
О.В. Михайлова, О.О. Томілін

Professional English
(Англійська мова за професійним спрямуванням)

*Навчальний посібник для студентів економічних
спеціальностей вищих навчальних закладів*

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Навчальний посібник призначений для студентів економічних спеціальностей вищих навчальних закладів. За цим посібником студенти матимуть змогу дізнатися більше, адже він містить тексти з різних зарубіжних джерел, які стосуються проблем мікро- і макроекономіки, а також економічних теорій, та граматичні вправи для активізації граматичних навичок та вмінь.

Рецензенти:

Гриньова М.В., доктор педагогічних наук, професор кафедри педагогічної майстерності та менеджменту Полтавського національного педагогічного університету.

Кобзар О.І., кандидат педагогічних наук, доцент кафедри ділової іноземної мови Полтавського університету споживчої кооперації.

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Передмова

“Для успіху не треба бути розумнішим
за іншого, треба просто бути на день
швидше більшості”.

Лео Сциллард

Сьогодні англomовні країни є нашими найважливішими партнерами у сфері економіки, бізнесу та промислового виробництва, тому, якщо ви бажаєте суттєво покращити ваші конкурентні позиції та отримати нові ділові перспективи, вам слід навчитися практично володіти англійською мовою, тобто читати і перекладати статті, розуміти іноземне мовлення, а також самому говорити на будь-яку тему.

Сучасні зовнішньоекономічні зв'язки потребують нового підходу не тільки до проблем вивчення економіки в цілому, але і до мовної підготовки майбутнього економіста, фінансиста, якого сьогодні не можна уявити без належного володіння іноземною мовою. Такий підхід зумовив структуру цього посібника, який був укладений за принципами від відомого - до невідомого, від простого – до складного. Теоретичні знання, які студенти засвоїли на заняттях з бухгалтерського обліку, фінансів підприємства, гроші та кредит та інших, закріплюються, а часто і поповнюються, на заняттях з англійської мови. За цим посібником студенти матимуть змогу дізнатися більше, адже він містить тексти з різних зарубіжних джерел, які стосуються проблем мікро- і макроекономіки, а також економічних теорій.

Навчальний посібник “Professional English” (Англійська мова за професійним спрямуванням) призначений для студентів економічних факультетів вищих навчальних закладів.

Мета посібника – забезпечити розвиток навичок усного

мовлення та роботи з фаховою літературою, передбачені програмою з іноземних мов для економічних спеціальностей вищих навчальних закладів. Посібник складається з 2 частин. Перша частина складається з 8 тематичних розділів (units). Кожен тематичний розділ складається з системи вправ, які забезпечують швидке та ефективне засвоєння студентами необхідних знань та розвиток навичок фахової комунікації.

Друга частина – це граматичний матеріал, де висвітлюються основні граматичні явища сучасної англійської мови, знання яких необхідне для правильного письма, ведення бесіди і розуміння текстів англійською мовою. Після кожного граматичного пояснення, посібник містить вправи, які спрямовані на закріплення пройденого матеріалу.

European University. Student's Life.

I. Match the questions and answers.

Where were you born?	A year ago.
What do you do?	Three times a week.
Are you married?	In Ukraine.
Why are you learning Finance?	Because it is my future profession.
When did you start learning Finance?	I'm a student.
How often do you have Finance classes?	No I'm single.

II. Read the text about Andrii Kravchenko and complete it, using the verbs in the box.

enjoy come started study live went
will work



Andrii Kravchenko

My name's Andrii. I (1) _____ from Lviv, a city in the west of Ukraine. I am a student at the University of Economy in Kiev. I (2) _____ Finance. I also study Banking. I (3) _____ the course a lot, but it's really hard work. The course (4) _____ three years ago.

I (5) _____ with my friends Mykola and Dmytro.

My brother finished this University last year and (6) _____ to work in Poland.

After I graduate I (7) _____ as a financier. I hope so, anyway.

III. Read the information about Lisa.

Surname	Temchenko
First name	Lisa
Country	Ukraine
Job	Student
Address	89, Knyazha Street, Kharkiv
Phone number	032268815
Age	19
Married	No

IV. Complete the questions.

1. What's her surname? Temchenko.
2. _____ her first name? Lisa.
3. _____ she from? Ukraine.
4. _____ job? She's a student.

5. What's _____ ? 89, Knyazha Street, Kharkiv.
6. _____ phone number? 032268815.
7. How old _____ ? 19.
8. Is she _____ ? No, she isn't.

V. Ask and answer Yes/No questions about Lisa.

1. a student? a teacher? a journalist?
2. twenty-one? twenty-six? nineteen.

VI. Ask questions about Andrii.

1. Peter? Daniel? Andrii?
2. an actor? a teacher? a student?
3. from Kiev? from Lviv? from Kharkiv.

VII. Danka is a student at an English language school in Brighton, England. Read her e-mail to Jacek, her brother in Poland.

From: Danka@brighton.ac.uk.

To: Jacek.2009@star.com

Date: 15th September

Subject: Hi!

Dear Jacek,

How are you? I'm fine. Here is an email in English. It's good practice for you and me!

I have classes in English at the Embassy Language School. I'm in a class with seven students, they're all from different countries: Japan, Brazil, Sweden, Germany and Italy. Our teacher's name is Laura. She is very nice and a very good teacher,

I live with an English family in a small, old house near the center of town. Peter and Clara have two daughters. Their daughter Lissy is 19. She is a student at Brighton University. Their daughter, Katty, is a software designer for a computer company. She's 25. They are all very friendly, but it isn't easy to understand them. They speak very fast!

Brighton isn't very big, but it is very exciting! The restaurants and nightclubs are expensive, and it's lovely to be near the sea. I'm happy here.

Email me soon!

Love, Danka.

VIII. Correct the false (x) sentences about Danka.

1. Danka is from Poland. V (true).
2. She's on holiday. X No, she isn't. She is at school.
3. She's in London.
4. The students in her class are all from Germany.
5. It's a very big class.
6. Lissy and Katty are both students.
7. The student bars are cheap.
8. Danka's happy in Brighton.

IX. Write the questions about Danka's email.

1. Where is Danka from? Poland.



2. _____? Japan, Brazil, Sweden, Germany and Italy.

3. _____? Laura

4. _____? They are sisters. They live with Danka.

5. _____? Lissy is 19 and Katty is 25.

6. _____ Brighton _____? No it isn't.

X. Write an email about your class.

XI. Complete the questions. Use What, Where, Who, How much or How old.

1. _____ are you? I'm 20.

2. _____ is Peter? He's at University.

3. _____ is this? It's 30\$.

4. _____ is your job? I'm a student.

5. _____ is that? It's Nick.

XII. Make questions and negative sentences.

1. you/are/tired? _____
2. we/speak/English/don't. _____
3. cafes/they/do/like? _____
4. I'm/from/Russia/not. _____
5. does/study/she/Finance? _____

XIII. Write the 3d person singular form of the verbs.

- | | |
|----------------|----------------|
| 1. do _____ | 4. learn _____ |
| 2. speak _____ | 5. count _____ |
| 3. study _____ | 6. get _____ |

XIV. Change the sentences from positive to negative.

1. Sandra studies at University. _____
2. Oliver works at college. _____
3. He drives the children to school. _____
4. I sometimes play tennis on Sundays. _____
5. Peter studies Banking at college. _____
6. The school year begins on the 1st of October. _____

XV. Complete the sentences. Use the Present Simple.

1. _____ he _____ in Ukraine? (live).
2. You _____ in a bank. (not work).
3. I _____ books in the evenings. (read).
4. She _____ sports. (enjoy).
5. I _____ Spanish. (not speak).
6. _____ Ivan _____ Management? (study).

For analysis, discussion and learning.

EuropeanUniversity.



To make a good choice is one of the first difficult things you have to do. But when it is time to make a decision think it over carefully. There are rapid changes in modern society, and it makes college education necessary. There is a need for people who can work creatively, think critically and possess a vast

amount of knowledge. Whether you are beginning a new career or interested in starting a new one choose the most beautiful University - European University.

European University of Finance, Information Systems, Management and Business.

University (before 09.06.1999 — the Ukrainian-Finnish Institute of Management and Business) was founded in 1991 by I. I. Tymoshenko together with his wife and daughter. At that time it was not simply one of the first non-governmental institutions of higher education but it was actually the first higher school in Ukraine aimed at preparing future economists and managers that would meet the requirements of new socioeconomic conditions.

Starting from the date of the foundation, the Rector of European University is Professor, the Head of the Association of non-state educational establishments of Ukraine Ivan Ivanovych Tymoshenko. Within 10 years, without any investments I. Tymoshenko has managed to create a modern university, which has highly skilled teaching staff, provides for the whole range of educational activities, possesses completely computerized material resources and maintains all necessary conditions for study, recreation and living of students. The special features of the European University are the modern content of education and innovation search.

Since the time of its establishment, the University has managed to win respect both among Ukrainian and foreign education institutions and business circles. A large number of university graduates occupy top positions in modern successful companies, firms and organizations.

There are four departments at our University: the Department of Economic and Management, the Department of Information Systems and Technologies, the Department of Law and Business Security, and Extramural Department.

Our University trains high quality specialists in Finance, Banking, Accounting and Audit, Economy and Legal Support of Business, Marketing, Management of Organizations, Political Management, Management of Health-Care Organizations, Management of Business Security, Management of Foreign Economic Activity, Information Control Systems and Technologies, and Intellectual Systems of Decision-Making.

The future specialists are trained at 15 departments, among them the Department of Social-and-Humanitarian Subjects, the Department of Law, the Department of Finance, the Department of Banking, the Department of Accounting and Audit, the Department of Economics, the Department of Marketing, the Department of Management, the Department of Mathematics, the Department of Foreign Languages, the Department of Information Systems and Computer Techniques, the Department of Information-and-Analytical Activity, and the Department of Physical Training.

The University graduates receive the state standard diploma and the diploma European University, while the graduates of the Department of Law and Business Security also, get the diploma of a lawyer.

European University has great scientific potential. Its head department alone has 37 doctors of sciences, professors and 77 candidates of science (Doctors of Philosophy). The members of

international scientific partnership and the laureates of state awards of Ukraine are among them.

European University was one of the first private universities that introduced master's and post-graduate course curricula.

At the master's course students study Finance, Banking, Accounting and Audit, Enterprise Economy, Marketing, Management, Foreign Economy Activity. Here our students can obtain full higher education or even be retrained for a new profession, i.e. get the second higher education.

The post-graduate course includes the following scientific specialties: Accounting, Analyses and Auditing, Enterprise Economy and Production Organizations; Economic-Mathematical Modeling; Ethno-Political Science and Ethnic and State Studies; Business; Management and Marketing Political Institutions and Processes; System Analyses and the Theory of Optimal Decisions; Finance; Money Circulation and Credit. Over 110 post-graduates are doing the post-graduate course at the moment.

The aim of European University is to train the highly professional elite of Ukraine, free and creative people able to think independently and perform actively in the fields of economy, management, information technologies, law and business security.

I. List of vocabulary:

- to be founded – бути заснованим;
- non-governmental institution – недержавний заклад;
- higher education – вища освіта;
- highly skilled teaching staff – висококваліфікований викладацький склад;
- educational establishment – навчальний заклад;
- modern content of education – сучасний зміст навчання;
- innovation search – інноваційний пошук;
- department – відділення;

- the Department of Economic and Management – відділення економіки та менеджменту;
- the Department of Information Systems and Technologies – відділення інформаційних систем та технологій;
- the Department of Law and Business Security – відділення права та ділової безпеки;
- Extramural Department – заочне відділення.

II. Learn the specialities and faculties which there are in European University:

Specialities:

- | | |
|-----------------------|---------------------------------|
| - Accounting; | - Management; |
| - Banking; | - Foreign Economy Activity; |
| - Finance; | - Economic-Mathematical |
| - Audit; | Modeling; |
| - Enterprise Economy; | - Ethno-Political Science and |
| - Marketing; | Ethnic and State Studies; |
| | - Money Circulation and Credit. |

Faculties:

- | | |
|------------------------------|-------------------------|
| - of Social-and-Humanitarian | - of Law; |
| Subjects; | - of Banking; |
| - of Finance; | - of Economics; |
| - of Accounting and Audit; | - of Management; |
| - of Marketing; | - of Foreign Languages; |
| - of Mathematics; | - of Information-and- |
| - of Information Systems and | Analytical Activity; |
| Technologies; | - of Physical Training; |

III. Answer the following questions about European University.

1. When was European University founded?
2. Who was it founded by?
3. What are the special features of European University?
4. What kind of educational establishment is European University?
5. How many departments are there at University?
6. What are the specialities in European University?
7. What are the faculties in European University?
8. What kinds of diplomas do the University graduates receive?
9. Does European University introduce master's and post-graduate course include?
10. What does the post-graduate course include?

IV. Speak about 3 reasons why European University is the best choice for you.

V. Compare your University with another one. Find likenesses and differences.

VI. Express your ideas about:

- What do you think about self-education? Which ways of self-education are available to every one?
- Which education is for you – humanitarian or economic?
- Can you prove that your University develops all the aspects of the student? Which aspects should your University pay more attention to?
- What's to be done about the students who lag behind (or are disadvantaged). To repeat a year – is it a good way out?
- Can you say that your University is you "second home"?
- Are you and your teachers - opponents, friends, rivals, enemies, strangers? What is the ideal?

VII. Discussion. Comment on the following saying:

- It's never too late to learn.
- Live and learn.
- A word is enough for the wise.

What other sayings dealing with knowledge and education do you know?

Customer Service and Customer Care



I. Read and memorize the following words and word-combinations:

1. a customer – замовник; покупець; клієнт.
e. g. Mrs Hudson was a regular customer at the golden gate
customers – клієнтура
e. g. Our customers have very tight budgets.
2. goods and services – товари та послуги.
e. g. They must prove they can deliver goods and services to justify their good reputation.
e. g. Money can be exchanged for goods and services
3. insurance – страхування, застережні заходи.
e. g. Insurance is an arrangement in which you pay money to a company and they pay money to you if something unpleasant happens to you.

- e. g. My company is in insurance
4. an employee –службовець; працівник; робітник.
e. g. He is an employee of Pro Credit Bank.
e. g. Many employees of her company are women.
5. an employer – наймач; роботодавець.
e. g. He has been sent to China by his employer to learn new ways of production.
e. g. The telephone company is the country's largest employer.
6. to provide services – надавати послуги
e. g. In an organization that produces goods or provides services, quality control is the activity of checking that the goods or services are of an acceptable standard.
7. to win customer loyalty – здобути постійність клієнтури; добитися стабільності клієнтури.
e. g. His company doesn't have any realistic chance to win customer loyalty.
8. to complain about smith – скаржитися, подавати скаргу; висловлювати незадоволення.
e. g. Our customers have never complained about their dissatisfaction, because we always provide them with high – quality goods.
9. to offer a full range of service – пропонувати повний спектр послуг.
e. g. The company "British Airways" offers a full range of service.
10. life-long guarantee – довічна гарантія.
e. g. Life-long guarantee is a written promise by a company to replace or repair a product free of charge if it has any faults within a particular time.

II. Give English equivalent of following.

- | | |
|---------------|----------------------------------|
| 1. скаржитися | 6. страхування |
| 2. клієнтура | 7. здобути постійність клієнтури |

- | | |
|-------------------------------------|--------------------------|
| 3. пропонувати повний спектр послуг | 8. надавати послуги |
| 4. товари та послуги | 9. службовець, робітник |
| 5. довічна гарантія | 10. роботодавець, наймач |

III. Fill in the blanks with appropriate words;

- | | |
|--|--|
| 1. Very quickly he _____
because his _____ were
always of high quality. | 1. insurance |
| 2. All his clients are in _____ | 2. goods and
services |
| 3. As a result his customers have never
_____ their dissatisfaction,
because he always provides them with
high-quality goods. | 3. won customer
loyalty |
| 4. His businesses _____ | 4. employees |
| 5. Since 2004 he has been working with
100 _____ in Camden. | 5. complained
about |
| | 6. offer a full
range of
service |

IV. Read the text and put questions to the underlined phrases beginning with the given special words.

Stelios Haji-Ioannou

The creator of Easyjet airlines and the "easy" brand.

Stelios was born in Greece (Where?) in 1967 (When?).
He studied in Athens (Where?) and then learnt economics
(Where?) at the London School of Economics (Where?). When

he was only seventeen (How old?) he drove a Porsche (What sort of car...?).

He started his first business, a shipping company, when he was 25. (How old... when... ?). Very quickly he won customers loyalty because his goods and services were always of high quality. He sold his business in 2005 (When?) for 13.\$ billion (How much ... for ?). He now has a fortune worth at least £ 400 million. Stelios is best-known for creating Easyjet, which has been running since 1995. (How long?) Easyjet is Europe's largest low-cost airline. It has over 100 jets (How many?), which fly more than forty destinations. In its lifetime, Easyjet has carried over 150 million (How many?) passengers. All his clients are in insurance. Over the years, Stelios has started several businesses – Internet cafes, travel leisure and personal finance (What sort of...?). The secret of his success is that he never neglected the importance of customer care in every area of his business. He always worried about customers satisfaction. As a result his customers have never complained about their dissatisfaction, because he always provides them with high – quality goods. His business offers a full range of service.

Stelios supports various educational schemes. He has been helping students by giving them money to study at the London School of Economics (How?) since 2005 (How long?). He has so far given the college over £ 2 million (How much?).

Since 2004 he has been working with 100 employees in Camben, north London (Where?). He also works in Athens. He travels for about four months a year, because he is looking for new business ideas (Why?). His motto is "The cheaper you can make something the more people there are who can afford it" (What?).

V. Imagine that you are the owner of the company and say what services you would provide the customer with.

- What will be the ways to win customer loyalty?
- What goods will you produce?
- What motto will you have?

VI. Define the terms:

- | | |
|-------------|---------------|
| - goods | - customer |
| - services | - an employee |
| - insurance | - an employer |

VII. Read and dramatize the following dialogue:



- A: I'm a journalist from one economic magazine and I will be very obliged to you if you answer some of my questions.
- B: Ok, you are welcome.
- A: What is customer service for you?
- B: For me, customer service is the provision of service to customers before, during and after a purchase I always take care of customer satisfaction and if the product or service doesn't meet the customer expectation I take the production line off.

