

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Одеський державний екологічний університет

Попович І.І.
Іванченко А.В.
Ярмолович О.І.

НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ

для студентів II курсу денної форми навчання за спеціальністю “ Екологія ”

Навчальний посібник

Одеський державний екологічний університет

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Попович І.І., Іванченко А.В., Яромлович О.І.

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Посібник призначений для проведення практичних занять з дисципліни «Іноземна мова» (Англійська мова) для студентів 2-го року навчання, спеціальність 101 «Екологія» і містить лексичний та теоретичний матеріал та вправи за основними розділами англійської граматики.

Поєднання в кожному з розділів збірки короткої теоретичної довідки за даною темою зі значним обсягом практичних завдань забезпечує можливість розгляду окремих частин програмного матеріалу в режимі СРС.

Відносно велика кількість вправ в принципово важливих розділах уможливорює варіювання обсягів і складності завдань для студентів з різним початковим рівнем мовної підготовки.

Питанням прямого і зворотнього перекладу в посібнику також надана достатня увага. Теоретичні розділи глав містять вказівки, що передують вправам на граматичні явища і випадки слововживання, які становлять найбільшу складність при перекладі з української/на українську мову.

Р е ц е н з е н т и:

Доцент кафедри англійської філології та
світової літератури ІДГУ, кандидат філологічних наук **Четверікова О. Р.**;
кандидат педагогічних наук, доцент кафедри германської
філології і методики викладання іноземних мов,
ДЗ "Південноукраїнський національний педагогічний
університет імені К.Д. Ушинського" **Мельниченко Г. В.**

Затверджено вченою радою Одеського державного екологічного університету Міністерства освіти і науки України як навчальний посібник для здобувачів вищої освіти за спеціальністю «Екологія» (протокол №3 від 25.04. 2024 р.)

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ПЕРЕДМОВА

Розширення зв'язків України із зарубіжними партнерами зумовлює нагальну потребу не просто у висококваліфікованих спеціалістах з менеджменту і публічного управління, а в спеціалістах, які б поєднували в собі знання зі знаннями іноземної мови. Володіння іноземною мовою стало не лише ознакою гарної освіти, але й невід'ємною характеристикою сучасного фахівця. Володіючи іноземною мовою, людина автоматично переходить на вищий соціальний ступінь, оскільки стає конкурентоспроможним претендентом на високооплачувану посаду.

Майбутнім фахівцям потрібні навички практичного володіння іноземною мовою в різних видах мовлення в обсязі тематики, зумовленої професійними потребами; отримання новітньої фахової інформації із іноземних джерел; користування усним монологічним та діалогічним мовленням у межах побутової суспільно-політичної й фахової тематики. Таким чином, метою навчання іноземної мови є формування необхідної комунікативної спроможності в сферах професійного та ситуативного спілкування в усній і письмовій формах.

Навчальний посібник для студентів II курсу денної форми навчання за спеціальністю "Екологія" включає 4 уроки. Кожна частина містить граматичні вправи за основними розділами англійської граматики відповідно до навчальної програми нормативної дисципліни "Іноземна мова" ("Англійська мова") для студентів II курсу денної форми навчання за спеціальністю 101 "Екологія" освітньо-кваліфікаційного рівня бакалавр ОДЕкУ. Головна мета навчального посібника - систематизація і поглиблення навичок мовлення, що були надбані раніше.

Кожен урок забезпечений відповідним комплексом вправ: текстових, лексичних і граматичних.

Курс розраховано на 60 годин і вивчається з метою удосконалення професійних знань і розвитку умінь використання цих знань у англійській професійній діяльності. Навчальний посібник також спрямований на розвиток умінь усної та писемної комунікації.

Після вивчення даного курсу студенти повинні знати і вміти:

- читати та перекладати науково-технічну англійську літературу за фахом для отримання необхідної інформації;
- розуміти зміст прочитаного та лексико-граматичний матеріал, наданий у посібнику;
- розуміти і володіти відповідними граматичними конструкціями і виразами;
- брати участь в усному спілкуванні англійською мовою в обсязі матеріалу, передбаченого програмою.

LESSON 1

TOURIST ATTRACTIONS AND ENTERTAINMENT

I. Study the vocabulary list:

- | | |
|---|--|
| 1. to entertain, <i>v</i> | приймати, пригощати гостей, розважати, займати |
| entertaining, <i>adj</i> | цікавий, розважальний; кумедний |
| entertainment, <i>n</i> | розваги; естрадний концерт; гостинність, частування |
| 2. to occur, <i>v</i>
<i>syn.</i> to happen | траплятися, відбуватися зустрічатися, попадатися |
| 3. income, <i>n</i>
income tax | дохід, заробіток
прибутковий податок |
| 4. access, <i>n</i>
accessible, <i>adj</i> | доступ; підхід
доступний; досяжний |
| 5. scenery, <i>n</i> | пейзаж |
| 6. gamble, <i>v</i>
gamble, <i>n</i> | грати в азартні ігри
азартна гра; авантюра |
| 7. scuba diving
scuba ->
self-contained underwater
breathing | підводне плавання
<i>скор.</i> від дихання під водою за допомогою акваланга |
| 8. handicraft, <i>n</i> | ремесло, ручна робота;
мистецтво ремісника |
| handicraft, <i>adj</i>
handicraft industry
handicraftsman, <i>n</i> | ремісничий; кустарний
ремісниче виробництво
ремісник |
| 9. float, <i>v</i>
floating, <i>adj</i> | плавати; триматися на поверхні води
плаваючий; плавучий |
| 10. to devise, <i>v</i> | задумати; придумати; винаходити |
| 11. to hire, <i>v</i> | наймати; брати на роботу |

12. to amuse, <i>v</i> amusement, <i>n</i> amusement park	забавляти, розважати розвага, забава, веселощі, проведення часу парк з атракціонами
13. a thrill ride	атракціон зі спеціальними ефектами для катання
14. gourmet, <i>фр.</i> gourmet restaurant	гурман ресторан для гурманів
15. package, <i>n</i>	тур, комплексне обслуговування всієї всієї туристической поїздки
16. merchandise, <i>n</i>	товари, товар
17. to afford, <i>v</i> I can't afford it. I cannot afford the time.	дозволити собі; бути в стані Це мені не по кишені Мені ніколи.
18. familiar, <i>adj</i> familiarity, <i>n</i>	добре знайомий; звичний; звичайний буденність; звичність
19. boredom <i>n</i>	нудьга
20. survey, <i>n</i>	опитування; обстеження; огляд

II. Read and translate into Ukrainian

1. Tourist attraction is anything that may cause a tourist to visit an area. It may be a beach, a mountain, a historical landmark and so forth.
2. Entertainment includes activities that amuse people, such as going to theatres, night clubs, art exhibitions and so on.
3. Free port is a port where people can buy some types of merchandise without paying customs duties on their purchases.
4. Souvenir shop is a place where people can buy objects that will help them to remember their trip because '*souvenir*' is the French word for "*to remember*".
5. Handicraft is the art or skill of making articles by hand, often pottery or fabrics.
6. Amusement Park is an area that offers different kinds of amusements or entertainments, such as thrill rides, magic shows.
7. Theme Park is a special kind of amusement park that has a unifying concept. Disneyland in California uses the Disney cartoon characters, like Mickey Mouse and Donald Duck as its theme.
8. Sightseeing excursion is a trip of less than a day's duration for the purpose of looking at local attractions.
9. There are also sightseeing tours with overnight stops.

III. Read and translate :

Text A

TOURIST ATTRACTIONS AND ENTERTAINMENT

Major tourist attractions include *large cities* like London, Moscow, Paris, New York; seashore areas in warm climates like the Caribbean and the Mediterranean; and ski resorts like those in Switzerland.

Actually, any place can become a tourist destination as long as it is different from the place where the traveller usually lives. Paris may not be a tourist attraction to a Parisian, but for a New Yorker it may have many charms. People travel for various reasons, and there are numerous attractions that appeal to a wide variety of tastes.

In addition to being major business centers, the large cities offer attractions and entertainment for all kinds of people.

Cultural events occur frequently, including theatrical and opera performances, concerts, ballet, art exhibitions, to name a few.

There is also a wide selection of restaurants and a great variety of night life in urban centers. Shopping is an attraction for many visitors, whether in the great department stores of New York and Tokyo or in the boutiques of Paris and London.

The big cities also offer a unique atmosphere and history. One of the advantages of the big cities is their ability to absorb large numbers of tourists. These cities have an existing infrastructure that is capable of caring for the needs of millions of people; and many of the attractions that tourists visit have been developed primarily for the benefit of the inhabitants. Therefore, tourism is an economic plus for many big cities because it increases income from existing facilities, both public and private.

The large cities of course do not have a monopoly on architectural or historical monuments. Smaller towns and rural areas throughout the world have attractions of this kind that tourists visit.

One excellent example is Machu Picchi, the lost city of the Incas in Peru, which is a remote and difficult to reach area.

The ruins of Machu Picchu, a tourist attraction that has become accessible because of modern means of transportation, are visited by more and more tourists every year.

Natural scenery is also an attraction for tourists. Millions of people have visited wild areas in Africa, Middle East, Nepal and other places where they can see the wonders of nature.

Holiday resorts usually attract tourists because of their sunny beaches, their snow-covered ski-slopes, or their golf courses. In addition, they frequently offer other kinds of entertainment to their guests. At the ski resorts, it is often an atmosphere of informality, at a cosmopolitan resort like Miami Beach, it may be

night clubs and stage shows. In San Juan, in addition to legal gambling, there are historical sites in the old city or tropical rain forests only a few miles away. Many of the resorts give instruction in scuba diving combined with visits to coral reefs. And of course most of them have a variety of stores and souvenir shops.

Shopping has been made a tourist magnet by government policy in some countries. Handicrafts appeal to touring shoppers in many places, where the souvenir shop that sells this kind of merchandise is as much a feature of most tourist areas as the hotel. Most people who visit these countries take home at least one sample of the local handicraft.

A *cruise ship* is a floating hotel, one which the passengers cannot leave outside a port. Most cruises therefore try to keep up a party atmosphere throughout the voyage, with games, dancing, costume parties, gambling and whatever other activities can be devised within a rather limited space. Entertainers are often hired for the entire trip, and they are often hit-name performers.

Throughout history, markets have given performers a chance to entertain. Many people have gone to trade fairs as much for amusement as for buying and selling. Dating from the crystal Palace in London in 1812, many countries exhibit their products at big world's fairs in the midst of a sort of carnival atmosphere. Another modern development is the amusement park, a carnival with a variety of games, thrill rides, magic shows, and other kinds of entertainment.

A recent development is the theme park, an amusement park that is designed around a unifying concept. The two huge Disney enterprises, Disneyland in California and Disney world in Florida, are the most successful examples of this kind of created tourist attraction. From a commercial point of view, they have the enormous advantage as they are designed to appeal to entire family groups rather than to any particular age level.

Many tourists don't want to be identified as tourists. These independent travellers try to visit the attractions they want to see on their own rather than a member of a tour group.

The majority of tourists, however, travel in groups, with their entertainment and sightseeing included in the package. Many tour groups are formed around some kind of special purpose, such as eating a series of meals at the leading gourmet restaurants in France.

The tours that are put together for resort holidays rather than special groups often offer some entertainment or sightseeing in the package. The sightseeing business is another part of the tourist industry that has grown rapidly in recent years. It includes selecting the sights that would appeal to tourists and then providing transportation, meals, opportunities for shopping.

Some of the tours are part of the total travel service that is offered by such companies as Thomas Cook and American Express. A good deal of the excursion business, however, involves local enterprises whose services are sold through representatives in the tourist hotels or travel agents in the area. A large number of sightseeing trips are part-day or one-day excursions to local points of interest. A guide has a prepared talk during which he gives information about the sights that

will be visited, but he must also be able to answer questions and to deal with the human problems that may arise. If the tour occupies a full day, meals are prearranged at a hotel or restaurant.

A few tourists do not want to travel in groups. Instead, they prefer the comfort of a guide to show them around and make arrangements for them. For a price, these services are available in many tourist centers. This might be described as a personalized tour for those who can afford it. As with group excursions, or tours, arrangements can ordinarily be made through the visitor's hotel or by a local travel agent.

