Careful	
Thoughtful		Aggressive	
Aloof		Vivacious	
Gregarious		Integrating	

5. What makes a bad boss? Draw up a profile of factors.
6. What is the difference between a manager and a leader?

READING

TEXT I

Exercise 1. Before reading the text, read the sentences and predict whether they are True or False:

1. Management and leadership are synonyms.
2. The definition of a manager is not the same of a leader.
3. Leaders know where the business is going.
4. There are three basic leadership styles.
5. Some leaders get their satisfaction from completing the task and knowing they have done it well.
6. Task-motivated leaders get their satisfaction from having a good relationship with other workers.
7. Both styles of leadership could be effective in appropriate situations.

Exercise 2. Read the text. Give titles to paragraphs.

A___ Leadership is needed at all levels in an organization. It is likely, however, that the leadership qualities required by a supervisor or manager are not the same as those required the chief executive of a company. It is, therefore, difficult to define leadership satisfactorily.

B___ A typical definition is that the leader “provides direction and influences others to achieve common goals”. This is true in the case of supervisors and managers, but is it a good definition of the leader of an organization? A chief executive must indeed give “direction” but he must do much more than that. He has to create “a sense of excitement” in the organization, and convince staff that he knows where the business is going. As Peter Drucker, American business guru, says, “Leadership is the lifting of a man’s vision to higher sights, the raising of a man’s performance to a higher standard, the building of a man’s personality beyond its normal limitations.”

C_____ An important analysis of leadership has been made by Fred Fielder, professor of Psychology and Management. He observed how leaders behaved, and he identified two basic leadership styles:

Task-motivated leaders “tell people what to do and how to do it.” Such leaders get their satisfaction from completing the task and knowing they have done it well. They run a “tight ship”, give clear orders and expect clear directives from their superior. This does not mean that they show no concern for other people. But their priority is getting the job done.

Relationship-motivated leaders are more people-oriented. They get their satisfaction from having a good relationship with other workers. They want to be admired and liked by their subordinates. Such leaders will share responsibility with group members by encouraging subordinates to participate in decisions and make suggestions.

D___ Throughout his work, Fred Fiedler emphasised that both styles of leadership could be effective in appropriate situations. There is no best style for all situations. Effective leadership is a crucial factor in their organisations’ success.

UNDERSTANDING THE MAIN POINTS

Exercise 3. Complete the following sentences, using your own words.

1. According to Fiedler the most important aim of a task-motivated leader is
2. On the other hand, a relationship-motivated leader’s main concern is
3. Fiedler does not think that one style of a leadership is necessarily better than the other because

Exercise 4. A. Put the words in the correct place to make a phrase.

To complete, to make, to create, to give, leadership, to convince, responsibility, required, common, to provide.

Effective direction
.....qualities	... a sense of excitement
.....clear orders suggestions
Achieve staff

.....responsibility the task

B. Make sentences of your own with these phrases.

Exercise 5. Replace all the verbs with synonyms in the first part of the text.

Exercise 6. Add adjectives to the nouns in the second part of the text.

Exercise 7. Ask 7 questions to the text.

Exercise 8. Summarize the text in ten sentences.

Exercise 9. A. Here are five things that well-known people have said about leadership and management. Discuss which of the quotations are about management and which are about leadership, and choose some of these words to complete the sentences.

Leadership, leading, lead, leader

Management, managing, manage, manager

1. A _____ 's job should be based on a task to be performed in order to attain the companies objective.

Peter Drucker, business guru

2. A _____ is someone who knows what they want to achieve and can communicate that.

Margaret Thatcher, former British Prime Minister

3. To _____ is to forecast and plan, to organize, to command, to coordinate and to control.

Henry Fayol, French writer and industrialist

4. The task of the _____ is to get his people from where they are to where they have not been.

Henry Kissinger, American diplomat

5. _____ is like holding a dove in your hand. Squeeze too tight, you kill it. Open your hand too much, you let it go.

Tommy Lasorda, coach of the L.A. Dodgers baseball team

B. Think of someone in a position of power. List three positive and three negative things about them. Then compare ideas with a partner.

LANGUAGE STUDY

Exercise 10. A. Read the following statements and decide if you agree with them.

	Yes	No
1. Leaders don't need people skills.		
2. Leadership is not the monopoly of one person in charge.		
3. Leaders have a dream, managers count sheep.		

4. Leaders are heroes not coaches.		
5. Leaders determine strategy, managers put it into practice.		

B. A-E below are responses to the statement above. Match them to the statement.

A. Leadership is fundamentally about showing other people the direction they should follow, mainly by achieving something and setting an example. The ability to teach is a useful asset but those who have it don't necessarily make good leaders.

B. Managers have administrative checklists of "to do" items, whereas leaders have a long-term vision – they are fundamentally different roles.

C. In an increasingly complex world, good decision making depends on the coordination of many different types of knowledge and skills. Anyone may take the lead on a subject they are expert on.

D. Leadership is all about taking – leaders don't have to be nice, they just have to take charge and not give a damn about what others think of them.

E. Management is efficiency in climbing the ladder of success. Leadership determines whether the ladder is leaning against the right wall.

Exercise 11. Match the definitions to abbreviations give translation in your language.

CEO	Chief Security Officer
CFO	Chief Project Officer
CIO	Chief Technical Officer
CMO	Chief Operating Officer
COO	Chief Executive Officer
CPO	Chief Financial Officer
CSO	Chief Marketing Officer
CTO	Chief Information Officer

Exercise 12. Complete the table with the corresponding a) nouns and adjectives;

Noun	Adjective	Your language
<i>aggression</i>	<i>aggressive</i>	<i>агрессивный</i>
charisma		
	Charming	
	Dynamic	
energy		
	Loyal	
Perfection		
Superiority		
talent		

b) verbs that correspond to the nouns.

Noun	Verb	Your language
<i>commitment</i>	<i>commit</i>	<i>Робити, чинити</i>
Competition		

Domination		
Empowerment		
Influence		
Inspiration		
Motivation		
Obligation		
persuasion		
threat		

c) *Make sentences with the words from the tables.*

Exercise 13. Complete these sentences using modal verbs in either positive or negative form. (can, must, have to, should, would, ought to, may, need)

Present Leaders

1. Leaders _____ publicise their mistakes. If they do, they _____ expect the respect of the public.
2. Although they _____ be very powerful, business leaders _____ break the laws of the country in which they are based.
3. Leaders _____ do everything themselves. They _____ set clear targets and learn to delegate.
4. In the short term, technology _____ change the way we work, but a leader _____ have a long term view.
5. Good leaders _____ listen to the opinions of their subordinates, but ultimately they _____ take their own decisions.

Past Leaders

1. In the past, military leaders _____ obey the orders of their king or queen.
2. In the last century, the leaders of industry _____ dismiss workers whenever they liked.
3. Until recently, political leaders _____ worry too about the media’s opinion of them.
4. Business leaders of the early twentieth century _____ get information about foreign markets very easily.
5. Leaders of the past _____ work under great pressure, but at least they _____ answer e-mails and phone calls.

Exercise 14. All successful managers have to learn to delegate - in other words, they have to get other people to do some part of their work. They also have to know how to motivate- through speeches? Mission statements? Before trying to motivate people through speeches or mission statement, study classical examples of those actions.

A. Discuss these questions.

1. What is the most motivating experience in studying/business you have ever had (or you have heard about)? Why was it effective?
2. How would you try to motivate your employees?

B. At the start of the movie *Glengarry Glen Ross*, A sales director tries to motivate his team of real-estate salesmen by giving them a motivational speech. Read this extract.

“... The good news is – you are fired. The bad news is you’ve got – all you have got – is one week to get your job back. Have I got your attention? Good. Because we are adding a little something to this month’s sales competition. First prize, as you know, is a Cadillac Eldorado. Second prize is a set of steak knives. Third prize is “You are fired”. Do you get the picture? Are you laughing now?..”

C. Talk about these questions.

1. How would you feel if your boss spoke to you in this way?
2. Which do you think would motivate you more – the chance of winning a car or the fear of losing your job?
3. What other factors do you think motivate people to work hard?

D. Many modern business have mission statements – documents which explain what the company is trying to achieve. Read this mission statement written by management consultant Eileen Shapiro.

MISSION STATEMENT

Our mission is to be the best-managed company in the world in the (fill in the blank) industry. We are committed to total customer satisfaction delivered by our totally empowered employees who work in the new team paradigm. We will work to continuously improve our position of unequalled quality and lower costs and, in so doing, produce superior returns for our shareholders.

Here, in simpler English, are some of the things expressed in the mission statement above. Match each sentence to a phrase with similar meaning in the text.

- We’ll keep our customers happy.
- Our employees will work together.
- We’ll make bigger profile.
- Our products will be the cheapest and the best.
- Our employees will take responsibilities.

Do you think that the mission statement would be better written in simple English? Why – or why not?

Exercise 15. Choose a company you know well. Think of two or three things which you think that company is trying to achieve. Find partners among your group mates to

- a) prepare a short speech to motivate your employees;
- b) write a short mission statement to motivate your employees.

TEXT II

Exercise 16. A. Read three texts.

B. Give titles to them.

C. Discuss the questions after the texts.

.....
I. Thomas Watson Senior was the man who built the giant computer company, IBM. Under his leadership, the company became famous for its strong values and traditions of customer service. The people who worked there were expected to be dedicated corporate men and women who could always be recognized by their dark blue suits. On one occasion, a young IBM executive had involved the company in an extremely risky business venture. Unfortunately, the project had gone badly wrong and the company lost 10\$ million. Thomas Watson, of course, wanted an explanation and he called the young executive into his office. The young man stood nervously in front of his boss's desk.

"I suppose you want my resignation," he said miserably.

"You must be joking," Watson replied. "We've just spent \$10 million on your education."

Questions

1. Would you deal; with the young executive in the same way? Why – or why not?
2. To what extent do you think that mistakes are an important part of the learning process?
3. What is the biggest mistake that you've ever made in your career (in your studies or in business)? How did your teacher (or boss) handle the situation? How would you have handled it differently?

.....
II. Henry Kissinger was the American President Richard Nixon's Secretary of State for Foreign Affairs in the early 1970s. He was famous not just for his ability to manipulate international politics, but also for his ability to control his staff.

One day, he asked a young man called Watson Lord to write a report on a very complicated subject. Lord was new to his job and worked as hard as he could on the report for two weeks before sending it to his boss.

Two days later, the report came back with a note from Kissinger that simply said, "Is this the best you can do?"

Lord was very worried and worked late for several nights before submitting the report to Kissinger again.

But once more, the report came back with the same brief message, "Is this really the best you can do?"

Yet again Lord worked long and hard over a new version of the report. When the same note came back from Kissinger again, Lord finally lost his patience. He picked up the phone and called his boss. "Damn it," he said, "yes, it's the best I can do."

Kissinger replied calmly: "Fine, then I guess I'll read it this time.

Questions

1. What point do you think Kissinger was trying to make?
2. How would you react in Winston Lord's position?

3. What are the good and bad points of Kissinger's management style?

.....

III. Towards the end of his career, the great Dutch painter Peter Paul Rubens was receiving so many orders for paintings that he could not possibly paint them all himself. So he started to employ other painters to help him. One of these painters specialized in people, another painted clothing, another would work on backgrounds, and so on. In this way, Rubens' studio could work on many pieces at the same time and Rubens could increase his output dramatically.

But whenever a customer came to visit, Rubens would order the other painters to leave and he would work on the paintings along, with great skill and speed. The customers were amazed by the old man's enormous energy and always went happy home.

Questions

1. In what way was Rubens' studio like a modern business? Give example.
2. Do you think it was right for Rubens to organize his work like this? Explain your views.
3. Do you think that it is right for modern bosses to receive the credit for the work of others?
4. What three pieces of advice would you give to a new boss about management? Write them down and then compare your advice with the advice of another pair.

COMMUNICATION SKILLS

Exercise 17. A. In which of these situations do you think that you should delegate work?

- When you don't want to do something
- When you are too busy to do something
- When the task is time-consuming and boring
- When the task is interesting and motivating

B. Role play these situations.

• **A.** You are supposed to attend a conference abroad next weekend, but you have been invited to a friend's party on the same day. Try to persuade **B**, a colleague, to go to the conference instead of you.

B. You are a colleague of **A** and you are free the weekend of the conference, but you've been working very hard for the past few weeks and would like to have a weekend's rest.

• **B.** You are **A**'s boss and you are supposed to chair a meeting tomorrow, but you have too much other work to do. Ask **A** if s/he will take your place.

A. Although replacing your boss at the meeting could be a good move for your career, this is the third time this month that **B** has asked you to do this and you are getting worried about your own deadlines.

Exercise 18. Talk about these questions:

4. Which of these people do you think are more like managers and which are more like leaders?

- The president or prime minister of your country
- The boss of an organization
- A teacher or trainer

2. Who are the best and the worst bosses that you have known/had? Give reasons.

Exercise 19. Role play the following situations. Persuade the group to do what you want.

b) You have just invented a new breakfast cereal made from grass. You want everyone to:

- Leave their highly paid jobs to form your new management team (you might propose what job each person would have in your company)
- Invest their money in the company

c) You want them all to come away with you for a weekend on this holiday.

A WEEKEND OF MEDITATION	
Find inner peace and tranquility of mind	
BOXWORTH HALL	
Naturist Health Farm	
Friday-Monday	\$ 525

The price includes:

4*5 hour lesson in meditation

Accommodation

Vegetarian meals

Ice bath

Use of all the health farm's facilities

c) You want one of them to buy your second hand car. Here are the details:

Price \$ 1,000

Model Lada

Age 1978

Mileage 80,000

Fuel consumption 25m.p.g.

Think of some other special features it has to persuade the group it's a good bargain.

You might have to reduce the price and/ or lie a little bit.

d) You are trying to raise money for charity. You are organizing a free fall parachute jump from an aeroplane at 2,000 feet.

You want them to take part. All they have to do is:

- pay \$15 for the jump (this price does not include insurance)
- find sponsors
- jump out of the plane

- pull the rip-cord
- collect the money from their sponsors and give it to you

You will give the money to your favourite charity: “The Retired Bank manager’s Holiday Fund”. Present the idea to them and persuade them to take part.

ROLE PLAY

Situation

An executive of a multinational corporation has just been kidnapped. The kidnappers are demanding that the company pay \$8 million in cash immediately or they will kill the executive. Since this company’s profits were \$50 million last year, it can afford to pay this amount. Furthermore, the executive is a wealthy man with a fortune of about \$200 million. The executive’s family wants the company to pay the entire amount of the ransom right away. The company executives, on the other hand, want to delay for a while in order to negotiate with the kidnappers. Another problem is that the government has learned of this kidnapping. As is usual in these cases, the government has ordered the company not to meet the demands of the kidnappers. The government believes that this policy will discourage future kidnappings. A government official has announced that the government will seize the assets of the company if the ransom is paid. The Chairman of the Board of Directors has called a meeting to discuss the issue.

Purpose of the discussion

The purpose of the discussion is for the group members to agree on the best way to deal with the kidnapping.

Group Roles

Leader: the Chairman of the Board of Directors

Family members of the kidnapped executive

Company executive

Brainstorming

What are different ways to deal with the problem? Brainstorm as many ideas as possible. Write down these ideas on a separate sheet of paper.

Selecting ideas

Consider the different ideas that you develop during the brainstorming session. Go back and select the best ideas for each role. Write down these ideas on a separate sheet of paper.

Starting and Discussion

Now you are ready to start the discussion. Your group should discuss the topic for twelve minutes. Do not worry if you do not have enough time to reach a final decision.

Observing: Evaluating the Discussion

1. Listening to the discussion

As you listen to the discussion, make a list of the different solutions that the group members offer.

2. Follow-up to the discussion

What do you think is the best way to deal with the kidnapping? Why?

3. Rating the discussion

Use the following scale to rate the discussion group:

Pace: Did the discussion move along at the right speed?

4 3 2 1 0

4 – good speed

0 – much too slow; long pauses between speakers

Leader control: Did the leader effectively control the discussion?

4 3 2 1 0

4 – leader took right amount of control

0 – leader took a) too much or b) too little control

FINAL TASK

Exercise 20. Discuss the following situations.

Student A: Explain the problem to Student B in your own words.

Student B: Offer some useful advice.

Student A: Accept, reject, or show doubt over accepting this advice.