- A: Some have argued that the quality and level of customer service has decreased in recent years. What can you say about the quality and level of customer service of your company?
- B: My employees and personally I always provide our customers with goods and services of high quality. Our motto is "Do the best and you will have the most".
- A: Ok, but what about customer care in your company?
- B: For me, customer care is a prime consideration for my business – sales of my company and profitability depend on keeping our customers happy. Customer care is more directly important in some roles than others. For receptionists, sales staff and other employees in customer – facing roles, customer care must be the main element of their job description and training, and core criterion when I'm recruiting.
- A: Do you provide any training courses for your staff?
- B: Oh, yes. I'm sure that training courses are very useful for ensuring the highest possible levels of customer care. That's why every six months my employees have training courses and practice shows that they are necessary for us.
- A: Well, I see that everything in your company is perfectly organized. But, in your mind, what is the secret of your success?
- B: You see I don't think, I'm sure that the secret of my success is that I never neglect the importance of customer service and customer care in any of my business.
- A: I'm more than grateful to you for such an interview. Thank you very much.
- B: Don't mention it. You are always welcome.

VIII. Make up your own dialogue using the following words, expressions and word – combinations:

- | | |
|-------------------------|------------------------------|
| - customer service; | - to increase / to decrease; |
| - customer care; | - goods and services; |
| - to provide services; | - to win customer loyalty; |
| - employees; | - the motto; |
| - customer expectation; | - to neglect something; |

IX. Change the sentences from direct into indirect speech:

1. The accountant says: "I will prepare the financial statement very soon". 2. He confessed: "Our business will not fail". 3. The government said: "We increased the taxes". 4. The lawyer states: "This company is eligible for a loan". 5. He said: "The new product is not expensive". 6. The manager informed: "Our company is specializing in producing summer clothes". 7. She said: "We will be promoting the development of certain industries in particular region." 8. The president of the company said: "Our company is developing business relations with many European companies". 9. The company says: "We will receive the goods as soon as possible". 10. The buyer said: "I will be your regular customer".

X. Translate the sentences from Ukrainian into English:

1. Він був упевнений, що спеціалізація вестиме до збільшення виробництва товарів і послуг. 2. Директор компанії зауважив, що йому було нелегко розпочати власну справу. 3. Ми помітили, що ціни вплинули на зменшення рівня випуску товарів. 4. Він запевнив, що всі клієнти їхньої фірми застраховані. 5. Вона сказала, що ця фірма пропонує повний спектр послуг. 6. Він був впевнений, що вони будуть в змозі зробити довічну гарантію їхнім товарам. 7. Наш менеджер зазначив, що вони відмовилися від випуску цього товару, тому що клієнти були не задоволені. 8. Він сказав, що п'ять років

тому він був працівником однієї крупної комп'ютерної компанії. 9. Вони повинні були довести, що їхня компанія надає послуги високої якості. 10. Ця компанія була впевнена, що вони мають гарні шанси здобути постійність клієнтури.

XI. Find articles about famous Ukrainian businessmen and companies that pay much attention to customer service and customer care.

Company Activities. Company Presentation



I. Read and memorize the following words and word-

combinations:

1. company activities – діяльність компанії

e.g. I really enjoy his company activities

e.g. The right to regulate company's activities belongs to its president.

2. buying – купівля

e.g. Buying of advertising space is very expensive.

e.g. Questions which are concerned with terms, delivery, quantity and service, usually indicate a positive buying attitude.

3. selling – продаж, реалізація, збут

e.g. A web-based sales support system improves a fast-tracks the selling process.

e.g. Blind selling is not a good choice for you.

4. marketing – торгівля, продаж, збут, маркетинг

e.g. Marketing is the organization of the sale of a product, for example, deciding on its price, the areas it should be supplied to and how it should be advertised.

e.g. Do we need to improve marketing or simple drop a particular product?

5. production – виробництво, продукція, виріб

e.g. These cars are no longer in production.

e.g. We need to increase the volume of our production.

e.g. It is expected to maintain production of cars at the same level as last year.

6. industry – промисловість, індустрія, галузь

e.g. Ukrainian industry suffers through insufficient investment in research.

e.g. In countries where industry is developing rapidly the level of life is quite high.

7. IT (information technology) – інформатика, відділ інформатики, автоматизовані технології

e.g. IT is the theory and practice of using computers to store and analyze information.

e.g. We must use IT at our work for storing, retrieving and

sending information.

8. multinational – багатонаціональний

e.g. A multinational company has branches or owns companies in many different countries.

e.g. Multinationals such as Ford and BMW are known all over the world.

9. a holding company – холдінгова компанія; компанія, що розпоряджається акціями своїх клієнтів; компанія, що володіє акціями інших компаній на засадах довірчої власності

e.g. A Montreal – based holding company with interests in telecommunications, gas and natural resources controls shares of other companies.

10. subsidiaries – дочірні підприємства; дочірні компанії

e.g. British Asia Airways is a subsidiary of British Airways.

e.g. A subsidiary company is a company which is a part of a larger and more important company.

11. provision – постачання; забезпечення

to provide- забезпечувати; постачати

e.g. There is no provision for funding performance-related pay rises.

e.g. Special provision should be made for children.

e.g. The government was not in a position to provide them with necessary medicine.

II. Give English equivalents of the following:

багатонаціональний	автоматизовані технології
дочірні підприємства	продаж, збут
діяльність компанії	маркетинг
виробництво, продукція	постачання, забезпечення
купівля	промисловість
холдінгова компанія	

III. The words on the left are from a business

presentation. Match them to the definition on the right.

- | | |
|---------------------|--|
| a) multinational | 1. company that has enough shares to control other companies |
| b) holding company | 2. the action or business of promoting and selling products or services, including market research and advertising |
| c) potential market | 3. the action of making or manufacturing something |
| d) provision | 4. economic activity concerned with the processing of raw materials and manufacture of goods in factories |
| e) marketing | 5. people who you can sell to |
| f) production | 6. the action of providing or supplying something for use |
| g) industry | 7. including or involving several countries, individuals or nationalities |
| h) selling | 8. the action of sale |

a		b		c		d		e		f		g		h	
---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--

IV. Use the words in 3 to talk about an idea for a new business: e.g. *The potential market for the new electronic dictionary is enormous. Millions of people learn English.*

V. Read the extract from the web page of a venture capitalist.

elevator pitch is a concise, carefully planned description about your company that your mother could understand in the time it takes to ride up an elevator. A good elevator pitch is less than 60 seconds long

The Elevator Pitch

Present your company in 60 seconds or less.

We invite you to make your elevator pitch to Nick Night, technology analyst at netinvest.org, the Internet investment boutique.

1. What exactly do you do?
2. What is previous experience?
3. What is your competitive advantage?
4. What is your future potential market?
5. How successful are you?
6. How much money do you need?

Call 567 876 22 54 during
The Investment Hour, Saturdays from 5-6 p.m.

VI. Jack Collins phoned the Investment Hour with his business idea. Read and translate the text. Write down the answers to the questions on the web page in Ex.5.

Selling your company

Hello, my name is Jack Collins, and the name of my company is Sunnyplace. We operate a website and so we provide our users with the selection and personalization greeting cards, which we print and post within 24 hours. Customers can choose from more than 650 and can customize the captions on the cover as well as greeting.

I have an MBA (Master of Business Administration) and previous experience setting up salt and oil trading operations. I employ 15 people at Sunnyplace. Our company widely uses IT as a result you can buy something from the Internet. That's actually better than the same product you can buy in a shop. We have a £650.000 digital printing system that allows us to print and laminate cards. Our running costs are low and we are making a profit of £1.20 on each card sold, which is a margin

of 60%. Our potential market is enormous. 90% of the British population buy an average of 12 cards each a year. The greetings card business is worth more than £1 billion a year in the UK and £10 billion worldwide. Our company is multinational and we're successful. At the moment we have 12000 registered users. Our turnover is increasing by 50% a month and we are expecting to be profitable within 6 months. Our target is to get 500.000 customers in the UK and 800.000 worldwide in five years. We are looking for between two million and tree million pounds of investment to finance marketing in the UK and the US. Our direct mail campaigns are proving particularly successful, and I am talking to venture capitalists in the US about setting up a website there.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

VII. Having read Jack Collins' elevator pitch, Nick Night, the investment analyst, wrote the following report. Read and translate it.

Nick Nights' verdict on Sunnyplace

There are two types of Internet business models that I like – one that solves the existing problems, such as Tempo.com, which delivers grocery items to people's doors, and those that

could not exist without the Internet, such as the eBay auction site. Sunnypalce has elements of both. It offers a convenient way to select greeting cards without going to a shop and allows the customers to buy them, a possibility the Internet opens up.

While investigating Sunnypalce I ordered a few cards and I am to say that the service is user-friendly and the personalization of cards is a unique selling point. My biggest concern is their estimated cost of converting offline customers to online customers. To reach their target of 800.000 customers would cost almost £11 million.

My score: 7.5/10.

VIII. Complete the chart as in the example. Find two more examples in the report in 6 and 7 add them to the chart. Present Simple vs. Present Continuous.

	Present Simple	Present Continuous	Stable situation	Current situation/activity	Situation of change
92% of the British population buy an average of 12 cards each a year	V		V		
The service is user-friendly					
Our turnover is increasing by 50% a month					
We are looking for between two million and tree million pounds of investment					

IX. Complete the sentences using the verbs in the box in

**the correct form - Present Simple or Present Continuous.
Use each verb twice.**

get	do	sell	think	live	work
-----	----	------	-------	------	------

1. Normally he is in the office in the afternoon but this month he _____ a course.
2. In the winter the reps _____ more than in the summer.
3. During the week I _____ in my city flat and at the weekend I go to the country.
4. At present our company _____ on new products and services for the future.
5. It _____ hotter. We need to get some air conditioning for our office.
6. In January the weather _____ hot in Australia so take some cool clothes.
7. "What's her address?" "She _____ in a hotel until she finds a nice flat."
8. I _____ of changing my job because I am not very happy.
9. Our secretary _____ very long hours because she has much to do.
10. Our new product line _____ very well this year.
11. The most important market for us is the Far East. We _____ business with several companies there.
12. I _____ my job is really interesting.

X. Write questions about missing information.

1. Our company makes good money by...
How does our company make money?
2. His business is expanding because...
Why _____ ?

3. We are setting up a business in...
Where _____ ?
4. She is looking for \$...
How much _____ ?
5. I have previous experience in the...business.
What kind _____ ?
6. Our competitive advantage is ...
What _____ ?
7. My boss employs ... people.
How many _____ ?
8. The manager of the company "Sunnyplace" is...
Who _____ ?
9. We are talking to ... about further investment.
Who _____ ?

XI. Complete the sentences using the words on the right.

- | | |
|--|---------------|
| 1. The company _____ over 1.000 workers in Asia, located in four different factories. | 1. website |
| 2. Our running _____ include rent, electricity and equipment hire, as well as salaries. | 2. average |
| 3. Direct mail _____ can sometimes be very effective, but it depends on the product. | 3. margin |
| 4. Our company _____ provides information about products and services, but we don't sell anything online. | 4. worth |
| 5. My company needs more _____ to finance the marketing plan, so I am talking to venture capitalists in the USA. | 5. employs |
| 6. The _____ 5, 7, 9 and 11 is 8. | 6. campaigns |
| 7. They have MBA but do they have any previous _____ in this kind of business. | 7. costs |
| 8. For the company to survive, our _____ | 8. experience |

Needs to grow by 20% this year.

9. I am sure that the BBC has the best website on the _____.

10. They make a profit of \$5.40 on each CD they sell, which represents a _____ of 60%.

11. The business is _____ over \$ 25 million.

9. Internet

10. turnover

11. investment

XII. Conversational topic: Work with a partner present your elevator pitch and your partner prepares the report about your business idea.

Business Travel

I. Compound the phrases commonly used to describe travelling.

1. Traveling	is (not)	exciting enjoyable useful good for health fascinating tiring dangerous disappointing expensive
2. Usually		on business

we travel

to see the beauty of the countries

(world)

to find some adventures

just for curiosity

to meet new people

to learn something more about the
country

to negotiate

II. Read and memorize the following words and word – combinations.

1. to travel on business – подорожувати у справах

e.g. Usually he travels on business but he thinks it is a bit tiring.

2. destination – пункт призначення

e.g. Business travel may include more than one destination.

3. to travel for pleasure – подорожувати за для задоволення.

e.g. Travelling by car, to my mind, is travelling for pleasure.

4. travel management – поїздка у справах.

e.g. Business travel or travel management as it is referred to, is on the rise nowadays.

5. business market – діловий ринок

e.g. Reorganization of business market is necessary nowadays because people lose confidence in it.

6. to provide premium service – забезпечувати додатковими послугами

e.g. The company can provide premium services in case you are its regular customer.

7. expenses – витрати

e.g. Expense is the money that something costs you or that you need to spend in order to do something.

8. to book a trip – замовляти (бронювати) поїздки.

e.g. To book a trip you must first check whether it is allowed within the company policy.

9. to develop effective communications – створювати ефективні переговори

e.g. To develop effective communications is the aim for the companies which want to be long – term.

III. Complete the sentences with a necessary word or word – combination. Pay attention to the form of the verbs.

1. He _____
with companies in different countries
and extended his _____.

2. As he was a constant client of a
travel agency he could _____
in advance without any problems.

3. While he was _____
he was _____ as well.

4. His _____ were not very expensive
for him because the result of his
_____ was 1.567 shops
in different countries.

1. to develop
effective
communications

2. to book trips

3. travel
management

4. travelling for
pleasure

5. destinations

6. travelling on

5. His _____ were 45 different countries.

6. As he was a regular customer of a travel agency it _____ for him.

business

7. business market

8. expenses

9. to provide premium services

IV. Read the text about the founder and president of the Inditex group, a businessman who travelled a lot on business.

"Don't tell me how to make money today, tell me how we are going to do it in five years' time.

This was said by a man who is well – known in business circles. He is the richest man in Spain and is the 18th richest person in the world. His name is Amancio Ortega. Ortega is the founder and the boss of Zara and Inditex. Though he is the richest man in his country he is almost unknown to the public.

Ortega has done something unique in business. While he was travelling_for_pleasure he was travelling_on_business as well. He developed effective communications with companies in different countries and extended his business market. His destinations were 45 different countries. As he was a regular customer of a travel agency it provided premium services for him. His expenses were not very important for him because the result of his travel management was 1,567 shops in 45 different

countries. Every 48 hours, somewhere in the world, the Inditex group opens a new store. Ortega had to go around the world to take part in different negotiations, to sign contracts, to participate in different conferences because his aim was to sell goods produced by his firm. As he was a constant client of a travel agency he could book his trips in advance without any problems.

Amancio Ortega was born on 28 March 1936. He lived with his family in the north – west of Spain in A Coruna. His father was a railway worker so they lived next to the station. He started business life in a local clothes shop, selling over the counter to housewives. Then, in 1963 he set up a small lingerie business together with his wife. The company did well and Ortega found the secret to the success of Inditex. It is control of every stage of the process from production to sales. Clothes makers usually produce their collections months in advance. They have to anticipate fashion trends. Inditex headquarters is in daily contact with its stores and knows exactly what is selling well. It can manufacture new designs and get them into the stores in less than two weeks. The team manufactures most of its clothes in – house. Production is in small batches'. If an item is not well – sold, they stop making it. The shops never have unsold stock.

V. Find words and phrases in the text which mean as the following:

1. founded (paragraph 2) _____
2. in its factories (paragraph 2) _____
3. they produce small quantities (paragraph 2) _____

4.goods which a company doesn't sell and which are left in the shops (paragraph 2)_____

VI. Answer the following questions about Amancio Ortega.

1. What's the name of the richest person in Spain?
2. What was the aim of his travelling?
3. What did Ortega develop with different companies?
4. Why did a travel agency provide premium services for him?
5. Developing effective communications with companies what did a business man extend?
6. What was the secret of the success of Inditex company?
7. What was the result of his travel management?
8. What was Ortega's father?
9. Do they produce clothes in small or in big batches?
10. What does the team do if the item is not well – sold?

VII. Complete these questions with words and phrases from Ex. 5

- 1) Who _____ the business where you work?
- 2) What are the advantages and disadvantages of producing things _____?
- 3) Does your company have any problems with _____?

Work with a partner ask each other questions?

VIII. Discussion: What kind of travelling do you prefer?

While travelling on business what are the most important items for you?

Read the dialogue and dramatize it:

Jack: Hi, Chris! Glad to see you. Why do you have a bag with you?

Chris: I am leaving for Venice today. I am going to the airport right now.

Jack: Are you going on business or to relax?

Chris: Business, of course. I have to meet my clients there. I am going to have a lot of meetings there. Actually I will be very busy and a bit tiring, but I hope that my business travel will be successful. Oh, by the way, I have to run a seminar, to hold a conference and to be responsible for organizing the meetings there.

Jack: Well, I see you will be really busy there. So I wish you good luck. Oh didn't you forget to take cool clothes with you. It's quite hot there at this time of year.

IX. Make up your own dialogue using the following expressions and word –combinations:

itinerary experience cultural differences
business trip foreign social conventions colleague/partner
to be responsible for... to run a seminar
to hold a conference to plan an itinerary
to throw a party.

X. Inform the group about your future plans and find out whether he or she is going to do the same. And what about him? (in 20 days). e. g. *He is going to visit this country too but in 20 days.*

1. I am going to run a seminar next week. And what about her? (in two weeks). 2. I am going to hold a conference next month. And what about him? (next week). 3. I am throwing a

party this week. And what about him? (on Sunday). 4. I am travelling on business in some days. And what about you? (in some weeks). 5. I am providing premium services for my regular customers in some months. And what about your company? (this month).

XI. Answer the questions:

1. What are you going to do next summer?
2. What are you going to do this weekend?
3. What is his partner going to do tomorrow?
4. What is your colleague going to offer to the customer?
5. What are you going to do after you sign this contract?
6. How are you going to go to Australia?
7. Who is going to book a trip for you?
8. When are you going to develop effective communications with the customers?
9. At what time are you having dinner with the clients?
10. My partner is travelling on business next week. What about his colleagues?