Familiarity and boredom are the enemies of tourism. Surveys show that people who spend two weeks at a resort are generally more satisfied with their holiday than those who remain three weeks or more. This means that the entire range of amusement and entertainment available is an important factor in keeping the customers satisfied. The more variety is offered to tourists, the more pleased they are likely to be.

EXERCISES

I. Find in the text answers to these questions:

1. What kind of places can become tourist attractions? Why?
2. What are some of the attractions and kinds of entertainment that make large cities major tourist destinations? Give examples.
3. Why do large cities have the ability to absorb large numbers of tourists?
4. Why is tourism an economic plus for many big cities?
5. What are some of the other places besides the big cities that offer historical or architectural interest? Give examples.
6. Why does natural scenery attract tourists? Where can they find it?
7. Do tourists go only to easy and comfortable places to see natural wonders? Why not?
8. What are the principal attractions of holiday resorts?
9. What other kinds of entertainment do they offer to their guests?
10. Why is shopping an important attraction for tourists?
11. What kind of merchandise is featured in many souvenir shops?
12. Why do most cruise ships try to keep up a party atmosphere throughout the voyage?
13. What forms of entertainment do they offer?
14. In what way can trade fairs and markets become tourist attractions? When did it start?
15. What is the amusement park? What is its modern development?
16. What economic advantage do the theme parks have?
17. How can independent travellers arrange their tour?
18. What kinds of entertainment or sightseeing might be included in packaged

tours? .

19. What activities are included in the sightseeing business?
20. What companies are known worldwide as leading travelling agencies?
21. What does the sightseeing business deal with?
22. What would usually be included in a sightseeing excursion?
23. How are sightseeing trips arranged? What are examples of more ambitious sightseeing trips?
24. Can an individual tourist employ a guide to show him around and make arrangements for him? How could a tourist do this?
25. Why is it important to offer as much variety as possible to tourists?

II. Say what you've learned from the text about:

- a) major tourist attractions;
- b) different entertainments offered to tourists in big cities;
- c) other places that appeal to travellers;
- d) holiday resorts and their scope of attractions;
- e) other types of attractions for tourists and their economic advantages;
- f) the sightseeing business and excursions;
- g) way of arranging tours for independent travellers.

Text B

Read an interview with Bill Morrison, the Senior Publicity Officer for the Irish Tourist' Board, who is talking about how they market Ireland to the British and German markets

I. — the Interviewer B. M. — Bill Morrison

B. M. The British, you see, regard Ireland almost as their backyard, but on the other hand as a foreign country. For them we are neither an international nor a domestic destination.

Geographically, we are very close so it's only a short hop to get here. And, as a result, the British often come for weekend breaks or even for the day. We also share a common language, and culture and history. People know the system, they feel confident, so if they come for longer periods of time, they are more likely to choose self-catering holidays or take a self-drive trip. For the most part they are independent travellers. Many come so they can enjoy or follow their favourite hobby. Angling and golfing holidays are very popular, with the number of golfing holidays growing. You know we have some of the finest greens in Europe and they are relatively cheap compared to other places. Cycling is also growing in popularity. It's now considered a very healthy occupation, and of course it's become very upmarket.

Then again, Ireland is becoming a popular destination for the office outing.

Previously companies would take a day trip to the seaside now they take a weekend break, more and more often to Ireland.

I. And the Germans?

B. M. They have a very different impression of Ireland. It's a misty, romantic isle on the edge of the world. They come to find a way of life that they believe no longer exists in Germany: the quiet, peaceful village life of 100 years ago or more.

So they come mainly to the West Coast, to the unspoilt landscape. They want to see the way of life, to meet the people. They'll come on coach tours, but unlike the British, who'll take a tour only to appreciate the scenery, they'll come on a study tour, an archaeological tour, an Irish music tour, so that they can learn about the life, the history, while they see the countryside. Even though there are many direct flights from Germany, they tend to come for an average of ten days — transport costs being the major reason. Like the British, they come for outdoor pursuits: walking, cycling and cruising. Cruising on inland water-ways is very popular. And above all, they enjoy discovering the small villages, the village life around the pub with Irish music.

I. And are they independent travellers or do they come with a group?

B. M. The German travel trade is far more structured than the British. You'll find that even those who come singly, as a family group, have prepaid and prearranged almost everything at home in the travel agents before they left. Many are on — let's call it a tailored holiday package.

I. And so how do you market Ireland?

B. M. Both in Britain and Germany we target the top end of the market. The majority of Germans who come are English speakers. This tends to mean that they belong to the professional classes: A, B and C categories. So all our media publicity is aimed at them. We advertise in those journals and specialist magazines that they are likely to read. We promote Irish holidays at those travel fairs where we feel there is an interest, where we want to develop that interest. So we'll have a stand at the Munich CBR, that's the caravan and boat consumer market, the Hamburg holiday fair, Cologne's Coach Operators' Fair and Dusseldorf's Boat Show for instance, but we won't be represented at the Equestrian fair in Hamburg in April, though we will be at the Badminton Horse Trials as there is a British market for horse-riding holidays at the major golfing tournaments. We also go to the angling and game fairs as well as attending the major trade fairs such as the World Travel Market fair in London in November. This year there'll be seven travel programme series on British television, and we'll be featured in every one. But we are promoting Ireland to the top sector of the holiday market — to the As and Bs — so again we advertise in the specialist journals, the glossy upmarket magazines, the quality papers. But not all our publicity is paid publicity, for instance the television programmes. We also receive publicity when journalists include Irish holidays in their travel sections. So every year we help journalists to travel around Ireland. This year we'll assist 300 British, journalists and about 80 to 90 German journalists.

I. So what aspects of Ireland do you stress in your advertising?

B. M. Both in Germany and England we emphasize those aspects that appeal to the public. To the Germans we market our romantic castles, the misty green landscape, the fairy-tale image. To both we stress the personal side of Ireland, village life, the slow relaxed pace of life, the human interest. We also promote the fashionability of Ireland: the fact that Ireland is a favourite hideaway retreat for film stars; that Ireland is a healthy place to come — fresh air, the simple life, healthy activities. The British are also interested in the Irish film industry. They're also attracted to the golf, to the food — good, fresh ingredients simply cooked, to the good living...

EXERCISES

I. Note the words and expressions from the interview:

1. **it's only a short hop to get here** зовсім поряд; рукою подати
2. **self-catering holidays** відпочинок з харчуванням за свій рахунок, тобто «самозабезпечення»
3. **angling, n** рибна ловля
to angle, v вудити рибу; «закидати вудку»
angler, n рибалка
4. **upmarket, attr.** дорогий; для заможних людей
ant. дешевий; за низькими цінами
downmarket
5. **to target the top end of the market** націлюватися на багатих, заможних туристів
6. **office outing** спільний відпочинок товаришів по службі в вихідні
7. **a tailored holiday package** туристична поїздка, спланована за індивідуальним замовленням
8. **the glossy upmarket magazines** глянцеві дорогі журнали
9. **the fairy-tale image** казковий образ

10. **hideaway**
retreat

затишне місце, де можна сховатися;
притулок

II. Read the interview again and complete the grid.

Questions	British	Germans
How do visitors regard Ireland?		
What type of holidays do they come for?		
Are the majority independent travellers or package holidaymakers?		
What type of client does the Tourist Board target?		
How and where do they publicise and market Ireland?		
What aspects of Irish life do they stress in the marketing?		

Text C

Read an article adapted from the American magazine “Newsweek” and discuss the key points. Use a dictionary.

HOW DISNEY DOES IT

A dazzling new theme park, saluting the movie biz, fulfills Walt’s wildest dream

Come behind the scenes at Walt Disney World near Orlando, where, at various locales, a Minnie head is getting a last-minute application of eye liner and “mouse-cara” — and Michael Eisner, the chairman and CEO of the whole company, is checking out a part of the park that will be hidden from public view until the opening day. “You know what would look great over there?” says the surprisingly tall (for those who’ve seen him introduce the Disney Sunday-night TV show), still boyishly affable 47-year-old executive. As he speaks, he is pointing to a space on the back lot of the Disney-MGM Studios Theme Park, a dazzling 135-acre high-tech playground that will combine rides, shows and exhibits — all “themed”, as the Disney folks say, to the world of movies and TV — with a tour of an actual film- production facility.

“an aircraft carrier!” Eisner says.

“You mean,” says a clipboard-carrying aide, conscious that his superior earned \$40 million last year, largely because Eisner seems, like to entertainment executive since Walt Disney himself, to have located the pulse of the American public — “you mean, next to the [replica of a] subway car?”

“Sure, why not?” Eisner says. “Call some naval bases and see if you can get an aircraft carrier and put it right *there*.”

“Sixty miles from the nearest ocean?”

“Yeah, it’ll be fun to look at, don’t you think?”

Others may deal in weightier matters than this always energetic, family-oriented fellow who worked his way up through the programming department at ABC Television, and then moved over to Paramount Pictures, where he was the driving force behind such smashes as “Terms of Endearment” and “Saturday Night Fever.” But no one in America has a neater job than Michael Eisner. Besides making the movies he wants for Walt Disney Studios and its somewhat more mature subdivision, Touchstone Pictures, he gets to pass judgment on the latest designs for Mickey Mouse watches *and* lord it over the company’s theme parks. These include Disneyland, the southern California original, and Disney World — which may have started out to be the East Coast version of the above, but has become, something much more: a kind of warp zone of warmth and family values, similar to the Thanks-giving-dinner table, where people congregate to assure themselves that the world’s a fine place after all.

Tropical sun: Tourists patronize the 28,000-acre plot of central Florida bogland (all but 5,000 acres of which remains in its alligator-and-armadillo-infested natural state) with a passion that cannot be analyzed in terms of warm weather, Mickey Mouse-worship or humankind’s intrinsic need to play. Now 25 million people pour through annually and leave behind close to \$2 billion.

Each year, in defiance of all logic, the lines get longer — and the “satisfaction rate” of the customers (as measured by exit polls) gets higher than ever before. People love Disney World so much they voluntarily change their money into “Disney Dollars,” which are good only on the grounds and offer no advantages except the dubious thrill of owning expensive counterfeit currency. It’s a good thing, too. For many more visitors are on the way, lured by the promise of mind-boggling new things to see and do. Indeed, Disney World, which is already the world’s leading consumer of fireworks (\$30,000 Worth a night), is about to experience the biggest boom in its history.

Tour wars: Disney isn’t the first company to offer this kind of attraction. Universal Studios has operated a tour of its California production facility since 1964 — and announced that it will open a similar enterprise, about three miles from Disney World.

Eisner resents any implication, however, that Disney isn’t the lender in this field. He has a lot more on his mind than just movies. Noon he’ll be cutting a ribbon for an attraction meant to entice Disney’s toughest audience: teenagers. Typhoon Lagoon is an elaborate, epic novel of a water slide with eight different flumes, a snorkeling area and a surf-making machine capable of sending out waves

of up to seven feet. For those who still have energy to burn after the mechanical tide ebbs, Disney opened Pleasure Island, a cluster of "themed" night-clubs for teens and adults. For those who, like most visitors, can barely drag themselves back to their rented Cutlass Cieras each evening, the property includes the elegant (and handy) Swan and Dolphin hotels, both the work of postmodernist architect Michael Graves, who will crown each creation with a striking representation of its namesake.

Big squid: Why? Disney has taken a lush tropical wilderness, paved it over and added flying elephants (Dumbo: average waiting time 20 minutes) and submarine-size squid ("20,000 Leagues Under the Sea": Usually a 30-minute wait). Booze and tobacco are hard to come by on the property, and night life is virtually nonexistent, at least until Pleasure Island is completed. "I'd like to say that our show is entirely responsible for our success," says Tom Elrod, Disney World's senior vice president for marketing. But he can't; it's not that simple. Over the years research has shown that the formal "attractions" such as Space Mountain, Pirates of the Caribbean and Journey into Imagination, beloved as they are for their lavish high-techness and ability to induce fleeting nausea, consistently rank a distant third in the hearts of the customers. What folks like even more, they say, is the friendliness of the employees and — this is invariably the first thing cited — the cleanliness with which Disney World constantly shines.