1. You want to sell your car of a famous brand, but there is something wrong with the engine.
2. The letter is full of spelling mistakes.
3. The employee's reports are not well organized.
4. Weekly meetings never start on time because employees are late.
5. The leader wants someone to take notes at the meeting.
6. A committee leader wants to improve meetings.
7. The instructor wants to improve English class.
8. Students want to improve their vocabulary.
9. A manager wants to reward hard working employees.
10. Management wants to motivate people to increase their productivity.
11. The government wants to help poor people.
12. A union wants to persuade management to meet their demands.
13. Management wants to cut company expenses.
14. A manager wants to fire a competent worker because of personal conflict between them.
15. A middle manager wants to improve his/her chances for promotion.

CASE STUDY

ORBIT RECORDS INC.

Background

Orbit Records was founded in London 20 years ago, and now has 12 large stores in the UK and five in Germany. The company grew at fast rate because it had a successful marketing strategy. The stores offer a wide range of CDs which they sell at reasonable prices. Their record stores carry over 80,000 titles – about three times

more than their main competitors. What's more, if a customer asks for a CD which is not in stock, the stock will get it for a customer within two weeks, if it's available. About two years ago, Orbit stores diversified into selling computer games, videos, tee-shirts, adventure holidays, concert tickets, books and comics. Not all the new areas of business were profitable, and as a result the company's profit fell sharply.

A change of leadership

After the founder of Orbit records died, a new Chief Executive, Sheldon Drake, took over. However, he failed because he lacked leadership qualities. He was unable to develop a strategy go improving profits and had no clear vision of where the company was going. Also, he did not communicate well with employees, who started to loose confidence and their morale suffered.

Three months ago, Sheldon Drake resigned, and his place was taken by someone from outside the company.

Task of the new Chief Executive

One of the new CE's main tasks is to motivate staff and raise morale, so that staff will be more productive. He has asked Personnel to carry out a survey of staff attitudes. Questionnaires were sent to all employees below senior management level. The results are summarised in the chart.

He has also jotted down ideas for raising motivation and morale, and has asked employees to do the same. The best ideas will be implemented throughout the company. The CE's ideas for motivating staff, boosting morale and increasing their loyalty are listed below.

STAFF ATTITUDES (%)	YES	NO	DON'T KNOW
1. Do you feel you participate fully in decision-making?	12	70	18
2. Do you feel "valued" by the company?	48	46	6
3. Do you understand the company's objective and overall strategy?	16	20	64
4. Do you have enough contact with senior management?	18	50	32
5. Do you have enough opportunities to express your ideas/make suggestions?	42	26	30
6. Are you paid adequately?	48	45	7
7. Do you think you will be working for this company in five years' time?	25	14	61
8. Do you have enough opportunities to meet each other socially?	55	42	3

Chief Executive's ideas

1. Build morale through teamwork outside the office. Form company teams for soccer, squash, basketball, etc. Get employees to participate in inter-company competitions, e.g. athletics, swimming events and so on.

2. Introduce regular staff meetings which will enable staff at all levels to participate in decision-making.
3. Set some regular small-group meeting to share ideas, develop plans and help prepare budgets. Also, start an "Employee of the Month" scheme. Everyone has to nominate someone, giving reasons why they should be nominated.
4. Make sure that CE gets out of his/her office frequently during the first year and drops in on staff at different Orbit stores.
5. Encourage staff through meetings and newsletter (to be edited monthly by different senior managers) to give ideas and suggestions. Cash rewards for the best ideas.
6. Set up a profit-sharing scheme for all employees related to increased productivity and profits.
7. Cancel the end-year bonus scheme. Spend some money instead on a spectacular Christmas dinner and party at a luxurious hotel.
8. Organise one-to-one meeting with senior managers to build morale and generate ideas. Agree targets and objectives with senior managers, who share them with other staff members at regular seminars.
9. Have an open-door policy in every store. Employees can see the manager whenever they are available.
10. Create career development plans for all staff, which would involve consultations with each employee.

TASK

1. Work in small groups. Choose six ideas from the Chief Executive's list which you think would be worth implementing. Note down the reasons for your choices. Then think of three other ideas, which are not on the list, for improving staff motivation and morale.
2. Meet as one group and discuss your ideas, giving reasons for your choices.
3. As one group, try to agree on the six best ideas (from the Chief Executive's list and your own list) which should be put into effect.

WRITING

You are the manager of an Orbit Records store opened in Ukraine. Write a persuasive letter to a famous recording star or their agent inviting them to visit your store. Explain why you want the star to come to the store and what you expect them to do if they accept your invitation. Offer a suitable fee for the visit. Lay out your letter correctly.

Exercise 21. Write an essay/report on the topic "Golden rules and sins of leadership"

LEAD-IN

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	хвастливий
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

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

Exercise 1. 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.

Exercise 2. 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.

UNDERSTANDING THE MAIN POINTS

Exercise 3. 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

Exercise 4. 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 _____

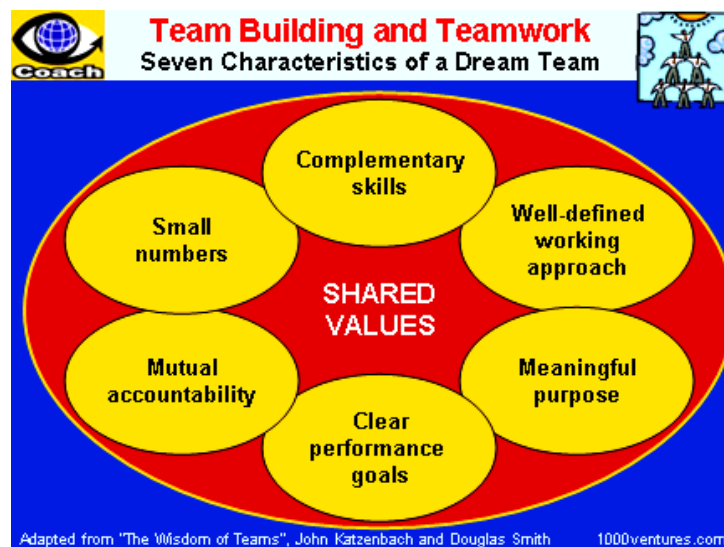
_____ structure
 _____ purpose
 _____ process

B. Make sentences of your own with these phrases.

Exercise 5. Ask 7 questions to the text.

Exercise 6. Summarize the text in seven sentences.

Exercise 7. 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

Exercise 8.

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

Exercise 9. 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.

Exercise 10. 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) Theworkers 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.

READING

Exercise 11. 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.

UNDERSTANDING THE MAIN POINTS

Exercise 12. 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.

Exercise 13. Replace all the verbs with synonyms in the first paragraph of the text

Exercise 14. Add adjectives to the nouns in the second and third paragraphs of the text.

LISTENING

Exercise 15. 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
BULLDOZER		

COMMUNICATION SKILLS

Exercise 16. 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.

Exercise 17. *In the module there were introduced different conceptions about team roles(3 conceptions). Compare them and define the most suitable for you.*

Exercise 18. *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

Exercise 19. 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?

Exercise 20. Use “*Bank of Phrases*” (see Appendix) and 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 your colleague) It's time to leave work, but you two still have several urgent matters to discuss.

6. (an executive to another executive) You both think that another executive (a friend) is stealing small amounts of money from your company.
7. (you to a colleague) You are both quite upset over putting in a lot of work and then losing an important contract.
8. (manager to supervisor) Several employees have complained that the supervisor has criticized them in front of other employees.
9. (manager to employee) The employee went over the manager's head and complained to the director of the company.
10. (director to manager) The director has an appointment with the manager, but an urgent problem has come up.
11. (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.

**ЧАСТИНА 3.
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З ОРГАНІЗАЦІЇ САМОСТІЙНОЇ
РОБОТИ СТУДЕНТІВ**

**PART 3.
STUDENTS' SELF-DIRECTED ACTIVITY ORGANIZATION GUIDE**

MODAL VERBS

1. Fill in the gaps with *mustn't* or *needn't* / *don't have to*.

- 1 A: Shall I help you with your shopping?
B: No, you *...needn't/don't have to*. I can manage by myself.
2. A: You play football inside the house.
B: I'm sorry. I'll go outside.
3. A: Do you want anything from the supermarket?
B: No, you get me anything today, thank you. I'm going out myself later.
- 4 A: You be late for work tomorrow morning.
B: I know. I'll try to arrive early.
5. A: You take these books out of the library.
B: I know. It's forbidden.
6. A: Shall I make an appointment for you at the dentist's?
B: No, you I'll do it myself next week.

2. Rephrase the following sentences using *must*, *mustn't*, *needn't*, *has to* or *doesn't have to*.

- 1 **You aren't allowed to** park your car in the college car park.
You mustn't park your car in the college car park.
- 2 **I strongly advise you** to speak to your parents about your decision

- 3 **It isn't necessary** for Emma to attend tomorrow's staff meeting

- 4 **Jack is obliged to** wear a suit and a tie at work because the manager says so

- 5 **I'm sure** Antonio is from Milan

- 6 **It's necessary** for Roger to find a job soon.

- 7 **It's forbidden** to use mobile phones inside the hospital.

8. **Susan is obliged to** work overtime because her boss says so

3. Rephrase the following sentences using *didn't need to* or *needn't have done*.

1. It wasn't necessary for him to wash It wasn't dirty.
He didn't need to wash the car.
- 2 It wasn't necessary for her to buy so many oranges, but she did.

- 3 It wasn't necessary for us to take an umbrella. It wasn't raining.

- 4 It wasn't necessary for us to turn on the light. It wasn't dark.

5 It wasn't necessary for him to call me today, but he did.

6 It wasn't necessary for you to make sandwiches to me, but you did.

7 It wasn't necessary for them to make reservations at the restaurant, but they did.

4. Rewrite the sentences using the word in bold.

1 It isn't necessary for Mark to buy new clothes for the reception.

need Mark doesn't need to/needn't buy new clothes for the reception.

2 You aren't allowed to pick these flowers.

must

3 Sarah is obliged to type her compositions at university.

has

4 It wasn't necessary for Paula to make the beds,

need

5 It is your duty to obey the law.

must

6 It wasn't necessary for Bob to wait for me, but he did.

need

7 It is forbidden to throw litter on the beach.

must

8. I'm sure Ronald is at home.

must

9. It wasn't necessary for Alice to bake a cake for the party.

need

10 It wasn't necessary for George to stay at work late last night, but he did.

have

5. Fill in the gaps with an appropriate modal verb. Then, say what they express in each sentence.

1. A: May/Can/Could I borrow your pen, please? (*The speaker is asking for permission*)

B: No, you I'm using it.

2 A: I'm bored. What shall we do?

B: Wego for a walk.

A: No, we because it's raining.

B: Let's watch a video, then.

3. A: My parents told me I go to the party tonight.

B: Never mind, I go either. We..... stay at home together, though.

4 A: Sir..... I speak to you for a moment please?

B: Certainly, but later today; I'm busy now.

5 A: Excuse me? B: Yes?

A: ..you tell me where the post office is, please?

B: Certainly. It's on the main road, next to the school.

6 A: Is anyone sitting on that chair?

B: No, you take it if you want to.

6. Choose the correct answer.

1. 'Todd was a very talented child'

'I know. He _____ play the piano well when he was seven.'

A couldn't

B could

C can

2. 'I've just taken a loaf out of the oven.'

'Oh, that's way I _____ smell fresh bread when I came home.'

A was able to

B can't

C could

3. 'How was the test?'

'Easy. All the children _____ pass it.'

A were able to

B could

C can't

4. 'What are you doing this summer?'

'I hope I'll _____ go on holiday with my friend.'

A could

B be able to

C can

7. Rewrite the sentences using the words in bold.

1 Do you mind if I leave the door open for a while?

can Can I leave the door open for a while?

2 You're obliged to take notes during the lecture,

have

3 I'm sorry, but you aren't allowed to enter this room,

must

4 Jack managed to unlock the door.

able

5 It wasn't necessary for Ann to cook dinner, but she did.

need

6 Let's play a game of chess.

could

7 I'm certain Sarah is bored with her work.

must

8 I strongly advise you to take up sport.

must

9 I'm certain Liz isn't interested in your ideas.

can

10 You may take the car tonight if you want.

can

8. Study the situations and respond to each one using an appropriate modal verb.

1 You want to go on holiday with your friends this year. Ask your parents for *permission*.

Can I go on holiday with my friends this year?

2 You are at a job interview. You type fast, you use computers and you speak two foreign languages. Tell the interviewer about your *abilities*.

3 Your brother is trying to decide what to buy your mother for her birthday. You *suggest* a box of chocolates.

4 Your jacket is dirty and you want to wear it next week. It is *necessary* to take it to the dry cleaner's.

5 You want to have a day off work next week. Ask for your boss' *permission*.

6 You are in the car with your uncle. It's hot and you want him to open the window. Make a *request*.

7 Your mother is going to the shops. She asks you if you want anything. You tell her it *isn't necessary* to get anything for you.

9. Complete the sentences using *must* or *can't*.

1 I'm certain they go to bed early on Sunday nights.

They *must go to bed early on Sunday nights*

2 I'm sure John didn't stay late at the office. John *can't have stayed late at the office*

3 I'm certain he hasn't arrived yet. He

4 I'm certain they are working together. They

5 I'm sure Amy hasn't finished her homework. Amy

6 I'm certain she was having a bath when I rang. She

7 I'm sure he hasn't won the prize. He

8 I'm sure she is looking for a new house. She

9 I'm certain Paul didn't invite Linda to the party. Paul

10 I'm certain you have been planning the project. You

11 I'm sure she was writing a letter. She

12 I'm certain they hadn't paid the bill. They

13. I'm sure he had been fixing the pipe. He

10. Rephrase the following sentences in as many ways as possible.

1 Perhaps Laura has left the phone off the hook.

Laura may/might/could have left the phone off the hook

2 Surgeons are obliged to scrub their hands before operating on patients.....

- 3 Do you mind if I open the window?.....
- 4 It wasn't necessary for Peter to wash the dog, so he didn't
- 5 Emily managed to reach the top shelf, even though she didn't have a ladder.....
- 6 It's forbidden to copy files without the manager's permission
- 7 Why don't we spend this evening at home?
- 8 I'm certain Patrick misunderstood my instructions
- 9 I'm sure Helen didn't know about her surprise party.....

11. Rephrase the following sentences in as many ways as possible.

- 1 Perhaps they are at work.
They may/might/could be at work
- 2 Perhaps he is waiting outside.
He
- 3 It's possible she will work late tonight.
She
- 4 It's likely he was driving too fast.
He
- 5 It's possible they made a mistake.
They
- 6 Perhaps he has missed the bus.
He
- 7 It's possible she has been playing in the snow.
She
- 8 It's likely we will be leaving tomorrow.
We.....
- 9 It's likely he will stay there.
He
- 10 Perhaps she had been trying to call you.
She
- 11 It's likely they had seen the film already.
They
- 12 It's possible he is studying in the library.
He

12. Underline the correct word(s) in bold.

- A: Good morning. How 1) can/must I help you, sir?
 B: I'd like to book a room for tonight, please.
 A: Certainly sir.
 B: How much does a single room cost for one night?
 A: \$35, sir. Payable in advance.
 B: What! 2) **Do I have to/Could I** pay right now?
 A: Yes, I'm afraid you 3) **need/must** pay in advance,
 B: Really. Well! 4) **Do / have to/Shall I** pay in cash?
 A: No, you 5) **mustn't/needn't** pay in cash. You 6) **could/can't** pay by credit card if you prefer.

B: This is a bit unusual. I 7) **may/must** look in my wallet to see if I have enough cash with me.

A: You 8) **couldn't/don't have to** hurry, sir. Take your time.

.....
A: Good morning. Here's the key. 9) **Could/Must I** leave my luggage here until twelve o'clock, please?

B: Of course. 10) **May/Need I** ask if you enjoyed your stay?

A: Oh yes. I 11) **can/must** write down the pho number, so that I can stay here again.

B: You 12) **mustn't/don't need to** do that, sir. I 13) have **to/can** give you our card.

A: Oh, thank you very much. Goodbye.

B: Goodbye.

13. Fill in shall or will.

1. _____ I help you with the washing up?

2. _____ we have pizza for dinner tonight?

3. _____ you carry this for me, please?

4. _____ you answer the phone, please?

5. Where _____ we sit in the classroom?

6. What _____ we buy for Bob's birthday?

7. _____ you take the rubbish out for me, please?

8. _____ we have a barbecue next weekend?