XII. Translate into English:

Ми готуємося до ділової поїздки. Зазвичай вона відвідує різні країни у справах, але наступного тижня вона їде відпочивати. Через тиждень ми проводимо конференцію, тема якої буде " Business Travel ". Зараз економічні чинники дуже впливають на рішення у світі бізнесу. Цей банк надасть нашій компанії позики наступного місяця. Ми матимемо великі витрати, адже ми плануємо будувати готель для наших ділових партнерів. Ціни на цей товар зростуть за декілька тижнів.

XIII. Read the text below and find words and phrases which mean the same as following:

1. make progress in your working life_
build your career.
2. a journey related to work

3. going from place to place for work reasons

4. use a computer to connect to

5. results

6. informal

7. the place you travel to

8. asks you to come

9. a prediction about the weather

10. a difficult or stimulating situation

11. finalise an important business agreement

12. rules about what to wear.

What to wear when you travel for business.

Business travel is a great way to build your career but can be a real challenge when it comes to packing.

If you go somewhere new on a business trip, the first question is what to wear.

Of course you want to make a good impression, particularly if you have a meeting with a new client or you want to close a big deal. On the other hand, you also want to "fit in" with the locals without packing your entire clothing collection so how do you do it?

First of all, find all about the weather at your destination. Log on to www.weather.com and type in the postcode or city name of the place you intend to visit. It gives a ten – day weather forecast and gives you a good idea of what to expect.

The next step is to ask about the dress code. Remember that dress codes can change a lot from city to city and region to region. Ask before you go because if you get it wrong, it can have disastrous consequences.

This is particularly true in international business travel. Get as much information as possible. If your hostess invites you to dinner at La Maison de Snob and tells you the dress is "casual", find out exactly what casual means to her. Shorts and flip flops? A skirt and blouse? What?

Troubleshooting. A SWOT analysis



I. Read and memorize the following words and word-combinations:

1. to achieve a goal – досягати мети
e.g. There are many people who work hard to achieve certain goals.

- e.g. His marketing plan achieved the goal.
2. objectives – цілі, прагнення
- e.g. Our IT system has achieved its objective as a result we have more than a thousand registered users.
- e.g. Our company's main objective was to provide our clients with high quality goods.
3. to analyze company's performance – аналізувати діяльність компанії
- e.g. Having analyzed our company's performance we can say exactly that we are successful.
4. efficient – дійовий, ефективний, кваліфікований (про людину)
- e.g. More efficient processing of information will help us to achieve maximum productivity.
- e.g. If something or someone is efficient, they are able to do tasks successfully, without wasting time.
5. SWOT analysis (strengths/ weaknesses / opportunities/ threats) – аналіз сильних і слабких сторін, можливостей та небезпеки.
- e.g. SWOT analysis of the enterprise can show its advantages and disadvantages in the market.
6. solving problems – вирішення проблем
- e.g. Brainstorm is a spontaneous group discussion to produce ideas and ways of solving problems.
- e.g. Our company's workers often meet for solving problems and improving the quality of the company's products and services.
7. to run a company – керувати компанією
- e.g. As he was still not allowed to run a company, his wife became its nominal head.
- e.g. He is fit to run a company.

II. Match the words on the left to the definition on the right.

- | | |
|-------------------------------------|---|
| 1. to achieve a goal | a) a person working in a well-organized and competent way |
| 2. efficient worker | b) the analysis of a product from the point of view of its strengths, weaknesses, opportunities and threats |
| 3. to analyze company's performance | c) to reach a desired objective |
| 4. SWOT analysis | d) to consider (examine) company's activity carefully or use statistical methods in order to fully understand the situation of the company. |

III. Read the text and translate it.

SWOT analysis

Have you ever thought about the actions of a good high-rank officer before the battle? First of all he makes a careful study of the battlefield, looking for advantages and disadvantages of the place, assessing his forces and the forces of his enemy. If he doesn't do that his army will be defeated.

The same principles are in business. Business is a ceaseless chain of different struggles. If you don't analyze your company's performance, strengths and weaknesses of your enterprise, don't define market opportunities and threats, so your chances of success are very little.

In 1963 in Harvard professor K. Andrews first mentioned the term SWOT (Strengths, Weaknesses, Opportunities, Threats). From that time SWOT analysis has been widely used

in the process of strategic planning. Here is an example of SWOT analysis of one of the wholesale pharmaceutical companies:

Strengths	Weaknesses
<ul style="list-style-type: none"> · operational experience in the market · a wide choice of goods · available exclusive medicine · long-term contracts with the producers of medicine · transport route planning · relatively low sale prices · flexible pricing politics · possibility to order by email · motivation of the participators of the marketing · the increase of regular customers · delivery guarantee 	<ul style="list-style-type: none"> · low market share · the staff is not always efficient · shortcomings of warehousing · high transport expenses · high manual labor costs (expenses) · big service radius · low level of the control system of stocked goods · considerable manager work-load · undeveloped marketing information system · cost-is-no-object principle of price formation · not efficient work with customers
Opportunities	Threats
<ul style="list-style-type: none"> · to minimize stocked goods in the chemistries · to minimize IT costs · IT development · weak concentration of wholesale companies in the market · integration processes · increase of the human factor role · to organize tenders to purchase medicine at the expenses of budget · to develop computerized control system of the goods (bar codes) · to increase the efficiency of the employees · to increase the number of drugstores 	<ul style="list-style-type: none"> · national currency instability · inflationary processes · shortcomings of tax legislation · import licensing · high customs duty · strained competition (trading-up) · increase in unemployment · low purchasing power · inability of some small consumers to pay

Having formed the SWOT analysis of the company you should compare strengths to weaknesses and opportunities to threats. According to this SWOT analysis we can say about

strengths and opportunities of this wholesale pharmaceutical company in the market of the western region of the country. These findings are major requisite for the development of recommendations considering the influence of weaknesses and threats. That will provide the company with competitive advantage

IV. Should/shouldn't

Look at these sentences.

· Managers should recognize their mistakes. (It's a good idea).

· Workers shouldn't work under pressure. (It's not a good idea).

Make sentences that are true for you using should/shouldn't and the prompts below.

e.g. have efficient employees/to work well.

To work well you should have efficient employees.

1. companies/try/increase purchasing power.

2. managers/increase regular customers.

3. improve conditions/companies/invest money.

4. We/decrease/high transport expenses.

5. One manager/be overloaded/.

6. managers/learn/motivate workers.

V. Make sentences about your company like this:

In my company... should/ shouldn't...but often/in fact they/he/she/we...

Include these ideas below and add your own.

- high transport expenses · to developed computerized
- increase the number of... · control system of the goods
- efficient workers · new technology

VI. You are going to write a SWOT analysis of a company with problems. Follow steps 1-3 below.

Step 1.

Work with a partner. Create your own company.

1. What line of business is the company in?
2. What's the name of the company?
3. Where is it situated?
4. Is it a modern company?
5. How long has it existed?

Step 2.

Decide with your partner who is an employee and who is a consultant.

Employee. You are completely unsatisfied with every aspect of your job and company. Express your unsatisfactory.

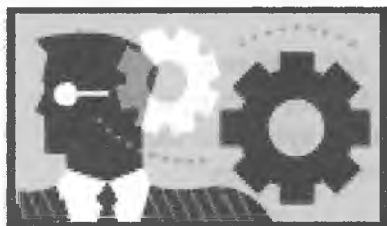
Consultant. You are a management consultant hired to interview the staff. Interview the employee and write down the answers. Ask questions about:

- company organization · holidays
- motivation to work · internal communication
- pay · (your own ideas)
- workload

Step 3.

Write down the SWOT analysis of the company, and make up a conclusion.

Company History. My Future Speciality.



I. Work with a partner. Discuss these questions.

- a. Do you like drinking coffee? If you don't what other drinks do you prefer?
- b. Is there a Starbucks Coffee House in your town/city? Have you ever been there?
- c. Why do you think the Starbucks chain is so successful?

II. Match the verbs on the left with the definitions on the right. Consult the dictionary if necessary.

- | | |
|----------|--|
| a branch | 1. the name and image of a product |
| b join | 2. one of several shops, banks or offices owned by a company |
| c supply | 3. provide goods for other companies |
| d brand | 4. become a part of |

III. Read and memorize the following words and word-phrases.

1. an annual report – річний звіт
e.g. An annual report is made by the company at the end of the year.
2. an established company – давно існуюча компанія
e.g. The established company and the start up company usually choose different types of projects because of different incentives for innovation.
3. to have experience – мати досвід

e.g. The company which is practised at selling goods has experience in it and develops its skills at it.

4. a founder – засновник

e.g. The founder of the company is its owner.

5. a key event – ключова подія

e.g. The key events of every company are its opening and later its development.

6. a major retailer – спеціаліст з роздрібною торгівлі

e.g. A major retailer is a person in a company who is responsible for selling goods or services to the public.

7. a partnership – партнерство

e.g. Partnership is a form of business with two or more owners.

8. a trademark=brand – торгова марка

e.g. Starbucks wants to be the most recognized and respected brand in the world.

9. to back somebody (up) – підтримувати когось, сприяти комусь

e.g. We backed the new company by investing money in it.

10. to set up a stall – створювати місце для продажу

e.g. They needed the money to set up a stall.

11. disposable goods – товари щоденного вжитку

e.g. A lot of people in the world drink coffee every day, so coffee is considered to be a disposable good.

IV. Give English equivalents of the following:

1. засновник

4. давно існуюча компанія

2. торгова марка

5. ключова подія

3. підтримувати

6. створювати місце для продажу

7. мати досвід

8. спеціаліст з роздрібною торгівлі

9. товари щоденного вжитку

10. річний звіт

11. партнерство

V. Fill in the blanks appropriate words or word-combinations.

- | | |
|---|---------------------|
| 1. Starbucks Coffee House is an _____ | brand |
| _____ | branch |
| 2. The _____ of this company was Howard Schultz. | have |
| 3. This chain of coffee bars is a world famous _____. | experience |
| 4. The company _____ not only in retailing but also in wholesale. | founder |
| 5. In 1982 Howard Schultz joined the company as a _____. | established company |
| | major retailer |

VI. Complete the questions with the words from the box and answer about you.

brand supply join branch

1. Did you _____ your company as a major retailer?
2. Does your company have a _____ in Lviv?
3. Does your company _____ other companies with goods or services?
4. What's your company most important _____?

VII. Read and translate the text.



Starbucks Coffee

Starbucks Coffee House chain is world famous. It has over 6000 branches in more than 32 countries. Starbucks wants to be the most recognized and respected brand in the world. Here is its history.

In 1971 the first branch of Starbucks opened in Seattle's Pike Place. It wasn't a coffee bar, but supplied coffee beans to restaurants and cafes. 1982 Howard Schultz joined the company as a major retailer. Later he visited Milan on a business trip. He loved the Italian style coffee bars and he realized that coffee was a disposal good so he decided to copy the idea in Seattle. In 1985 Schultz started the Il Giornale company with coffee bars that served espresso coffee made with Starbuck's coffee beans. In 1987 he changed the name of the company from Il Giornale to Starbucks Corporation. The company had experience not only in retailing but also in wholesale. Branches opened in Chicago and Vancouver. By the

end of the year there were 17. In 2002 1.177 new branches were opened. There are 5.886 in 32 different countries around the world.

VIII. Work with a partner. Make up questions to ask about the History of Starbucks. Use Past Simple.

1. When/first branch/open?

When did the first branch open? The first branch opened in 1971.

2. Where / first branch / open?

3. When / Howard Schultz / join?

4. Where / Schultz / go / 1983?

5. Why / he / decide / copy / idea / coffee bars?

6. What / Schultz / start / 1985?

7. What / coffee bars / serve?

8. Where / Starbucks branches / open / 1987?

9. How many branches open / 2002?

IX. Read the text about management and a manager as a profession and put the verbs in Past Simple.

Management (to be) a process of managing people. Any manager (to have) functions. He (to perform) planning, organizing, leading and controlling. Planning (to have) organizational mission, and then (to determine) the courses of actions to achieve them. All other functions (to depend) on that one, because they (can) succeed without decision making and planning.

Organizing (to determine) what resources and activities (to be) required to carry out managers instructions.

Leading (to be) useless without planning and organization and vice versa. Leading (to help) the manager to get employees to do the things which he (to want) them to do. Therefore, leader's qualities and power (to be) very important. This function (can)

be performed in the face-to-face manner or through written orders and job descriptions.

All the previous functions (to be) not effective without the last one-controlling. It (to be)the way which (to help) the manager to make sure that the action (to be) really performed.

Managers (to need) a network of contacts and human relationships, because to achieve organizational goals a manager (to have) to use the efforts of other people.

X. Mr. Brown goes to an interview for a job as a manager. Read to the interview and say which things he can or can't do.

A: Good morning, Mr. Brown. Please sit down.

B: Thank you.

A: Now, you're applying for a post as a manager.

B: Yes, that's right.

A: I hope you can work in both retailing and wholesaling.

B: In fact I can. I have experience in it.

A: Oh, I see. What about computer skills?

B: Yes, I can use all the usual office programs. Also I can speak English well so it's not a problem for me to communicate with foreign partners.

A: Ok, but can you speak Chinese?

B: I beg your pardon.

A: Don't worry, it's a joke.

Mr. Brown can or cannot.

a: speak Chinese

b: speak English

c: use a computer

d: work in retailing and wholesaling.

XI. Ask your partner about the same things. For example:

A: Can you use a computer?

B: Yes, I can / No I cannot.

XII. Complete the following sentences with the words from the box. Consult a dictionary if necessary.

achieved	board of directors	communicate
resources	setting	supervise
manageable	innovations	performance

1. Managers have to decide how best to allocate the human, physical and capital _____ available to them.
2. Managers have to make sure that the jobs and tasks given to their subordinates are _____.
3. There is no point in _____ objectives if you don't _____ them to your staff.
4. Managers have to _____ their subordinates, and to measure, and try to improve, their _____.
5. Managers have to check whether objectives and targets are being _____.
6. A top manager whose performance is unsatisfactory can be dismissed by the company's _____.
7. Top managers are responsible for the _____ that will allow a company to adapt to a changing world.

XIII. Discussion: What is management? Is it an art or a science? What qualities are necessary for a good manager?

XIV. Ask questions to which the following statements are answers:

e.g. This task seemed easy. Did this task seem easy?

1. The development of modern economics started in the 17th century.
2. Large companies used managers to sell goods.
3. My partner went into business last year.
4. First of all the

XV. Translate into English. Use Past Simple.

- XVI. Past Simple – verbs with an irregular form. Complete the crossword with the irregular past form of the verbs below.**

[illegible]

Down

1. become
3. find
4. fall
5. cut

- | | |
|----------------|------------|
| 8. lose | 9. swim |
| 12. understand | 10. build |
| 13. have | 11. forget |
| 14. leave | 16. go |
| 15. grow | 17. begin |
| 19. spend | 18. come |
| 21. take | 19. sell |
| 22. read | 20. cost |
| 23. sit | |

XVII. Complete the text from with the verbs from Ex.16.

Henry Ford, the son of a farmer, was born in Greenfield, Michigan on July 30th, 1863. He (a) _____ school at 15 to work on his father's farm, but in 1879 he moved to Detroit where he (b) _____ an apprentice in a machine shop. He returned to Greenfield after his father (c) _____ him 40 acres to start his own business. He hated farming and went to Detroit to work as an engineer for the Edison Company. He (d) _____ his spare time trying to build petrol-driven motor car. In 1896 he (e) _____ his first car in the garden. He named the car Thin Lizzie, and it (f) _____ no reverse gear or brakes. Ford started two companies that ended in failure. Finally, in 1903, in July he (g) _____ 12 people ready to invest \$ 28.000 in a new company. He (h) _____ production of the Model A car. The car (i) _____ well, and by 1967 the profits reached \$ 1.100.000. In 1909 Ford decided to manufacture only one type of car, the Model T. At first it (j) _____ 14 hours to assemble a Model T car. Ford reduced this to 1 hour 33 minutes. This (k) _____ the overall cost of each car and between 1908 and 1916 the selling price of the Model T (l) _____ from \$ 1.000 to \$ 360. In the 1920s the Ford Motor Company (m) _____ rapidly, and in 1925 Ford produced 60% of America's total output of cars. Henry Ford died on April 7th 1947.

Economy and Economics. Retailing.



I. Read and memorize the following words and word-combinations:

1. a retailer – продавець товарів у роздріб
e. g. A retailer is a person or business that sells goods to the public.
2. a wholesaler – оптовий продавець.
e. g. In the UK a wholesaler deals on the Stock Exchange with brokers, not directly with the public
3. a consumer – споживач
e. g. The aim of every business should be to improve public services and consumer rights.

4. retail outlet – торгівельна точка; підприємство роздрібної торгівлі.
e. g. The supermarket is the largest retail outlet in the city.
5. a margin – прибуток; різниця між покупкою та продажною ціною.
e. g. A margin is the difference between two amounts. A margin of the goods was about 200\$
6. income – прибуток; дохід.
e. g. They live beyond their income
7. a chain store – фірмовий магазин, суть магазинів.
e. g. Furshet is a chain store because it is one of several similar shops and is owned by the same person.
8. E-commerce – торгівля за Інтернетом; електронний бізнес.
e. g. The way to create a success full online store can be very difficult if you don't know the principles behind e-commerce.
9. a supplier – постачальник;
e. g. Japan and China are dominant suppliers of imports and technology.
10. to refund 1) повертати; відшкодувати; 2) компенсація.
e. g. 1) I am ready to refund you for the oranges and any other damage.
e. g. 2) people are often allowed to claim a refund of the tax.
11. bar code – штрихований код.
e. g. The bar code is printed on products to be sold in shops and it can be read by a computer.
12. a digit – цифра від 0 до 9.
e. g. Her purchase differs from mine by one digit.