Disney World is a zone of almost perfect efficiency and order. In a place of queues curling and winding and switchbacking into Tomorrowland, line jumping becomes the crime that dares not speak its name. Anything worse is not even imaginable.

Line management: Egad, your high-school principal was right: courtesy *is* contagious. Not that the management believes it can sit back and let harmony happen. "There's a real art to line management," says Dick Nunis, head of Walt Disney Attractions. For example, in order to make the experience less psychologically wearing, the waiting times posted by each attraction are generously overestimated, so that one comes away mysteriously *grateful* for having hung around 20 minutes for a 58-second twirl in the Alice in Wonderland teacups. ("I used the same trick when I was trying to sell sitcoms to the networks," says Eisner. "I showed them a 23-minute 'Happy Days' pilot and told them it was a halfhour. They thought it was the fastest-paced show they'd ever seen.")

The lines, moreover, are always moving, even if what looks like the end is actually the start of a second set of switchbacks leading to — oh, no! — a *pre-ride waiting area*. Those little tricks of the theme park trade mean a lot. Even during the peak periods of Christmas and Easter week— when the parking fields sometimes close at midmorning, causing Winnebagos to sadly turn away like bull elephants rejected by their mates — there are few complaints.

Nor is there much negative press coverage. This is partly due, no doubt, to Disney World's policy of engendering good will by providing free passes to almost any reporter, photographer or TV technician who phones or writes ahead and asks. For some special events, the freebies are laid on even more lavishly. To help

publicize the opening of the Disney-MGM Studios, several thousand media members are being offered free plane tickets and hotel rooms.

“Exploiting the Disney mystique,” it’s called. When an accident occurs on one of the rides or in a restaurant, or if someone gets mowed down by one of the clean-cut zealots constantly vacuuming up invisible litter on Main Street USA, Disney representatives have been known to rush to the scene with offers of free tickets and air fare home in exchange for an on-the-spot settlement. Only a few of the injured elect to file suits.

Disney died in 1966, two years before construction on his World started. He lives on, though, partly through Disney University, a training center where cast members take courses designed, says director Valerie Oberle, “to help people do the hard work of helping other people have fun.” Employees, most of whom come from outside the area (Disney, the largest nongovernment employer in Florida, exhausted the local manpower supply long ago), take three days of motivational courses at the start of their careers, and refresher courses later. At least once during his or her career, every Disney World management employee must spend a day prancing around the property in an 80- to 100-pound character costume. Because it looks on its employees as playing showbiz “roles.”

Eisner says, “We’re basically hardworking family people.” The Disney top executives certainly fit that description. Eisner often takes his wife, Jane, and their three sons, Breck, Eric and Anders, on business trips — and constantly alludes to them in interviews, speeches and even in the Disney annual report, where he recently discussed company earnings in the span since “Breck started high school.”

Eisner knows so much about amusement parks, he says, “because it’s basically the same business [as making movies]. An attraction in one of our parks is like a film story. And I know a good story always has a beginning, middle and end.”

EXERCISES

I. Answer the questions on the text:

1. Who is Michael Eisner and what has he done for further development of Disney World?
2. Why did he start this project?
3. Why is Disney World so popular with customers?
4. What are the major attractions for tourists?
5. What is the main goal of the management?
6. How do they cater for different age groups?
7. What factors promote success of this tourist destination?
8. In what way do Disney traditions continue?
9. How are employees trained?
10. What does Eisner know about amusement parks?

II. Find in the text the most impressive part and retell it (for each student it might be a different one).

III. Think and answer:

1. What do you think of the idea to combine a theme park with film-making industry?
2. Why does it appeal to so many tourists?
3. What features of the theme park do you find most entertaining?
4. What attractions would you like to visit? Why?
5. Are there any features that do not seem very good to you? What are they?
6. Why is the park considered good business?
7. What are the perspectives for the park? Give your reasons.

Develop your speaking skills

IV. Planning a theme park.

Epcot at Walt Disney World® in Florida is a theme park which consists of two parts: Future World, which explores the role of communications, transport, agriculture, and energy and also looks at the world of imagination, and World Showcase, which examines the world about us, recreating the sights and smells of such far apart places as Britain and Beijing.

In the World Showcase there are exhibitions on the following countries:

Canada	Italy	Norway
China	Japan	United Kingdom
France	Mexico	USA
Germany	Morocco	

If you were designing your own World Showcase Theme Park what exhibits would you build for each of the countries?

Discuss it in groups. You can add other countries if you want. To help you, here are some of the UK exhibits at the World Showcase:

red telephone boxes warm beer in a traditional pub
half-timbered houses a tea shop in a country cottage

How could Ukraine be represented at the Show?

V. Disneyland® Paris.

a) Discuss the following questions.

1. Have you ever been to a theme park or amusement park?
2. What kind of attractions and “rides” did you find there?
3. What was your favourite?
4. What are: a ghost train? a big wheel?
a roller coaster? a white-knuckle ride?
a haunted house?

b) Like most theme parks, Disneyland® Paris is divided into several different “lands” with a mainly American theme.

— Main Street USA — Discoveryland
— Frontierland — Adventureland — Fantasyland

What would you expect to find in each of these lands?

Which one contains attractions concerned with the following:

- a) distant lands, a jungle, and a mysterious island;
- b) fairy tales and magic castles;
- c) shops and restaurants from America at the turn of the century;
- d) space and technology;
- e) cowboys and Indians.

What do you think happens in each of the following rides and attractions and which land would you find them in?

Space Mountain	Phantom Manor
Pirates of the Caribbean	Snow White
Indiana Jones and the Temple of Peril	Star Tours
Big Thunder Mountain	Sleeping Beauty’s Castle

VI. Read the text “Disneyland® Theme Park,” Paris and check your answers to the questions in Task V.

DISNEYLAND THEME PARK

PARIS

MAIN STREET, U.S.A.

Pass through the gates of the theme Park and enter another world with your first steps on Main Street, U.S.A. Antique automobiles and horse-drawn streetcars move up and down this busy street — and don't miss the spectacular daily parade!

The magic starts as soon as you enter **Main Street, U.S.A.**, every detail of the speciality shops and restaurants reflecting the charm of small-town America at the turn of the century. There’s at least one fabulous **parade** every day of the year, with special themes and characters. Stream trains depart **Main Street Station** for a trip around the Park whilst at the far end of the Street is the **Central Plaza**, where all four lands come together. Which one will you explore first?

OPENING HOURS

09.00 — 23.00 (11 Jul—31 Aug)

09.00 — 18.00 (rest of year weekdays)

09.00 — 20.00 (rest of year weekends)

Occasionally certain rides and facilities may not operate due, for example, to routine maintenance, etc. Please note that some rides have a minimum height restriction and certain rides may also be unsuitable for pregnant women, or people with health problems.

FOOD & DRINK IN THE PARK

As well as the restaurants in the theme park (which serve everything from kid's menus at FF28 to full menus for adults from FF140), food stalls and carts on weekends and in school holidays serve snacks such as pizza baguettes from FF22; burgers are available from FF10 and many restaurants have simple set menus from around FF52, with a main course on its own from FF26.

DISCOVERYLAND

A celebration of space and vision! Disney's newest thrill, the incredible journey from the earth to the moon on Space Mountain ... followed by a flight through space in the Star Tours simulator and a Journey through time in Jules Verne's Visionarium.

Taking its theme from the Star Wars trilogy, the high-tech **Star Tours** intergalactic flight sets the pace for a whirl through space and time. At Videopolis you enjoy spectacular live stage shows and **Captain EO**, the extraordinary 3D musical space spectacular starring Michael Jackson, Jules Verne's extraordinary visions are explored to the full in **The Mysteries of the Nautilus** where his undersea world can be seen from Captain Nemo's submarine.

Space Mountain is Disney's £65 million white-knuckle ride which combines Jules Verne's imaginary world with a thrilling roller-coaster which catapults you to the moon! During the ride, you'll blast out of the great cannon, and dodge falling meteorites hurling through space in a breathtaking series of inversions — including a 360° sidewinder loop!

ADVENTURELAND

Pack you bags for distant lands and discover the mysterious Adventure Isle. Explore the jungle with Indiana Jones™ and set sail with the Pirates of the Caribbean!

Be prepared for a spot of swashbuckling with **Captain Hook** and **Peter Pan** aboard a magnificent pirate galleon. Just up ahead the Jolly Roger flies atop a menacing Spanish fortress — it's the **Pirates of the Caribbean!**

Indiana Jones™ & The Temple of Peril is a breathtaking rollercoaster chase. Trains career past ancient temple gods, teetering columns, and hidden perils, before climbing through a full gravitydefying loop! — not for the faint-hearted, this is one of the biggest thrills in the Theme Park!

FANTASYLAND

An enchanting land of fairy tales and make-believe. **Sleeping Beauty's Castle** forms the centerpiece of the Park and here your childhood memories become reality.

Especially popular with younger children, this fantasy land brings to life the stories of **Snow White** and **Alice in Wonderland**. Take a musical cruise around the globe with It's a small world and enjoy **The Voyages of Pinocchio**, **Peter**

Pan's Flight, Dumbo the Flying Elephant, and the whirl of the Mad Hatter's Tea Cups. Ride through Storybook Land aboard Casey Junior's Circus Train or on the Storybook Cruise on the canal, taking in the scenes from Peter and the Wolf, the Little Mermaid, and Beauty and the Beast.

FRONTIERLAND

Relive the golden age of the American Frontier with cowboys, Indians, and rugged frontiersmen in this land of romance and excitement. A chilling experience awaits you at haunted **Phantom Manor**, whilst children of all ages will enjoy the **Pocahontas Indian Village Playground** and live show and the small farm animals in **Critter Corral**. For sheer excitement, don't miss **Big Thunder Mountain**, one of Disney's most famous attractions and one of our favourites.

The runaway train takes you on a perilous plunge from rocky peaks to treacherous mine shafts. An explosive experience — hang on to your hats!

VII. Think and answer:

Where in the theme park would you advise these visitors to go — or not to go?

- a) a family with two children aged three and five;
- b) someone interested in space and technology;
- c) two teenage friends;
- d) a person with a heart condition;
- e) the person sitting next to you;
- f) a member of your own family;
- g) your teacher.

GRAMMAR

The Infinitive

The infinitive is the basic form of the verb + "to" (*to buy, to fish, to run, to watch*).

The word "infinitive" comes from the Latin word *infinitus*, from *in-* (not) and *finitus* (finished, limited). The infinitive describes an action, but unlike a regular verb, it is not limited in any way.

The regular verb is limited to the tense and subject. For example, in the sentence "Diana danced" the action is limited to Diana and to the past.

However, the infinitive is unlimited. In the sentence "To dance is easy", the action is not limited to any subject or to any time.

Infinitives are often used when actions are unreal, general, or future.

Examples: (Note how the main underlined verb relates to unreal, general, or future actions.)

Kate agreed to come.

I hope to see you soon.

We plan to finish this shortly.

В основному інфінітив вживається з часткою «to», це його формальна ознака. Однак, існує декілька випадків, в яких інфінітив вживається без частки «to», так званий «bare infinitive» або «Zero Infinitive»:

1. Після **модальних дієслів** (крім ought to)
I should be there. I can help him. He must stop smoking.
2. Після дієслів **shall/will**
I will give you money. We shall start.
3. В Complex Object після дієслів чуттєвого сприйняття: to see (бачити), to hear (чути), to notice (помічати), to feel (відчувати), to watch (спостерігати), to observe (спостерігати).
I see you like her. I heard you go to the theatre every day.
4. Після дієслів **let** (дозволити), **make** (змушувати)
He makes his child start do homework. I can't let you go.
Зверніть увагу, що в пасивній конструкції інфінітив буде вживатися з часткою to.
He was made to do this. Його змусили зробити це.
5. Після виразів **had better** (краще) і **would rather** (краще б)
I had better become a lawyer.
6. У розмовній конструкції **Why not do smth:**
Why not cheer them up? — Чому б не підбадьорити їх?