14. Rephrase the following sentences in as many ways as possible.

1. You had better book your flight early. You ought to/should/must book your flight early.

2. Would you like me to draw the curtains for you?

3. Why don't we go to a Japanese restaurant for change?

4. I strongly advise you to see a doctor as soon as possible

5. Can you call Greg for me, please?

6. You ought to have checked the battery before you left.

7. Everybody is obliged to pay taxes.

8. You don't need to go to the supermarket today.

9. It wasn't necessary for Betty to call a taxi because she gave her a lift.

10. They managed to get to the theatre in time, despite the heavy traffic.

11. You aren't allowed to keep pets in the building.

12 Do you mind if I take the rest of the day off?

15. Underline the correct word.

- 1 You *may/mustn't* run in the corridors. It's dangerous.
- 2 *Can/Should* I ask you a question?
- 3 *Will/Shall* we go out for lunch today?
- 4 You *must/shouldn't* stay at home if you are ill.
- 5 Tommy *can't/couldn't* tell the time when he was a baby.
- 6 My book *can't/mustn't* be in the house. I've looked everywhere.
- 7 You *might/needn't* clean the windows. I've already done them.
- 8 *Will/Shall* I help you?
- 9 You *needn't/mustn't* do the shopping. I'll do it later.
- 10 Sam left late for the airport this morning. He *should/could* have missed his flight.

16. Choose the most appropriate response.

- | | |
|---|---|
| <p>1 Will you open the door for me, please?
A Yes, I may. B Certainly.</p> <p>2 Could I speak to you for a moment, please?
A Yes, of course. B No, you couldn't.</p> <p>3 Shall I carry that bag for you?
A No, you won't. B No, it's okay. I can manage.</p> <p>8 Would you please drive me to the airport tomorrow' My car is being serviced.
A I'd be happy to. B Yes, I would.</p> <p>9 Can I help you, sir?
A No, you can't. B No, thank you. I'm just looking</p> | <p>4 Could I go to the cinema tonight, please?
A Not at all. B Yes, if you like.</p> <p>5 We could go to the theatre tonight.
A That's a nice idea. B No, we might not.</p> <p>6 Can I borrow your pen, please?
A Not at all. B Of course.</p> <p>7 Can you pick the children up from school for me?
A No, I may not. B No problem.</p> <p>10 Could you hold this for me, please?
A Yes, I could. B Of course.</p> <p>11 Shall I take you to work tomorrow?
A Yes, please. B No, you won't.</p> |
|---|---|

17. Match the items in column A to their synonyms in column B.

A	B
1 You should/ought	a) You aren't allowed to ...
2 You must...	b) It wasn't necessary for us to ... (but we did)
3 Shall we...?	c) Why don't we ...?
4 You needn't...	d) He managed to ...
5 We needn't have ..	e) It wasn't necessary for us to ...
6 We didn't need to .	f) You had better ...
7 You mustn't...	g) I'm sure she's ...
8 He was able to ...	h) Do you mind if I ...?

9 She must be ...	i) You are obliged to ...
10 He can't be ...	j) It isn't necessary for you to ...
11 Could I...?	k) I'm sure he isn't ..
12 He may be ...	l) Perhaps he's ...

18. Rephrase the following sentences in as many ways as possible.

1 **I advise you** to buy this book.

You should/ought to buy this book

2 **It isn't necessary for him** to take the exam again.

3 **I'm sure Terry isn't** at the office.

4 **It is possible that Janet will** call me this evening.

5 **You aren't allowed to** eat and drink in the classrooms.

6 **We are obliged to** clock in and out every day.

7 **I'm sure the boys weren't** upset with the result.

8 **Would you like me to** do anything to help?

9 **Perhaps we will** go for a picnic on Sunday afternoon.

10 **Sam managed to** reach the top of the mountain after climbing for several hours.

11 **How about** throwing a party on your birthday?

12 **It wasn't necessary for John to** attend the seminar.

13 **They are obliged to** go to a meeting every week.

14 **How about** visiting some friends on Saturday?

19. Underline the correct words(s).

1 A: Could/May/Shall you tell me the time, please?

B: Yes. It's a quarter past ten.

2 A: Would/Shall/Will we go shopping tonight?

B: Yes. We need to buy some food.

3 A: May/Should/Would I help you, madam?

B: Yes, please. Can/Shall/Would I have these shoes in black, please?

4 A: Would/Should/Shall I get you another cup tea?

B: No, thank you. I've had enough.

5 A: Can/Shall/May you post this letter for me, please?

B: Certainly. I'll do it on my way home from work.

6 A: *Shall/Would/Could* I speak to Jenny, please? I

B: I'm sorry, she's not here at the moment.

A: Oh. *Must/Shall/Would* I call later, then?

7 A: *May/Will/Would* I have a glass of water, please?

B: Yes, I'll get you one.

A: *Could/May/Shall* you put ice in it, please?

8 A: Did you call Jane?

B: No, I *didn't need to/needn't* because I saw her at work.

9 A: *Shall/May/Could* you help me, please?

B: Yes, of course.

10 A: You *mustn't/needn't/couldn't* lock the door.

B: Oh, will you do it when you leave?

20. *Underline the correct words(s).*

Dear Victoria,

I'm writing to tell you about the play I'm going to be in. It's called 'Only for You', and I've got the leading role. I have a lot of lines and I 1) must/might learn them all before opening night.

We're performing the play for the first time on Friday, night. We've been told that a TV company 2) must/may come to film it, so I 3) could/must be on television. I 4) needn't/might even become famous!

We 5) might/have to rehearse the play every night until Friday, because everything 6) must/shall be perfect for the performance. We 7) couldn't/mustn't make any mistakes. 8) Can/Must you come to see the play, or will you be at work? I hope you'll be able to come. If not, I'll write and tell you how it went.

I 9) could/must go and learn my lines now. See you soon.

Yours,
Charles

21. *Choose the correct answer.*

1 'You ...C... be late for work.' 'I know. I'm leaving now.'

A needn't B must C mustn't

2 'Jimlose some weight. His doctor said so.' Then he must go on a diet.'

A mustn't B can C has to

3 'I..... go to the bank today. I have enough money.' 'Well, I'll go alone, then.'

A needn't B have to C must

4 'Did you deliver that parcel for me?' 'No, Ifind the house, so I've come back to get a map.'

A can B could C couldn't

5 'I.....clean the house today. It's dirty.' 'I'll help you.'

A needn't B must C mustn't

6 'I.....feed the dog at lunchtime. My brother did it in the morning.' 'You can do it this evening, then.'

A didn't need to B needn't have C need

7 'Do you need any help?' 'Yes. I open the window. It's stuck.'

- A could B am able to C can't
 8 'I.....swim until I was ten.' 'Well, I didn't learn until I was eleven.'
 A can B can't C couldn't
 9 'Can I talk to you, please?' 'Sorry, I go now. I'm late for a meeting.'
 A mustn't B has to C must
 10 'Is Tom good at languages?' 'Yes, he already speak French, German and Italian.'
 A can't B can C could
 11 'The test was too difficult for me.' 'Oh dear, I do it quite easily.'
 A was able to B can't C can
 12 'Where's Tom?' 'He's not at work, so he be at the library.'
 A must B can't C can
 13 '.....we go shopping today?' 'No. I'd prefer to go tomorrow.'
 A Ought B Shall C Will
 14 'Sorry Mum. I've broken a plate.' 'You be more careful.'
 A may B should C might
 15 'Where's your father?' 'Hebe in the garage.'
 A might B can C mustn't

22. Fill in can, can't, must, mustn't, needn't or have to.

1. A: Is Mathew very rich?
 B: He must be. He drives a Ferrari.
2. A: Would you like to come shopping with me?
 B: Yes, but I I do my homework this afternoon.
3. A: Is Tom interested in music?
 B: Oh yes. Heplay the guitar and the saxophone.
4. A: Is Katie at home?
 B: No, she be. Her car is not here.
5. A: Can I go to the cinema tonight?
 B: Yes, but you be late home.
6. A: Hurry up. You'll be late for school!
 B: I don't go to school today. It's Saturday.
7. A: I bought you this present.
 B: Oh, youhave. It's not my birthday!
8. A: Excuse me, I'm looking for Barkwest Bank.
 B: I'm afraid Ihelp you. I don't live here.

23. Choose the correct answer.

1. A letter arrives at your house. You are sure it is from Paul.
 A It might be from Paul.
 B It must be from Paul.
 C It may have been from Paul.
2. You have toothache. Your mother gives you some advice.
 A You may go to the dentist.
 B You should go to the dentist.

- C You might go to the dentist.
- 3 You are looking for your scarf. You think it is upstairs
 A It can't be upstairs.
 B It should be upstairs.
 C It could be upstairs.
- 4 Your father told you to do your homework. You tell your friends.
 A I will do my homework.
 B I have to do my homework.
 C I might do my homework.
- 5 You want your neighbour to babysit for you tonight.
 A Would you babysit for me tonight?
 B Shall you babysit for me tonight?
 C Must you babysit for me tonight?
- 6 You did the washing-up for your mother, but she didn't expect you to.
 A You mustn't have done the washing-up.
 B You might not have done the washing-up.
 C You needn't have done the washing-up.
- 7 There was a good film on TV. You are sure John didn't watch it.
 A John should have watched it.
 B John might have watched it.
 C John can't have watched it.
- 8 You want to have a pet in your flat, but your landlord tells you it isn't allowed.
 A You mustn't keep pets in the flat.
 B You needn't keep pets in the flat.
 C You will not keep pets in the flat.
- 9 An old lady is trying to open the door. You offer to do it for her.
 A Couldn't I open the door for you?
 B Must I open the door for you?
 C Shall I open the door for you?
- 10 You offer to do the shopping, but your mother says it isn't necessary.
 A You must do the shopping.
 B You needn't do the shopping.
 C You could do the shopping.

24. Choose the correct answer.

1. You B do your homework before you watch TV.
 A can't B should C shall
- 2I come in? It's rather cold out here.
 A Should B May C Must
3. You water the plants this weekend; they look dry.
 A are able to B needn't C ought to
4. you collect the children from school, please?
 A Must B Will C May
5.you play the piano?
 A Can B Must C Should

- 6 I..... buy some milk. There isn't any left.
A mustn't B may C must
- 7 When..... I call you?
A shall B must C needn't
- 8 I..... swim before I was able to walk.
A might B could C can
- 9 You walk to work. I'll give you a lift.
A must B needn't C may
- 10 Tim..... be out. There are no lights on.
A shall B should C must

In other words

Study these examples. The second sentence has a similar meaning to the first sentence

1 Perhaps Tom is tired. may Tom may be tired.	5 You aren't allowed to use this car. mustn't You mustn't use this car.
2 I'm sure she isn't studying hard. can't She can't be studying hard.	6 It wasn't necessary for him to book a table, but he did. have He needn't have booked a table.
3 It is possible that they went out yesterday. could They could have gone out yesterday.	7 Let's meet again tomorrow night. can We can meet again tomorrow night.
4 It isn't necessary for Joe to come here. have Joe doesn't have to come here.	8 I advise you to call a doctor, should You should call a doctor.

25. Complete each sentence with two to five words, including the word in bold.

- 1 It is possible that he has spent all the money,
could He *could have spent* all the money.
- 2 I advise you to take a course in literature.
should You in literature.
- 3 It is possible that the police are questioning him.
may The police him.
- 4 I'm sure he is lying about his age.
must He about his age.
- 5 Let's have a break in five minutes.
can We in five minutes.
- 6 It wasn't necessary for her to give me a lift, but she did.
have She me a lift.
- 7 You aren't allowed to throw litter in the park,
mustn't You litter in the park.
- 8 It isn't necessary for Mother to cook tonight.
have Mother tonight.
- 9 It is possible that she has gone home.
could She home.

10 Perhaps Dan is in hospital.

may Dan..... hospital.

11 It wasn't necessary for her to call, but she did.

have She, but she did.

12 I advise you to have a rest.

should You a rest.

26. Translate into English.

1. Тобі не треба приносити матеріали сьогодні, я зможу продивитися їх тільки завтра. 2. Ніколи не треба метушитися. 3. Я вважаю, що ти не наважишся викинути її стару одягу. 4. Вона мала стільниковий телефон, і я завжди міг легко з нею зв'язатися. 5. Ви обов'язково повинні скуштувати це вино. Воно просто чудове. 6. Мабуть, я поміркую над вашою пропозицією. 7. Мені завтра знову доведеться йти до банку, тому що повідомлення ще не прийшло. 8. Як ти могла взяти до школи татову ручку? 9. Ти міг би сам потурбуватися про подарунок. 10. Вона повинна була зателефонувати опівдні, але змогла зробити це тільки увечері. 11. Я обіцяю, що ця хата буде твоєю. 12. Ану, не дихай цілу хвилину! 13. Я вже давно вмію керувати автом, але поки що не можу собі дозволити купити навіть мотоцикл. 14. Ти допоможеш мені вишити цю серветку? 15. Вона годинами сиділа біля комину, дивлячись у вогонь. 16. Ви можете зрізати будь-які квіти в нашому садку. 17. Не треба бути таким самовпевненим, коли йдеться про чемпіонат світу. 18. Я ніколи не припиню сперечатися з тобою. 19. Ти могла б хоч підписати листівку! 20. "Титаніку" судилося затонути у першому ж рейсі.

27. Translate into English.

1. Не треба було обрізати спідницю, тепер вже нічого не виправиш. 2. Чи не могли б ви зателефонувати на станцію техобслуговування і викликати буксир? 3. Вона завжди могла відрізнити копію від оригіналу з першого погляду. 4. От побачиш, ти отримаєш свої гроші завтра вранці. 5. Пляма ніяк не відмивалася. 6. Вам слід сходити на виставку воскових фігур. 7. Не смій підвищувати голос на батька. 8. Мені не потрібно було купувати форму, тому що я міг взяти її у брата. 9. Йдемо разом на ковзанку? 10. Я нічого не можу зрозуміти з цієї записки. 11. Дітям не слід дивитися фільми жахів. 12. Де ми повинні залишитися на ніч? 13. Я змушена здавати кімнату, тому що не можу звести кінці з кінцями. 14. Тобі слід було завести будильник, щоб не проспати. 15. Мені не потрібно заводити будильник, собака будить мене о шостій. 16. Дерево та пластик не можуть слугувати провідником струму. 17. Вона крутиться перед дзеркалом з ранку до вечора. 18. Вам слід було залишити плащ вдома. Дощу не буде. 19. Чи можу я поговорити з бухгалтером? - Зачекайте, вона прийде за кілька хвилин. 20. Тобі б краще здати цей піджак до хімчистки.

28. Translate into English.

1. Якби ми мали човен, ми могли б переправитися на той берег. 2. Якби ти не був таким упертим, ми могли б уже давно дійти згоди. 3. Якби вона не поїхала з міста, ми могли б її теж запросити. 4. Якби ви все ж вирішили піти в гості, я могла б посидіти з вашою дитиною. 5. Якби я отримала зарплатню, я могла б купити трохи фруктів. 6. Якби ти не зробив ту саму помилку чотири рази, я могла б поставити тобі гарну оцінку за твір. 7. Якби чоботи не муляли так, ми могли б ще трохи пройтися. 8. Якби ми здали багаж до камери схову, ми могли б поблукати трохи містом. 9. Я могла б подати обід за годину, якби хтось допоміг мені на кухні. 10. Якби ми не купили вчора телевізор, я могла б придбати собі нове пальто. 11. Якби вона звернулася до мене з таким проханням, я б ніколи не змогла їй відмовити. 12. Якби ти трохи помовчала, ми могли б почути, про що вони шепотілися. 13. Якби вода не була такою холодною, ми могли б скупатися. 14. Якби їй не стало погано в автобусі, ми могли б зайти до вас по дорозі додому. 15. Якби квитки не були такими дорогими, ми могли б ходити до театру частіше. 16. Якби нас попередили про епідемію раніше, ми могли б застосувати профілактичні заходи. 17. Якби він все ж таки прийшов, я могла б вас познайомити. 18. Якби ви сподобалися режисеру, він міг би запропонувати вам головну роль. 19. Якби ми знали всі подробиці, ми могли б зробити точніші висновки. 20. Якби ти не прийшла до мого приходу, я могла б залишити ключ у сусідів.

29. Translate into English.

1. Можливо, вона вміє читати думки інших? 2. Невже вона знову намагається посварити нас? 3. Певно, він розбагатів зовсім недавно. 4. Можливо, гроза пройде стороною. 5. Мабуть, я знаю щось таке, про що ти навіть не здогадуєшся. 6. Можливо, він колись зрозуміє, як багато ти для нього зробив. 7. Напевно, він приховує правду щодо його ролі у банкрутстві фірми. 8. Певно, це дуже розкішний та дорогий готель. 9. Операція триває, напевно, вже півтори години. 10. Певно, прийом був грандіозний. 11. Можливо, він і недуже здібний, але надзвичайно старанний. 12. Напевно, її просто ніхто ніколи не виховував. 13. Не може бути, що він так погано вчиться. 14. Невже вона знову дивиться мультфільми? 15. Мабуть, він не зміг сам повісити картину. 16. Напевно, вона підслуховувала за дверима, тому що збентежилася, коли побачила мене. 17. Невже він залишився таким самим хвальком, як і у дитинстві? 18. Певно, ви всі вже чули цю легенду. 19. Можливо, ти ніколи не зможеш зрозуміти, що саме зв'язує їх усі ці роки. 20. Напевно, він одружений, якщо носить обручку. 21. Можливо, він послухається тебе і спуститься до обіду.