II. Give English equivalents of the following:

- | | |
|--------------------------------|--|
| 1. прибуток, дохід | 7. штриховий код |
| 2. споживач | 8. цифра від 0 до 9 |
| 3. продавець товарів у роздріб | 9. повертати |
| 4. оптовий продавець | 10. торгівельна точка |
| 5. торгівля за Інтернетом | 11. фірмовий магазин, мережа магазинів |
| 6. постачальник | 12. прибуток |

III. Fill in the blanks with appropriate words.

- | | |
|--|--------------|
| 1. Traditional economic _____ are found in the remote areas of the world. | 1 e-commerce |
| 2. _____ is convenient and very popular nowadays. All you need is to have the Internet | 2 a bar code |
| 3. The commercial services help industry produce and distribute goods to the final _____ | 3 systems |
| 4. _____ is printed on a product and is read by a computer in the shop. | 4 refund |
| 5. You can ask for a _____ if the product is spoiled. | 5 consumers |

IV. Match up the following expressions and definitions:

- | | |
|-----------------|---|
| 1 to refund | A a machine – readable code in the form of numbers. |
| 2 retail outlet | B is one of several similar shops that are owned by the same person or company, especially one that sells a variety of things. |
| 3 a bar code | C to pay back money to. |

- 4 a wholesaler **D** is a person, company or organization that sells or supplies something such as goods or equipment to customers.
- 5 a chain store **E** is a person whose business is buying large quantities of goods and selling them in smaller amounts, for example, to shops.
- 6 a supplier **F** the place in a shop where a consumer can see and decide what to buy and how many.

V. Read and translate the text:

Economy and Economics.

Economics is the social science that describes and analyzes choices from among scarce resources to satisfy its wants. The study of economics will help you to live a fuller life. Economic forces also affect decisions in the world of business, that's why if you know more about the subject you will be able to make a better carrier decisions. The development of modern economics began in the 17th century. Since that time specialists in economics have developed methods for studying and explaining how individuals, business and nations use their economic resources. These factors of production (resources) are available: land and natural resources, human labor and capital (machines, tools and buildings). Those resources are used to produce goods and services to satisfy our need for food, living, clothing and our other needs.

Large corporations use economists to offer methods for making more efficient use of their employees, equipment, plant and other resources.

Economists have two ways of looking at economics and the economy. One is macro approach, and the other is the micro. Macroeconomics is the study of the economy as a whole.

Microeconomics is the study of individual consumers and the business firm.

Macroeconomics looks at such important issues as whether or not taxes should be raised, the problems of inflation and depression, and much more.

Microeconomics looks at how prices are determined and how people and businesses respond to changes in the market (for example, changes in the demand for the supply of products). Microeconomics teaches principles that can be used in everyday buying and selling transactions with others.

The price paid for the use of land is called rent. Rent becomes income to the owner of goods and services labor or human resources.

The price paid for the use of labor is called wages. Wages represent income to workers, who own their labor.

Capital is something created by people to produce other goods and services. A factory, tools and machines are capital resources. The term capital is often used by business people to refer to money they can use to buy factories, machinery and other similar productive resources. Payment for the use of someone else's money, or capital is called interest.

Economic systems may be classified as traditional, command or market systems. Resources are allocated in a traditional economy. In a command economy resources are also distributed by government planners. Resources in a market economy are allocated in accordance with the laws of supply and demand.

VI. Answer the following questions.

1. What is economics?
2. What are two ways of looking at economics and economy?
3. What is macroeconomics?
4. What is microeconomics?

5. Define the term “rent”?
6. What is capital?
7. How can we define the term “wages”
8. What is interest?
9. When did the development of modern economics begin?
10. What are the classifications of economic systems?

VII. Use the words in the box once each to complete the text below. Pay attention to the stress in this group of words.

verb	nouns	adjectives
economize	economy economics economists	economic economical uneconomical

Most people today agree that we ought to be as 1. _____ as possible in our use of natural resources, particularly energy, and to limit pollution to a minimum. Ecologists sometimes argue that manufacturers should either clean up their production processes, for example, limit the amount of waste and emissions they produce, or be forced to close down. Manufacturers often reply that it is frequently 2. _____ to clean up, and impossible if their competitors do not face the same constraints. Furthermore, if all polluting industries were closed down, the 3. _____ would quite simply collapse. They suggest that many ecologists are simply ignorant or naive when it comes to 4. _____. Some 5. _____ suggest applying market solutions, for example, finding a way to give financial rewards to producers who 6. _____ in the use of energy, and who pollute less, and to penalize polluters, but without the use of taxes. Many ecologists disagree, as they see pollution as a moral issue rather than an 7. _____ one.

Economic indicators.

VIII. Sometimes we round off numbers up and down for example:

4,929 It's just under five thousand (it's around five thousand).
Round off these numbers.

1. € 3849 _____
2. \$ 96 _____
3. £ 4.025 _____
4. ¥ 5.1m _____
5. \$ 486m _____
6. \$ 6.235 _____
7. € 107 _____
8. £ 6.99 _____

IX. Match items a-h to the explanations 1-8 below.

- | | |
|------------------------|------------------------------|
| a) GDP per person | e) Foreign exchange reserves |
| b) Annual growth | f) Unemployment rate |
| c) Government spending | g) Labor costs per hour |
| d) Annual inflation | h) Public debt |

1. The number of people who don't have a job. ☐
2. The increase in the GDP in one year. ☐
3. The total economic production of a country divided by its population. ☐
4. Hourly rates of pay plus overheads. ☐
5. The amount of money the government owes because it borrows from banks. ☐
6. The yearly increase in the price of services and things we buy. ☐
7. The money the government spends on roads, education, hospitals, etc. ☐
8. The amount of money of foreign currencies that the government has. ☐

X. Look at the table 1 and answer these questions:

1. Where are prices going up the fastest?
2. Which country produces most for each person?
3. Where do workers earn the most money?
4. Which is the country with the fewest people without a job?
5. Which country is growing the fastest?
6. Which government owes the most money?
7. Which government spends the most money?

Table 1

Countries	Years	GDP per person \$	Annual growth % GDP	Government spending % GDP	Annual inflation	Public debt (% of GDP)	Labor costs (per hour \$)	Unemployment %	Foreign exchange reserves (bn \$)
France	1998	22509	3.5	23.4	0.6	65.0	18.3	11.3	44.0
	Now	25670	1.8	23.3	1.6	64.6	16.7	8.8	31.0
	+/-	3.161	-1.8	-0.2	1.0	-0.4	-1.6	-2.5	-13.0
Italy	1998	23.107	1.8	18.4	1.9	117.5	17.1	11.7	29.0
	Now	26.150	1.8	18.9	2.8	110.5	14.5	9.5	24.0
	+/-	3.043	0.0	0.6	0.9	-7.0	-2.6	-2.3	-5.0
Germany	1998	23.702	2.0	19.2	0.9	63.2	26.8	10.9	74.0
	Now	26.680	0.6	19.0	2.5	60.3	23.0	9.6	51.0
	+/-	2.978	-1.4	-0.1	1.6	-3.0	-3.7	-1.3	-23.0
Portugal	1998	16.145	4.6	19.0	2.8	54.8	5.5	5.0	15.0
	Now	18.580	1.7	20.5	4.4	54.9	5.2	4.1	9.0
	+/-	2.435	-2.9	1.6	1.6	0.1	-0.3	-0.9	-6.0
Japan	1998	24.572	-1.0	15.6	0.7	103.0	18.3	4.1	215.0
	Now	26.480	-0.5	17.5	-0.7	136.7	19.5	5.0	395.0
	+/-	1.908	0.6	1.9	-1.4	33.7	1.2	0.9	180

XI. The table above shows the changes in the economics five countries since 1998. Say about the changes like this: Use the Present Perfect or Past Simple.

In Germany GDP per person has gone up/ increased by just under 3.000 \$

Annual inflation in Japan has gone down /decreased by one point four cent.

XII. Read and dramatize the following dialogue:

D: Hello, Peter!

P: Hello, David! Glad to see you! Haven't seen you for ages! How are you ?

D: I'm fine thank you. What about you?

P: I'm ok. Now I'm working in a retail business. I'm a retailer. My salary is good and I can help my family. I am working in a shopping mall, exactly in the sporting goods retail outlet. It's an interesting place to work. Actually, I like my job. And you? What are you doing now?

D: Well, I am studying at the University at the moment. I'll be an economist.

P: Is it really interesting for you?

D: Oh, yes. You see, I want to live a fuller life and the study of economics will help me to do it.

P: You must be a hard-working student and study well to be a good economist in future. But do you know what the main problem of economics is nowadays?

D: I'm sure I do. The basic economic problem nowadays is to find out the ways to allocate the factors of scarcity created by society's unlimited wants and limited resources.

P: Well I see you do know the answer and I hope you will be a good economist. Well, I'm a bit hungry, why don't we have a snack together?

D: Good idea. Let's go and have a snack in the cafe.

XIII. Make up your own dialogue using the following expressions:

- | | |
|------------------------------|---------------------|
| - the basic economic problem | - limited resources |
| - factors of production | - unlimited wants |
| - retail business | - future economist |

Products. What is Business



I. Read and memorize the words and word-combinations.

1. unique selling point (USP) – унікальна торгова пропозиція (УТП).

e. g. USP was developed by American expert in advertising Ross Rivs.

2. advertisement – реклама

e. g. An advertisement is a notice or announcement in mass media which is necessary for promoting a product, service or event.

3. customer profile – дані про клієнта

4. e. g. Customer profile is made by every big and established company, to know everything about clients.

5. features – особливості

e. g. The distinguishing feature of every company is its brand.

6. benefits – вигода, ефект

e. g. Every business must have economic benefits.

7. invention – винахід

e. g. It's been a tricky business marketing his invention of this device.

8. innovation – новинка

e. g. They produced the first vegetarian beanburger – innovation which was rapidly exported to Britain.

9. to launch – розпочинати будь-які дії, випускати товар на ринок

e. g. The government is to launch 1,25 million publicity campaign.

e.g. Two new Nissan models are to be launched in the US next year.

10. to introduce – втілювати, представляти

e. g. To get success in business you must introduce new methods into an industry.

II. Give English equivalents of the following:

1. втілювати
2. унікальна торгова пропозиція
3. особливості
4. новинка
5. розпочинати дії
6. винахід
7. реклама
8. дані про клієнта
9. вигода.

III. When were the things in the photos invented? Ask and answer with a partner.

Model: – When were cars invented? (1893). Cars were invented in 1893.



- 1.) Television (1926)
- 2.) Coca-cola (1886)
- 3.) Phone calls (1876)
- 4.) Cars (1893)
- 5.) Records (1878)
- 6.) Hamburgers (1895)
- 7.) Photographs, camera (1826)
- 8.) Planes (1903)
- 9.) Bikes (1840)
- 10.) Jeans (1843)

IV. Complete the sentences with necessary words

1. Coca-Cola is the _____ of the USA	1. introduce
2. John Pemberton _____ Coca-Cola to people on 8 May 1886	2. to launch
3. In the first year they sold only nine drinks of Coca-Cola a day, because there wasn't any _____ of this product	3. benefits
4. Later Asa Candler decided _____ this business	4. invention
5. This fact proves that Coca-Cola Company has great economic _____	5. advertisement

V. Do you drink Coca-Cola? Do you think these facts about Coca-Cola are true (T) or false (F).

1,6 billion gallons are sold every day.

People drink Coca-Cola in every
country in the world

It was invented in the USA

It is more than 100 years old.

Read the story of Coca-Cola and check your answers.

Things go better with Coca-Cola



People enjoy Coca-Cola all over the world. 1,6 billion gallons are sold every year, in over one hundred and sixty countries. The drink was invented by Dr. John Pemberton in Atlant as a health drink. He introduced this product to people in 8 May 1886, but Frank Robinson, Dr. John Pemberton's partner, gave the name Coca-Cola, because they produced it

from the coca plant. In the first year they sold only nine drinks a day, because there wasn't an advertisement of this product. Later Asa Candler decided to launch this business. And in 1888 he bought Coca-Cola business and the first factory was opened in Dallas, Texas, 1895.

Coca-Cola is still made there. Billions of bottles and cans have been produced since 1895, but the recipe is still a great secret. This fact proves that Coca-Cola company has great economic benefits.

Since 1982 Diet Coke has been made, and over the years many clever advertisements have been used to sell the product. It is certain that people will drink Coca-Cola far into the twenty-first century because of its unique selling point (USP).

VI. Agree or disagree with the following views.

1. Business is business even if it is harmful for people's health.
2. Caveat emptor = Latin expression meaning "let the buyer beware". It means that the buyer is responsible for checking the quality and suitability of goods before to make a purchase.
3. Companies have an obligation to maximize profits because shareholders expect the maximum return on their investments.
4. All you have to do is adhere to conventional standards of morality.

5. While doing business your only ethical obligation is to act within the law.

6. You should always apply your own personal ethical standards when doing business.

7. A company has responsibilities to its suppliers, its customers, its employees, the local community and society in general as well as to its shareholders.

VII. Find words or expressions which mean the following:

1. the possibility of paying for a product over an extended period;

2. a promise by a manufacturer or seller to repair or replace defective goods during a certain period of time;

3. a surface in a store on which goods are displayed;

4. consumers who buy various competing products rather than being loyal to a particular brand;

5. the standard pattern of sales of a product over the period that it is marketed;

6. the extent to which an activity provides financial gain;

7. the sales of a company expressed as a percentage of total sales in a given market.

VIII. Read and dramatize the following dialogue:

A: When did modern production methods take a great leap, I wonder?

B: Modern production methods took a great leap in 1913 when Henry Ford introduced his automobiles to the publicity. Those days, automobiles were built in the same way as a house.

A: What do you mean?

B: I mean that workers simply picked a spot on the factory floor and assembled the car from the bottom up. As business grew Ford began manufacturing many of the details to purchase from the suppliers.

A: Those days, I see, only wealthy people could buy automobiles.

B: Sure. That's why Henry Ford wanted to bring the price of automobiles down so that most families could afford them.

A: What was the way to achieving this goal?

B: The way to achieving this goal, to Ford's mind, was to improve labor productivity. That's why it was necessary to limit the number of operations performed by each worker, to bring the work to the worker rather, not to go around and to perform each operation in the most efficient sequence. Finally he found what he was seeking. He created the assembly line which was first introduced in April 1913. It was used to assemble generators.

A: And what about the price of automobiles?

B: Well, it helped to reduce the price of automobiles and as a result automobile registrations jumped from 994,000 in 1912 to 2,5 million in 1915 and 20 million by 1925.

A: So Henry Ford wasn't an economist, but his innovative production strategies had a revolutionary impact on American industry and living standards.

B: Well, certainly.

IX. Make up your own dialogue using the following phrases:

– modern production methods;

- to take a giant leap forward;
- the assembly line;
- production of something;
- to bring the price down;
- innovative production strategies;
- living standards;
- to manufacture something.

X. Grammar exercises: write the opposites.

- a. easier _____ more difficult _____
- b. quieter _____
- c. dirtier _____
- d. uglier _____
- e. heavier _____
- f. nearer _____
- g warmer _____
- h wider _____
- i happier _____
- j faster _____
- k more expensive _____
- l safer _____
- m younger _____

XI. Write the comparative and superlative forms of these adjectives.

Adjective	Comparative	Superlative
a. quiet	quieter	the quietest
b. economical	_____	_____
c. innovative	_____	_____
d. comfortable	_____	_____
e. quick	_____	_____
f. noisy	_____	_____
g. economic	_____	_____
h. productive	_____	_____
i. efficient	_____	_____

XII. Study the information about these three products. They are all mini-vans. Complete the sentences with the comparative or superlative form of the adjective in brackets, and the name of the van.



	Ford	Mazda	Toyota
Weight (lbs)	4,283	3,682	3,932
Length (in)	200,9	187,0	194,1
Width (in)	75,2	72,1	73,4
Height (in)	68,2	68,7	66,9
Engine (litres)	3,8	2,5	3,0
Max power (horsepower)	200	160	210
Fuel economy	19,4	18,4	20,5
	mpg	mpg	mpg
Guarantee	36000	50000	36000
	miles	miles	miles
Price	\$34110	\$26095	\$28916

- a. The Toyota is heavier than the Mazda
(heavy).
- b. The is than the Toyota (long).
- c. The is the (wide).
- d. The is than the Ford and the
Toyota (high).

- e. The van with the _____ engine is the _____ (big).
f. The _____ is the _____ (powerful).
g. The _____ is _____ than the Ford (economical).
h. The _____ has the _____ guarantee (good).
i. The _____ is the _____ van (expensive).

XIII. Put the adjectives in the sentences in the comparative or superlative form.

1. The advertisement nowadays is (popular) than it was 30 years ago.
2. To get success in business you should introduce (new) methods into industry which haven't been used before.
3. Television was invented (late) than a car.
4. Coca-Cola was invented (early) than hamburgers.
5. Computer is the (modern) invention.
6. Ford automobiles have (low) prices than Toyota ones.

Read the text about small business. Say what kind of business would you like to run and why?

Small business

There are about five different classes of small business: (1) service businesses, (2) retail businesses, (3) construction firms, (4) wholesales, and (5) manufacturers. What kind of business would be the most attractive career choice for you? Let's review the industries:

1. Service business. You are already familiar with the services provided by dry cleaners, travel agencies, lawn-care firms, beauty parlours, and other services that cater to you and your family.
2. Retail businesses. You have only to go to a major shopping

mall to see the possibilities in retailing. There are stores selling shoes, clothes, hats, skis, gloves, sporting goods, ice-cream, groceries, and more. Do any of these retail stores look like interesting places to work?

3. Construction firms: visit some areas where construction firms are building bridges, roads, homes, schools, buildings, and dams. There is a feeling of power and creativity in such work that excites many observers.

4. Wholesalers: it is an important link in the small business system, one with much potential. Wholesale representatives often make more money, have more free time, travel more, have more fringe benefits, and enjoy their jobs more than similar people in retailing.

5. Manufacturing's still an attractive career for tomorrow's graduates. There are careers for designers, machinists, mechanics, engineers, supervisors, safety inspectors, and a host of other occupations.

There are thousands of small farmers who enjoy the rural life and the pace of farming. Farms are usually not very profitable, but some that specialize in exotic crops do quite well. It is amazing how people are eager to start a small business, but have only a vague notion of what they want to do. Eventually, they come up with an idea for a business and begin discussing the idea with professors, friends and other business people. It is at this stage that the entrepreneur needs a business plan. A business plan is a detailed written statement that describes the nature of the business, the target market, the advantage the business will have in relation to competition, and the resources and qualification of the owner(s).

GRAMMAR SUPPLEMENT

THE VERB

THE ACTIVE VOICE *The table of the Active voice verb tense forms*

	Simple (Indefinite)	Continuous	Perfect	Perfect Continuous
Present	build builds	am is building are	have built has	have been building has been
Past	built	was building were	had built	had been building
Future	will build shall	will be building	will have built	will have been built
Future in the Past	would build (should)	would (should) be building	would (should) have built	would (should) have been building

will and **would** are used with all subjects in modern English.