The forms of the Infinitive

There are four forms of the Infinitive:

Tense	Active Voice	Passive Voice
Indefinite (Simple) Infinitive (звичайна)	to eat	to be eaten
Continuous (Progressive) Infinitive (тривала)	to be eating	---
Perfect Infinitive (перфектна)	to have eaten	to have been eaten
Perfect Continuous Infinitive (перфектна тривала)	to have been eating	---

1. Indefinite infinitive

Загальну інфінітивну форму використовують, коли дія, виражена інфінітивом є одночасною щодо дії, вираженою дієсловом – присудком.

I am glad to do this.

Я радий це робити. (Мається на увазі, що я зараз радий це робити. Дві дії відбуваються одночасно, він радий і він щось робить.)

Або дія, виражена інфінітивом, є майбутньою щодо дії, вираженою дієсловом – присудком.

I want to do this.

Я хочу це зробити. (Мається на увазі, що хоче він зараз, але він цього ще не зробив, а зробить у майбутньому.)



Якщо присудок містить в собі модальне дієслово або дієслово, що передає певну модальність, - типу *to expect (сподіватися)*,
to hope (сподіватися),
to intend (мати намір),
to want (хотіти), etc. - то інфінітив у формі Indefinite (Simple) виражає дію, яка стосується майбутнього:

I expect them to arrive tomorrow.

He wants to stay in this hotel.

2. Continuous infinitive

Тривалу форму інфінітиву використовують, коли дія, виражена інфінітивом, є одночасною з дією, яка виражена дієсловом – присудком.

I am happy to be doing this.

Я радий, що я роблю це. (Мається на увазі, що він робить щось протягом якогось часу, його дія тривала.)

3. Perfect infinitive

Перфектний інфінітив використовують тоді, коли дія, виражена інфінітивом, передуює дії, яка виражена дієсловом присудком.

I am glad to have done this.

Я радий був зробити це. (Мається на увазі, що він зараз радий, а зробив він до цього моменту, у минулому.)

4. Perfect continuous infinitive

Тривалу перфектну форму інфінітиву використовують, коли дія, виражена інфінітивом, є тривалою і відбувалася протягом певного часу перед дією, яка виражена дієсловом – присудком.

*I am glad to have been dating with you for 5 years.
Я радий, що зустрічався з тобою протягом 5 років. (Мається на увазі, що він зараз радий, а до цього він зустрічався з нею, у минулому, протягом якогось тривалого періоду.)*



У заперечній формі частка **not** вживається перед інфінітивом.

*Наприклад: It was a mistake not to invite her to this meeting.
Було помилкою не запросити її на цю зустріч.*

Complex Object.

Конструкція Complex Object (складне доповнення) складається з 2 частин:

Іменник або займенник в об'єктному відмінку + Інфінітив

*Do you want the children to stay? – Ти хочеш, щоб діти залишилися? (іменник + інфінітив)
Do you want us to stay? – Ти хочеш, щоб ми залишилися? (займенник в об'єктному відмінку + Інфінітив).*

На українську мову Complex Object зазвичай перекладається придатковим додатковим реченням зі сполучниками *що, щоб, як*.

*Would you like me to help you? – Хочеш, щоб я тобі допомогла?
I want my daughter to learn English. – Я хочу, щоб моя дочка вивчала англійську.
I want Harry to leave. – Я хочу, щоб Гаррі пішов.
I know her to have graduated from the university three years ago. – Я знаю, що вона закінчила університет три роки тому.
I suspect him to be helped by her. – Я підозрюю, що вона йому допомогла.*

Complex Object (складне доповнення) вживається після певних груп дієслів:

1. Дієслова, що виражають бажання: would like (хотів би), want (хотіти), wish (бажати), desire (бажати)

Do you want Robin to show me the city? - Ти хочеш, щоб Робін показала мені місто?

I would like you to show me the city. – Я б хотіла, щоб ти показав мені місто.

2. Дієслова, що виражають припущення: expect (очікувати), believe (вірити), think (думати), suppose (передбачати), consider (вважати), find (знаходити)

We expect our friends to arrange everything by the time we come. – Ми очікували, що наші друзі все організують до того часу, як ми прибудемо

I believe him to be a trusted partner. – Я вірю, що він надійний партнер.

3. Дієслова, що виражають наказ або прохання: command (наказувати), order (наказувати), ask (просити), allow (дозволити)

He ordered the chairs to be brought. – Він велів принести стільці.

I asked him to help me. – Я попросила його допомогти мені.

4. Дієслова, що виражають чуттєве сприйняття: see (бачити), hear (чути), notice (помічати), feel (відчувати), watch (спостерігати), observe (спостерігати)

I heard him say this. – Я чула, що він це говорив.

I watched the children play in the yard. – Я бачила, що діти грають у саду.

5. Дієслова, що виражають спонукання: make (змушувати), force (примушувати), have (спонукати), let (дозволяти)

Don't let him go! – Не дай йому піти!

The teacher made the students be silent – Учитель змусив студентів заспокоїтися.

Complex Object після дієслів чуттєвого сприйняття.

Після дієслів чуттєвого сприйняття *see (бачити), hear (чути), notice (помічати), feel (відчувати), watch (спостерігати), observe (спостерігати)* у другій частині Complex Object можна спостерігати як інфінітив без частки *to*, так і причастя I.

I heard him sing a song. – Я чув, що він співає пісню.

I heard him singing a song. – Я чув, як він співає пісню.

Якщо дія була короткою, ми говоримо про неї, як про факт, а в перекладі використовуємо «ЩО» – ставимо інфінітив.

Якщо дія була тривалою, ми застали її в процесі вчинення, то в перекладі використовуємо «ЯК» — ставимо причастя I.

We saw him cross the street. – Ми бачили, що він перейшов вулицю.

We saw him crossing the street. – ми бачили, як він переходив вулицю.

Найчастіше цю різницю неможливо вловити без контексту, тому в багатьох реченнях допускається постановка як інфінітива, так і причастя.

Complex Subject

Складний підмет (Complex Subject) в англійській мові (інколи його ще називають *The Subjective Infinitive Construction* або *The Nominative-with-the-Infinitive Construction*) складається з

Іменник в загальному відмінку, або займенник у називному відмінку + інфінітив.

Інфінітив в Complex Subject в англійській мові може бути у всіх своїх шести формах.

Речення з конструкцією Complex Subject в англійській мові зазвичай переводяться на українську мову за допомогою таких зворотів, як «говорять, повідомляють, думають, бачили, чули, виявилось, сталося» і т.п.

У реченнях зі складним підметом у більшості випадків присудок стоїть у пасивному стані. Дієслова, з якими використовується Complex Subject, можна розділити на 4 групи:

1. Дієслова, що висловлюють знання, твердження: to know – *знати*, to think – *думати*, to state – *заявляти*, to report – *повідомляти*, to say – *говорити*, to announce – *оголошувати* та інші.

He is known to live in London. – Відомо, що він живе в Лондоні.

She was thought to be working here. – Думали, що вона працює тут.

2. Дієслова, що висловлюють припущення: to expect – *розраховувати*, to suppose – *припускати*, to believe – *вірити*, to consider – *розглядати* та інші.

The writer is expected to be famous. – Розраховують, що письменник буде відомим.

The train was believed to come in time. – Вірили, що поїзд прийде вчасно.

3. Дієслова, що передають сприйняття: to see – *бачити*, to hear – *чути*, to notice – *помічати* та інші.

He was seen to enter the building. – Бачили, як він увійшов до будівлі.

They were heard to leave the town. – Чули, як вони полишають місто.

4. Також Complex Subject вживається після таких дієслів: to be likely – *скоріше за все*, to be certain – *неодмінно*, to be unlikely – *маловірогідно*, to be sure – *обов'язково*

He is unlikely to succeed. – Маловірогідно, що він досягне успіху.

She is sure to become famous. – Вона обов'язково досягне успіху.

Активний стан у реченнях зі складним підметом вживається лише з дієсловами: to appear – *з'являтися*, to seem – *вбачатися, здаватися*, to happen – *траплятися*, to prove – *доводити*, to turn out – *виявлятися*

She seems to be tired. – Вона виглядає стомленою.

The journey **turned out** to be uninteresting. – Сталося так, що подорож виявилася нецікавою.

Grammar exercises

Exercise 1. Choose the infinitive with or without “to”.

1. I like ... play the guitar.
2. My brother can ... speak French.
3. We had ... put on our overcoats because it was cold.
4. They wanted ... cross the river.
5. It is high time for you ... go to bed.
6. May I ... use your telephone?
7. They heard the girl ... cry out with joy.
8. I would rather ... stay at home today.
9. He did not want ... play in the yard any more.
10. Would you like ... go to England.
11. You look tired. You had better ... go home.
12. I wanted ... speak to Nick, but could not ... find his telephone number.
13. It is time ... get up.
14. Let me ... help you with your home work.
15. I was planning ... do a lot of things yesterday.
16. I saw him... enter the room.
17. Do you like ... listen to good music?
18. That funny scene made me ... laugh.

Exercise 2. Choose the infinitive with or without “to”.

1. You ought... (make) more of an effort at school.
2. You are not allowed ... (walk) on the grass here.
3. I can hardly... (wait)... (see) you!
4. There's no need... (rush) — just take your time.
5. It's difficult... (read) English books in the original.
6. The soup is too hot... (eat). You'd better... (cool) it a bit.
7. It's nearly 8. You are going ... (miss) your lesson.
8. I must... (return) the book to the library as soon as I have read it.
9. You'd better (stop)... quarrelling now.
10. It's kind of you ... (help) us.
11. You have ... (be) a pretty good cook ... (get a job as a chef.
12. Why not ... (join) them? We could ... (have) a lot of fun there.
13. I have never heard him... (say) anything of the kind.
14. Are you strong enough... (lift) that box?
15. She is thoughtful enough ... (send) us a greetings card.
16. I'd like you ... (think) it over first.
17. It usually takes me an hour... (write) an essay.

18. Let me... (close) the door, shall I?
19. They can't afford... (buy) a car.
20. I'd rather... (let) the children... (decide) for themselves.
21. They can hardly make both ends ... (meet).
22. I showed them how... (use) the computer.

Exercise 3. Find and correct the mistakes if any:

1. Robert and James let Jenny to beat them in the race.
2. It takes time learn a new language.
3. Make a mistake is not shameful.
4. It is unusual to see an owl during the day.
5. Could you tell me what happened.
6. Parents teach children say please and thank you.
7. She was very nervous flying for the first time.
8. How old were you when you learnt drive?
9. I pretended to been interested in the conversation.
10. What do you advise me to do?
11. I don't mind to walk home but I'd rather get a taxi.
12. He had made his decision and refused change his mind.
13. I expect to hearing from you by Monday.
14. It is difficult understanding him.
15. Paris is always worth to travel to.

Exercise 4. Choose the right answer.

1. Are you sure I can't (convince / make) you to come with us?
2. Evan's friends (made /persuaded) him to jump into the pool.
3. Mum, will you let me go to the party? – Elli asked her mum (to let / let) her go to the party.
4. She felt unable (to speak /speaking) to her father after the divorce.
5. I am always ready (to eat /to do) blueberry pie with whipped cream.
6. Would you like (to have /having) dinner with us on Friday?
7. They fulfilled their promise (to buy / buying) their daughter a pony.
8. He locked the door (to keep / to take) everyone out.
9. They decided (to start / starting) a business together.
10. Were you surprised (to see / seeing) her again so soon?
11. The question is easy (to answer / to speak).
12. The man asked me how (to get / to land) to the airport.
13. I warned him (not to drive / not driving) too quickly because of the bad weather.
14. We showed how (to use / using) the new equipment.
15. You should (ask / to ask) your parents.

Exercise 5. Translate into English.