30. Translate into English.

1. Напевно, це страшенно нудно - весь час сидіти вдома і ні з ким не спілкуватися. 2. Дитина плакала так голосно, що її, мабуть, чула вся вулиця. 3. Судячи з його вигляду, йому, напевно, років з двадцять. 4. Очевидно, він знову відхилив пропозицію продати свій дім. 5. Ви, напевно, не знали, що наша компанія вже давно не займається будівельними матеріалами. 6. Дивись, ліфт

знову працює. - Напевно, приходив механік. 7. Можливо, нам з вами по дорозі? Я міг би провести вас. 8. Невже ти не дочитав книгу до кінця? Але ж тебе можуть викликати. 9. Я обдзвонив усіх друзів Сема. Мабуть, з ним щось трапилося. 10. Не може бути, щоб ваш телефон не працював уже два тижні. Ви могли б викликати монтера. 11. Я залишуся вдома, тому що мені може зателефонувати моя подруга. 12. Напевно, вона помилилася, коли рахувала гроші, не може бути, щоб вона зробила це навмисно. 13. Очевидно, їй не сподобалися мої слова, якщо вона не приходить більше і не телефонує. 14. Можливо, вона не розуміє всієї серйозності ситуації і продовжує опиратися. 15. Вона живе в цій квартирі вже, напевно, близько двох місяців. 16. Очевидно, він добре пише, якщо його книги користуються таким великим попитом. 17. Не шукай його. Він, напевно, знову десь грає з хлопцями в футбол. 18. Невже вона нічого не знала про його плани на майбутнє? 19. Не може бути, щоб вона жартувала, коли розповідала нам про свої проблеми. 20. Мабуть, вона просто боїться розповісти тобі про цей випадок.

NON-FINITE FORMS OF THE VERB

Infinitive

1. Open the brackets using the correct form of the Infinitive.

1. He seems _____ (to read) a lot.
2. He seems _____ (to read) now.
3. He seems _____ (to read) since morning.
4. He seems _____ (to read) all the books in the library.
5. I want _____ (to take) you to the concert.
6. I want _____ (to take) to the concert by my father.
7. She hoped _____ (to help) her friends.
8. She hoped _____ (to help) by her friends.
9. I hope _____ (to see) you soon.
10. We expect _____ (to be) back in two days.
11. He expected _____ (to help) by the teacher.
12. The children seem _____ (to play) since morning.
13. I am glad _____ (to do) all the homework already.
14. She seems _____ (to work) at this problem ever since she came here.
15. I am sorry _____ (to break) your pen.
16. I hate _____ (to bother) you, but the students are still waiting _____ (to give) books for their work.
17. He seized every opportunity _____ (to appear) in the public: he was so anxious _____ (to talk) about.
18. Is there anything else _____ (to tell) her? I believe she deserves _____ (to know) the state of her sick brother.
19. He began writing books not because he wanted _____ (to earn) living. He wanted _____ (to read) and not _____ (to forget).
20. I consider myself lucky _____ (to be) to that famous exhibition and _____ (to see) so many wonderful paintings.
21. He seems _____ (to know) French well: he is said _____ (to spend) his youth in Paris.
22. The enemy army was reported _____ (to overthrow) the defence lines and _____ (to advance) towards the suburbs of the city.
23. The woman pretended _____ (to read) and _____ (not to hear) the bell.
24. You seem _____ (to look) for trouble.
25. It seemed _____ (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
26. They seemed _____ (to quarrel): I could hear angry voices from behind the door.
27. Perhaps it would upset her _____ (to tell) the truth of the matter.

28. They are supposed _____ (to work) at the problem for the last two months.
29. The only sound _____ (to hear) was the snoring of grandfather in the bedroom.
30. The ring was believed _____ (to lose) until she happened _____ (to find) it during general cleaning. It turned out _____ (to drop) between the sofa and the wall.
31. The seemed _____ (to wait) for ages.

2. Translate into English using the Infinitive.

1. Він вирішив не дзвонити їй.
2. Ми думаємо не залишатися тут до кінця лекції.
3. Здається, зараз іде сніг.
4. Вона вирішила не робити цього.
5. Він любить розповідати смішні історії.
6. Він любить, коли йому розповідають смішні історії.
7. Він задоволений, що йому розповіли цю історію.
8. Я зупинився, щоб подивитись на гру самодіяльних артистів.
9. Вона не задоволена, що її зупинила поліція.
10. Ми раді, що застали його вдома.
11. Приємно було знову плавати в морі.
12. Здавалося, що йде дощ.
13. Я сподівався бути запрошеним на їхнє весілля.
14. Він був задоволений, що відповів на всі питання.
15. Мені приємно розмовляти з тобою зараз.
16. Вона не любить, коли за нею спостерігають під час роботи.
17. Вона удає, що не любить, коли її помічають.
18. Я жалкую, що не знайшов вас.
19. Він попросив, щоб його відвели до менеджера.
20. Вона не задоволена, що працює зараз.
21. Ми розчаровані, що шукаємо його з ранку.
22. Ми розчаровані, що не знайшли його.
23. Він не хотів, щоб його знайшли.
24. Вона щаслива, що знову вдома.
25. Усі люблять, коли їм довіряють.
26. Я радий, що знову граю в хокей.
27. Він був щасливий, що знову в рідному місті.
28. Я щаслива, що закінчила свою книжку.
29. Здається. Дме сильний вітер.
30. Шкода, що я пропустив цю цікаву лекцію.

3. Rephrase the sentences using Complex Object with Infinitive.

1. I know that my friend is a just man.
2. People expect that the 21st century will bring peace on the earth.

3. He hated it when people argued about trifles.
4. I felt that somebody touched me lightly on the shoulder.
5. He heard that someone called his name.
6. I saw that telegraph boy handed the cable to the man.
7. They heard how the woman uttered a little explanation.
8. I should like to see how he would say it to my face.
9. I expect that you will join our excursion.
10. We hadn't expected that she would reply, but she did.
11. We knew that he was a clever man.
12. I don't like it that you repeat this nonsense.
13. I hate it when people speak so cynically.
14. We expect that everybody will be ready by seven.
15. They showed themselves even more narrow-minded than we had expected they would be.
16. We did not expect that he would return so soon.
17. He knows that my mother is a very kind woman.
18. I expected that she would behave quite differently.
19. I expect that he will understand your problem and help you to solve it.
20. She expected that her brother would bring her the book.

4. Translate into English using Complex Object with Infinitive.

1. Хлопчик хоче, щоб батьки купили йому найсучасніший комп'ютер.
2. Дівчина любить, щоб бабуся розповідала їй казки.
3. Мама хоче, щоб каву подали о п'ятій.
4. Її розповідь змусила мене плакати.
5. Я не хочу, щоб вони знали про це.
6. Він хотів би, щоб вас запросили на зустріч.
7. Я навіть не припускав, що їхня команда перемає.
8. Я чекав, що відповідь надішлють одразу.
9. Ми не дозволимо, щоб меблі псували.
10. Батько хотів, щоб я прочитав цю книгу.
11. Хочеш, я дам тобі свій новий диск?
12. Він хоче, щоб вам допомогли.
13. Ми хотіли б, щоб люди стали добрішими.
14. Ця історія змусила їх засміятися.
15. Ти вважаєш цих людей надто настирними?
16. Ми бачили, як вона переходила вулицю.
17. Я помітив, що вона розгорнула книжку.
18. Я чула, як вони співали цю пісню.
19. Учні бачили, як приземлився літак.
20. Ми помітили, що він встав і вийшов з кімнати.
21. Всі чули, як ти сказав це.
22. Вони бачили, що я біг додому.
23. Мати почула, що дитина заплакала.

24. Я хочу, щоб ви зробили це сьогодні.
25. Мені хотілося б, щоб ви прийшли на збори.

5. *Rephrase the sentences using Complex Subject.*

1. People consider the climate there to be very healthy.
2. We heard that the car stopped outside the door.
3. It is believed that the poem was written by Byron.
4. It was announced that the Chinese dancers were arriving next week.
5. It appeared that they had lost the way.
6. It is expected that the performance will be a success.
7. It is said that the book is popular with both old and young.
8. It is believed that the poem was written by an unknown soldier.
9. It seems they know all about it.
10. It is supposed that the playwright is working at a new comedy.
11. It is reported that the flood has caused much damage to the crops.
12. It happened that I was present at the opening session.
13. It was supposed that the crops would be rich this year.
14. It has been found that this mineral water is very good for the liver.
15. Scientists consider that electricity exists throughout space.
16. It is said that the weather in Europe was exceedingly hot last summer.
17. It turned out that my prediction was correct.
18. It was reported that five ships were missing after the battle.
19. It appeared that he had not heard what had been said.
20. It seemed that the house had not been lived in for a long time.

6. *Translate into English using Complex subject.*

1. Поліція не думає, що він скоїв злочин.
2. Вважають, що вона дуже чесна людина.
3. Кажуть, що він був шпигуном під час війни.
4. Ніхто не чекав, що ціни знову підвищаться.
5. Не можна чекати, що температура повітря підвищиться завтра.
6. Вважали, що його колекцію картин продано за низькою ціною.
7. Припускають, що їх забрали саме до цього госпіталю.
8. Говорять, що в комп'ютерній індустрії з'явиться багато відкриттів.
9. Виявилось, що документи ще не підписані.
10. Оголошують, що результати тестування ще невідомі.
11. Бачили, що він зайшов до свого кабінету.
12. Цю симфонію вважають одним із найкращих творів цього композитора.
13. Відомо, що він був найпопулярнішим письменником свого часу.
14. Повідомили, що літак впав у море.
15. Безумовно, акули дуже небезпечні тварини.

7. *Transform the following complex sentences into simple ones using the Prepositional Infinitive Complex.*

1. It is necessary that we should start early in the morning.
2. It is necessary that we should come here in time.
3. It is important that he should work systematically.
4. It is necessary that you should air the room twice a day.
5. It is necessary that you should go in for sports.
6. The stone was too heavy. I couldn't lift it.
7. The text is too difficult. The pupils can't translate it.
8. The story is easy enough. I can read it without a dictionary.
9. The weather is too bad. We couldn't go to the forest.
10. The coat is too long. She can't wear it.

8. Rewrite the sentences using for.

1. He shouldn't play his music loud. It's too late.

It's too late _____

2. Barry must go to the bank today. It's necessary.

It's necessary _____

3. They must finish their work. It's important.

It's important _____

4. No one has taken my order yet. I'm still waiting.

I'm still waiting _____

5. You should move to the town centre. It will be more convenient.

It will be _____

6. John should learn a foreign language. That would be a good idea.

It would be _____

7. There are shops in the hotel. Guests can do their shopping.

There are shops _____

8. The teacher spoke loudly. Everyone could hear him.

The teacher spoke loudly enough _____

9. I've bought some magazines so that you can read them.

I've bought some magazines _____

10. Children shouldn't play with matches. It's dangerous.

It's dangerous _____

9. Complete each sentence with two to five words including the word in bold.

1. The ring was so expensive that he couldn't afford to buy it.

too The ring was _____ to buy.

2. They let Edward go out with his friends last night.

allowed Edward _____ with his friends last night.

3. They heard Fiona quarrel with her brother last night.

was Fiona _____ with her brother last night.

4. This knife is too blunt for me to cut the bread with.

sharp This knife isn't _____ to cut the bread with.

5. he had difficulty reading his handwriting.

difficult It was _____ his handwriting.

6. The pool isn't deep enough for you to dive into.

shallow The pool _____ to dive into.

7. He is very short. He can't be a basketball player.

too He is _____ a basketball player.

8. This flat is small. We can't live in it any more.

us This flat is _____ any more.

9. The party was so boring that we didn't enjoy ourselves.

too The party was _____ enjoy ourselves.

10. She made him accept full responsibility for the accident.

was He _____ full responsibility for the accident.

10. Complete the second sentence so that it has a similar meaning to the first sentence, using the word in the bold type.

1. They recommended reading the instruction carefully before doing the test.

advisable It _____ before the test.

2. He keeps sitting and doing nothing as if nothing happened.

sit What he _____ as if nothing happened.

3. It took him two weeks to translate the article – such a lot of technical vocabulary!

easy It _____ the article.

4. He would not call her. He just was not brave enough.

afraid He _____ her.

5. Nobody knew he had ever played football professionally.

known Have _____ football professionally?

6. Anybody can do this job, even a student can.

enough This _____ a student.

7. Nobody would be willing to live in this kind of place.

too This _____ here.

8. Everybody is sure he can interpret well.

considered He _____ interpreter.

9. The TV programme was very interesting, everybody watched it.

watch To _____ interesting.

10. Doctors recommend to eat a lot of vegetables.

useful It _____ vegetables.

11. I'd like you to keep the expenses as low as possible.

desirable It _____ as possible.

12. An important consideration is preparing for exams in advance.

essential Exams _____ in advance.

13. They say, he has already arrived.

reported He _____ arrived.

14. I wonder if we should tell him right now.

not Why _____ now?

15. And what did they do? Just calling an ambulance was not good enough, was it?

did All _____ ambulance.

16. Helping the first-year students during their first semester may be extremely important. Teachers should remember it all the time.

imperative that It _____
the first-year students.

17. He had to pay a huge sum for the new car. Was it really worth it?

cost It _____ car.

18. Everybody should understand the risks of this project well.

important for It _____ well.

19. People say, she is planning something really unusual. She is practicing a lot.

said She _____ unusual.

20. Doctors should see him without any delay.

urgent that It _____ medical attention at once.

Participle

11. Open the brackets using the correct form of the Participle.

1. _____ (to do) his homework, he was thinking hard.

2. _____ (to do) his homework, he went for a walk.

3. _____ (to sell) fruit, he looked back from time to time, hoping to see his friends.

4. _____ (to sell) all the fruit, he went to see his friends.

5. _____ (to eat) all the potatoes, she drank a cup of tea.

6. _____ (to drink) tea, she scalded her lips.

7. _____ (to run) in the yard, I fell and hurt my knee.

8. _____ (to look) through some magazines, I came across an interesting article about UFOs.

9. _____ (to write) out and _____ (to learn) all the new words, he was able to translate the text easily.

10. _____ (to live) in the south of our country, he can't enjoy the beauty of St. Petersburg's White Nights in summer.

11. _____ (to talk) with her neighbour in the street, she didn't notice how a thief stole her money.

12. _____ (to read) the story, she closed the book and put it on the shelf.

13. _____ (to buy) some juice and cake, we went home.

14. _____ (to sit) near the fire, he felt very warm.

15. _____ (to translate) by a good specialist, the story preserved all the sparkling humour of the original.

16. _____ (to approve) by the critics, the young author's story was accepted by a thick magazine.'

17. _____ (to wait) some time in the hall, he was invited into the drawing-room.

18. _____ (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady.

19. They reached the oasis at last, _____ (to walk) across the endless desert the whole day.
20. _____ (to lie) down on the soft couch, the exhausted child fell asleep at once.
21. She went to work, _____ (to leave) the child with the nurse.
22. _____ (to phone) the agency, he left _____ (to say) he would be back in two hours.
23. _____ (to write) in very bad handwriting, the letter was difficult to read.
24. _____ (to write) his first book, he couldn't help worrying about the reaction of the critics.
25. _____ (to spend) twenty years abroad, he was happy to be coming home.
26. _____ (to be) so far away from home, he still felt himself part of the family.
27. She looked at the enormous bunch of roses with a happy smile, never _____ (to give) such a wonderful present.
28. _____ (not to wish) to discuss that difficult and painful problem, he changed the conversation.