The Present Simple (Indefinite) may denote:

- a permanent action: *She studies English at work.*
- a general truth: *Water boils at 100 degrees.*
- a repeated action: *School in our country begins in September.*
- a one-time action in present with the verbs expressing senses, feelings, states of mind such as **see, hear, like, love, hate, want, wish, feel, smell, know, recognize, notice, realize, seem, understand, think, believe, forget, remember, suppose, mean, etc.**
- a future action:

a) in adverbial clauses of time and condition: *When I meet him I'll give him a dictionary.*

b) if planned beforehand or according to a timetable: *The train arrives at 9.30 p.m.*

Pattern I.

The Principal clause Future Indefinite		The Adverbial Clause of time and condition Present Simple (Indefinite)		
Subject (S)	will (not) do	when before until in case as soon as while if unless after till	subject (s)	do (not) does (not)

I will sign the contract as soon as the clients come.

Pattern II.

The Principal Clause		The Object Clause		
S	know(s) ask(s) wonder(s) tell(s) smb (WHAT?) am is sure are	when if whether	s	will do

My friend asks when (if, whether) you will buy that dictionary.

Adverbs used with the Simple tenses:

always, every day, every week, every month, constantly, usually, generally, regularly, often, occasionally, sometimes, etc.

Position of the adverbs:

1. The adverbs are placed before the predicate in the affirmative sentences, except the verb **to be**:

	usually	come
S	often	play
	always	read

but:

	am	usually	late
S	is	never	tired
	are	often	anxious

2. In case the predicate consists of two or more verbs the adverbs are placed after the first verb:

S	don't doesn't will	always usually	go jump
		often sometimes	write read
	won't has (not) have	seldom	seen
		never	bought
		just already	caught found

3. The adverbs **very well** and **very much** are always placed at the end of the sentence: *He speaks Chinese very well.*

EXERCISES

1. Make up sentences using the substitution table as a model:

Subject	Adverb	Predicate
S	always	read
	constantly	play
	usually	visit
	often	(don't) learn
	sometimes	(doesn't) drive

2. Give the appropriate form of the verb in brackets:

1. I (*leave*) as soon as I (*pass*) the exam. 2. Don't leave until you (*talk*) with her. 3. We don't know when he (*return*). 4. He (*tell*) you when the lecture (*begin*). 5. You (*not understand*) anything until you (*read*) the book. 6. As soon as the kettle (*boil*) turn off the cooker. 7. I (*go and ask*) if she (*want*) to see the film. 8. I (*explain*) to you how to make the experiment when we (*meet*) at the institute. 9. I wonder if he (*come*) tomorrow.

3. Translate into English:

1. Вона розмовляє німецькою мовою. 2. Він звичайно не працює тут вранці. 3. Наша лекція починається о восьмій. 4. Ми рідко пишемо диктанти в кінці заняття. 5. Він завжди знає правильну відповідь. 6. Чи ви завжди читаете економічну літературу? 7. Він дуже гарно розповідає граматичний матеріал.

4. Say what the people of different professions do:

Musician	serve food in a restaurant
Builder	draw plans for buildings
Waiters	take care of sick people
Mechanics	builds houses
Architects	fly airplanes
Mail carriers	plays in an orchestra
Custodians	fix cars and trucks
Reporter	clean school buildings
Farmers	drives a bus
Teachers	teach maths
Photographer	grow food for people
Chef	writes stories for newspapers and TV
Veterinarians	take pictures with a camera
Police officer	draw and paint pictures
Artists	give traffic tickets
Bus drivers	cook in a restaurant
Pilot	take care of sick animals

5. Ask your friend:

1. if he usually gets up in the late; 2. when he does his homework; 3. at what time her classes begin; 4. if she is always in time; 5. what he sometimes does after his studying; 6. how long it takes him to get to university; 7. if he goes by bus or by taxi; 8. who helps him with English; 9. what is her favourite subject; 10. what he always does at his leisure; 11. what sports he goes in for.

The Past Indefinite (Simple) may denote:

- a permanent action;
- a one-time action;

- a relatively future action
- a) in adverbial clauses of time and condition;
- b) if planned beforehand — both in indirect speech.

S	saw felt knew hoped understood	that	S	would (not)	do	if unless when till before	S	did
---	--	------	---	-------------	----	--	---	-----

She understood that she would feel worse unless she took pills in time.

S	felt knew understood hoped	that	if unless when before	S	did	S	would (not) do
---	-------------------------------------	------	--------------------------------	---	-----	---	-------------------

He knew that she would phone him as soon as she got some information.

EXERCISES

1. Say what you did yesterday from morning till night (narration).

2. Find and tick (V) the mistake in the following sentences:

1. Did she tell you when the train will arrive?
2. Nobody didn't know when the snow would stop.
3. He thought that they would not recognized him when they saw him.
4. He promised that he came if we invited him.
5. I wondered if the children will like the play.

3. Translate into English:

1. Вона спитала його, коли він повернеться. 2. Я розумів, що, якщо я спізнюсь, я нічого не зрозумію на лекції. 3. Він пообіцяв, що поверне їй книгу, як тільки прочитає її. 4. Я розумів, що якщо я не прочитаю статтю, то обговорення буде для мене марним. 5. Студент знав, що не одержить високої оцінки, якщо не попрацює як слід.

The Future Indefinite may denote:

- a permanent action;
- a repeated action;
- a one-time action;
- certainty about a future event is often expressed with **be going to**;
- *not going to* often indicates refusal or prohibition.

*In modern spoken English **will** and **won't** are used with all subjects, while **shall** and **shan't** — in formal English; **will** is often used to indicate willingness, a promise or an offer; **shall** questions in the first person are **suggestions** or **offers**; **will** is used with the verbs which aren't used in the Continuous tenses.*

e.g. It's going to snow. (I am sure of it.)

We aren't going to stay. (We refuse to do it.)

I'll come tomorrow. (I promise.)

Shall I start? (Do you want me to?)

They'll understand. She'll hear us. (No Continuous.)

I am going to see him tomorrow. (As arranged).

EXERCISES

1. Answer the questions; use *be going to* to express certainty, refusal or arrangement.

1. Will you meet them? — Yes, we .. at 5 o'clock.
2. Why have you put off your birthday party? — Because I ... to work.
3. Why don't you want to read the book? — Because it's not interesting. ... to waste my time.
4. Why can't you come to the picnic? — Because ... in a few days.
5. Aren't you meeting Ann? — Yes, I am

2. Open the brackets. Use the Present Continuous to express a future action.

1. What we (*have*) for breakfast, Mom?
2. I must go now, honey. I (*lunch*) at mother's and she hates it so when I am late.
3. Laura and David (*come*) to dinner on Saturday.
4. What (*give*) me for my birthday this time?
5. When they (*go*)?
6. What you (*wear*) to the party?
7. ... you (*do*) anything special tonight?
8. They (*publish*) the book this month.
9. Who you (*stay*) with when you come to Paris?

3. Translate into English:

1. Під час канікул ми поїдемо на екскурсію.
2. Ми їдемо у п'ятницю.
3. Не намагайся зупинити мене. Я не буду працювати з ним.
4. Мені продовжувати далі?
5. Допомогти вам?
6. Вони зрозуміють, що ми відчуваємо.
7. Де ви будете о 6-й годині?
8. Я не планую завітати до вас. Я буду зайнята. Я зателефоную вам, коли звільнюся.

The Present Continuous may denote:

- a temporary action which takes place at the moment of speech;

It is raining now.

- an action in progress at present:

I am studying German at the moment. My brother usually works as a manager but this month he is doing another job.

- a planned future action:

I'm visiting John this evening.

EXERCISES

1. Use the Present Continuous instead of the Present Simple.

1. They play tennis every weekend, *(now)*
2. We go on a trip once a month, *(this afternoon)*
3. He often visits our place, because of his work *(today)*
4. They go to the sea every year. *(tomorrow morning)*
5. He doesn't work on Sunday. *(next Sunday)*
7. They often discuss vital problems. *(still)*

2. Complete the sentences, using the Present Continuous:

1. Look! The birds *(fly)*.
2. Where are the children? — They *(play)* in the yard.
3. My dear! Why you *(cry)*?
4. What's the matter? ... still *(quarrel)*? What they *(quarrel)* about?
5. Who they *(wait)* here? Why haven't they gone home?
6. He *(leave)* for Lviv tonight.
7. Don't wait for me after work today. I *(play)* football with John at 6 p.m.

3. The predicates in the following sentences are in the wrong tenses. Correct them.

1. I am liking coffee. 2. Don't disturb her. She does her home work now. 3. My parents are having a flat near the centre. 4. The children are having breakfast at 9 a.m. 5. What are you thinking about Burns? 6. He is speaking two foreign languages. 7. It snows at the moment. 8. Look! I am not understanding what is going on.

The Past Continuous denotes:

- a temporary action taking place at a given moment in the past;
*At that time (at 6 o'clock) I **was preparing** my report.*
*When I came home my mother **was cooking** dinner.*
*He was busy from 2 till 4 because he **was doing** his English.*

- a relatively future action (in indirect speech);
She told me that she was leaving early next day.
My parents asked me if I was attending all the classes.

- a present or future action, characterising it as an unreal one.
(Read more about this case in the assignment on moods.)

EXERCISES

1. Open the brackets using either the Past Indefinite or the Past Continuous:

1. I (*open*) the windows and (*look*) out. The bike (*stand*) where I had left it. 2. Suddenly I (*realise*) that they not (*pay*) attention to me any longer. They (*whisper*) something and all (*look*) in

the same direction. I (*turn*) my head and (*look*) where they all (*look*). A man (*come*) slowly down a steep little street that (*lead*) uphill between the houses on my left. 3. When I (*go*) downstairs they (*stand*) still round the car. 4. The idea first (*occur*) to me that afternoon as I (*back*) the car into the garage. 5. I probably (*drop*) the key when I (*fish*) for small change in my bag at the news-stand. 6. All through the night I (*hear*) them work: open drawers, drag cases over the floor. They (*pack*). 7. She (*come*) at 5. The children (*watch*) TV.

2. Make up sentences using the substitution table:

	asked				
	said				doing smth
S	told smbd	that	S	was	working
	knew			were	having smth for lunch
	wondered				going somewhere

3. Translate into English:

1. Я не пізнала її. Вона перефарбувала волосся, тому здавалася старшою.
2. Вони прокинулися вранці. Хтось стукав у вікно, і собака гавкав.
3. Я побачила, що хлопчик перебігав вулицю, і дуже злякалась.
4. Коли ми зустрілись, мої друзі дуже поспішали.
5. Він змерз, тому що йшов сніг і дув холодний вітер.
6. Де ви були о 7-й годині? — Ми були в кіно.

Perfect and Perfect Continuous Tenses

The Perfect forms denote actions or series of actions completed before the moment of speech or the given moment in the past or future.

The Perfect Continuous forms denote actions begun before the moment of speech and continued up to that moment.

The Present Perfect and the Present Perfect Continuous are used only in direct speech or in letters, newspaper articles, etc. Unlike the Past Indefinite when we refer the action to the definite moment in the past (**yesterday, two days ago, last year, etc.**) the Present Perfect is used with the adverbial modifier of the present (**today, this morning, just now, etc.**). Such adverbs as: **just, already, never, always, ever, yet** may denote that Present Perfect is preferable

S	have	just	done..
	has	already	
		never	
		always	

S	have	done..	today
	has		this year
			this week

S	did	smth	yesterday last year 2 weeks ago in 2008
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The Present Perfect Continuous is used to denote an action begun in the past and going on at the moment of speech. The Present Continuous is not used with the verbs meaning senses, state of mind, *etc.* (*see the Continuous Tenses*).

S	have has	been doing smth	since 2006 since smb did smth since a certain moment for some time too long
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Unlike the Present Continuous which denotes an action taking place at the moment of speech, the Present Perfect Continuous is used when the duration of the action is mentioned.

*He **has just left**. I **have never met** a celebrity. We **haven't seen** each other since we left school. He **hasn't received** any news this week.*

*They **have been doing** it since early morning. He has been working here since 2002. They have been quarreling since she came home.*

To distinguish the Present Perfect and the Present Perfect Continuous one should remember that the Present Perfect usually means the result, and the Present Perfect Continuous means the process.

*I **have been translating** this article for about an hour and I **have already translated** the first part.*

The Present Continuous and Present Perfect Continuous:

*Are you **waiting** for me? Yes, I am. I **have been waiting** for you here since the last lesson was over.*

EXERCISES

1. Open the brackets. Use the Present Perfect or the Present Perfect Continuous.

1. I never (*see*) this picture.
2. I often (*see*) his photo in the papers this year.
3. I (*try*) to get him on the phone for about 40 minutes.
4. She (*study*) English for 6 months and (*learn*) many words and expressions.
5. We (*know*) it since yesterday.
6. I (*look*) for him since I (*leave*) the hotel but I (*not find*) him yet.
- 7.

I'm sorry, you *(wait)* long? — No, I just *(come)* down. 8. He's a German painter who *(make)* his way through the mountains for a couple of weeks and *(sleep)* outdoors all this time. 9. I like his work. He *(work)* in oils of late and he *(do)* one or two rather striking things this week. 10. I *(be)* up here since about six. I *(sketch)* for hours. 11. I just *(remember)*. That man over there — he *(sit)* here since the last bus *(leave)*. 12. I *(come)* to you to ask for some information. 13. I expect these young men *(tell)* you who I am? 14. I really don't know what you *(do)* there all this time. 15. Ever since it happened I *(pretend)* to myself that it was an accident. 16. And this is what she *(do)* ever since.

2. Answer the questions using Past Indefinite and Present Perfect according to the pattern:

e.g. Didn't you see the Browns last week? — Yes, I saw them last week, but I haven't seen them this week. or: No, I didn't see them last week but I have seen them this week.

- a) Didn't he go to England last year?
- b) Didn't they study French last year?
- c) Didn't David sell his car last winter?
- d) Didn't you translate the text yesterday?
- e) Didn't your brother play football last week?
- f) Didn't it snow last January?
- g) Didn't it rain last March?

3. Use the Present Perfect or the Present Perfect Continuous while answering the questions. Mind the verbs which are not used in the Continuous Tenses.

e.g. How long has he worked here? (*Monday*)

He has been working here since Monday. (*And he is still here*)

He has worked here since Monday. (*And he has finished it*)

- a) How long have you known your neighbours? (*10 years*)
- b) How long has he had his car? (*September*)

- c) How long have she studied Chinese? (*she was 8*)
- d) How long have you waited for me? (*4 o'clock*)
- e) How long has Peter been here? (*two o'clock*)
- f) How long has your son practised swimming? (*since he was a child*)
- g) How long have they played tennis? (*two hours*)

4. Open the brackets using Past Simple (Indefinite) or Present Perfect.

- 1. I (*buy*) a new dress last week, but (*not wear*) it yet.
- 2. He (*already read*) that book. He (*read*) it when he was ill.
- 3. When (*meet*) you Smiths? — I (*meet*) them the day before yesterday.
- 4. Andrii (*live*) in Brazil for the last three years. He (*live*) in Ukraine before he (*go*) to Brazil.
- 5. He (*just have*) his dinner. He (*finish*) eating 5 minutes ago.
- 6. I (*make*) 5 mistakes so far today. Yesterday I (*only make*) 3 mistakes altogether.
- 7. She (*never play*) rugby in her life, but she (*play*) football when I went to school.
- 8. My husband (*always want*) to travel to the USA — What about yours? My husband (*travel*) a lot this year. I (*be*) to Scotland and to Brazil. But last year he (*not travel*) at all. He (*stay*) at home on vacations and (*take*) care of his father. He (*be*) sick, you know.

The Past Perfect and the Past Perfect Continuous

The Past Perfect and the Past Perfect Continuous are used only in the narration.

The Past Perfect is used to denote an action or a series of actions completed before a certain moment in the past.

By that time When smb did smth	smb	had	already just never	done	smth
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The Past Perfect Continuous is used to denote an action begun before a certain moment in the past and going on or just over at that moment.

By that time By the time smb did smth When smb did smth	smb	had been doing	smth	for some time.
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The adverbial clause of time introduced by *when* may be used to indicate a moment at which a temporary action was going on or at a moment before which an action was completed.

Compare the following sentences:

When she looked up from her report he was smiling. When she looked up from her report he had already left.

The Past Perfect is used in clauses of time if we want to emphasize the priority of the action in the subordinate clause to that in the principal clause. Compare two sentences:

She made up her mind to become a writer when her first story was accepted.

She made up her mind to become a writer only when her first story had been accepted.

EXERCISE

1. Open the brackets. Use the Past Indefinite, the Past Continuous, the Past Perfect and the Past Perfect Continuous.

1. Since the beginning of the show Peter *(watch)* a dark girl sitting in front of him. He *(notice)* her at once. 2. My Granny *(write)* the letter yesterday. She *(try)* to write it for weeks. 3. He *(wonder)* if she *(change)* much since he *(see)* her last. 4. We *(see)* her at once. She *(stand)* there near the car, holding a bunch of wilting flowers. She never *(look)* so helpless. 5. I *(know)* that boy since he *(be)* small and *(manage)* his affairs since he *(come)* of age. 6. Looking out of the taxi window he *(be)* confused to notice that some familiar buildings *(disappear)* and the new ones *(take)* their place. 7. The woman who *(watch)* the young man *(decide)* that she *(be)* entirely mistaken. He *(be)* much younger and handsome than she *(think)*. In fact it *(be)* hard to believe that he *(be)* married. He *(look)* like a child. 8. Lucie *(say)* nothing till they *(be)* in the dressing room where they *(leave)* their coats. 9. She *(be)* quite sure she *(see)* that face somewhere. 10. He asked me to help him because he *(know)* that I still *(work)* for you. He *(know)* I *(help)* you to solve that missing luggage case, *(help)* you for years. 11. By the time they *(reach)* the station he *(make up)* his mind. 12. The uneaten breakfast *(be)* still on the table in the kitchen. She *(be called away)* in a hurry. 13. By midnight she *(lose)* hope to ever see me again and *(start)* phoning the hospitals. 14. The cheerful girl who *(come)* in with Eve *(be introduced)* at last. 15. I *(learn)* that nothing whatever *(be done)* though I *(leave)* detailed instructions. 16. They *(talk)* when their sister *(come in)*. 17. By

the time they *(cross)* the street they *(lose)* sight of the little man. He *(disappear)*, probably he *(enter)* one of the shops. 18. The first thing I *(see)* was a footprint. Somebody *(stand)* there for quite a long time judging by the cigarette butts on the grass. 19. I *(give)* her the flowers I *(buy)* and *(sit)* down. 20. By the time we *(reach)* the narrow entrance to the little bay the sun *(go)* down and the breeze *(drop)*. We *(walk)* for hours and I could hardly drag my feet.