1. Ми збираємося обговорити наші плани. (to discuss)
2. Нам слід подивитися на цю пропозицію дуже уважно. (to look)
3. Оплата має бути зроблена через Національний Банк. (to make)
4. Раніше вона ніколи не дивилася телевизор. (to watch)
5. У готелі багато номерів, отже вам нема потреби замовляти його заздалегідь. (to book)
6. Його твердження виявилися хибними. (to be wrong)
7. Безперечно, вона отримає роботу. (to get)
8. Раніше вони їздили до Франції кожного літа. (to go)
9. Уряду не слід було підвищувати податки. (to raise)
10. Я випадково проходив мимо, отже зайшов до вас. (to pass)
11. Зараз мені краще приступити до роботи. (to get to)
12. Здається, ви жили в Лондоні у той час. (to live)
13. Її можуть підвищити в кінці року. (to promote)

Exercise 6. Translate into Ukrainian paying attention to *Active Infinitive* and *Passive Infinitive*.

1. Nature has many secrets to be discovered yet.
2. To improve your phonetics you should record yourself and analyse your speech.
3. This is the book to be read during the summer holidays.
4. To be instructed by such a good specialist was a great advantage.
5. To play chess was his greatest pleasure.
6. The child did not like to be washed.
7. Isn't it natural that we like to be praised and don't like to be scolded?
8. Which is more pleasant: to give or to be given presents?
9. He is very forgetful, but he doesn't like to be reminded of his duties.

Exercise 7. Translate into Ukrainian paying attention to *Perfect Infinitive* (*active and passive*):

1. I am awfully glad to have met you.
2. Sorry to have placed you in this disagreeable situation.
3. I am very happy to have had the pleasure of making your acquaintance.
4. I am sorry to have kept your waiting.
5. Sorry not to have noticed you.
6. I am sorry to have added some more trouble by what I have told you.
7. When Clyde looked at the girl closely, he remembered to have seen her in Sondra's company.
8. I remembered to have been moved by the scene I witnessed.
9. The child was happy to have been brought home.
10. Jane remembered to have been told a lot about Mr. Rochester.
11. The children were delighted to have been brought to the circus.

12. I am sorry to have spoilt your mood.
13. Maggie was very sorry to have forgotten to feed the rabbits.

Exercise 8. Open the brackets and use the correct form of the Infinitive.

1. I want (to take) you to the concert.
2. I want (to take) to the concert by my father.
3. She hoped (to help) her friends.
4. She hoped (to help) by her friends.
5. I hope (to see) you soon.
6. I am glad (to do) all the homework yesterday.
7. I am sorry (to break) your pen.

Exercise 9. Translate into English using the correct form of the Infinitive.

1. Я радий, що розповів вам цю історію.
2. Я радий, що мені розповіли цю історію.
3. Я хочу познайомити вас з цією людиною.
4. Я хочу, щоб мене познайомили з цією людиною.
5. Ми дуже щасливі, що запросили його на вечір.
6. Ми дуже щасливі, що нас запросили на вечір.
7. Діти люблять, коли їм розповідають казки.
8. Я не думав зупинятися на цій станції.
9. Я не очікував, що мене зупинять.
10. Мені прикро, що я спричинив вам стільки клопоту.
11. Він буде радий відвідати цю лекцію.
12. Він був радий відвідати цю лекцію.
13. Він не переносить, коли йому брешуть.
14. Я згадав, що вже зустрів це слово у якийсь книзі.

Exercise 10. Open the brackets and use the correct form of the Infinitive.

1. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother.
2. He seems (to know) French very well: he is said (to spend) his youth in Paris.
3. The women pretended (to read) and (not to hear) the bell.
4. You seem (to look) for trouble.
5. It seems (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
6. They seemed (to quarrel): I could hear angry voices from behind the door.
7. Perhaps it would upset her (to tell) the truth of the matter.
8. The only sound (to hear) was the snoring of grandfather in the bedroom.

Exercise 11. Translate into English using the correct form of the Infinitive.

1. Мені дуже прикро, що я пропустив цю цікаву лекцію.
2. Він дуже задоволений, що закінчив свою книгу.
3. Наші спортсмени пишаються тим, що виграли кубок.
4. Він попросив, щоб його провели в актову залу.
5. Я тільки хочу, аби мені дозволили допомогти вам.
6. Я був вдячний, що мені дали кімнату з великим вікном.
7. Він був щасливий, що повернувся додому.
8. Він був щасливий, що знов вдома.
9. Мені прикро, що я перервав вас.
10. Джейн була щаслива, що їде від місіс Рід.
11. Рис був радий познайомитись з Джейн.
12. Рис був радий, що познайомився з Джейн.

Exercise 12. Insert *to* where necessary before the Infinitives in brackets:

1. He made me (do) it all over again.
2. She can (sing) quite well.
3. He will be able (swim) very soon.
4. I used (live) in a caravan.
5. You ought (go) today. It may (rain) tomorrow.
6. You needn't (say) anything, just nod your head and he will (understand).
7. I want (see) the house where our president was born.
8. He made her (repeat) the message.
9. May I (use) your phone? – You needn't (ask) for permission; you can (use) it whenever you like.
10. If you want (get) there before dark you should (start) at once.
11. I couldn't (remember) his address.
12. You'll be able (do) it yourself when you are older.
13. Would you like (go) now or shall we (wait) till the end?
14. They won't let us (leave) the Customs shed till our luggage has been examined.
15. How dare you (open) my letters!
16. He didn't dare (argue) with his boss.
17. I used (smoke) forty cigarettes a day.
18. Will you help me (move) the bookcase?
19. He wouldn't let my baby (play) with his gold watch.
20. They refused (accept) the bribe.
21. He is expected (arrive) in a few days.
22. Please let me (know) your decision as soon as possible.
23. He made us (wait) for hours.
24. Could you (tell) me the time, please?
25. We must (send) him a telegram.
26. I let him (go) early as he wanted (meet) his wife.
27. Where would you like (have) lunch?

28. You can (leave) your dog with us if you don't (want) (take) him with you.
29. I'd like him (go) to a university but I can't (make) him (go).
30. We could (go) to a concert, unless you'd prefer (visit) a museum.
31. You seem (know) this area very well.
32. Yes, I used (live) here.
33. The kidnappers told the parents (not inform) the police, and the parents didn't dare (disobey).
34. Need I (come)? I'd much rather (stay) at home.
35. You can (take) a horse to water but you can't (make) him (drink).
(proverb)
36. I'm sorry (disappoint) you but I can't (let) you (have) any more money till the end of the month.

Exercise 13. Paraphrase the following using Complex Object.

1. Father said to his son that he must go to Chicago.
2. Mom said that I can go to the party with you.
3. Tom said to his daughter: "You can not stay up late".
4. He opened the door. I heard him.
5. I brought some juice from the kitchen. My grandfather asked me.
6. She said to the waiter: "Cook my steak well, please".
7. He is searching for the cure of his illness.

Exercise 14. Open the brackets and use Complex Object.

Example: The parents (let, she, watch) this film. – The parents let her watch this film.

1. She expected (he / clean) the house.
2. We heard (she / praise) his new book.
3. I want (you / call) me as soon as possible.
4. My teacher saw (I / open) the dictionary.
5. His classmates considered (he / be) a leader.
6. I would like (you / come) over and visit me.
7. Baby cried and wanted (she / hold) him.
8. She (make, he, promise) that he wouldn't tell anyone.
9. They (be made, stay) at work till 9 p.m. every day.
10. Don't (let, she, say) these things about you!
11. Yesterday the student (be allowed, leave) early.
12. My sister refuses to (let, I, use) her computer.
13. We (be made, wear) school uniform last year.
14. Will you (let, I, go) home?
15. I (be made, go) there two days ago.
16. He (be allowed, watch) TV all day.

Exercise 16. Change the following sentences into Passive Voice.

Example: Mother **lets** her children **play** in the yard. – Children **are allowed to** play in the yard.

1. The doctor lets the child eat some ice-cream.
2. Lisa's parents make her do sports.
3. The teacher let him come later.
4. John let his younger brother use his iPad.
5. The coach made the footballer come in time.

Exercise 17. Change the following sentences into Active Voice.

Example: We **were not allowed to** go there. – They **didn't let us go** there.

1. The pupils were made to write the test again.
2. He was allowed to bring this book back to the library on Tuesday.
3. She is allowed to eat this cake.
4. Tom is not made to clean the house by his parents.
5. Children are not allowed to read in bed.

Exercise 18. Translate into English.

1. Він терпіти не міг, коли люди голосно сміялися. 2. Мама хотіла, щоб я полила квіти. 3. Я бачив, як вона вийшла з трамвая і перейшла вулицю. 4. Я знаю, що ваш друг - футболіст-професіонал. 5. Я хочу, щоб це правило вивчили. 6. Я чув, як хтось постукав у двері. 7. Його батьки не розраховували, що після школи він піде в університет. 8. Я змушу його принести книгу завтра. 9. Я розраховую, що він мені подзвонить. 10. Ми б не хотіли, щоб учитель подумав, що ми навмисне запізнилися. 11. Він почув, що хтось кличе його по імені. 12. Я хочу, щоб ви були уважніші. 13. Я змусила її вивчити цей вірш напам'ять. 14. Вони не очікували, що ми візьмемо участь в обговоренні. 15. Вона терпіти не може, коли люди жорстоко поведуться з тваринами. 16. Шум літака, що летить, високо в небі, змусив його підняти голову. 17. Нам краще б увійти в будинок: я не хочу, щоб ви застудилися. 18. Ми очікували, що делегація приїде в кінці тижня. 19. Ми помітили, що двоє чоловіків підозріло поведуться. 20. Я не очікував, що ти розсердишся.

Exercise 19. Translate into English.

1. Я хочу, щоб ці слова пам'ятали. 2. Дощ змусив нас залишитися вдома. 3. Ми спостерігали, як корабель відпливає. 4. Ви бачили, щоб хтось упав? 5. Всі знають, що він боягуз. 6. Я відчув, як щось торкнулося мого волосся. 7. Ми часто чули, як вони сперечаються. 8. Вона хотіла, щоб він зрозумів це. 9. Він хотів піти рано, але бос змусив його залишитися. 10. Ми спостерігали, як промені сонячного світла танцюють по водній гладі. 11. Він спостерігав, як робочі розвантажують вантажівку. 12. Я знаю, що ваш батько - видатний спортсмен. 13. Моя подруга не хотіла, щоб я писала цей лист. 14. Я повинен

завтра сфотографуватися. 15. Я хочу, щоб мої книги повернули. 16. Я терпіти не можу, коли птахів тримають в клітинах. 17. Учитель змусив його повторити правило. 18. Вона бачила, що люди біжать по вулиці. 19. Я розраховую, що вчитель поставить мені хорошу оцінку. 20. Я не люблю, коли ти залишаєшся в школі після уроків. 21. Я хочу, щоб цю музику грали кожен день. 22. Хвороба змусила його залишитися вдома. 23. Ви бачили, щоб хтось вийшов з кімнати? 24. Діти люблять, коли їм читають розповіді. 25. Він спостерігав, як ми граємо в шахи. 26. Погана погода змусила нас повернутися додому.

Exercise 20. Translate into Ukrainian paying attention to Complex Subject.

1. He is said to know all about it. 2. He was said to have known the whole truth about it. 3. Yuri Gagarin is known to be the first man in the world to travel into space on the 12th of April, 1961. 4. The American astronaut Neil Armstrong is known to be the first man to walk on the moon. 5. He is believed to be innocent of the crime. 6. Innocent people were announced to have been murdered by terrorists. 7. The exhibition of 19th century French painting is expected to open by the end of next week. 8. The President of Ukraine was reported to speak to the nation on television tonight. 9. He was said to be one of the most promising nuclear scientists. 10. He is said to be a good translator. 11. She was known to be an honest and hard-working girl. 12. He was expected to arrive at the weekend.

Exercise 21. Translate into Ukrainian paying attention to Complex Subject.

1. This work seems to be taking too much time. 2. The operation seemed to be a complicated one. 3. In the middle of the lecture Dr Sommerville happened to pause and look out of the window. 4. From the very first mention of Long John, I was afraid that he might turn out to be the very one-legged sailor whom I had watched for so long at the inn. 5. Clyde seemed to have been thinking of no one else but Sondra since their last meeting. 6. Clyde appeared to have forgotten of his promise to spend his spare evenings with Roberta. 7. One day a Hare happened to meet a Tortoise. 8. The Tortoise seemed to be moving very slowly. 9. The Hare turned out to be the loser of the race. 10. The apparatus seemed to be in excellent condition. 11. You appear to have found in him something that I have missed. 12. Irving turned out to be a long, pale-faced fellow. 13. He appeared to be an ideal man. 14. She doesn't seem to want to do anything I suggest. 15. You can easily get in through the window if the door happens to be locked. 16. The Gadfly seemed to have taken a dislike to Signora Grassini from the time of their first meeting. 17. You don't seem to have done a lot of good for yourself by going away. 18. "Jim," he said at last, in a voice that did not seem to belong to him. 19. I happened to meet an old friend at the theatre. 20. Granny seems to be making a cake for my birthday.