12. Insert the correct form of Participle I or Participle II.

1. Once he came back to their room, he found Dmitri (to lie) _____ in front of the fireplace.
2. I don't want my hair (to wash) _____.
3. I heard the swing doors which led on to the main corridor (to open) _____.
4. That afternoon we watched the purple dress (to fit) _____ again.
5. He could just make out the small dot of a baby (to sit) _____ high up in the pram.
6. Tell them you've got a slight chill and will require your meals (to sent) _____ up till further notice.
7. Look here, Jack. Do get me (to invite) _____ to your house.
8. He had heard their orders (to give) _____.
9. She felt herself (to vibrate) _____ all over with resentment.
10. I had heard it (to say) _____ that the cost of keeping a dog was over five pounds a week.
11. I was visualizing Mr Honey (to go) _____ home each evening to his house to cook high tea for his little girl.
12. The she heard the chairs (to push) _____ back and (to scrape) _____ across the floor.
13. Then Sophie's letter had come, (to remind) _____ her of their schooldays together and (to ask) _____ her to come and stay with her for a while.
14. (To find) _____ under the kitchen rug, the letter proved to be of great importance for the landlady.
15. Mary leaned against the bus, (to read) _____ her paper.

16. (To grab) _____ the knocker, she gave three clear hammer strokes on the door.

17. While (to read) _____ by so many people, the book became dog-ear.

13. Translate into English using the Participle.

1. Отримавши телеграму, я негайно виїхав до Києва.
2. Почувши голос батька, він вийшов з кімнати, щоб відкрити йому двері.
3. Взявши папір та ручку, дитина почала писати листа.
4. Переходячи дорогу, будьте обережні.
5. Принесши нові відеокасети, хлопчик одразу почав продивлятися їх.
6. Вона стояла посеред кімнати, дивлячись на розбиті тарілки.
7. Не читай, лежачи в ліжку.
8. Діставшись берега, плавець трохи відпочив.
9. Книжка, яку зараз обговорюють, є останнім твором цього письменника.
10. Діти бігли вулицею, підстрибуючи від радості.
11. Ось нові журнали, надіслані для нашого офісу.
12. Я не міг не дивитися на жінку, яка сиділа навпроти.
13. Жебрак був одягнений в лахміття.
14. Залишена одна в кімнаті, маленька дівчинка розплакалась.
15. Пісню, яку співають, було написано кілька років тому.
16. Жінка дивилася у вікно, намагаючись побачити щось в темряві.
17. Схопивши м'яч, дівчинка вибігла надвір.
18. Скарб, знайдений вченими, має велику цінність.
19. Церкву, яку будують в нашому селі, буде скоро закінчено.
20. Підійшовши до вікна, старий відкрив його.
21. Книжка, яку зараз продивляються, належить нашій бібліотеці.
22. Я завжди із задоволенням читаю статті, написані цим журналістом.
23. Зробивши уроки, діти пішли на прогулянку.
24. Кількість шкіл в Україні, побудованих за останні роки, зростає.
25. Підписавши договір, він став власником великого будинку.
26. Ставши незалежною, Україна почала відігравати все помітнішу роль у міжнародній політиці.
27. Вони згадували чудові дні, які провели на узбережжі Чорного моря.
28. Будучи впевненою, що ніхто не подзвонить, вона вирішила піти спати.
29. Гра, яку виграла наша команда, була останньою грою чемпіонату.
30. Заплативши за квитки, ми поспішили до залу.
31. В будинку, який будують навпроти, буде велика крамниця.
32. Ось теми, які звичайно обговорюють на цих семінарах.
33. Вона щось говорила дитині, яка плакала.
34. Це доповідь, яку обговорювали під час останніх зборів.
35. Що ти думаєш про лікувальні методи, які використовуються цим лікарем?
36. Ти вже переглянув записи лекцій, прочитаних минулого року?
37. Я показала їй сукню, куплену в Парижі.
38. Розказавши все, він відчув полегшення.

39. Ми говорили про методи, які використовують в сучасній українській хірургії.

40. Намагаючись привернути до себе мою увагу, незнайомець постукав у вікно.

14. Rephrase the following sentences using Participial constructions.

1. When he arrived at the railway station, he bought a ticket, walked to the platform and boarded the train.

2. As he was promised help, he felt calmer.

3. After he was shown in, he was told to take off his coat and wait for a while.

4. Robin-son started the building of the house at once and finished it before the season of rains set in.

5. He poured out a cup of coffee, sat down in an armchair and looked at the woman who was sitting opposite him.

6. When he had left the house and was crossing the street, he suddenly stopped as he remembered that he had forgotten to phone his friend.

7. He looked at me and hesitated: he did not know what to say.

8. As he had long lived in those parts and knew the place very well, he easily found his way to the marketplace.

9. He has no language problems, because he has been studying English for a long time.

10. After I had written this exercise, I began to doubt whether it was correct.

11. Take care when you cross the street.

12. Students should always be attentive when they are listening to the lecturer.

13. There are many students who study music.

14. Don't you feel tired after you have walked so much?

15. Since she needed a shelter for the night, Peter decided to go to the neighbour's house.

16. When you begin to work with the dictionary, don't forget my instructions.

17. People who borrow books from the library must return them in time.

18. You must have much practice when you are learning to speak a foreign language.

19. He put on his coat, went out and looked at the cars which were passing by.

As soon as I have bought the book, I'll begin reading it.

15. Rewrite the sentences using participles.

1. Because she was tired, Katie went to bed.

2. He was sitting in the garden and he was drinking his tea.

3. After Janet had made dinner, she called the children.

4. The boy who is standing by the door is my brother.

5. Simon cut his hand while he was chopping some wood.

6. Donna had a shower before she went to bed.

7. Because we were late, we took a taxi.

8. Gary opened the window and breathed the fresh air.

9. She was lying in her bed and she was reading a book.

10. The jewels which were taken by the thieves were very valuable.

11. Amy picked up her pen and started to write the letter.
12. The man who is walking towards us is a relative of mine.
13. After the teacher had explained the exercise, she asked the students to do it.
14. Because she had forgotten to take her purse, she had to borrow some money from a colleague.
15. Emma turned the key in the lock and opened the door.
16. The girl who is sitting next to Alison is Vicky.
17. She was sitting on the sofa and she was knitting a jumper.
18. Because she had forgotten to do the shopping, he ate out that night.

16. Translate into English using Complex Object with Participle.

1. Ми чули, як співають пташки у лісі.
2. Ми хочемо побачити, як люди збирають урожай.
3. Дівчина відчула, як сльози котяться по її щоках.
4. Я чув, як ви говорили про мене.
5. Пасажири спостерігали, як він намагається встигнути на поїзд.
6. Мисливець відчув, як тварина рухається в темряві.
7. Він бачив, як вона закривала крамницю.
8. Можна мені подивитись, як ти готуєш такий смачний борщ?
9. Вона спостерігала, як небо темніло.
10. Ти любиш спостерігати, як падають сніжинки?
11. Я почув, як хтось співає у сусідній кімнаті.
12. Стоячи біля вікна, вона спостерігала, як вітер грає сухим листям.
13. Ти коли-небудь бачила, як кіт ловить мишу?
14. Ми чули, як він виголошував промову.
15. Сусіди спостерігали, як я саджав яблуні.

17. Complete the sentences using an infinitive or an -ing form.

1. City life is too busy for me; I really miss _____ (live) in the country.
2. We had to postpone _____ (play) tennis because of the bad weather.
3. She goes _____ (swim) at the pool every weekend.
4. If you will keep _____ (eat) so much, you're bound to get fat.
5. She's been training so hard recently that she deserves _____ (win) the race.
6. He couldn't sleep, so I suggested his _____ (drink) some warm milk.
7. Because of his fear of jellyfish, he doesn't like _____ (swim) in the sea.
8. I'd really like _____ (visit) my uncle in Chicago one day.
9. That man seems to be having trouble _____ (start) his car. Why don't we give him a push?
10. Mr Roberts is much too old _____ (go) climbing like he used to.
11. Before the interview, I was required _____ (fill) in an application form.
12. The dog seems _____ (be) hungry – you'd better feed him.
13. Becoming an Olympic athlete involves _____ (train) for years.
14. Would you ever consider _____ (get) married to someone twice your age?
15. I much prefer _____ (write) letters to _____ (speak) on the telephone.

16. Let me be the first _____ (congratulate) you on your remarkable success.
17. I'm sorry _____ (say) that I'll be unable to attend the meeting tomorrow.
18. He said he would prefer _____ (take) the train to London rather than _____ (drive) his mother's old car.
19. It's no use _____ (enter) the university if you don't intend to study.
20. I think you should give up _____ (smoke) because you have a very poor voice.
21. Remember _____ (go) to the bank. You've got to pay the bill.
22. Doing well on this course means _____ (study) very hard.
23. I will never forget _____ (see) snow for the first time.
24. On the way home he stopped _____ (buy) some chocolate.
25. I regret _____ (leave) school at the age of 16.
26. These windows are dirty. They need _____ (wash).
27. Why don't you try _____ (put) some petrol in the tank?
28. I don't want to drive a car; I'm afraid of _____ (have) an accident.
29. I'm sorry _____ (tell) you your car has been stolen.
30. I want _____ (speak) to Sally, please.

18. Translate into English using Complex Subject either with Infinitive or Participle.

1. Ми бачили, як вона виходила з дому.
2. Він почув, як голова назвав його ім'я.
3. Він відчув, що його руки тремтять.
4. Ми чули, як вони весело сміються в сусідній кімнаті.
5. Я помітив, що вона зблідла.
6. Я бачив, що він встав зі стільця і пішов до вікна.
7. Мати стежила, як її маленький син чистить зуби.
8. Він спостерігав, як мама миє посуд.
9. Ми бачили, що вони повільно наближаються.
10. Ми побачили, що вони сплять.
11. Він помітив, що вона злякалася.
12. Я чув, як він грає на скрипці.
13. Ми чули, як він заговорив з нею французькою мовою.
14. Вона бачила, що Ніна приміряє капелюшок.
15. Аліса бачила, що її сестра взяла книжку.
16. Він бачив, що його учні стоять біля школи.
17. Том бачив, що вона вийшла з кімнати.
18. Мати бачила, що її діти роблять домашнє завдання.
19. Вона бачила, що Андрій сидить на дивані.
20. Микола бачив, що Ганна щось пише.
21. Вона не чула, як я увійшов до кімнати.
22. Я не чув, як вони розмовляли.
23. Ви коли-небудь чули, як вона співає?
24. Я бачив, що Микола прийшов.
25. Чи ви коли-небудь чули, як він розмовляє іспанською мовою?

26. Я бачила, що Джордж іде вулицею.
27. Я бачив, що Неллі читає.
28. Ми бачили, як студенти танцюють.
29. Ми бачили, як розмовляли їхні батьки.
30. Вона помітила, як батько вийшов з кімнати.
31. Вчитель помітив, що учні розмовляють.
32. Чи ви помітили, що він пішов?
33. Чи ви помітили, що вони сміються?
34. Ми дивилися, як діти граються.
35. Я часто чую, як він грає у себе в кімнаті.
36. Він почув, як на вулиці плаче якась дитина.
37. Чи ви бачили, як бігли ці два хлопчики?
38. Ви бачили, щоб хто-небудь взяв цей молоток?
39. Вона не чула, як заплакала дитина.
40. Ми спостерігали, як корабель відпливає.

19. Rephrase the sentences using Nominative Absolute Participial Construction.

1. As our work was finished, we went home.
2. If the letter is posted today, the news will reach them tomorrow.
3. If mother permits us, we shall go to the theatre.
4. When the working day was over, she went straight home.
5. As a storm was arising, the ship entered the harbour.
6. When the packing had been done, the girls left for the station.
7. As the stop was a long one, the girls got off the train.
8. As the weather was perfect, Lydia played tennis every day.
9. As the last month was a very busy one, she could not answer her friend's letter.
10. If time permits, we shall come a few days earlier.
11. When the third bell had gone, the curtain slowly rose.
12. As the underground station was not far, we walked there.
13. Bill could not sleep the whole night, as there was something wrong with his eye.
14. As the rules were very strict, the doorkeeper did not permit Bill to enter.
15. As the front door was open, she could see straight through the house.
16. Rip had no desire to work on his farm, for it was to his mind the worst piece of land in the neighbourhood.
17. They stood there; the night wind was shaking the drying whispering leaves.
18. As the situation was urgent, we had to go ahead.
19. When the greetings were over, Old Jolyon seated himself in a wicker chair.
20. The town of Crewe is known to be one of the most busy junctions in England: many railway lines pass through it.
21. We set off; the rain was still coming down heavily.
22. After a private sitting room had been engaged, bedrooms inspected and dinner ordered, the party walked out to view the city.
23. Dinner was served on the terrace, as it was very close in the room.

24. Thoughtful, Andrew finished his omelette; his eyes were all the time fixed upon the microscope.
25. There was in fact nothing to wait for, and we got down to work.
26. The question was rather difficult to answer at once, and I asked for permission to think it over.
27. He stood leaning against the wall, his arms were folded.
28. There was very little time left; we had to hurry.
29. Of an evening he read aloud; his small son sat by his side.
30. The new engines were safely delivered, all of them were in good order.

20. Translate into English using Nominative Absolute Participial Construction.

1. Оскільки часу залишилося небагато, ми змушені були поспішати.
2. Був чудовий день, в небі не було ні хмаринки.
3. Вчитель був хворий, і в нас не було математики.
4. Якщо серпень буде теплим, я поїду до моря.
5. Коли сонце піднялося, туристи продовжили свій похід.
6. Хлопчик стояв мовчки, його очі були опущені.
7. Оскільки робочий день закінчився, ми пішли додому.
8. Коли сонце сіло, надворі почало темніти.
9. Оскільки твір було написано, я почав працювати над іншим завданням.
10. Коли обговорення нової книжки закінчилось, багато людей захотіло придбати її.
11. Хлопець розлютився так, що його тіло трусилося від злості.
12. Якщо час дозволить, ми ще відвідаємо музей.
13. Цю проблему описано в першому томі, мені доведеться продивитися його.
14. Оскільки будинок вже побудували, вони переїдуть туди через тиждень.
15. Він був один, свою ненависть він сховав глибоко в серці.

Gerund

21. Open the brackets using the correct form of the Gerund.

1. Why do you avoid _____ (to speak) to me?
2. She tried to avoid _____ (to speak) to.
3. The doctor insisted on _____ (to send) the sick man to hospital.
4. The child insisted on _____ (to send) home at once.
5. Do you mind him _____ (to examine) by a heart specialist?
6. He showed no sign of _____ (to recognize) me.
7. She showed no sign of _____ (to surprise).
8. He had a strange habit of _____ (to interfere) in other people's business.
9. I was angry at _____ (to interrupt) every other moment.
10. He was always ready for _____ (to help) people.
11. He was very glad of _____ (to help) in his difficulty.
12. On _____ (to allow) to leave the room the children immediately ran out into the yard and began _____ (to play).

13. In _____ (to make) this experiment they came across some very interesting phenomena.
14. The results of the experiment must be checked and re-checked before _____ (to publish).
15. David was tired of _____ (to scold) all the time.
16. The watch requires _____ (to repair).
17. The problem is not worth _____ (to discuss).
18. Jane Eyre remembered _____ (to lock) up in the red room for _____ (to contradict) Mrs. Reed.
19. Excuse me for _____ (to break) your beautiful vase.
20. You never mentioned _____ (to be) to Greece.
21. She was proud of _____ (to award) the cup of a champion.
22. I don't remember ever _____ (to meet) your sister.
23. I don't remember _____ (to ask) this question by anybody.
24. The cat was punished for _____ (to break) the cup.
25. The cat was afraid of _____ (to punish) and hid itself under the sofa.
26. The machine needs _____ (to clean).
27. I am quite serious in _____ (to say) that I don't want to go abroad.
28. He seemed sorry for _____ (to be) inattentive to his child.
29. She confessed to _____ (to forget) to send the letter.
30. The old man could not stand _____ (to tell) what he should do.
31. Going to the party was no use: he had no talent for _____ (to dance).
32. The Bronze Horseman is worth _____ (to see).
33. After thoroughly _____ (to examine) the student, the professor gave him a satisfactory mark.
34. After thoroughly _____ (to examine) by the examination commission, the student was given a satisfactory mark.
35. She accused him of _____ (to steal) her purse.
36. She reproached me for _____ (not to write) to her.
37. After _____ (to look) through and (to mark) the students' papers, the teacher handed them back.
38. This job is not worth _____ (to take).
39. After _____ (to look) through and _____ (to mark), the papers were handed back to the students.
40. These clothes want _____ (to wash).

22. Replace the parts in bold with Gerundial constructions. Use prepositions if necessary.

1. I am told **that you are very busy**.
2. Do you mind **if I smoke here**?
3. Will you object **if I close the door**?
4. Thank you **that you did it**.
5. My teacher insists **that I should read aloud every day**.
6. Will Mary have anything against it **if I take her umbrella for some time**?