The Future Perfect in the Past and the Future Perfect Continuous in the Past

These forms are used only in the narration.

The Future Perfect in the Past is used to denote an action completed before what was considered in the past a future moment (a relatively future moment).

Smb	said knew realised understood	that	by that time when smb did smth.	smb would have done smth
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They knew that by the end of the month they would have left the office. She was sure that by the time the Professor arrived she would have completed her researches.

The Future Perfect Continuous in the Past is used to denote an action begun before what was considered in the past a future moment or an action either going on at that moment or just over.

Smb	said knew realised understood	that	by that time when smb did smth by the time smb did smth	smb	would have been doing smth for some time
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She said that she would have been working at this model for two years by that time. He answered that by the next week he would have been translating the book for two months.

EXERCISES

1. Answer the questions, using Future Perfect or Future Perfect Continuous in the Past:

1. What did they say would have happened by next Monday?
2. When did he promise he would have accomplished his research?
3. What did you understand you would still have been doing when we returned home?
4. How long did they tell you they would have been learning German by the time they went to Germany?

2. Open the brackets:

1. She (*see*) that I (*reach*) the little harbor. The water (*be*) dirty and green. The sun (*not shine*) clear through it. Someone (*write*) "Cyprus for Greece" on the wall of a warehouse and someone else (*try*) to scratch it out. A man (*work*) in a small boat. He (*paint*) it. It was the man who (*watch*) the football players. I (*not want*) to go to the hotel before I (*speak*) to him.

2. He (*make*) no reply. I (*realize*) that he (*not hear*), that he (*not listen*). Everything (*be said*) already. They (*make up*) their minds. They (*not want*) me. That's why Helen's eyes (*be*) red. She (*cry*).

3. When we (*approach*) the house we (*hear*) a scream. We (*ring*) several times. When the woman at last (*open*) the door I (*understand*) that something unusual (*happen*). She (*tremble*). She said that the boys (*fight*) again. We (*run*) upstairs. The room (*be*) in disorder. There evidently (*be*) a severe struggle. The younger (*lie*) on the floor.

3. Complete the sentences.

1. She said that he ... the article to the local newspaper by the time we met next time.
2. My daughter was glad that she ... by the end of August.
3. Our friends wrote that they ... by the 10th of July.
4. Don't worry about this work. By the time you get back, he said, we ... everything.
5. He was afraid that by the time you called he ... his research.
6. When our boss turned 50 he ... for the firm for 25 years, we knew.
7. The conductor was sure that by the day of the premiere the orchestra ... for two months.

4. Discuss the difference in the meaning of the following sentences. Complete those sentences which need it.

- 1) He reads books every day.
He is reading a book at the moment. Don't disturb him.
- 2) A group of foreign students is sitting in class.
They were sitting in class.
They will be sitting in class.
- 3) I have finished my experiment.
I had finished my experiment.
I will have finished my experiment.

- 4) The children had left before the parents arrived.
The children were leaving when the parents arrived.
The children left when the parents arrived.
- 5) We have been waiting for news for two hours.
We had been waiting for news for two hours.
We will have been waiting for news for two hours.
- 6) The boy has been studying Chapter Two.
He has studied Chapter Two.
He studied Chapter Two.
- 7) His student has been doing a lot of research on that project.
His student has done a lot of research on that project.
- 8) I will work when you come.
I am going to work when you come.
I will be working when you come.
I am going to be working when you come.
I will have worked by the time you come.
I will have been working for two hours by the time you come.
He said he would have been working for two hours by the time I came.
- 9) The manager worked for that company for two years.
The manager has been working for that company for two years.
The manager will have been working for the company for two years by 2005.
The manager reminded us that he would have been working for the company for five years by 2005.
- 10) The train will arrive at 11:00 tomorrow morning.
The train is going to arrive at 11:00 tomorrow morning.
The train arrives at 11:00 tomorrow morning.

5. Answer the following questions:

1. What is the exact place you are waiting for me just now?
2. How long have you been waiting for me there today?
3. How long will you have been waiting for me by the time I am ready?

4. How often do you sit there during class?
5. How many times have you sat there?
6. Before today, when did you sit there last time?
7. Had you sat there before that?
8. Where were you sitting at this time yesterday?
9. Where are you going to be sitting at this time tomorrow?
10. What did she tell you she would be doing this time tomorrow?
11. How long did she tell you she would have been doing this work by the time you met her?

Sequence of Tenses

The tenses of the verb in a subordinate clause (subject, object or predicative clauses mainly) show whether the action in the clause takes place at the same time with the action in the principal clause, precedes it or follows it. The tenses in this case are dependent on the tense of the verb in the principal clause and express simultaneousness, priority or relative future.

		Simultaneousness: you are always ready, you are trying to explain it to me.
I understand I will understand	that	Priority: you have done your job well, you have been meeting the clients. Relative future: you will come there in time, you are coming next week, the train arrives in time.
I understood	that	Simultaneousness: you were always ready, you were trying to explain it to me. Priority: you had done your job well, you had been meeting the clients. Relative future: you would come there in time, you were coming next week, the train arrived at five.

The tense of the verb in a subject, object or predicative clause does not depend on the tense of the verb in the principal clause:

- if the time of the action is definitely stated. *She said that she came to work there in 2003.*

- if a scientific fact is stated.

They were told that the Earth revolves around the Sun.

Direct and Indirect Speech

When we want to report something said by another person we use reporting verbs. To **say** and to **tell** are reporting verbs. They are used with direct objects, giving the contents of what was said.

to say	it , this, so, nothing, something, that ...
to tell smb	

The verb to **tell** is used without an indirect object in the following expressions: *to tell the truth, to tell a lie, to tell a story;*

in the meaning of **guess** — *How can I tell what happened?* The verb **tell** is used when we mean **to tell smb about smth.**

Will you tell me about it?

The verb **to say** is used with a prepositional object when you want to emphasize the person addressed.

He told me nothing. He said nothing to me.

The verbs **to speak** and **to talk** are non-reporting verbs. They take prepositional objects:

to speak	to smb, with smb, about smth.
to talk	

When reporting what somebody has said we use indirect speech.

Reported Statements

	says			did smth
S	tells smb	that	S	does smth
	states			will do smth
	claims			

It's getting dark. Mother says that it's getting dark.

Reported General Questions

	Asks			
S	wonders	if	S	did smth
	wants to know			does smth
S	is not sure	whether	S	will do smth

Have you signed the contract? He wonders if I have signed the contract

Reported Special Questions

S	asks	when	S	did smth
	wonders	where		does smth
	wants to know	why		will do smth
	is not sure	how		have (has) done smth
		who		is (was, were)
		what		

When did they arrive? She is not sure when they arrived.

Reported Orders and Requests

S	asks	smb	(not) to do smth
	tells		
	orders		
	allows		
	advises		
S	lets	smb	do smth
	makes		

Close the door, please. He asked me to close the door.

Don't cry. She asked me not to cry.

EXERCISES

1. Change the following into the indirect speech.

- Atlanta is a beautiful city.
- I go jogging every morning.
- Jenny isn't studying for her exams.
- I used to be really fat.
- I

can't swim. 6. Mary works in a bank. 7. I am staying with my friends. 8. I've never been to Russia. 9. Tom can't use a computer. 10. Everybody must try to do their best. 11. Jane may move to a new flat. 12. I'll stay at home on Sunday. 13. Class! You are making too much noise.

When the reporting verb is in the Past tense the following shifting of tenses takes place in the reported speech:

Direct Speech

Indirect Speech

The Present Indefinite

The Present Continuous

The Present Perfect

The Present Perfect

Continuous

The Past Indefinite

The Past Perfect

The Past Perfect

Continuous

The Future Indefinite

The Future Continuous

The Future Perfect

The Future Perfect Continuous

The Past Indefinite

The Past Continuous

The Past Perfect

The Past Perfect

Continuous

The Past Perfect

The Past Perfect

The Past Perfect

Continuous

The Future Indefinite in the Past

The Future Continuous in the Past

The Future Perfect in the Past

The Future Perfect Continuous in the Past

We don't use the Past Perfect instead of the Past Indefinite if the time of the action is definitely stated by an adverbial expression or an adverbial clause:

He first came to London in 1998. He said that he first came to London in 1998.

The Past Indefinite in adverbial clauses introduced by **since** and **when** usually remains unchanged in reported speech:
*She has been preparing the documents when (since) she **came** to work.*

and

*She said she had been preparing the documents when (since) she **came** to work.*

S	said	that	S	did smth was doing smth had done smth had been doing smth would do smth would be doing smth would have done smth would have been doing smth
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When the reporting verb is in the Past certain changes may have to be made in pronouns and adverbs used in direct speech:

Direct Speech

Indirect Speech

this
these
here
now
ago
today
yesterday
tomorrow

that
those
there
then
before
that day
the day before*
the next day

* The adverbs **yesterday** and **tomorrow** remain unchanged if somebody's words are reported on the same day they were said. There is no shifting of tenses in this case.

EXERCISES

1. Report the following sayings. Use the reporting verb in the Past tense:

1. «The child won't bother me», said Clara. 2. «My daughter wants to talk to you about her car» she announced. 3. «When are you moving out of the Red Lodge?» inquired Miss Marple. 4. «He believes the people who have bought the house want to make some changes. He doesn't really know what. We don't discuss it», said Jane. 5. «It's all right» father said. «You can go now if you like. Lock the garden gate as you go out.» 6. «Are you coming down?» she asked. 7. «There was nobody in the back seat of the car when I saw it,» the men insisted. 8. «Miss Kate, do you know what I am thinking of?» the child inquired. 9. «You spoil this child, Henry,» the old woman said. «You've been spoiling her for years. 10. «Your clothes are wet through,» she said indignantly. «Did you walk all the way down from the station in the rain?» 11. «She didn't say much,» replied Pat. «I've heard it all before» 12. «Don't start crying now,» he shouted. «What is the matter with you? Why are you behaving like a heroine in a Victorian novel?» 13. «He is upstairs,» said Laura. «He is waiting on the landing.» 14. «Is anybody I know coming to the party?» asked my brother. 15. «Oh, Pete!» said Aunt Molly. «Have you brought this horrible dog again? Go and lock it in the garage at once.» 16. «Nothing has been heard of the boys since the two were seen at the Victoria station,» said the sergeant. 17. «It was too dark to see the house properly when we finally came there,» said the girl. 18. «Do you know French?» Esma asked. 19. «Is that Ramona? Oh, I am dying to see her. Do you realize I haven't seen her since you brought her over that time.» the girl exclaimed. 20. «Close the front door after you, please.» Eloise called.

2. Translate the following into English:

1. Він був впевнений, що вони працюють разом.

2. Вони пообіцяли, що прийдуть, як тільки матимуть вільний час.
3. Вона не знала, що вони чекають на неї.
4. Вони написали в листі, що вже одержали нову квартиру і запросять нас на вхідні, як тільки все буде впорядковане.
5. Мати сказала, що іде дощ і що нам краще залишитися вдома.
6. Мати спитала їх, де вони мандрували і що цікавого бачили.
7. Вчора я написав статтю, яку читатиму на засіданні кафедри в кінці місяця.
8. Мої друзі пообіцяли, що в неділю, коли не буде жарко, вони прийдуть до нас на дачу. І ще спитали, чи вона далеко від ставка.
9. Я здивувався, коли дізнався, що хлопчик цікавиться історією. Я вважав, що йому подобається лише спорт.

THE PASSIVE VOICE

Most verbs which can take direct objects can form passive constructions; *e.g. I wrote that article yesterday — the article was written yesterday.*

	Indefinite	Continuous	Perfect
Present	be am written is are	is being are written	have been has written
Past	was written were	was being were written	had been written
Future	will be shall written	—	will be have written

Future in the past	would be written	—	would have been written
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The meaning verb retains one form in all the tenses in the Passive Voice — the Past Participle; the auxiliary verb **to be** changes to form the tenses. **There are no Perfect Continuous tenses in Passive.**

The Comparative table of verb tense forms in Active and Passive

	Active	Passive
Present Indefinite	writes	is written
Present Continuous	is writing	is being written
Past Indefinite	wrote	was written
Past Continuous	was writing	was being written
Future Indefinite	will write	will be written
Present Perfect	has written	has been written
Present Perfect Continuous	has been writing	—
Past Perfect	had written	had been written
Past Perfect Continuous	had been writing	—
Future Perfect	will have written	will have been written
Future Perfect Continuous	will have been writing	—
Future in the Past Indefinite	would write	would be written
Future in the Past Continuous	would be writing	—

Future in the Past Perfect	would have written	would have been written
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EXERCISES

1. Give the corresponding passive constructions.

1. At that time the government controlled taxing. 2. They were establishing the economy during the last two years. 3. Congress will reduce the inflation. 4. The President applies fiscal policy. 5. They don't control taxing and spending. 6. They showed us the monuments of Lviv. 7. She offered the clients coffee. 8. They promised her an interesting job. 9. He showed me the way to the hotel. 10. The students listened to the professor with a great interest. 11. We will invite them to take part in the conference. 12. The write will publish his novel next year. 13. We met the delegation at the station. 14. How many foreign languages are taught at your university? 15. They spoke about him at the trade-union meeting.

Verbs which take prepositional objects can form passive constructions of the following pattern:

	is	sent for
Smb	was	spoken about
		listened to
Smth	will be	laughed at
		looked after
		cared for

If the predicate of the active construction consists of a modal verb + an infinitive a Passive Infinitive must be used in the corresponding passive construction.

2. Make up as many sentences as you can using the table:

My friend is laughed at

His sister	are	looked after
Our teachers	was	sent for
The doctor	were	spoken about
The dog	will be	listened to
The new book		cared for
The film		

3. Why is the use of the passive appropriate in the following sentences? Can you guess what subject will the active sentence have?

1. My dress was made in Germany.
2. The new subway will be completed sometime next year.
3. Language skills are taught in many schools in this country.
4. Beethoven's Seventh Symphony was performed at the concert last night.
5. The World Cup soccer games are being televised all over the world.
6. This composition was written by Ali. That one was written by Yoko.
7. The Washington Monument is visited by hundreds of people every day.
8. Paper, the main writing material today, was invented in China.

4. Use the passive in your response:

e.g. Someone stole your car. — My car was stolen. — When was it stolen ?

1. People speak English in many countries.
2. Robert Burns wrote that book.
3. The movie bored you last night. Your friend returned your letter.
4. The police caught the bank robber.
5. The children often laugh at him.
6. The nurses look after the patients very well here.

7. The book should be returned to the library in a fortnight.
8. You can send the letter by e-mail.
9. You should have told James the news long ago.
10. An advertising firm may have offered him this job before he called you.

5. Complete the sentences with the given words:

1. James (*should + tell*) the news as soon as possible.
2. James (*should + tell*) the news a long time ago.
3. Meat (*must + keep*) in a refrigerator or it will spoil.
4. We tried hard, but the window (*couldn't + open*). It was painted shut.
5. Good news! I (*may + offer*) a job soon. I had an interview at an engineering firm yesterday.
6. I hope Chris accepts our job offer, but I know she's been having interviews with several companies. She (*may + already + offer*) a job by another firm.
7. The girl (*must + surprise*) when she saw her friends waiting for her.

Forms Expressing Unreality

Unlike Ukrainian where we use the Subjunctive mood to express unreality, in English the unreality of the action may be expressed in a number of ways.

Wish-sentences are used when the speaker wants reality to be different, to be exactly the opposite.

A wish about the future	I wish she would tell me. (but she won't)
	I wish she were going to be here. (but she isn't going)
	I wish he could come tomorrow (but he won't be able)

A wish about the present	I wish I knew English better (but I don't know) I wish it weren't raining right now. (it's raining) I wish I could drive (but I can't)	
A wish about the past	I wish Peter had come. (but he didn't come) I wish Steve could have come. (but she couldn't)	
Subject wish(es)		
earlier	now	later
Past Perfect	Past Continuous Past Indefinite	Future in the Past
he had arrived	she were not ill it weren't raining	he would arrive

EXERCISES

1. Supply the appropriate auxiliary in the following:

- Our classroom doesn't have any windows, but I wish... windows.
- The sun isn't shining now, but he wishes ... right now.
- I didn't go shopping, but I wish... shopping.
- I don't know how to dance, but...
- You didn't tell me about this, but I wish...
- I am not playing with them now, but I wish...
- The teacher is going to give a test tomorrow, but I wish...
- My friend won't lend me his book, but I wish...
- You can't meet my parents, but they wish...
- I don't have a bike, but I wish...
- We probably won't go to the beach, but I wish...

2. Respond to the following sentences using «wish».

- I am going to the Carpathian Mountains tonight. Oh, how I wish...

2. We need some advice. — I wish ..., but I have no time.
3. We're going to see a game tomorrow morning. — So am I. I wish...
4. I am sorry, I haven't heard what you have mentioned. — I wish...
5. Have you got enough money to buy this computer? — Emily! I haven't. How I wish...

3. Answer the following questions:

1. Where do you wish you were right now?
2. What do you wish you were doing?
3. Look around this room. What do you wish were different?
4. What do you wish were different about your life?
5. You didn't eat breakfast before you came to class. What do you wish?
6. Max stayed up very late last night. Today he is tired and sleepy. What does he probably wish?
7. Where do you wish you could go on your next vacation?
8. Jane lent her bicycle to her friend and he broke it. What does she wish?
9. You have to go out now, but it's raining. What do you wish?
10. You are waiting for your friend, but she isn't on time. What do you wish?
11. You arranged to meet your classmate, but he came too late. What do you wish?

4. Supply the correct form of the verbs in brackets.

1. I wish I (know) all the circumstances.
2. I wish I (not eat) so much ice-cream.
3. I wish I (be) at yesterday's conference. It must have been very interesting.
4. Don't you wish you (come) earlier?
5. I wish I (not have) get up early every day.

Conditional sentences. The use of the Conditional mood is always free.