Exercise 22. Paraphrase the following sentences using Complex Subject.

Example. People consider the climate there to be very healthy. = **The climate there is considered to be very healthy (Complex Subject).**

1. People consider the climate there to be very healthy. 2. It was announced that the Chinese dancers were arriving the following week. 3. It is expected that the performance will be a success. 4. It is said that the book is popular with both old and young. 5. It is believed that the poem was written by an unknown soldier. 6. It is supposed that the playwright is working at a new comedy. 7. It is reported that the flood has caused much damage to the crops. 8. It was supposed that the crops would be rich that year. 9. It has been found that this mineral water is very good for the liver. 10. Scientists consider that electricity exists throughout space. 11. It is said that the weather in Europe was exceedingly hot last summer. 12. It was reported that five ships were missing after the battle.

Exercise 23. Paraphrase the following sentences using Complex Subject.

E.g. It appeared that they had lost the way.
They appeared to have lost the way.

1. It seems they know all about it. 2. It seems they have heard all about it. 3. It seemed that the discussion was coming to an end. 4. It seems that you don't approve of the idea. 5. It seemed that the house had not been lived in for a long time. 6. It appeared that he was losing patience. 7. It appeared that he had not heard what had been said. 8. It happened that I was present at the opening session. 9. It so happened that I overheard their conversation. 10. It turned out that my prediction was correct. 11. It turned out that the language of the article was quite easy.

Exercise 25. Open the brackets and use the correct form of the Infinitive.

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) since morning.
4. He seems (to read) all the books in the library.
5. We expect (to be) back in two days.
6. He expected (to help) by the teacher.
7. The children seem (to play) since morning.
8. She seems (to work) at this problem ever since she came here.

Exercise 26. Transform the sentences using the Subjective Infinitive Complex instead of the Objective Infinitive Complex.

Model: I saw her read the letter. —She was seen to read the letter.

1. We heard her sing a folk song. 2. I saw him put his coat on. 3. They heard the clock strike nine. 4. We saw the rider disappear in the distance. 5. We saw the

plane take off. 6. They expected him to return in a fortnight. 7. We know her to be a talented actress. 8. Everybody supposed him to be a foreigner. 9. Everybody considered him to be a great man. 10. I expect the telegram to be sent tomorrow.

Exercise 27. Transform the following complex sentences into simple ones using the Subjective Infinitive Complex.

A. 1. It is said that they work in the field. 2. It is believed that she knows several foreign languages. 3. It is said that the film is very interesting. 4. It is supposed that he understands Spanish. 5. It is reported that the cosmonauts feel well.

B. 1. It is said that Kate is preparing for her entrance examinations. 2. It is said that they are working in the field. 3. It is reported that the painter is working at a new picture. 4. It is believed that he is writing a historical novel.

C. 1. It is reported that the delegation arrived in Paris on the 10th of September. 2. It is reported that the spaceship has reached the moon. 3. It is believed that this house was built in the 18th century. 4. It is said that she has been teaching mathematics for thirty years.

D. 1. It is expected that he will arrive on Monday. 2. It is supposed that the book will be published next year. 3. It was expected that the film would be shown in May. 4. It was supposed that the weather would be fine in April. 5. It is expected that he will buy a car.

E. 1. It seems that they live in the same house. 2. It seems that he is composing a new symphony. 3. It seems that he knew it long ago. 4. It seems that she is listening. 5. It proved that you were right. 6. It turned out that the text was very difficult.

Exercise 28. Transform the sentences according to the models.

Models: It is (un) probable that he will come tomorrow. - **He is (un) likely to come** tomorrow.

He will certainly come.- **He is sure to come.**

He will probably come.- **He is likely to come.**

1. It is probable that it will rain before evening. 2. It is improbable that she will forget her promise. 3. It is probable that the winter will be very cold this year. 4. It is probable that they will be late. 5. It is improbable that this medicine will help him. 6. They will certainly like this film. 7. The doctor will certainly do his best. 8. He will probably forget the address. 9. She will probably catch cold. 10. He will certainly do his duty. 11. The weather will probably change.

Exercise 29. Translate the following sentences paying attention to the Complex Subject.

1. The expedition is said to have collected very interesting material concerning natural resources of that region. 2. A big group of constructors was reported to have been sent to that area. 3. They are believed to have arrived at the place of destination. 4. Cold weather was not expected to set in so soon. 5. The average temperature in May this year is reported to have been considerably lower than last

year. 6. Black colour is known to absorb light rays most intensively. 7. He is unlikely to be forced to do something if he doesn't want to. 8. The river is supposed to flow in this direction. 9. His childhood is said to have been very difficult. 10. He didn't seem to notice me. 11. The circumstances seem to have become strange indeed. 12. He was told to find out a few more things about the whole business. 13. The man doesn't seem to recognize you. 14. She seems to have done it especially for you. 15. This doesn't seem to be the right key. 16. The man seems to be a stranger here. 17. You're supposed to be grateful when somebody does something of the kind for you. 18. For some reason or other she does not seem to be grateful at all. 19. It seems to be an interesting comparison.

Exercise 31. Find the Subjective Infinitive Complex in the following sentences and translate them into Ukrainian.

1. He is thought to have been a very good singer. 2. They are expected to send a reply today. 3. The man was told to move his car. 4. They are said to have moved to a new flat. 5. Who is supposed to sign the letter? 6. The doctor is supposed to have prescribed you something. 7. This process is sure to make a new kind of plastic. 8. The results of the experiment are believed to be very good. 9. The new instrument is expected to help scientists solve many important problems. 10. The members of the committee are understood to have come to an agreement. 11. He is said to have offered them his services. 12. In the 19th century the dark areas on Mars were thought to be seas. 13. We were supposed to spend the day on board the ship. 14. The seamen were not supposed to go ashore that day. 15. He is understood to be curious about these things. 16. She is known to have been interested in the subject. 17. They were heard to agree to do it. 17. Steve was assumed to be very good at this sort of thing. 18. They were believed to have known the secret at that time. 19. He was expected to hunt for some challenging job. 20. He is considered to have made the right choice. 21. The property appears to have been mentioned frequently in the past. 22. They are likely to be familiar with this phenomenon. 23. The approach is assumed to provide an appropriate solution to the problem.

Exercise 32. In this exercise you have to read a sentence and then write another sentence with the same meaning using the Subjective Infinitive Complex.

Example: It is believed that the wanted man is living in New York. - The wanted man *is believed to be living in New York.*

1. It is said that many people are homeless after the floods. Many people are said _____. 2. It is known that the Prime Minister is in favour of the new law. The Prime Minister _____. 3. It is expected that the government will lose the election. The government _____. 4. It is thought that the prisoner escaped by climbing over the wall. The prisoner _____. 5. It is believed that the thieves got in through the kitchen window. The thieves _____. 6. It is alleged that he drove through the town at 90

miles an hour. He _____. 7. It is reported that two people were seriously injured in the accident. Two people _____. 8. It is said that three men were arrested after the explosion. Three men _____.

Exercise 33. There are a lot of stories about Arthur but nobody knows whether they are true. Make sentences with *supposed to*.

Example: People say that Arthur eats snails. Arthur is supposed to eat snails.

1. People say that Arthur is very rich. Arthur _____. 2. People say that he has 22 children. He _____. 3. People say that he sleeps on a bed of nails. He _____. 4. People say that he won a lot of money gambling. He _____. 5. People say that he writes poetry. He _____.

Exercise 34. Now you have to use *supposed to* with its other meaning. In each example what happens is not what is supposed to happen. Use *supposed to* or *not supposed to* with one of these verbs: ~~clean~~, *come, be, win, smoke, phone, study, take, cycle*.

Examples: Tom, you're smoking! But you know you are not supposed to smoke in this room.

Why are the windows still dirty? You were supposed to clean them.

1. What are the children doing at home? They _____ at school. 2. He _____ in the evenings but he always goes out. 3. Don't put sugar in your tea. You know you _____ sugar. 4. Oh dear! I _____ Ann but I completely forgot. 5. They arrived very early, at 2.00. They _____ until 3.30. 6. She _____ the grant but her potential rival left her behind. 7. Most days John _____ to work but it is raining today and he is taking his car.

Exercise 35. This time you have to make sentences with *seem* and *appear* using the Subjective Infinitive Complex.

Examples: Is he waiting for someone? He appears to be waiting for someone.

Has she lost weight? She seems to have lost weight.

1. Is Tom worried about something? He seems _____. 2. Does Ann like Jack? She appears _____. 3. Is that man looking for something? He appears _____. 4. Has that car broken down? It seems _____. 5. Have they gone out? They appear _____.

Exercise 36. Make an assumption using the verbs given in brackets.

Model: The value increases. (assume) - The value is assumed to increase.

1. These values are in good agreement with the experimental ones. (consider) 2. This density changes with temperature. (know) 3. The magnitude provides slow shift in energy. (be likely) 4. The product contains two components. (assume) 5. The distance is shown indirectly. (expect) 6. The altitude is uniform during this period of time. (seem) 7. The path is reduced twice. (appear) 8. The value is derived from the above equation. (suppose).

Exercise 37. Translate the following sentences into Ukrainian. Mind that the verb to prove in the Active Voice is translated by *виявляється*; in the Passive Voice it is translated by *доведено*.

1. They proved to have provided all for the experiment. 2. The technique of the investigation proved to be a success. 3. Lasers proved to be of great help in medicine and industry. 4. An ordinary light was proved to consist of waves all out of phase with each other. 5. All the waves in a laser beam were proved to have the same wavelength. 6. A laser beam proved to have a very definite colour. 7. The laser beam proved to be intermittent (дискретний).

Exercise 38. Translate into English using infinitive complexes.

A. 1. Ми бачили, як вона переходила вулицю. 2. Я помітив, що вона розгорнула книжку. 3. Учні бачили, як приземлився літак. 4. Я чула, як вони співали цю пісню. 5. Ми помітили, що він встав і вийшов з кімнати. 6. Всі чули, як ти сказав це. 7. Вони бачили, що я біг додому. 8. Мати почула, що дитина заплакала.

B. 1. Я хочу, щоб ви зробили це сьогодні. 2. Мені хотілося б, щоб ви прийшли на збори. 3. Його батько хоче, щоб він став лікарем. 4. Мені не подобається, коли він говорить так повільно. 5. Я хочу, щоб ти залишився тут. 6. Я не хочу, щоб ви йшли сьогодні в кіно.

C. 1. Ми сподівалися, що він приїде у середу. 2. Я не думав, що ти запізнишся. 3. Ви вважаєте її добрим організатором? 4. Лікарі сподіваються, що він скоро видужає. 5. Вчені вважають, що це місто було засноване в XII столітті. 6. Ми сподіваємося, що наша волейбольна команда виграє матч.

D. 1. Учитель змусив нас вивчити вірш напам'ять. 2. Що примусило вас іти туди в таку погану погоду? 3. Ми примусимо його прибрати кімнату. 4. Дощ змусив мене залишитися тут. 5. Я не змушую вас робити це.

E. 1. Кажуть, що він зараз живе в Києві. 2. Кажуть, що він жив у Києві. 3. Повідомляють, що польська делегація прибула до Києва. 4. Вважають, що ця фортеця була збудована в X ст. 5. Вважають, що він дуже освічена людина. 6. Кажуть, що він найкращий спортсмен в університеті. 7. Відомо, що вона вивчала кілька іноземних мов.

F. 1. Було чути, як наближався поїзд. 2. Кожного ранку її бачили в крамниці. 3. Чули, як вона співала в сусідній кімнаті. 4. Ніколи не бачили, щоб він сердився. 5. Було видно, як високо в небі летів літак.