7. I remember **that I have seen this picture somewhere**.
8. **That you are against John's proposal** doesn't mean that I must decline it.
9. You will never learn your mistakes **if you do not write them out**.
10. **The fact that you took English lessons some years ago** helps you in your studies now.
11. Tom was afraid **that he might be late**.
12. **After we had passed our examinations**, we had a very entertaining evening.
13. The girls were afraid **that they might miss the train**.
14. I don't remember **that I have ever seen anyone dance like Plisetskaya**.
15. They gave up the idea **that they would find work**.
16. **When the young man graduated from Harvard**, he returned to Ukraine.
17. Thank you **that you helped me**.
18. The place looked so picturesque and cheerful that he rejoiced at the thought **that he would come to live there**.
19. The new medicine may be recommended only **after it is approved by the Scientific Board**.
20. When he entered, she stood up and left the room, **and even didn't look at him**.

23. Translate into English using the Gerund.

1. Я не можу вибачити їй, що вона не відповіла на моє запрошення.
2. Він завжди обурювався на батька за те, що він залишив сім'ю.
3. Вона цікавиться нашими дослідженнями культури середніх віків.
4. Ми були проти того, щоб він показував вам свої нотатки.
5. Компанія відмовилась взяти на себе відповідальність за нещасний випадок.
6. Режисер знову повернувся до роботи над цими фільмами.
7. Після того, як уряд переглянув концепцію народної освіти в країні, він подав до парламенту відповідні проекти законодавчих актів.
8. Я наполягаю на тому, щоб діти йшли додому.
9. Вона не любить рутинної домашньої роботи.
10. Після їхнього прибуття нас запросили до столу.
11. Вона по доброму заздрила йому в тому, що він отримує гарну платню.
12. Думати так дуже небезпечно.
13. Режисер був проти того, щоб вона грала цю роль.
14. Мені було приємно, що мій друг дав мені старовинні монети для моєї колекції.
15. Ми були здивовані тим, що він знайшов хороший CD-плеєр на розпродажу.
16. Після закінчення школи він вступив до університету.
17. Всім здавалося, що він продовжує працювати із задоволенням.
18. Він був здивований її раптовою смертю.
19. Директор наполягав на тому, щоб роботу дали мені.
20. Дуже важко жити без віри.
21. Вона уникала обідати вдома.
22. Він здивований, що з ним поговорили про це.
23. Я вважаю, що робота цієї людини варта загального визнання.

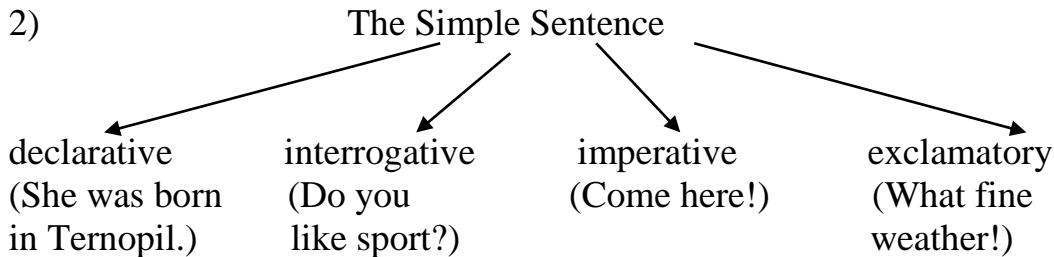
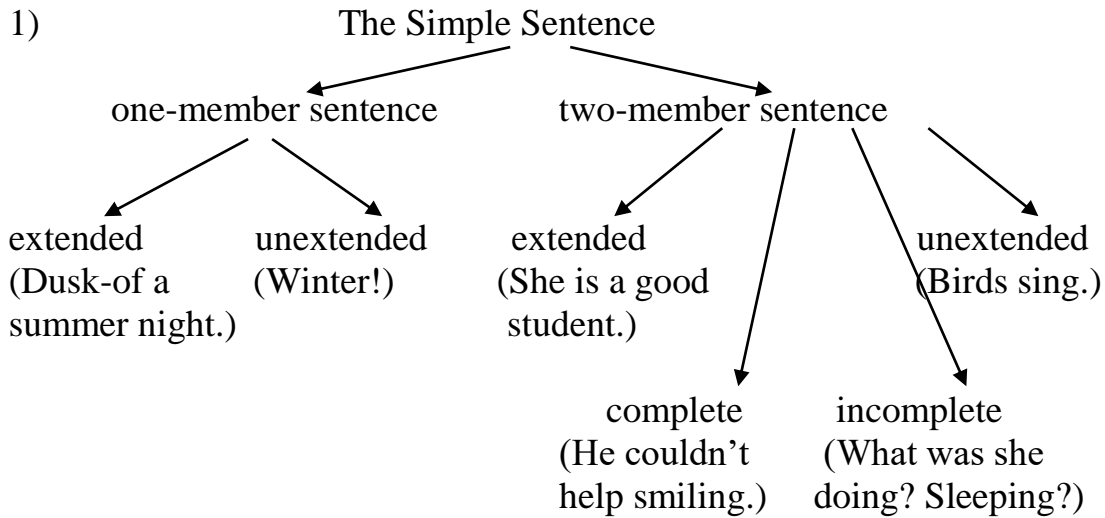
24. Вона має звичку весь час запитувати мене про моє ставлення до цієї чи іншої проблеми.
25. Ти повинен добре продивитись статтю перед її опублікуванням.
26. Він заперечує проти того, щоб корабель залишив порт в такий шторм.
27. Ця людина не варта твоїх сліз.
28. Крім того, що вона красива, вона ще й розумна.
29. Людина лежала не дихаючи.
30. Головне – потрапити на вокзал вчасно.

24. Define the Participle, Gerund or Noun.

1. Remembering that time was like going back to his childhood and re-living those happy days.
2. Looking back upon that time, he realized how happy he had been then.
3. Tom lived there like a paying guest, attracting very little attention of the others.
4. Sitting by her sleeping child, the worried mother at last began to realize by its peaceful breathing that all danger was over.
5. I stopped knocking at the door and, sitting down at the top of the stairs, began waiting for my father to come.
6. With a sudden tightening of the muscles he became aware of a figure walking noiselessly beside him.
7. She praised herself for having come.
8. Having stopped crying, the child quieted down to hard thinking.
9. The old clock kept ticking on the mantelpiece, as if counting the seconds left before the coming of daylight.
10. These happenings are remarkable.
11. Travelling is a pleasant way of improving one's education.
12. Every trust arranges for the marketing of its products.
13. There are many discoveries being made all over the world.
14. It is no use crying over spilt milk.
15. Driving in a motor-car we passed many villages.
16. We have every chance of passing our examinations well.
17. Happily we escaped being delayed on our way.
18. You don't know what you miss, not having the desire to listen to good music.
19. Seeing this man, I recollected perfectly having met him many years before.
20. The driving wheel of the machine is broken.

SYNTAX

THE SIMPLE SENTENCE



1. Analyse types of syntactical relations found in the following sentences.

1. The weather is fine today. 2. He came up and greeted me. 3. These two girls are sisters. 4. He passed all his exams. 5. He is her husband. 6. Tom, Pete and Dick are classmates. 7. They gave me an interesting book. 8. You can rely on this man. 9. The teacher explained a new rule to the class. 10. You should drive more carefully. 11. The third-year students attend lectures on grammar once a week.

2. Classify the sentences according to the purpose of the utterance.

1. Shall I start from the very beginning? 2. He always comes in time. 3. He is never late. 4. What a lovely day! 5. All aboard! 6. Is he living or is he dead? 7. I'm right, aren't I? 8. Come to see me tonight. 9. You try and do it. 10. Stop talking, please. 11. Charles Dickens was born at Landport, Portsmouth. 12. She doesn't work. 13. Do you like sport? 14. What a dreadful weather it is! 15. She could not help laughing. 16. Where were you yesterday? At the theatre. 17. He is an engineer. 18. Flowers smell. 19. Spring! 20. How wonderful! 21. What a lovely day we are having! 22. Come to the blackboard! 23. You speak German, don't you? 24. Stop talking! 25. Open the window, please! 26. Beautiful! 27. Do come to see me tomorrow! 28. Do you live in a village? 29. Who lives in this room? 30. Ukrainian is my native language.

3. Point out one-member and two-member sentences. Say a) if they are extended or unextended, b) if the two-member sentences are complete or incomplete.

1. Ben closed his eyes to think clearly for a moment. 2. "Two cups of coffee, please,"...young Flynn timidly ordered. ..."What else do you want?" – "Jam turnover", replied the child. 3. Why are you standing here? Because of the rain. 4. Freedom! Bells ringing out, flowers, kisses, wine. 5. No! To have his admiration, his friendship, but not at that price. 6. She is a doctor. 7. Birds fly. 8. Frosty! 9. Is she at home? Naturally. She's asleep. 10. What was she doing? Reading.

4. Point out two-member sentences (say whether they are complete or incomplete) and one-member sentences

1. We must go to meet the bus. Wouldn't do to miss it.
2. Obedient little trees, fulfilling their duty.
3. Lucretius knew very little about what was going on in the world. Lived like a mole in a burrow. Lived on his own fat like a bear in winter.
4. "How did he look?" "Grey but otherwise much the same." "And the daughter?" "Pretty."
5. And then the silence and the beauty of this camp at night. The stars. The mystic shadow water. The wonder and glory of all this.
6. "I'll see nobody for half an hour, Macey," said the boss. "Understand? Nobody at all."
7. "Mother, a man's been killed." "Not in the garden?" interrupted her mother.
8. Garden at the Manor House. A flight of grey stone steps leads up to the house. The garden, an old-fashioned one, full of roses. Time of year, July. Basket chairs, and a table covered with books, are set under a large yew-tree.

5. Classify the sentences according to their structure. Analyse them in detail.

1. a) We study. b) We study English. 2. a) To err is human. b) It is human to err. 3. a) John left. b) John left for Paris. c) John left for Paris yesterday. d) My brother John left for Paris yesterday. 4. a) Mary and John went to Paris. b) They went to Paris by sea. 5. John booked tickets and they both went to Paris. 6. I learnt that they had left for Paris. 7. "Have they left?" "Yes." "When?" "A couple of days ago." "What a pity!"

6. Point out one-word and elliptical sentences.

1. a) Stop! b) Stop being funny. 2. Hallo! Glad to see you. 3. "In a hurry?" "Rather." 4. "How are the boys?" "Fine." 5. "I wish you a nice weekend." "Thanks. The same to you." 6. "Did you see the film?" "Yes." "Like it?" "No." 7. No smoking! 8. Arrived yesterday. Letter following. 9. Glass. Handle with care. 10. Ten Killed in Accident.

7. Point out parenthetical parts of the sentence and say by what they are expressed. Comment on their meaning.

1. Oh, that's you again. 2. Of course, you are right. 3. You are wrong, I'm afraid. 4. I am mistaken, I daresay. 5. Frankly speaking, I'm not sure of it myself. 6. Please,

forget all about it. 7. Don't make a joke of that, darling. 8. This, surely, was the low point in their relationship. 9. She certainly was a good teacher. 10. What on earth is that?

8. Define the types of questions.

1. Do you spend your free time in the open air? 2. She often visits you at home, doesn't she? 3. Is English spoken by many people in the world? 4. Are you a student or a worker? 5. Won't you sit down? 6. Is the poem "The Cloud" written by Shelley or by Byron? 7. Do you really keep a diary? 8. There is a kitchen-garden behind this house, isn't there? 9. Who gave you this magazine? 10. Where is the copy-book?

9. Translate into English.

1. а) Ви знаєте цю людину? б) Хіба ви не знаєте цю людину? с) Ви ж не знаєте цю людину, чи не так? 2. Ви не впізнаєте мене, так? – Ні, впізнаю. 3. Він не склав іспит? – Так, не склав. 4. а) Який чудовий день! б) Яка чудова погода! 5. Як швидко ви ходите! 6. а) Я двічі нагадував йому про це. б) Я ж двічі нагадував йому про це. 7. А) Хто знає правильну відповідь на це питання? б) Хто ж знає правильну відповідь? 8. а) Повірте мені. б) Повірте ж мені. 9. а) Не вірте йому. б) Та не вірте ви цьому. Це брехня. 10. а) Ходімо. б) Ну, ходімо ж вже. 11. Ну, повідомте ж мені всю правду. 12. Спробуй-но дістати квитки на цю виставу! 13. Я правий, чи не так? 14. Я не винний, чи не так? 15. Я набагато старший за вас, чи не так? 16. Кожен це знає, чи не так? 17. Всі про це знають, чи не так? 18. Не може ж кожен отримувати лише відмінні оцінки, правда? 19. Лише п'ять студентів отримали відмінні оцінки, чи не так? 20. На зборах було мало студентів, чи не так? 21. На зборах було декілька студентів, чи не так? 22. Він досяг мало успіху з англійської, так? 23. Він вже зробив невеличкі успіхи, чи не так? 24. Мало хто із студентів розв'язав задачу вірно, правда? 25. Декілька студентів розв'язали задачу вірно, чи не так? 26. Ви рідко зустрічаєтесь з ними зараз, так? 27. Він навряд чи пам'ятає про це, чи не так?

10. Define the type of question.

1. What is the meaning of that? She is going to live in the house, isn't she?
2. Is literature less human than the architecture and sculpture of Egypt?
3. You have Mr. Eden's address, haven't you, Mr. Ends?
4. Were you talking about the house? I haven't seen it yet, you know. Shall we all go on Sunday?
5. How will you carry the bill into effect? Can you commit a whole country to their own prisons?
6. "Is Mrs. Varden at home?" said Mr. Chester.
7. "Would you permit me to whisper in your ear, one half a second?"

PRINCIPAL PARTS OF THE SENTENCE

The Subject

11. Point out the subject and say by what it is expressed.

1. Henry brought his mother some flowers. 2. Uncle Jim considered him a fool. 3. The leading lady was excellent. 4. There are a lot of letters in the mailbox. 5. The brave deserved the reward. 6. Only five were injured in the accident. 7. That sounds too strange. 8. He is believed to be a great authority on the subject. 9. Where to get the money was a problem. 10. Reading for the examination took most of his time. 11. To see is to believe. 12. Today is Thursday. 13. "But" is not always a conjunction. 14. Somebody is knocking at the door. Who is it? 15. It is raining cats and dogs. 16. It was foolish to say so. 17. It is a matter of vital importance for me to know the truth. 18. It is no use trying to convince him. 19. It is unlikely that he will tell you the truth. 20. One would certainly think it wrong. 21. They say, the third time is always lucky. 22. We intend to discuss it in Chapter V. 23. What happened puzzled everybody.

12. Point out the subject. State what it is expressed by. Translate the sentences into Ukrainian.

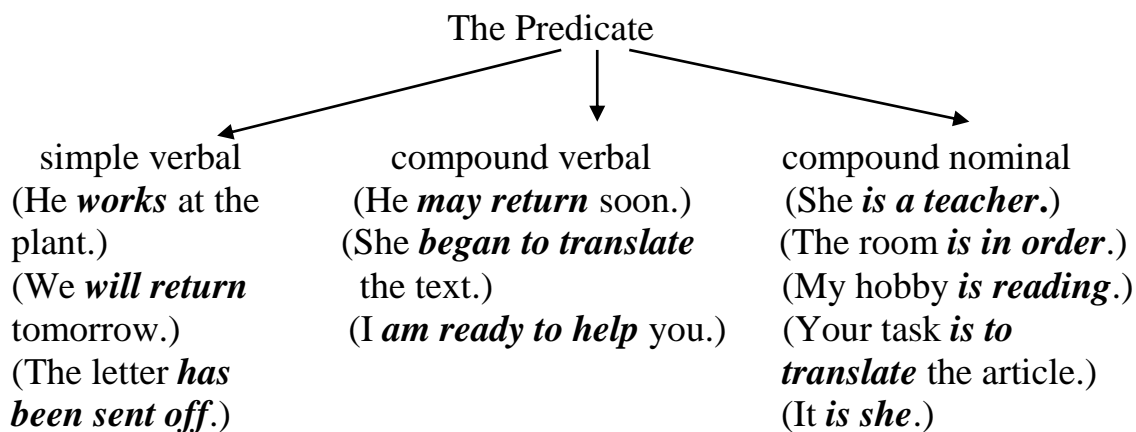
1. You must study well. 2. There are plenty of historical places in our town. 3. Thousands of workers live in the East End of London. 4. Through the window I saw a little garden. 5. As a rule, she spends her free time in the park. 6. My daughter is glad to be taught English. 7. Everybody will be delighted to see you. 8. She is known to be a famous writer. 9. To teach pupils is a responsible task. 10. Swimming is my favourite kind of sport. 11. Nothing can be done in this situation. 12. "Five" is my favourite mark. 13. It's half past six.