The Indicative mood characterizes the action as a fact, **the Conditional mood** characterizes it as contradicting reality.

The Conditional mood can be used in any type of sentences, independent or subordinate clause where the indicative mood is used with only one exception: it is not used in the adverbial clause of condition.

The Conditional mood has two tenses.

1. The Present tense refers the action to the present or the future.

2. The Past tense refers the action to the past.

S	should do smth would do smth	(present and future)
S	should have done smth would have done smth	(past)

There is a tendency to use **would** for all persons. In adverbial clauses of condition we use the Past Indefinite or the Past Perfect. Speaking of the present we use the Past Indefinite, and speaking about the past we use the Past Perfect.

The Principal clause			The Subordinate clause	
S	would do smth	if	s	did smth at present
S	would have done smth	whether	s	had done smth in the past

e.g. If I work hard, I will pass my exams. (real condition)

If I worked hard, I would pass my exams. (untrue in the present)

If I had worked hard, I would have passed them. (*untrue in the past*)

The tense in the Principal clause is sometimes followed by the **mixed Conditional mood**.

There are two mixed types of conditional sentences.

1. The condition refers to the past and the consequence refers to the present or future:

e.g. If you had learnt grammar material yesterday, you wouldn't get a bad mark today.

2. The condition refers to no particular time and the consequence refers to the past:

e.g. If she were a hard-working student she would have passed her exams.

The tenses in the Subordinate clauses coincide with those in «wish» sentences.

EXERCISES

1. **Complete the following sentences with the verbs in brackets:**

1. If I (*have*) enough time, I will go with you now.

2. If I (*have*) enough time, I would go with you now.

3. If I (*have*) enough time, I would have gone with you yesterday.

4. If the weather is nice tomorrow, we (*go*) to the sea.

5. If the weather were nice today, we (*go*) to the sea.

6. If the weather had been nice last week, we (*go*) to the sea.

7. If it doesn't snow every day, our vacation (*turn out*) a pleasure.

8. If it didn't snow every day, our vacation (*turn out*) a pleasure.

9. If it hadn't snowed every day, our vacation (*turn out*) a pleasure.

10. If there (*be*) any interesting places, we (*go*) sightseeing.

11. If there (*be*) any interesting places, we (*go*) sightseeing.

12. If there *(be)* any interesting places, we *(go)* sightseeing when we were on vacation.

2. Say what you will (would) do (have done) in case:

- a) she invites you; b) he were late; c) your friend didn't come;
- d) you had had a lot of money; e) your relative needed your help;
- f) there were a new CD on sale; g) you had a headache;
- h) you felt sick; i) you had promised to call in on your partners;
- j) you don't know the correct answer; k) you feel ill at ease;
- l) you had told a lie.

3. Answer the following questions using wish sentences and conditional sentences.

- 1. Are you happy?
- 2. Do you have your own flat?
- 3. Are you a lion?
- 4. Are you in Great Britain?
- 5. Do you live in the downtown?
- 6. Are you a professor?
- 7. Have you read this magazine?
- 8. Have you had your dinner?
- 9. Did you invite your classmates yesterday?
- 10. Did you watch last match?
- 11. Do you like to win?
- 12. Is your friend a tennis fan?
- 13. Does she often go to the stadium?
- 14. Are there many books in your home library?
- 15. Does it often rain in autumn in your parts?
- 16. Are you going to have vacations?
- 17. Is the weather cold today?

4. Supply a subordinate clause to the following:

- 1. I'm not sure I would know him in case...
- 2. What would you do unless...

3. Where would you find a doctor if...
4. There would not be time enough to pack unless...
5. I believe I would take the job if...
6. They would be delighted in case...
7. She would only feel comfortable if...
8. You would have been late unless...
9. She would have won the match if...
10. They would not have been dissatisfied if...

5. Insert the appropriate form of the Subjunctive Mood.
Comment on the form and the use of the Subjunctive Mood.
Translate into Russia (conditional sentences).

1. I honestly think it _better if we _each other for a while.
(to be, to see — negative)
2. If you _already married, Mr. Clay, I _for you. (to be — negative, to wait)
3. Now if only Betty _able to come this evening she_ it. But, of course, she had to choose this evening to go and see her mother, (to be, to do)
4. If he _ordinary, I _him (to be, to love — negative)
5. And if anything _to him, there _something in the Press, (to happen, to be)
6. I _it a few months ago, Mr. Chapin. (to believe)
7. If I _you, I think I _very much as you do. (to be, to feel)
8. You first brought your friend into my sister's company, and but for you we _never _him. (to see)
9. I certainly won't leave you so long as you are in mourning. It _most unfriendly. If I _in mourning you _with me, I suppose, (to be, to be, to stay)
10. He was a power in the College, and _in any society, (to be)
11. If you _news before morning, ring me up at once, (to have)
12. I like the place. The air suits me. I _surprised if I _here, (to be - negative, to settle down)

13. There is nothing the Barkers _ for a few pounds, (to do — negative)
14. Well that wasn't true what she said and, if it _ that _ no business of hers, (to be, to be).
15. "She told me the other day that her heart stopped for five minutes when that horrid nurse was rude to her. "Nonsense!" She _ alive now if her heart _ for five seconds." (to be — negative, to stop)
16. I think it _ her so much good to have a short stroll with you in the Park, Dr. Chasuble. (to do)
17. The story I have to tell _ never _ if one day I _ across the street, (to happen, to walk — negative)
18. "She is so wretched," I told him, "that she _ gladly _ tomorrow morning if it _ for the baby." (to die, to be — negative)
19. If I _ you I _ abroad again... (to be, to go)
20. "I think, Edward," said Mrs. Dashwood, "you _ a happier man if you _ any profession to engage your time and give an interest to your plans and actions. Some inconvenience to your friends, indeed, might result from it: you _ able to give them so much of your time." (to be, to have, to be — negative)
21. Jago was longing for me to say that he ought to be the next Master. A few years before I _ yes on the spot, (to say)
22. And if I _ I was going to meet you, I _ differently. (know, to dress)
23. If he _ here, send him to us at once, (to return)
24. I _ what I am but for him. (to be — negative)
25. "Why are you talking this rubbish," he said, "and making me talk it too?" "If what you say _ true, women _ either poisonous or boring!" (to be, to be)
26. Just think, if I _ the pictures I _ a rich woman now. (to buy, to be)
27. Mr. Gresham, this marriage will, any rate, put an end to your pecuniary embarrassment, unless, deed, Frank _ a hard creditor. (to prove)

28. Anyhow, a fire started, and if a young fellow who's working here _ instantly _ with an axe, their big storage tank of gasoline — in the air and God knows what _ then, (to set about - negative, to go up, to happen) We all _ with it. (to go) Honestly, we're all lucky to be alive. If it _ for this chap, we _ (to be — negative, to be — negative)

6. Insert the appropriate form of the Subjunctive Mood. Comment on the form and the use of the Subjunctive Mood. Translate into Ukrainian (simple sentences, conditional sentences, adverbial clauses of purpose and concession).

1. She wanted him to be a member of Parliament only that he _ a claim on the gratitude of his party. (to have)
2. God _ me from such friends in future, (to save)
3. Andrews turned up the collar of his coat, lest he _ (to recognize — passive)
4. I am prepared to gratify all your whims, however unreasonable they _ (to be)
5. Do you think she _ and have lunch with me if I _ her? (to come, to telephone)
6. "Oh God _ you! How could you strike an old woman like that?" (to forgive)
7. Tell them I leave my country that I _ free, and it is the end and the beginning, (to be)
8. "Mr. Penty," said the doctor ..., "in my experience, very few people are perfectly well, although they _ they are." (to imagine)
9. I keep a diary in order to enter the wonderful secrets of my life. If I _ them down, I _ probably — all about them, (to write — negative, to forget)
10. He seemed to be dozing when she returned, and she put the low fire together very softly lest she _ him. (to awake)
11. Whatever your father once _, today he's decay; he's age; he's everything that's corrupt and evil, (to be)

12. God _ for her kind heart, (to thank — passive)
 13. If necessary, I could cable her to tell her his address in order that she _ Australia without seeing him. (to leave — negative)
 14. I _ you if I _ a way out, but there isn't one. (to press — negative, to see)
 15. It was plain that however conscientious Cassilis _, however desperately hard and intelligently he _, he would never get his captaincy, (to be, to work)
 16. And, fearful lest he _ Soames turned away and mounted slowly to his room, (to see — passive)
 17. This was true, and he _ to meditate on this sad confession if he _ otherwise engaged, (to pause, to be — negative)
 18. He had to admit to himself that whatever Miss Dobb's faults_, she was the right sort of girl to take to a restaurant, (to be)

THE NOUN

Singular and plural, count and noncount nouns.

Noun + -s : <i>Friends</i> are necessary. Noun + -es : I like my <i>classes</i> .	A final -s or -es is added to a noun to make a noun plural. <i>friend</i> = a singular noun; <i>friends</i> = a plural noun.
final -s, -es sing — <i>sings</i> song — <i>songs</i>	For most words (whether a verb or a noun) simply a final -s is added to spell the word correctly.
wash — <i>washes</i> watch — <i>watches</i> class — <i>classes</i> buzz — <i>buzzes</i> box — <i>boxes</i>	Final -es is added to words that end in -sh, -ch, -s, -z, and -x .

toy —toys buy — <i>buys</i> baby — babies cry — <i>cries</i>	For words that end in <i>-y</i> . If <i>-y</i> is preceded by a vowel, only <i>-s</i> is added. If <i>-y</i> is preceded by a consonant, the <i>-y</i> is changed to <i>-i</i> and <i>-es</i> is added.
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Some nouns have irregular plural forms:

• *man—men* • *child—children* • *mouse—mice* • *foot—feet*
woman—women *louse—lice* *goose—geese*
ox-oxen *tooth—teeth*

Some nouns that end in *-o* add *-es* to form the plural:

■ *echoes* *heroes* *potatoes* *tomatoes*

Some nouns that end in *-o* add only *-s* to form the plural:

■ *autos* *photos* *solos* *tatoos* *kilos* *pianos*
sopranos *videos* *memos* *radios* *studios*
zoos

Some nouns that end in *-o* add either *-es* or *-s* to form the plural:

mosquitoes / mosquitos *volcanoes / volcanos*
tornadoes / tornados *zeroes / zeros*

Some nouns that end in *-f* or *-fe* are changed to *-ves* in the plural:

• *calf—calves* *leaf—leaves* *self—selves* *wolf—wolves*
half—halves *life—lives* *shelf—shelves* *scarf—*
scarves *knife—knives* *loaf—loaves* *thief—thieves*

Some nouns that end in *-f* simply add *-s* to form the plural:

• *belief—beliefs* *chief—chiefs* *cliff—cliffs* *roof—roofs*

Some nouns have the same singular and plural form:

e.g., One deer is dangerous.

Two deer are dangerous

Deer fish means series sheep species

Some nouns that English has borrowed from other languages have foreign plurals:

• *criterion* — ***criteria***

phenomenon — ***phenomena***

• *cactus* — ***cacti/cactuses***

stimulus — ***stimuli***

syllabus — ***syllabi/syllabuses***

• *formula* — ***formulae/formulas***

vertebra — ***vertebrae***

• *analysis* — ***analyses***

basis — ***bases***

crisis — ***crises***

hypothesis — ***hypotheses***

oasis — ***oases***

parenthesis — ***parentheses***

thesis — ***theses***

appendix — ***appendices/appendixes***

index — ***indices/indexes***

bacterium — ***bacteria***

curriculum — ***curricula***

datum — ***data***

medium — ***media***

memorandum — ***memoranda***

Singular noun the girl Tom my wife a lady Thomas	Possessive form <i>the girl's</i> <i>Tom's</i> <i>my wife's</i> <i>a lady's</i> <i>Thomas's</i> <i>Thomas 's</i>	To show possession, add an apostrophe (') and -s to a singular noun: <i>The girl's book is on the table.</i>
		If a singular noun ends in -s, there are two possible forms. Add an apostrophe and -s. <i>Thomas's book.</i> Add only an apostrophe: <i>Thomas' book.</i>
Plural noun The girls their wives the ladies the men my children	Possessive form the girls' their wives' the ladies' the men's my children's	Add only an apostrophe to a plural noun that ends in -s: <i>The girls' books are on the table.</i>
		Add an apostrophe and -s to plural nouns that do not end in -s. <i>The men's books are on the table.</i>

The soup has vegetables in it. It is a <i>vegetable soup</i> . The building has offices in it. It is an <i>office building</i> .	Notice: When a noun is used as a modifier, it is in its singular form.
The test lasted two hours. It was a <i>two-hour test</i> . Her son is five years old. She has a <i>five-year-old son</i> .	When a noun used as a modifier is combined with a number expression; the noun is singular and a hyphen (-) is used.

I bought <i>a chair</i> . Sam bought <i>three chairs</i> . CORRECT: We bought some furniture . FALSE: <i>We bought a furniture</i> . <i>FALSE: We bought some furnitures</i> .			<i>Chair</i> is a count noun; chairs are items that can be counted. <i>Furniture</i> is a noncount noun. In grammar; furniture cannot be counted.
Count noun	SINGULAR a chair one chair	PLURAL chairs two chairs some chairs a lot of chairs many chairs	A count noun: may be preceded by <i>a/an</i> in the singular; takes a final <i>-s/-es</i> in the plural.
Noncount noun	furniture some furniture a lot of furniture much furniture	—	A noncount noun: is not immediately preceded by <i>a/an</i> ; has no plural form; does not take a final <i>-s/-es</i> .

Notice in the following: most noncount nouns refer to a «whole» that is made up of different parts.

I bought some chairs, tables, and desks. In other words, I bought some <i>furniture</i> .	<i>Furniture</i> represents a whole group of things that is made up of similar but separate items.
I put some <i>sugar</i> in my <i>coffee</i> .	<i>Sugar</i> and <i>coffee</i> represent whole masses made up of individual particles or elements.
I wish you <i>luck</i> .	<i>Luck</i> is an abstract concept; an abstract “whole”. It has no physical form; you can't touch it. You can't count it.
<i>Sunshine</i> is warm and cheerful.	Phenomena of nature such as <i>sunshine</i> are frequently used as noncount nouns.

Noncount: Ann has brown <i>hair</i> Count: Tom has <i>a hair</i> on his jacket.	Many nouns can be used as either noncount or count nouns; but the meaning is different.
Noncount: I opened the curtains to let in some <i>light</i> . Count: Don't forget to turn off the <i>lights</i> before you go to bed.	(Dictionaries written especially for learners of English as a second language are a good source of information on count/noncount usages of nouns)

The following are typical of nouns that are commonly used as noncount nouns. Many other nouns can be used as non count nouns. This list serves only as a sample.

Whole groups made up of similar items: *baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, makeup, money/cash/change, postage, scenery, traffic.*

Fluids: *water, coffee, tea, milk, oil, soup, gasoline, blood.*

Solids: *ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool.*

Gases: *steam, air, oxygen, nitrogen, smoke, smog, pollution.*

Particles: *rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat.*

Abstractions:

beauty, confidence, courage, education, enjoyment, Jim, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, patience, peace, pride, progress, recreation, significance,

sleep, truth, violence, wealth, etc. advice, information, news, evidence, proof time, space, energy homework, work grammar, slang, vocabulary.

Languages: *Arabic, Chinese, English, Spanish.*

Fields of study: *chemistry, engineering, history, literature, mathematics, psychology, etc.*

Recreation: *baseball, soccer, tennis, chess, bridge, poker.*

General activities: *driving, studying, swimming, traveling, walking (and other gerunds).*

Natural phenomenon: *weather, dew, fog, hail, heat, humidity, lightning, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity*

THE ARTICLE

THE INDEFINITE ARTICLE

The indefinite article developed from the old English numeral *an* — *one* and can be used only with nouns in singular.

There is a sandwich left.

I'll put a cherry on top of your porridge.

She is rather a pretty girl.

They have such a noisy child! The indefinite article may be used with the remnants of the old lexical meaning — *one*:

An apple a day keeps the doctor away.

The indefinite article is used:

- when we name an object, state that it belongs to a certain class of objects and that it is just one object of this class, no matter which:

*Give him **an** egg. You behave like **a** child.* The Ukrainian equivalents of the indefinite article in this case are: *кожний, жодний, ніякий.*

■ to show that the object in the sentence represents the whole class.

A mother knows such things by instinct.

*A cat will never scratch **a** baby.* The Ukrainian equivalents of the indefinite article in this case are: *один, якийсь, деякий.*

• in the following word-combinations: ***what a...**, **such a...**, **rather a...**, **quite a...**, **like a...**, **as a...**, **to be, become, seem a...***
*It's quite **a** party!*

*She seems to be **a** good teacher. He is going to become **an** engineer.*

• In some expressions the indefinite article has the meaning of *the same*:

*We are of **a**n age. Birds of **a** feather flock together.*

EXERCISES

1. Fill in the blanks:

1. She is such ... child! 2. That was rather ... unexpected answer. 3. The building looks like ... big box. 4. As ... doctor I have to agree with you. 5. What... pity! 6. He's ... beginner. 7. We saw quite ... large house there.

2. Change the nouns from the plural to the singular. Make all the necessary changes in the sentences.

1. What pretty children! 2. Here's everything you may want: books, newspapers, magazines. 3. She sent me to buy envelopes. 4. My sister is busy making pies for tomorrow's outing. 5. Are you looking for mistakes in my dictation? 6. You told them lies and nothing but lies. 7. They are rather elderly ladies, in their sixties I'd say. 8. They are quite big girls now. 9. Would you like fried potatoes with your chop?

3. Find approximate Ukrainian equivalents to every indefinite article in the following sentences:

1. A blouse can be worn with trousers or a skirt. 2. I'm giving you a clean handkerchief. 3. I'll put a strawberry in every glass. 4. Are these shoes of a size? 5. A boy of your age should think his lessons. 6. A cactus will never bloom if you water it too often. 7. What a silly friend you are! 8. Add a carrot or two and it will taste much better. 9. There is a word I don't know in this sentence.

THE DEFINITE ARTICLE

The definite article has developed from the Old English demonstrative pronoun *se*.

The definite article is used:

- to show that the object, or group of objects is the only one under the circumstances or is already known to the person addressed:

• *Look at **the** baby! Where's **the** cat?* The Ukrainian equivalents of the definite article in this case are: *мої, цей, мой камуї, ці, ми*.