G. 1. Вона, здається, знає французьку мову. 2. Здається, він одержав ваш лист. 3. Здавалося, що вони не слухають його. 4. Сталося так, що ми зустрілись у Полтаві. 5. Він виявився здібним математиком. 6. Очевидно, ви забули про це.

H. 1. Він, напевно, прийде сьогодні ввечері. 2. Вони, очевидно, знають про це. 3. Навряд, щоб вона дістала цю книжку. 4. Цей фільм, безсумнівно, сподобається вам. 5. Ми, мабуть, не підемо туди. 6. Він, очевидно, запізниться.

The Participle (Дієприкметник)

Дієприкметник в англійській мові – це неособова форма дієслова, що має властивості дієслова, прислівника та прикметника. В українській мові англійський дієприкметник відповідає дієприслівнику та дієприкметнику. Англійські дієприкметники розподіляються на:

1. Дієприкметник теперішнього часу (**Present Participle** або просто **Participle I**). Він має дві форми:
 - **Present Participle Simple**, що відповідає українському дієприкметнику теперішнього часу
 - **Present Participle Perfect**, що відповідає українському дієприкметнику теперішнього часу та дієприслівнику недоконаного виду.
2. Дієприкметник минулого часу (**Past Participle** або **Participle II**). Він відповідає дієприкметнику минулого часу в українській мові.

The forms of the Participle

There are four forms of the Participle:

Tense	Active Voice	Passive Voice
Present(Simple)Participle	asking	being + asked
Perfect Participle	having asked	having been asked
Participle II (Past Participle)	-----	asked

Participle I Present Participle Simple

Present Participle Simple в активному стані утворюється за допомогою додавання закінчення -ing до 1 форми дієслова. На українську він перекладається дієприкметником в активному стані:

to speak (говорити) – speaking (говорячи)

to listen (слухати) – listening (слухаючи)

Дієприкметник теперішнього часу у формі Present Participle Simple використовується у двох випадках:

1. Коли потрібно показати одночасність дії, що виражена дієприкметником з дією, що виражена дієсловом-присудком у минулому, теперішньому або майбутньому часі:

Asking them what time it was he looked nervous. – Питаючи в них котра година, він виглядав знервованим.

Reading book he tried to make some notes. – Читаючи книгу, він робив виписки з неї.

2. Коли потрібно виразити дію, що відноситься до теперішнього часу, незалежно від того, в якому часі знаходиться дієслово-присудок:

The man waiting for you outside called you yeasteday. – Чоловік, що чекає на вас на вулиці, дзвонив вам учора.

Here we have a present waiting for you. – В нас є подарунок, що чекає на тебе.

Present Participle Perfect

Present Participle Perfect в активному стані утворюється за допомогою допоміжного дієслова **having** плюс третьої форми дієслова:

ride (скакати) – having ridden (проскакати)

pray (молитися) – having prayed (помолившись)

Дієприкметник теперішнього часу у своїй доконаній (перфектній) формі Present Participle Perfect використовується у випадках, коли потрібно висловити дію, що передувала дії, яка виражена дієсловом-присудком:

Having played football he is returning home. – Награвшись у футбол, він повертається додому.

Having done his homework he went to bed. – Зробивши домашнє завдання він пішов спати.

Participle II

Дієприкметник минулого часу має лише пасивну форму і перекладається як дієприкметник минулого стану на українську мову.

У реченні дієприкметник минулого часу може виконувати такі функції:

1. **Іменної частини складеного присудка** після дієслів: **to be** (бути), **to feel** (відчувати), **to look** (виглядати), **to get** (отримувати), **to become** (ставати) та ін:

My car is broken. – Моя машина зламана.

He looked scared. – Він виглядає переляканим.

2. **Означення.** При цьому дієприкметник може розташовуватися як перед іменником, так і після нього:

Fred looked at the table filled with food. – Фред поглянув на стіл, наповнений їжею.

Fred looked at the filled by someone table with food. – Фред поглянув на стіл, що був наповнений їжею.

3. **Обставину часу або обставину причини.** В таких випадках дієприкметник відповідає на питання *коли?* або *чому?* за якої причини?:

When gone to his friend nobody opened door. – Коли він приїхав до свого друга, ніхто не відкрив двері.

Played football he didn't do his homework. – Оскільки він грав у футбол, то не зробив домашнє завдання.

4. **Складного додатка** з іменником в загальному відмінку або займенником в об'єктному:

*He heard his name **mentioned**. – Він почув, що було названо його ім'я.*

*I want the work **done** soon. – Я хочу, щоб робота була скоро зроблена.*

Дієслово to have у зв'язці з дієприкметником минулого часу у ролі складного додатка означає, що дія відбувається не самим підметом (тобто тим, хто говорить), а кимось іншим:

*She **had** her nails **done**. – Їй підстригли нігті.*

*I **had** my car **repaired**. – Мою машину відремонтували.*

Grammar exercises

Exercise 1. Translate into Ukrainian paying attention to the form of the Participle.

1. The garden was full of children, laughing and shouting.
2. Could you pick up the broken glass?
3. The woman sitting by the window stood up and left.
4. I walked between the shelves loaded with books.
5. Be careful when crossing the road.
6. Having driven 200 kilometers he decided to have a rest.
7. If invited, we will come.
8. I felt much better having said the truth.
9. He looked at me smiling.
10. She had her hair cut.
11. Built by the best architect in town, the building was a masterpiece.
12. Not having seen each other for ages, they had much to talk about.

Exercise 2. Translate into Ukrainian paying attention to the Participle. Define the functions of the Participle in the following sentences.

1. Leaving the cinema the people were talking about the film.
2. He stopped before a closed door.
3. Turning to us she said it was time to do it.
4. There were many people standing at the bus stop.
5. This is a road leading to our institute.
6. Being tired I could hardly work.
7. The approaching car was of black colour.
8. Pieces of broken glass lay on the floor.
9. A car driven by a woman came along the road.
10. Hearing these words he ran out of the room.
11. When discussing the problem they argued a lot.
12. The man called Peter came up to us.
13. My sister likes boiled eggs.
14. We stopped before a shut door.
15. This is a church built many years ago.
16. The coat bought last year is too small for me now.

Exercise 3. Replace the group of words in italics by a Participial Construction.

1. All the people *who live in this house* are students.
2. The woman *who is speaking* now is our secretary.
3. The young man *who helps the professor* in his experiments studies at an evening school for laboratory workers.
4. People *who learn foreign languages* must work hard at their pronunciation.

Exercise 4. Combine two sentences into one using Participle I and Participle II.

Example: He was jumping down the stairs. He broke his leg. – He broke his leg **jumping** down the stairs.

He handed in his test. He had written all the exercises. – **Having written** all the exercises, he handed in his test.

1. Tom was watching the film. He fell asleep.
2. The pupils opened their textbooks. They looked for the answer.
3. Julia was training to be a designer. She lived in Milan for 3 years.
4. They are vegetarians. They don't eat meat.
5. Jane was tidying up her bedroom. She found some old letters.
6. She went to her car and drove off. She had closed the door of the house.
7. I sent him an SMS. I had tried phoning him many times.
8. We moved to Florida. We had sold our cottage.
9. His head was aching at night. He had studied all day.
10. He knew all the goals by heart. He had seen that match several times.

Exercise 5. Open the brackets and use Present Participle or Perfect Participle:

1. (to eat) all the potatoes, she drank a cup of tea.
2. (to drink) tea, she scalded her lips.
3. (to look) through some magazines, I came across an interesting article about UFOs.
4. (to write) out and (to learn) all the new words, he was able to translate the text easily.
5. (to live) in the south of our country, he cannot enjoy the beauty of St.Petersburg's White Nights in summer.
6. (to talk) to her neighbour in the street, she did not notice how a thief stole her money.
7. (to read) the story, she closed the book and put it on the shelf.
8. (to buy) some juice and cakes, we went home.
9. (to sit) near the fire, he felt very warm.

Exercise 6. Translate into Ukrainian paying attention to the Participle (Active or Passive form):

1. The boy lay sleeping when the doctor came.
2. The broken arm was examined by the doctor.
3. While being examined, the boy could not help crying.
4. Having prescribed the medicine, the doctor went away.

5. The medicine prescribed by the doctor was bitter.
6. While using a needle you should be careful not to prick your finger.
7. Being very ill, she could not go to the institute.
8. The first rays of the rising sun lit up the top of the hill.
9. The tree struck by lightning was all black and leafless.
10. Having been shown the wrong direction, the travelers soon lost their way.
11. Having descended the mountain they heard a man calling for help.

Exercise 7. Open the brackets using the correct form of the Participle.

1. (to translate) by a good specialist, the story preserved all the sparkling humour of the original.
2. (to approve) by the critics, the young author's story was accepted by a thick magazine.
3. (to wait) for some time in the hall, he was invited into the drawing-room.
4. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady.
5. They reached the oasis at last, (to walk) across the endless desert the whole day.
6. (to phone) the agency, he left (to say) he would be back in two hours.
7. (to write) in very bad handwriting, the letter was difficult to read.
8. (to spend) twenty years abroad, he was happy to be coming home.
9. She looked at the enormous bunch of roses with a happy smile, never (to give) such a wonderful present.
10. (not to wish) to discuss that difficult and painful problem, he changed the conversation.
11. (to impress) by the film, they kept silent.
12. (to lose) the book, the student could not remember the topic.
13. He spent the whole day (to read) a book.
14. (to travel) around America for a month, she returned to England.
15. He watched Mike (to go) out of the door and (to cross) the street.
16. The question (to discuss) now is very important.
17. (to pack) in the beautiful box the flowers looked very lovely.
18. (to descend) the mountains, they heard a man calling for help.
19. (to reject) by everybody he became a monk.
20. (to show) the wrong direction, the travelers soon lost their way.

Exercise 8. Translate into English using the correct form of the Participle.

1. Професор, який читає лекції другому курсу, відомий усій країні.
2. Лекція, прочитана професором, справила велике враження на аудиторію.
3. Прочитавши студентам лекцію, він вийшов з аудиторії.
4. Лектор, що прочитав цю лекцію, працює у нашому інституті.
5. Студенти завжди з цікавістю слухають лекції, що читаються цим викладачем.
6. Читаючи лекції, він завжди наводить багато прикладів.

7. Не читай, лежачи в ліжку.
8. Залишена одна в кімнаті, маленька дівчинка заплакала.
9. Книга, яку зараз обговорюють - останній твір цього письменника.
10. Ось нові журнали, надіслані для вашого офісу.
11. Взявши папір і ручку, дитина почала писати.
12. Граючи в теніс, хлопчик поранив руку.
13. Це доповідь, який обговорювали під час останніх зборів.
14. Пообідавши, туристи продовжили свою подорож.
15. Заплативши за квитки, ми поспішили до зали.
16. Переходячи дорогу, будь обережний.
17. Йому подобається стаття, яку зараз обговорюють?
18. Увійшовши до кімнати, він швидко підійшов до вікна.
19. Дівчинка, яка грає в саду, моя сестра.
20. Будівля, яку будують в нашому районі, буде новим басейном.
21. Хлопчик, якого зараз запитують, мій двоюрідний брат.
22. Знаючи англійську мову, ти можеш спілкуватися з людьми різних країн.
23. Вона сиділа на лавці, читаючи книгу.
24. Мій дідусь посадив квіти, які зараз поливають.
25. Читаючи статтю в англійському журналі, я виписав нові слова.
26. Коли її запитали про квіти, вона сказала, що вже прибрала їх

Nominate Absolute Participial Construction:

Exercise 9. Translate into Ukrainian paying attention to Absolute Participial Construction.