13. Point out the subject. State what it is expressed by. Translate the sentences into Ukrainian.

1. Two is company, three is none.
2. The rhododendrons were upon us... Already they looked a little over-blown, a little faded... Theirs was a brief beauty.
3. Those are your clerk's initials, aren't they?
4. Unfortunately the innocent are always involved in any conflict.
5. All is well, said that sleeping face... But all the same you had to cry
6. How to attain them I didn't know.
7. My brandy-and-soda was soft, warming, curiously comforting.
8. The clock struck eight. There was no sign of any of the other guests.
9. Forgetting some things is a difficult matter.
10. To cross from one end to the other was difficult because of the water.
11. "A person doesn't have to be rich to be clean," Charles said.
12. To live on good terms with people one must share their work and *interests*.
13. These three deemed themselves the queens of the school.
14. Who were these people? What are they?

15. His was the harsh world of reality. No one could walk around his drawing.
16. The firing increased in volume.
17. Your coming home has made me as foolish as a young girl of nineteen.
18. One never knows another human being.

The Predicate



14. Point out the predicate and state its type.

1. All birds sang.
2. The birds were singing beautifully.
3. This bird is a good singer.
4. She grew fine roses in her garden.
5. The children grew troublesome.
6. The boy grew a fine young man.
7. The explanation sounds false.
8. They were enjoying the game.
9. I believe it the truth.
10. He seemed an interesting chap.
11. She gave a little laugh.
12. The snow fell soft on his face and hair.
13. The policeman made a careful search.
14. They made him the scapegoat.
15. It is unlikely to happen.
16. The cry resounded loud and clear.
17. The leading man acted very well.
18. He acted insane.
19. We live to learn.
20. We'll wait and see.
21. Ann may have left for Paris.
22. I'd rather go for a walk after dinner.
23. They went on arguing.
24. Nobody took notice of his remark.
25. I happened to meet him a week later.
26. The dog went running after its master.
27. a) The sun rose bright, b) The sun was shining brightly.
28. She began to feel nervous.
29. The detective had to begin reconstructing the whole scheme.
30. I cannot help feeling that you have let me down.
31. I tried to look unconcerned.

15. Point out the predicate and say to what type it belongs.

1. Ann writes good compositions.
2. The man is old.
3. She has done the work.
4. Petro went to the theatre yesterday.
5. The pencil is broken.
6. The letter is from my sister.
7. I must do it now.
8. He will be able to go with us.
9. The weather got worse.
10. She kept silent.
11. Our aim is mastering English.
12. I feel happy.
13. He fell ill.
14. She is tired.
15. The woman looks sad.
16. My mother works at school.
17. I have been reading this book for a week already.
18. I lost my tongue and stood speechless.
19. The weather continued fine.
20. You may take my book.
21. She stopped reading.
22. When are you to make your report?
23. It grew dark.
24. He turned pale.
25. We used to get up very early in summer.
26. You can come here in a week.
27. The

lesson is over. 28. The brothers were ten. 29. The student is reading a text. 30. The leaves are falling off the trees. 31. To learn is to know.

16. Point out the simple and the compound predicate. Define the form of the finite verb. Translate the sentences into Ukrainian.

1. They would never have found her there.
2. Within ten minutes he had been awakened by his servant.
3. "It must be nice to have a garden," said Jane Helier, the beautiful young actress.
4. "There isn't any next," said Mrs. Bantry. "That's all."
5. "I've gone late."
6. She was moaning and crying.
7. The doctor was feeling wan and nervous.
8. "I've been trying to get in touch with you all afternoon ..."
9. Everything seemed new and clear...; tobacco had never smelt so nice.
10. He seemed glad to see me.
11. She turned once more to Mr. Godfrey.
12. I gave up the attempt and went upstairs to unpack.
13. Giovanni looked crestfallen.
14. He was beginning to sound really angry.
15. And then they sat silent for a few minutes together.
16. No one was there to meet Dick. He felt a twinge of disappointment.
17. We were again reduced to waiting.
18. "You are the boy to push your fortune..."
19. When Rebecca lived in her village and needed to get water for the household, she went to the well.
20. Miss Hartnell consulted her wrist watch. "It's a little past the half-hour now."
21. He tried to be both firm and friendly. I've felt dependent on him.

17. Point out the link-verb of the compound nominal predicate. Translate the sentences into Ukrainian.

1. He looked pale and tired.
2. "He smokes one hundred and fifty pipes every day." – "That sounds a lot."
3. Her mind was really getting muddled.
4. The blanched skin was slowly turning pink.
5. He looked puzzled and suspicious.
6. It was growing twilight.
7. That peaceful sky hung arched over a desperate death-struggle of the nations. (*Aldington*).
8. ... Her lips quivered as she sat silent.
9. Davidson looked scared, and his yellow drawn face... went paler.
10. "Good God, sir, " exclaimed the officer, "is it possible?"
11. "You're the kind of lad for us," cried the sergeant, holding Joe's hand in his, in the excess of his admiration.

18. Mind the agreement of the predicate with the subject and use the proper form of the verb.

1. The newspaper and the dictionary (to be) over there, on the desk.
2. There (to be) a large desk and an armchair at the window. On the desk (to be) a dictionary and

several notebooks. 3. There (to be) a dictionary and a few books on the shelf. 4. Bread and butter (to be) good for breakfast. 5. Here (to be) bread and butter for breakfast. 6. Our only guide (to be) stars. 7. Stars (to be) our only guide. 8. A number of new books (to be) displayed at the book show in the library. 9. The number of new books in our library (to be) ever growing. 10. There (to be) a number of accidents on this road last year. 11. The number of road accidents (to have) decreased this year. 12. There (to be) one or two things I'd like to talk over with you. 13. You don't have to say much; a word or two (to be) sufficient. 14. "Five Little Pigs" (to be) written by A. Christie. 15. Five pounds (to be) a small sum. 16. Five miles (to be) a long distance to walk. 17. Two pounds of coffee (to cost) about eight shillings. 18. Twenty years (to be) not a long period of time in human history. 19. Two plus two (to be) four. 20. Twice two (make) four. 21. Three-fifths of the population (to be) employed in industry. 22. Two-thirds of the members (to be) present. 23. Three-fifths of the roof (to be) fresh painted. 24. Two-thirds of the work (to have) been done. 25. The news published (to be) very brief. 26. The headquarters (to be) across the road. 27. Economics (to be) not in my line. 28. Tactics (to be) the science of war. 29. Your tactics (to be) wrong. 30. The audience (to be) carried away by the play. 31. The audience (to be) applauding noisily and shouting loudly for an encore. 32. The family (to have) been helping me all along. 33. The family (to have) been quarrelling since my return. 34. The police (to be) still looking for him. 35. The cattle (to be) being driven home. 36. Pete and I (to have) been friends since our schooldays. 37. It is I who (to be) leaving, not you. 38. It (to be) her lies that (to irritate) me so much. 39. Neither the boy nor the girl (to be) a good singer. 40. Neither my brother nor I (to be) to blame. 41. Either of the alternatives (to be) acceptable. 42. Neither of the problems (to be) soluble. 43. None of the problems (to have) been solved yet. 44. None of the tourists (to be) able to explain what they wanted. 45. No one (to be) eager to be examined the first. 46. Neither the old man nor his dog (to be) to be found anywhere. 47. Either my parents or one of my relations (to be) likely to meet me at the station. 48. The ship with its load of timber (to be) leaving the port tonight. 49. The President, together with his wife and children, (to be) going on holiday. 50. Professor Smith, as well as his assistants, (to be) sure of the experiment being successful. 51. I as well as you, Sir Henry, (to be) greatly worried about the situation.

19. Point out the subjective and the objective predicative. State what it is expressed by. Translate the sentences into Ukrainian.

1. My neighbour has by this time cried himself asleep.
2. That night she lay awake far longer than usual.
3. "I shall be back in about two seconds."
4. We chose Mr. Dick as our leader.
5. The boy had his head down and was beginning to cry quietly.
6. You must not leave the old man alone.

20. Point out the subject and the predicate.

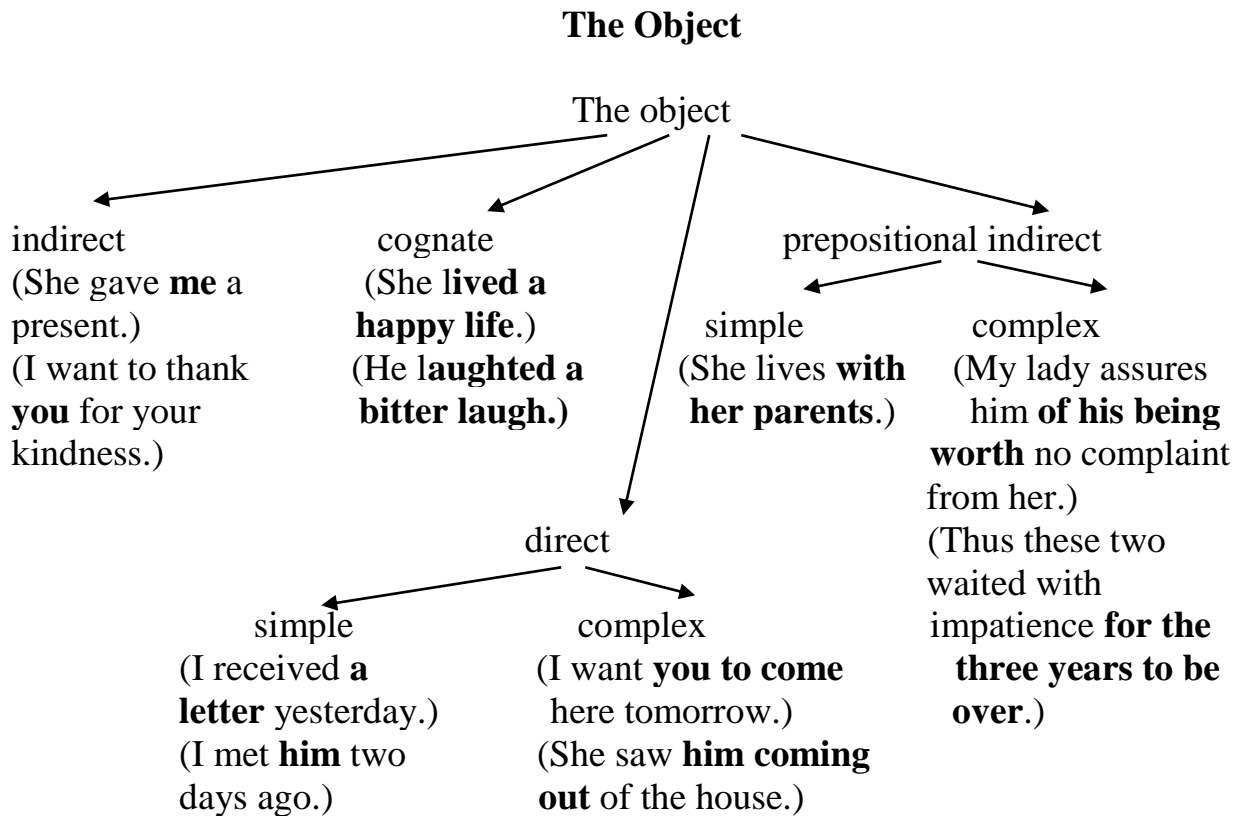
1. There is a telephone in that room.
2. She began to translate the article.
3. He wants

to be the best pupil at his school. 4. This poem is worth learning by heart. 5. To learn English is very useful. 6. My little brother doesn't study. 7. The old woman is a pensioner. 8. There lived an old doctor in the village. 9. The telegram has been sent off. 10. There hasn't been any rain for a week. 11. She looks happy. 12. It is getting cold. 13. She may return in an hour. 14. I have to prepare the report for tomorrow. 15. It is winter. 16. Her greatest desire was to enter this Institute. 17. My father works at a plant. 18. I have finished the work. 19. The experiment was finished in time. 20. Her address was forgotten by me at once.

21. Translate into English. Mind the agreement of the predicate with the subject.

1. Стаття і словник – на письмовому столі. 2. На столі словник, журнал і кілька аркушів паперу. 3. Яєчня з шинкою на столі. 4. На небі не було ні місяця, ні зірок. 5. Це я винен, чи не так? 6. Адже ні ти, ні я не винні, правда? 7. Коли були опубліковані «Великі сподівання»? 8. На конференції присутній ряд відомих вчених. 9. Число вищих навчальних закладів в нашій країні зростає з року в рік. 10. Опубліковані відомості недостатні для доповіді. 11. Сім'я все ще сперечається про те, як провести літо. 12. Де знаходиться штаб батальйону? 13. Поліція розшукує його вже другий тиждень. 14. Генерал сказав, що політика – не по його частині. 15. а) Два плюс два – чотири. б) П'ятьма п'ять - двадцять п'ять. 16. Три чверті населення цієї країни зайняті в сільському господарстві. 17. Дві третини паркану вже пофарбовано. 18. 30 років – не дуже великий період часу. 19. Десять миль – надто далека відстань, щоб йти пішки. 20. І та, і інша відповідь правильні. 21. Жоден з цих двох планів є неприйнятним. 22. Жодна з проблем ще не вирішена. 23. Ніхто з туристів не збирається залишатися тут на ніч. 24. Ні Джон, ні його старший брат не одружені. 25. Мій брат, так само як і я, готовий допомогти вам. 26. Професор Браун, так само як і його асистенти, продовжують експеримент. 27. Я, так само як і ви, дуже стурбований цим. 28. Прем'єр-міністр з дружиною і дітьми відїжджають дзавтра до Парижу.

SECONDARY PARTS OF THE SENTENCE



22. Point out the object, state its type and say by what it is expressed.

1. What have you got there to ask? 2. Who told you that? 3. I know all about it. 4. We watched the cab drive away. 5. You must forgive me coming at such a late hour. 6. She didn't know how to talk with him about it. 7. She smiled an encouraging smile and said: "I wish you good luck." 8. He wanted not to arrest a criminal red-handed, but to prevent a crime being committed. 9. Hang sorrow, care'll kill a cat. 10. You must look into people as well as at them. 11. When you have nothing to say, say nothing. 12. Never take anything for granted. 13. Ask me no questions, and I'll tell you no lies. 14. If you do not think about the future, you cannot have one. 15. Modern poets mix too much water with their ink. 16. We drink one another's healths and spoil our own. 17. It is impossible to enjoy idling thoroughly unless one has plenty of work to do. 18. The best way to make the children good, is to make them happy. 19. People ask you for criticism, but they only want praise. 20. When people agree with me I always feel that I must be wrong. 21. Everybody talks about the weather but nobody does anything about it. 22. Every quotation contributes something to the stability or enlargement of the language.

23. Comment on the kind of the object and say what it is expressed by.

1. She received a letter from him yesterday. 2. We have bought a vase for her. 3. The teacher gave the pupil a book. 4. She showed me the magazine. 5. The children played ball. 6. He is fond of swimming. 7. I live with my parents. 8. She asked me to do it. 9. How many pages have you read? 10. We spoke about our teachers. 11. She

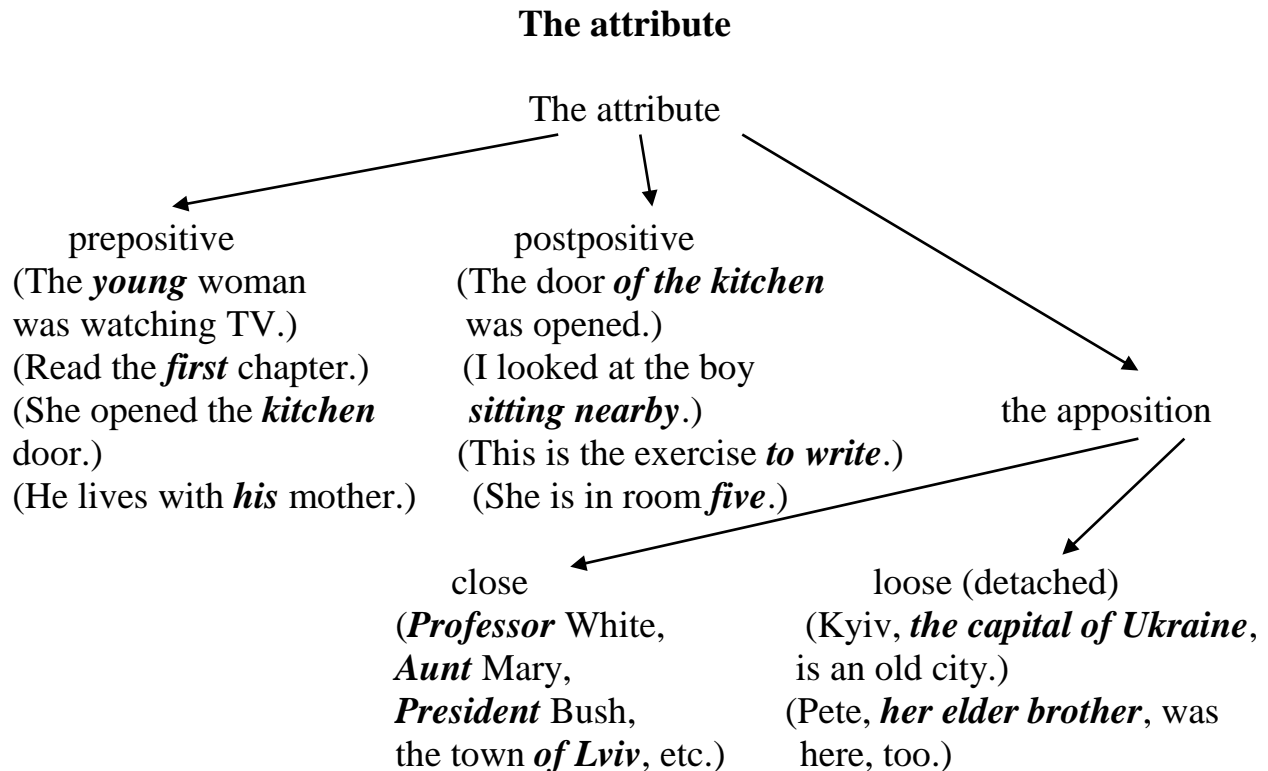
followed me. 12. I want you to tell me the truth. 13. They painted the door brown. 14. She insisted on my leaving. 15. The hall was full of children.