- with a noun if it is clear from the context or situation what particular object meant:

*There was **a** gate opposite me. I went in and locked **the** gates.*

- with the nouns modified by adjectives in the superlative degree or by ordinal numerals which are limiting attributes: *It is **the** hottest place in Africa.*

- with the objects considered unique:

There are two groups of words naming objects or notions generally felt to be unique and so used with the definite article:

1. The earth, the sun, the moon, the sky, the world, the ground, the atmosphere, the Solar System, the Milky Way, the Universe, etc.

2. The present, the past, the future, the plural, the singular, the South, the North, the East, the West, the press, the post, etc.

- if the noun is modified by an ordinal numeral: *It's the first time I come.*

But if we use the ordinal numeral instead of *one more, another* the indefinite article is used with the noun.

He refused a second cup saying that coffee was bad for him.

- with nouns modified by **wrong, right, very, same.**

He is the very person I need.

No article is used:

- after **no**;

- if the noun is modified by a cardinal numeral in post position: *We're staying in room thirty-five. Translate text seven.*

- if the noun is modified by a cardinal numeral in preposition: *Two cups of black coffee and half a banana are not enough for your breakfast. But: The two cups of coffee she drank for supper kept her sleepless most of the night.*

EXERCISES

1. Fill in the blanks with the articles where necessary:

1. ...chapter two contains ... description of... early history of my heroine. 2. Open ... books on ... page twenty-three. 3. It's ... right volume and ... chapter thirty-two is in it. 4. She put ... volume back on ... shelf. 5. ... two people can't live as cheaply as one. 6. ... two girls looked alike though ... resemblance did not lie in their features. 7. Our flat is on ... second floor and ... kitchen windows command ... view of ... yard. 8. He took ... sandwich and ate it in silence. Then he took ... third sandwich and continued eating. 9. It's ... third floor down ... corridor. 10. ... suitcase contained two clean shirts, some socks and handkerchiefs. 11. At ... second attempt ... key turned in ... lock

and ... door opened. 12. She promised to tell him about it... second time he called and wondered if there would be ... second time.

2. Translate into English:

1. Це не той ставок. 2. Мені здається, це той самий будинок. 3. Він переходив вулицю не в тому місці, де треба. 4. Він придатний до цієї роботи. 5. Це якраз та стаття, яку я шукав. 6. Це трапилось в той самий день, коли я приїхав. 7. Я покажу тобі, як це робити. 8. Якраз це і є правильна відповідь. 9. Це неправильне пояснення. 10. Ви взяли не ту книгу. 11. Оце правильна дорога. 12. Ви поклали листа не в той конверт. 13. Це не те ж саме. 14. Ні це не той лист. Я поклав того листа на Ваш стіл.

USE OF ARTICLES WITH DIFFERENT SEMANTICAL GROUPS OF NOUNS

Material nouns

Material nouns are mostly used **without an article** because they name unities.

Milk is good children. We need lots of sand.

We use **the definite article** with a material noun when we mean a limited quantity of the stuff.

Compare: *Do you have tea or coffee in the morning?*

Is the coffee in the cup hot?

We sometimes use the **indefinite article** with a material noun when we mean a portion, a helping.

Can I have an ice-cream? I'd take a salad and a coffee.

Abstract nouns

We use **no articles**

• with abstract nouns which are used only in the singular, e.g.
Silence is golden. Love makes the world go round.

• if the abstract noun is modified by: great
perfect experience, understanding, knowledge

sufficient

real

modern

ancient

Moscow literature, poetry, time

Ukrainian

Paris

English

bourgeois

capitalist ideology, morality, economy, society

market

We use **the definite article** with abstract nouns when the feeling, idea, process or notion named by the noun is limited to a certain place or moment. e.g. *The silence became oppressive (at that moment). The love of Romeo and Juliet still makes us wonder.*

We use **the indefinite article** with abstract nouns if they are used in a prepositional phrase and are modified either by **certain**, **peculiar** or by a subordinate clause.

a certain assurance

a peculiar grace

do smth with

a charm was all her own

a nervousness that made her

drop things.

Personal names

We use **no** articles with personal names apart from some special cases. When speaking of our own family we use the nouns Mother, Father, etc, like personal names and use no article with them. In such cases these nouns are spelled with a capital letter.

Is Mother still out?

We use **the definite article** with a personal name in the plural when it means the whole family.

The Stevens are very friendly, aren't they?

The following nouns: *news, information, advice, money, weather, permission, luck, fun, work, progress, furniture, luggage* are

never used with the indefinite article.

The nouns above may be used with the definite article when we mean a certain definite amount (when the notion is limited in place, time, etc.).

No news is good news. But: The news about his victory was exciting.

Both articles may be used in the following word-combinations:

piece of luck, news, information, advice, work;

bit of luck, fun;

spell of weather;

sum of money.

Names of meals

Names of meals are used **without articles**.

The indefinite article is used with the names of meals when we mean some quality or aspect of the meal.

Both articles may be used with the names of meals if a party is meant.

*Come, Peter, dinner is waiting. A working man needs **a good nourishing dinner**. They met **at a dinner** given by the faculty for some visiting lecturer. **The dinner** was a success and she was proud of herself.*

A FIXED USAGE OF ARTICLES IN SOME WORD-COMBINATIONS

The Indefinite Article:

to be in a hurry, at a loss;
to do smth in a hurry;
to see, understand, realise smth at a glance;
to say smth, to speak, talk in a loud (low, angry) voice;
it is a pity, (a shame, a pleasure);
to have a great deal of smth;
as a result of;

The Definite Article:

to tell the truth;
to take the trouble;
to play the piano, the violin, the guitar, etc.;
to be out of the question;
in the original;
on the one hand, on the other hand;
the other day;
in the morning, afternoon, evening; in the daytime;
in (at, to) the cinema, theatre, park, beach, seaside, forest,
mountains, bank of the river.

No Article:

to be in despair, in danger, out of danger, out of control;
to play tennis, football, chess, cards, etc;
from beginning to end; from head to foot; from morning
till night; at first sight;
at table, at dinner, at work, at tea, etc;
at sunrise, sunset, night, dawn, dusk, noon, midnight;
by chance, mistake, accident, luck;
by train, plane, boat, car, taxi, bus, sea, air, land;
by post, telegram, phone, radio, letter;
by day; on TV; by name; for hours;
on leave, business, holiday; on foot;
late (early) morning, evening, night, spring, summer,
autumn;

by midnight, morning; noon;
yesterday (tomorrow, Tuesday, Sunday) morning, evening,
afternoon.

EXERCISES

1. Change the forms of the nouns from the singular to the plural. Make all the necessary changes:

1. There is *a banana* on the table. 2. I'll put *a raspberry* on top of your porridge. 3. I saw *a handkerchief* in that drawer. 4. Have you *a pen* or will you use *a pencil*? 5. I'll give you *a newspaper* to read in the underground. 6. We found *a mushroom* in the park. 7. There is *a squirrel* on that tree. 8. Is there *a dog* in the house? 9. He has *a spelling mistake*. 10. What *a strange man*. 11. She is rather *a pretty girl*. 12. They have such *a noisy child*. 13. I saw quite *a large house* there. 14. Have you *a ribbon* of just this shade of blue?

2. Fill in the blanks with articles where necessary:

1. When I opened _ letter _ folded sheet of paper fell out.
2. What _ unexpected pleasure. 3. _ door leading to _ kitchen stood open. 4. There is _ taxi waiting downstairs. _ driver says he won't wait any longer. 5. Here are _ glasses. _ address is inside _ case. I sent David _ cable to say you'd be arriving on _ Thursday and asked him to meet _ Algier's plane. 6. One should never leave valuables in _ hotel bedroom, darling. 7. _ telephone is ringing, will you answer it, dear? 8. Is there _ telephone here? 9. I'm afraid _ banana is a little bit off, better take _ apple. 10. I looked up and saw _ speed-boat no more than 20 yards away. It was hopeless to shout and attract _ attention of _ pilot. He could not hear us. _ boat bore down on us like _ swooping hawk. 11. So this is _ place. I've always wanted to have _ look at it. _ house was built by my grandfather just before _ war. 12. He took _ girl down to _

ground floor and out to terrace. On _ steps she stopped to say good-bye.

3. Fill in the blanks with articles where necessary:

1. There is nowhere in _ world I'd rather go. 2. Keep looking at _ ground. 3. _ sky was a uniform milky white. 4. What is _ plural of 'mouse'? 5. _ earth revolves around _ sun. 6. One of _ planets has _ moon. 7. She dreamt of _ kinder world, of _ warmer sun. 8. _ sea lay, far below, ink-black in _ shadow of _ cliff. 9. I gave _ agonizing look at what looked like _ sea of faces. 10. That will be enough for _ present. 11. The letter was lost in _ post, or so we were told. 12. It had become news and _ press was after it. 13. I've lived most of my life in _ East. 14. _ East of veiled beauties and bazaars exists only in your imagination. 15. He left before _ rain. On _ wet ground his bicycle would have left deeper tracks. 16. They left no traces on _ frozen ground. 17. _ hot, tropical sun was kind to him. He neither burned nor peeled. 18. I've seen no mention of _ project in _ press.

4. Fill in the blanks with articles where necessary:

1. No, you can't have _ chocolate. You've had three already. 2. She had a bar of _ chocolate in her pocket. 3. I'm afraid _ milk has turned. 4. You must drink lots of _ fresh milk. 5. I hate _ wool next to the skin. 6. I couldn't match _ wool. They've nothing at all like this shade of pink. 7. I don't think much of that sweater. _ wool is good but it is sizes too large and then why pink? 8. Don't take the top sandwich. _ cheese is quite dry. 9. _ sand shone silvery white in the moonlight. 10. She slept or dreamed while the children played in _ sand. 11. You need _ sand to produce _ bricks. 12. And the whole thing is topped with _ whipped cream. 13. He hated the freaky chairs made of _ steel.

5. Fill in the blanks with articles where necessary:

1. She spoke with _ indifference which was not convincing. 2. You need _ companionship, my dear and _ new interest in _ life. 3. She treated me with _ complete understanding. 4. "I don't hold with _ modern fashions," she stated. 5. She spoke without _ conviction. 6. Father said I was unequipped to meet _ life because I had no sense of _ humour. 7. I got up from my chair with mixed feelings of _ regret and _ confusion. 8. She realised from _ impatience with which he answered that it was _ matter of _ life or _ death with him _; young always took _ things so seriously. 9. While _ conversation went on Rosemary just sat there in _ sullen silence without saying _ word on — subject under the discussion. 10. She listened to _ story with _ strange feeling of _ curiosity and sadness. It was such _ usual story. 11. Mrs. Tallant was _ very good-looking woman with _ good deal of _ elegance and _ dignity. She had _ figure on which any dress would look well and carried herself with _ uneffected distinction of _ woman who had never suffered from _ doubt or _ fear. 12. He wrote essays on _ modern poetry. 13. It is only ten by _ Moscow time. 14. Give him _ sufficient time and there will be result. 15. He taught ancient literature in _ obscure little college in Lyon.

The Usage of the Article with Proper Names

Use <i>the</i> —article with the following: 1	Don't use any article with the following:
1. Everything which is water: oceans, seas, rivers, gulfs, channels, etc.: the Black sea, the Pacific Ocean, the Great Lakes	<i>BUT</i> : lake Baikal, lake Erie, etc.
2 The ships and vessels: the "Vasa", the "Titanic", the	—

"Queen Victoria", etc.	
3. The mountain chains: the Carpathian Mountains, the Urals, the Himalayas, etc.	<i>BUT:</i> Hoverla, Ararat, or Mountain Ben Nevis, Mountain Everest, etc.
4. Celestial bodies: the Universe, the Solar System, the Sun, the Earth, the Moon	<i>BUT:</i> planets and constellations — Venus, Mars, Orion
5. Schools, colleges, universities, when the phrase begins with school, etc.: the University of Lviv, the Moscow School of Art, Sculpture and Architecture, etc.	<i>BUT:</i> Oxford University, Smith College
6. Ordinal numbers before nouns: the first lesson, the Second World War, the third chapter	<i>BUT:</i> room twelve, lesson twenty-one, exercise seven, World War One
7. Wars: the Crimean War, the Vietnam War, etc.	
8. Countries with more than one word: the United States of America, the Vietnamese Republic <i>BUT:</i> the Sudan, the Netherlands, the Congo, the Argentina	Countries with one word: France, Italy, Germany, Ukraine, etc. States: Florida, Ohio, etc. Cities: Washington, London, etc.
9. The South Pole, the North Pole, the Eastern Hemisphere, the Western Hemisphere	The continents: Europe, Asia, North America, etc.
10. Groups of islands and archipelagos: the British	<i>BUT:</i> Great Britain,

Isles, the Canary Islands, the Philippines	Sakhalin, Iceland
11. Historical documents: the Magna Carta, the Constitution	—
12. Ethnic groups: the Indians, the Russians, the Americans	<i>BUT:</i> I am English, Ukrainian, etc.
13.	Sports, holidays, sciences and subjects abstract nouns: baseball, tennis, happiness, mathematics, history, Christmas, May Day

6. Fill in the blanks with articles where necessary.

Who first found **1** Canada? Nearly **2** thousand years ago **3** men from **4** Norway voyaged to **5** this side of **6** Atlantic Ocean. So they 'discovered' **7** America about **8** Five centuries before **9** Columbus.

10 Canada is **11** largest self-governing country in **12** Commonwealth of Nations, although, with **13** population of **14** 18 mln in 1961, it is by no means **15** most densely populated. It is **16** largest country in **17** western hemisphere and one of **18** largest in **19** world.

20 Canada comprises **21** northern half of **22** North America, and its adjacent islands except **23** Alaska, **24** state of **25** USA **26** Canada is above all **27** forest country. **28** forests are **29** source of almost **30** third of all **31** Canadian exports, and of this third **32** pulp and **33** paper accounts for about **70** %.

It was via **34** Niagara that many of **35** early Loyalist settlers came to **36** Canada from **37** United States. Here were **38** early settlements in **39** Ontario and here today is **40** lush fruit-growing area of **41** province. **42** Niagara country was **43** scene of much of **44** action of **45** War of 1612-14, when British reg-

ulars backed by Loyalists militia repulsed 46 ineffectual attempt by 47 United States troops to drive 48 Great Britain from 49 North American Continent.

Soon 50 great falls of 51 Niagara River came to be seen as 52 huge barrier prohibiting movement of men and goods to and from 53 west. It was then that 54 Canada began to build 55 series of 56 canals, known by 57 name Welland, which enable 58 shipping of 59 Great Lakes to bypass 60 great waterfall and 61 rapids of 62 Niagara River. 63 last of these was constructed in 64 late twenties and early thirties at 65 cost considered preposterous at 66 that time, to carry 67 deep-draught ships between 68 Lake Erie and 69 Ontario.

70 Quebec is 71 largest province of 72 Canada. More than 73 quarter of all 74 people in 75 Canada lives in it. Most of 76 people live near 77 great rivers of 78 province.

Canada's great cities are old and new. On 79 Atlantic seaboard, in such 80 cities as 81 Halifax, and along 82 valley of 83 St.Lawrence at 84 Quebec, 85 Montreal or Kingston 86 resident or visitor moves through 87 modern community, but with 88 history always at 89 his shoulders.

90 Canada's Houses of 91 Parliament stand in a setting of great natural beauty. 92 Ottawa itself is encircled and interlaced by 93 three rivers and 94 lazy canal with 95 rolling Lawrentian Hills as its backdrop. Ottawa has about it 96 unfinished air which reflects 97 young and developing country of which it is 98 capital. 99 view from 100 Parliament Hill across 101 blue and sparkling Ottawa River takes in 102 clutter of lumber mills and 103 vast woodpile of 104 newspaper factory.

105 Montreal is 106 largest and most important city in Canada of more than 107 million people. It is situated on 108 south-east side of 109 Island of 110 Montreal and has 111 Mount Royal towering behind it. 112 victoria Jubilee Bridge spans 113 St.Lawrence River at 114 Montreal and is used as 115

thoroughfare farther 116 west. It is indeed with 117 beautiful city with all its parks, avenues and streets, 118 distinguishing feature being 119 Mount Royal. Actually 120 mountain 121 is large park 122 eleven miles in 123 circumference, at 124 foot of which 125 rich mansions and apartment houses are situated.

Irregular Verbs

<i>Infinitive</i>	<i>Past Indefinite</i>	<i>Past Participle</i>	<i>Translation</i>
arise	arose	arisen	виникати, поставати
bear	bore	born(e)	нести, носити
beat	beat	beaten	бити
become	became	become	ставати
begin	began	begun	починати(ся)
blow	blew	blown	дути
break	broke	broken	(з)ламати
bring	brought	brought	приносити
build	built	built	будувати
burst	burst	burst	розбиватися; вибухати
buy	bought	bought	купувати
catch	caught	caught	ловити, (с)піймати
choose	chose	chosen	вибирати
come	came	come	приходити
cut	cut	cut	різати
dig	dug	dug	копати
grow	grew	grown	рости
hang	hung	hung	висіти
	hanged	hanged	повісити (стратити)

have	had	had	мати
hide	hid	hidden	ховати(ся)
hear	heard	heard	чути
hit	hit	hit	ударяти; влучати
hold	held	held	мати, держати
hurt	hurt	hurt	завдавати болю; боліти
keep	kept	kept	тримати; зберігати
know	knew	known	знати
lay	laid	laid	класти; покласти
lead	led	led	вести, водити
leap	leapt leaped	leapt leaped	плигати, стрибати
learn	learnt	learnt	вчити
	learned	learned	вивчати
leave	left	left	залишати
lend	lent	lent	позичати (комусь)
shoot	shot	shot	стріляти
sit	sat	sat	сидіти
sleep	slept	slept	спати
speak	spoke	spoken	говорити
spell	spelt	spelt	писати або
	spelled	spelled	вимовляти по буквах
spend	spent	spent	витрачати

spring	sprang	sprung	стрибати;
			виникати
stand	stood	stood	стояти
strike	struck	struck	бити;
			вдаряти(ся);
			страйкувати
sweep	swept	swept	мести; мчати
swim	swam	swum	плавати,
			пливти
understand	understood	understood	розуміти
wake	woke waked	woken waked	прокидатися; будити
wear	wore	worn	носити (одяг)
win	won	won	вигравати
write	wrote	written	писати

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