24. Point the object; define the kind of the object.

1. Read it! Read it to everybody! She used to read to me while I was working. 2. Write this word! Write a few words to them! Write to him, he will be so glad to hear from you. 3. Sing a song! She sang some old Irish songs to the grateful listeners. Won't you to sing to us?

25. Point out the complex object (direct or prepositional indirect). State what components the complex object consist of. Translate the sentences into Ukrainian.

1. The people watched the plane landing. 2. Have you heard this girl sing? 3. I want you to do it for me. 4. The teacher ordered the children to keep quiet. 5. We know him to be a good sportsman .6. I hate you to talk about this. 7. She expected him to ask that question. 8. I saw her crossing the street. 9. He did not want anybody to know.



26. Point out the attribute, state its type and say by what it is expressed.

1. Great talkers are little doers. 2. A friend in need is a friend indeed. 3. Two much of a good thing is good for nothing. 4. The third time is always lucky. 5. The next day's journey was a long one. 6. The new visitor was a fine tall man with a pleasant open face. 7. The ex-chemistry professor was a small, dreamy-looking man, gentle and kindly in manner, and usually completely absent-minded. 8. That was a very different and a very much more difficult thing. 9. He pointed to the dog looking at me hopefully. 10. The methods used proved to be very effective. 11. He asked her to give

him a few books to read. 12. He never kept his promise to come back. 13. He knew there was no chance of succeeding. 14. There was little hope of the mail being delivered in time. 15. They had no difficulty in identifying the picture stolen from the museum. 16. Why can't you give up that wild idea of yours? 17. He was engaged by the government on a matter of great importance. 18. There are plenty of dogs in the town of Oxford. 19. His only daughter Edna, a teacher of French at Franklin High School, kept house for him. 20. Many of the old houses, round about, speak very plainly of those days when Kingston was a royal borough. 21. Austin, the capital of Texas, is one of wealthiest towns in the United States. 22. There is, of course, one easy explanation for his behaviour: he is in love. 23. Three animals: a horse, a camel and a bear, were led across the stage. 24. Accustomed to rely on his instincts, he was perfectly sure in his own mind. 25. We have here an example of the "program teaching", so common in the high school these days. 26. I suggest we speak on the man- to-man level. 27. It was a rather Agatha Christie-style little English woman. 28. John was of the look-before-you-leap, the think-before-you-speak' sort. 29. L'Unita frontpages Italian Communist Party's 50th Anniversary Pledges. 30. The senator was Frederick Prentice, California Democrat, chairman of the Senate Armed Services Committee, a power in his party and a virtual overseer of the Pentagon. 31. Leaders of the 1,500,000 strong Amalgamated Union of Engineering Workers are to use all their resources to develop a mass campaign at district and national level, including strike action, to defeat the Industrial Relations Act.

27. Point out the attribute and say what it is expressed by.

1. I received a long letter from my pen-friend last week. 2. She bought a nice straw hat. 3. The rising sun was bright and warm. 4. I am going to tell you something interesting. 5. It was a cold rainy day. 6. Some books and newspapers were laying on the table. 7. This is his discovery. 8. I've done only the first part of the task. 9. This article is worth reading. 10. She expressed a desire to come to us again. 11. I have no intention of going there. 12. Here is the village club. 13. I followed my aunt's advice. 14. The workshop of our school is very large. 15. Ships built for the transportation of oil are called tankers. 16. I have received a letter of great importance. 17. He is a conscious student. 18. She was the first to speak. 19. The students who study at Oxford pay much money for tuition.

28. Ask questions on the attributes in bold type. (The interrogative words for use: what, which, whose, what sort of, how much, how many)

Model: This is **my brother's** tennis racket.

Whose tennis racket is this?

1. This is a book **on architecture**. 2. **Warm** winds blow from the South 3. Bus **number 5** will take you as far as the Opera House. 4. To play tennis we must have **four** balls. 5. Give me the magazine **on the right**. 6. She lives in **that** house **at the corner of the street**. 7. She lives in a **new** house of **modern construction**. 8. There are **fifteen** apple-trees in **our** garden. 9. You mustn't lift **heavy** things 10. I like **sweet** biscuits. 11. Her brother is a **most amusing** companion. 12. She had a **tiny brown**

spaniel puppy in her arms. 13. An **old** orchard of **apple-trees** stretched down to a stream. 14. I'll go by the **3.30 train**.

4. Make up sentences with detached attributes using the given words.

Model: – dismal cave, dark and cold.

We found ourselves in a dismal cave, dark and cold.

1. – big man, broad-shouldered and heavy
2. – nice young girl, very graceful and elegantly dressed.
3. – unknown lane, long and narrow
4. – nice room, light and clean
5. – small kitchen, cosy and tidy
6. – modern building, built of glass and concrete

29. Point out the attribute and say by what it is expressed.

1. It was such a cruel thing to have happened to that gentle, helpless creature.
2. What do you say to a stroll through the garden, Mr. Cockane?
3. The two men faced each other silently.
4. It was an easy go-as-you-please existence.
5. I am not in the habit of reading other people's letters.
6. A middle-aged man carrying a sheaf of cards walked into the room.
7. It was just one little sheet of glass between her and the great wet world outside.
8. That night in the surgery there were three patients, two of whom paid him the three and six penny fee... He had, in his first day's practice, earned the sum of ten and six.
9. "I think I've come across the same idea in a little French review quite unknown in England."
10. She was a well-made woman of about fifty... She had the look of a woman well-fed, well-taken-care-of
11. They must have a roof to cover them, a house to shelter them
12. ... he realised suddenly ... that it wasn't fear of being caught that worried Davy but fear of being left alone.
13. "Perhaps one day you will have a reason for writing about it."
14. Horn made him a sign to come on to the verandah.
15. And Bertha smiled with that little air of proprietorship that she always med while her women friends were new and mysterious.

30. Point out the close and loose apposition.

1. There are plenty of dogs in the town of Oxford.
2. You look quite all right, Uncle Soames.
3. James, a slow and thorough eater, stopped the process of mastication.
4. They, the professors, were right in their literary judgement....
5. He felt lost, alone there in the room with that pale spirit of a woman.
6. But now he had seen that world, possible and real, with a flower of a woman....
7. One of our number, a round-faced, curly-haired little man of about forty, glared at him aggressively.
8. That is his father, Sir Robert, a perfectly honest old cavalier.

9. Placing the fifty-pound note upon the letter Lally carefully folded them together and put them both into the envelope.
10. The well-known personage Sam Weller was Mr. Pickwick's witty, light- hearted, shrewd and faithful servant, a kind of Cockney Sancho Panza.

The adverbial modifier

The adverbial modifier

<i>of time</i>	(I'll go to Lviv next week .)
<i>of frequency</i>	(She has music lessons thrice a week .)
<i>of place and direction</i>	(The magazine is on the shelf .)
<i>of manner</i>	(They walked in silence .)
<i>of attending circumstances</i>	(Now I can go to bed at last without dreading tomorrow .)
<i>of degree and measure</i>	(It is rather strange.)
<i>of cause</i>	(Because of the rain we stayed at home.)
<i>of condition</i>	(But for his help , I couldn't manage to do it.)
<i>of comparison</i>	(She was crying like a child .)
<i>of concession</i>	(In spite of the nasty weather we went to the forest.)
<i>of purpose</i>	(They opened the way for her to come to him .)
<i>of result (consequences)</i>	(She is too fond of the child to leave it .)

31. Point out the adverbial modifier, state its type and say by what it is expressed.

1. We've never met before, have we?
2. It's bitterly cold outside.
3. They booked tickets well in advance.
4. The bus went on at full speed without stopping.
5. I arrived at three o'clock in the afternoon.
6. We were to meet at Victoria Station the next day.
7. That very evening I came across her at a party in my friend's house.
8. I stepped aside so as to let her pass.
9. By half past nine I was at home again.
10. Some time ago Mr Sherlock Holmes and I spent a few weeks in one of our great university towns.
11. New stations were set up at the pole to study meteorological conditions.
12. She stopped to look at the shop window.
13. I asked the question out of curiosity.
14. With all her faults, she was quite charming.
15. He can't have left without saying good-bye.
16. To win the world title the team had done a lot of training every day throughout the winter.
17. Read the text thoroughly before trying to translate it.
18. Now you can sleep quietly without worrying.
19. They parted never to meet again.
20. I was too tired even to dream.
21. Most of my readers are too young to have heard of the Reichstag fire at the time.
22. This is how I got out of the frying- pan into the fire.
23. It is easy to be brave from a safe distance.
24. My honour is dearer to me than my life.
25. People hate, as they love, unreasonably.
26. Being very tired from his trip, he soon fell asleep.
27. Though terribly tired he went on with the experiment.
28. It being a late hour, he hurried home.
29. He walked rapidly, his head bent, looking neither to the right nor left.
30. "Well, where does that door lead to?" "To my bedroom." "Have you been in it since your adventure?" "No, I came straight away for

you." "I would like to have a look at it. Perhaps you will kindly wait a minute, until I have examined the floor."

32. Point out and state the kind of the adverbial modifier. Say what the adverbial modifier is expressed by.

1. She has just arrived to Kyiv. 2. At 7.30 every morning the alarm-clock rings and wakes me up. 3. He visited England to see the famous Big Ben. 4. What nasty weather we are having today! 5. She couldn't come because of the rain. 6. The little child grew pale with pain. 7. It's too cold to go for a walk. 8. I'll come to you after classes. 9. I have come to talk to you. 10. "It is getting cold,." she said closing the window. 11. On coming home I learned that somebody had called me up twice. 12. I'll ring you up when I come home. 13. It happened yesterday. 14. I often visit my old granny. 15. She spent her vacation in the Crimea. 16. While reading the text I found some unknown words. 17. She sat at the window looking through a newspaper. 18. This box is very heavy. 19. I called on her to discuss this matter. 20. She spoke slowly. 21. I met her by chance at the cinema a few days ago. 22. She cleaned the flat with great care.

33. Ask questions on the adverbial modifiers in bold type.

1. I see my friend **thrice a week**. 2. After a good rest I can go **miles**. 3. The group of tourists was tired **having covered 40 miles that rainy day**. 4. **But for your advice** I shouldn't have acted rightly. 5. I opened the window **to air the room**. 6. We have been living here **since 1997**. 7. The sailor ran **to the front of the boat**. 8. I go to the town library **from time to time**. 9. **Though frightened** the girl didn't cry. 9. She opened the door **for him to pass**. 10. **Though very busy** they made up their minds to go to the circus by all means.

34. Insert the adverbial modifier in the appropriate place. (Give more than one variant if possible).

1. It rains in autumn (usually). 2. Ring me up (before leaving the town). 3. I shall sleep much and take long walks (instead of taking medicine). 4. It will be raining hard (soon). 5. The climate has been damp (always, in these parts). 6. One must have a good rest (after training). 7. We shall go on an excursion (weather permitting). 8. We returned to the camp (the sun setting behind the mountains). 9. There is no deep river, except the Tamar (on the southern coast of England). 10. We sat down to table and had a hearty meal (on returning home).

35. Make up the sentences of your own using the following word combinations as adverbial modifier.

1) *of place or direction:* in front of the house, in the distance, at a distance, behind the house, at the corner of the street, at the bottom of.., upstairs, downstairs, along the street, across the street;

2) *of time or frequency:* from time to time, once (twice, thrice) a week, in a day or

two, from that day on, not until it was done, when a boy, from time immemorial, since then, on that unforgettable day, with the flush of dawn, when questioned;

- 3) *of manner or attending circumstances:* on purpose, by chance, without a glance, whisper, side by side, as if to stop him, never to come back, with tears streaming down her cheeks, full of indignation;
- 4) *of condition:* if possible (necessary, obligatory), if (unless discovered (asked, required, etc.), weather permitting, but for (one's help, advice, kindness, etc.);
- 5) *of degree or measure* particularly, deeply, fairly well, over head and ears, rather (well, badly, etc.), greatly (astonished, surprised, disappointed, etc.);
- 6) *of cause:* because of one's carelessness, not being able to... there being no time left, it being late, quite worn out, because of the rain;
- 7) *of purpose:* in order to..., or you to (have it, see it, etc.), lest he should forget it;
- 8) *of concession:* difficult as it was, in spite of (the nasty weather, the difficulties, etc.), although quite tired (much weaker, etc.), notwithstanding his success (promise, desire, fear, etc.);
- 9) *of comparison:* like (all young people, all her friends, a child, etc.), as if asleep (in doubt, etc.).

ANALYSIS OF THE SIMPLE SENTENCE

36. Analyse the following sentences according to the model.

Model: Clarice was waiting for me in my bedroom.

It is a simple extended sentence.

- "Clarice" is the subject expressed by a proper noun;
- "was waiting" is a simple verbal predicate expressed by the verb "to wait" in the Past Continuous Tense, singular;
- "for me" is a prepositional indirect object expressed by a personal pronoun, first person, singular, in the objective case preceded by the preposition "for";
- "in my bedroom" is an adverbial modifier of place expressed by a prepositional phrase.

1. Mary shook off her mantle with a shrug of her shoulders. 2. I opened the knife, and cut a length of twine, and came back into the room again. 3. Most of the western rivers flow down a steep slope near the sea and are short and rapid. 4. The contrast between the south-east and the north-west of Britain depends on a fundamental distinction in rock structure. 5. His heart felt swollen in his chest. 6. The girl (Aileen) was really beautiful and much above the average intelligence and force. 7. The idleness made him cranky. 8. Suddenly all the differences between life and death became apparent. 9. Miss Fulton laid her moonbeam fingers on his cheeks and smiled her sleepy smile. 10. Sally found it difficult to visit anybody herself. 11. Next morning brought no satisfaction to the locksmith's thoughts... 12. He laughed rather bitterly. 13. It was a week later. 14. Up to that moment the banker had given no sign of life... 15. The footman came at the summons, very white and nervous. 16. The newcomer was a large, coarse, and very sordid personage, in garden- and with a watering-pot in his left hand. 17. Emma had known grief, and could bear it better. 18. It was a curious journey. 19. The opinion of Bacon on this subject diametrically opposed to that of the ancient philosophers. 21. The looked up at the clock. 22. I wanted to be invisible. 23. The nurse came back, carrying a glass of chocolate milk. 24. But for me, I don't like grievances. 25. Some weeks later, I went back to Lawrenceville with a steel tape, borrowed a stepladder, and measured the height of the basket. 26. Ron told me all this in a quiet, almost apologetic manner. 27. With the development of national industry during the eighteenth century the public opinion of Europe had lost the last remnant of shame and conscience. 28. Some city streets afford no opportunity to street barbarism. 29. Occasionally in the kitchen Catherine heard one of their raised voices. 30. Mr. Sweet was a diabetic and an alcoholic and a quitar player and lived down the road from us on a neglected cotton farm. 31. My purpose in going to Walden Pond, like yours, was not to live cheaply or to live dearly there, but to transact some private business with the fewest obstacles.

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