<p><i>The day being piercing cold, he had no desire to loiter.</i></p>	<p><i>Оскільки день був пронизуючи холодним, він не мав бажання затримуватись на вулиці.</i></p>
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1. The next morning, *it being Sunday*, they all went to church.
2. For the moment the shop was empty, *the mechanic having disappeared into a room at the back*.
3. *There being nothing else on the table*, Mike replied that he wasn't hungry.
4. *Mrs. Maylie being tired*, they returned more slowly home.
5. *It being now pretty late*, we took our candles and went upstairs.
6. She danced light as a feather, *eyes shining, feet flying, her body bent a little forward*.
7. He was standing there silent, *a bitter smile curling his lips*.
8. The dog sat close to the table, *his tail thumping now and again upon the floor, his eyes fixed expectantly on his master*.
9. Then they heard the noise of the plane, *its shadowed passing over the open glade*.
10. The electrons move with varying velocities, *their velocity depending on the temperature and nature of the material*.
11. Any moving object can do work, *the quantity of kinetic energy depending on its mass and velocity*.

12. Radio was invented in Russia, *its inventor being the Russian scientist A.S.Popov.*

Exercise 10. Translate into Ukrainian paying attention to Absolute Participial Construction.

Example: She stood silent, *her lips pressed together.* Вона стояла мовчки, *міцно стиснувши зуби.*

1. Pale-lipped, *his heart beating fast*, Andrew followed the secretary.
2. Jack sat silent, *his long legs stretched out*.
3. The speaker faced the audience, *his hand raised for silence*.
4. He sat down quickly, *his face buried in his hands*.
5. Clyde sat up, *his eyes fixed not on anything here but rather on the distant scene at the lake*.

Exercise 11. Translate into Ukrainian paying attention to Absolute Participial Construction.

Example: Then she sprang away and ran around the desks and benches, *with Jam running after her.* Потім вона відстрибнула та побігла навколо парт та лавок, а Том біг за нею.

1. He slowly and carefully spread the paper on the desk, *with Lowell closely watching*.
2. The girl wandered away, *with tears rolling down her cheeks*.
3. The moonlit road was empty, *with the cool wind blowing in their faces*.
4. Then, with her heart beating fast, *she went up and rang the bell*.
5. Lanny stood looking at the lorry rolling away, *with his cheeks burning and his fists clenched*.

Exercise 12. Paraphrase the following sentences using Absolute Participial Construction.

1. *As the front door was open*, she could see straight through the house.
2. Dinner was served on the terrace, *as it was very close in the room*.
3. *There was in fact nothing to wait for*, and we got down to work.
4. *Our efforts to start the car had failed*, and we spent the night in a nearby village.
5. *When the working day was over*, she went straight home.
6. *When the packing had been done*, the girls left for the station.
7. *If time permits*, we shall come a few days earlier.
8. *When the third bell had gone*, the curtain slowly rose.
9. Bill could not sleep the whole night, *as there was something wrong with his eye*.

Exercise 13. Choose the correct form of the Participle:

1. a) The girl (writing, written) on the blackboard is our best student.
 b) Everything (writing, written) here is quite right.
2. a) We listened to the girls (singing, sung) Ukrainian folk songs.

- b) We listened to the Ukrainian folk songs (singing, sung) by the girls.
3. a) The girl (washing, washed) the floor is my sister.
b) The floor (washing, washed) by Helen looked very clean.
4. a) Who is that boy (doing, done) his homework at that table?
b) The exercises (doing, done) by the pupils were easy.
5. a) The house (surrounding, surrounded) by tall trees is very beautiful.
b) The wall (surrounding, surrounded) the house was very high.
6. Read the (translating, translated) sentences once more.
7. Name some places (visiting, visited) by you last year.
8. I picked up the pencil (lying, lain) on the floor.
9. She was reading the book (buying, bought) the day before.
10. Yesterday we were at a conference (organizing, organized) by our department.
11. (Taking, taken) the girl by the hand, she led her across the street.
12. It was not easy to find the (losing, lost) stamp.
13. I shall show you a picture (painting, painted) by Hogarth.
14. Here is the letter (receiving, received) by me yesterday.
15. Do you know the girl (playing, played) in the garden?
16. The book (writing, written) by this scientist is very interesting.
17. Translate the words (writing, written) on the blackboard.
18. We could not see the sun (covering, covered) by dark clouds.
19. The (losing, lost) book was found at last.
20. (Going, gone) along the street, I met Mary and Ann.
21. Look at the beautiful flowers (gathering, gathered) by the children.
22. His hat (blowing, blown) off by the wind was lying in the middle of the street.
23. "How do you like the film?" he asked, (turning, turned) towards me.
24. When we came nearer, we saw two boys (coming, come) towards us.
25. I think that the boy (standing, stood) there is his brother.

Exercise 14. Use Participles to join sentences:

Join each of the following pairs of sentences, using either a present participle e.g. *knowing*, a past participle e.g. *known*, or a perfect participle e.g. *having known*. Numbers 17, 28, 33, and 36 contain three sentences each. Combine these in the same way.

He got off his horse. He began searching for something on the ground. – *Getting off his horse, he began searching...*

I had seen photographs of the place. I had no desire to go there. – *Having seen photographs of the place, I had no desire...*

The speaker refused to continue. He was infuriated by the interruptions. – *Infuriated by the interruptions, the speaker refused...*

These participle constructions are more common in written English:

1. I knew that he was poor. I offered to pay his fare.
2. We barricaded the windows. We assembled in the hall.

3. She became tired of my complaints about the programme. She turned it off.
4. He found no one at home. He left the house in a bad temper.
5. She hoped to find the will. She searched everywhere.
6. The criminal removed all traces of his crime. He left the building.
7. He realized that he had missed the last train. He began to walk.
8. He was exhausted by his work. He threw himself on his bed.
9. He had spent all his money. He decided to go home and ask his father for a job.
10. He escaped from prison. He looked for a place where he could get food.
11. She didn't want to hear the story again. She had heard it all before.
12. They found the money. They began quarrelling about how to divide it.
13. She entered the room suddenly. She found them smoking.
14. I turned on the light. I was astonished at what I saw.
15. We visited the museum. We decided to have lunch in the park.
16. He offered to show us the way home. He thought we were lost.
17. He found his revolver. He loaded it. He sat down facing the door.
18. She asked me to help her. She realized that she couldn't move it alone.
19. He fed the dog. He sat down to his own dinner.
20. He addressed the congregation. He said he was sorry to see how few of them had been able to come.
21. He thought he must have made a mistake somewhere. He went through his calculations again.
22. I have looked through the fashion magazines. I realize that my clothes are hopelessly out of date.
23. The tree had fallen across the road. It had been uprooted by the gale.
24. People were sleeping in the next room. They were wakened by the sound of breaking glass.
25. I knew that the murderer was still at large. I was extremely reluctant to open the door.
26. He stole the silver. He looked for a place to hide it.
27. We were soaked to the skin. We eventually reached the station.
28. I sat in the front row. I used opera glasses. I saw everything beautifully.
29. One evening you will be sitting by the fire. You will remember this day.
30. I didn't like to sit down. I knew that there were ants in the grass.
31. She believed that she could trust him absolutely; She gave him a blank cheque.
32. Slates were ripped off by the gale. They fell on people passing below.
33. The lion found his cage door open. He saw no sign of his keeper. He left the cage and walked slowly towards the zoo entrance.
34. The government once tried to tax people according to the size of their houses. They put a tax on windows.
35. I had heard that the caves were dangerous. I didn't like to go any further without a light.

36. She wore extremely fashionable clothes. She was surrounded by photographers and pressmen. She swept up to the microphone.

Exercise 15. Translate into English, using the Participle:

1. Всі дивилися на дівчину, яка танцювала.
2. Маленька повна жінка, яка стоїть біля віка, – це моя бабуся.
3. Чоловік, який грає на піаніно, – це її брат.
4. Зайшовши в кімнату, вона ввімкнула світло.
5. Підходячи до театру, вони побачили, що вистава вже розпочалася.
6. Визирнувши із вікна, він побачив, що його мама поливає квіти.
7. Почувши звуки музики, ми перестали говорити.
8. Вона зайшла до кімнати, залишивши двері відчиненими.
9. Працюючи за робочим столом, він слухав нову пісню.
10. Вибігши на дорогу, чоловік зупинив таксі.
11. Проглядаючи газету, вона помітила фотографію свого начальника.
12. Використовуючи хімічні речовини, пожежники загасили пожежу в лісі.
13. Ви повинні багато практикуватись, навчаючись іноземній мові.
14. Розмовляючи англійською, звертайте увагу на порядок слів у реченні.
15. Читаючи англійські тексти, звертайте увагу на артиклі.
16. Починаючи працювати зі словником, не забудьте мої поради.
17. Будьте обережні, переходячи вулицю.
18. Залишаючи кімнату, не забудьте вимкнути світло.
19. Подорожуючи Центральною Африкою, дослідники зустріли багато диких тварин.
20. Вона поставила тарілку смаженої риби переді мною .
21. Пальто, куплене минулого року, замале на мене зараз.
22. Ніхто не бачив речей, які тримались в коробці.
23. Моя сестра любить їсти варені яйця.
24. Ми зупинилися перед закритими дверима.
25. Книги, написані Діккенсом, дають нам реалістичну картину Англії XIX століття.

Exercise 16. Translate into English, using the Participle:

1. Хлопчик, який пробігав повз будинок, несподівано зупинився.
2. Будучи дуже зайнятим, він почув мене не одразу.
3. Граючись в саду, діти не помітили , що стало темно.
4. Підійшовши до дверей, він відчинив їх.
5. Том підійшов до дівчинки, яка сміялась.
6. Він поклав на стіл зім'ятий лист.
7. Дівчинка, що плакала, була голодна.
8. Почувши кроки, він підняв голову.
9. Бабуся дивилася на дітей, що грались у дворі.
10. Вона полюбляє дивитись на дітей, що грають.

11. Зробивши уроки, діти пішли гуляти.
12. Лежачи на дивані, він читав книгу.
13. Після того, як дитина принесла іграшки в кімнату, вона почала гратися.
14. Оскільки не було шансу втекти, грабіжник був заарештований на місці злочину.
16. Оскільки залишилося мало часу, вони зупинили таксі, щоб дістатися до театру вчасно.
17. Оскільки погода змінилася, ми вирішили залишитися там, де були.
18. Оскільки вся необхідна підготовка була зроблена з високою секретністю, армія почала атаку.

LESSON 2

WORKING IN TOURISM

I. Study the vocabulary list:

1.	in comparison to	в порівнянні з ...
2.	to generate, <i>v</i>	виробляти, створювати; генерувати
3.	tolerant, <i>adj</i> <i>nop.</i> patient, <i>adj</i>	терпимий терплячий
4.	personnel, <i>n</i> <i>syn.</i> staff <i>w.c.</i> personnel management personnel department	персонал, особовий склад, кадри штат співробітників керівництво кадрами відділ кадрів
5.	to employ, <i>v</i> employer, <i>n</i> employee, <i>n</i> employable, <i>adj</i>	наймати на роботу; надавати роботу підприємець; роботодавець службовець, який працює за наймом працездатний
6.	to gain experience expertise, <i>n</i>	набути досвіду знання і досвід (в даній спеціальності); компетенція; знання справи
7.	to acquire, <i>v</i> <i>napr.</i> to acquire knowledge	здобувати; досягати чого-небудь ; опановувати будь-яким навиком придбати знання
8.	'red tape'	бюрократичні процедури
9.	irritation, <i>n</i>	роздратування, гнів
10.	to be in charge of smth. <i>syn.</i> to be responsible for	отвечать за что-л.; руководить чем-л
11.	reluctant, <i>adj</i>	робити (що-небудь) з небажанням; неохочий; вимушений (що-небудь робити)
12.	to supervise, <i>v</i>	наглядати; завідувати спостерігати (за чимось); керувати
13.	to keep up with	стежити за новітніми досягненнями; не відставати від сучасних тенденцій
14.	lavish, <i>adj</i> <i>тум</i> lavish treatment	щедрий; рясний; марнотратний щедре частування
15.	a fee, <i>n</i> on a fee basis	плата; гонорар; винагорода на платній основі

II. Read and translate into Ukrainian:

A tour guide (or conductor) is the person in charge of a tour or an excursion. The terms are interchangeable but some people use “guide” to refer to the person who accompanies a sightseeing trip and “conductor” for the person who makes the travel arrangements.

Free-lancers are people who work for themselves. Many free-lance writers specialize in the travel field.

Consultant is a person who offers his experience and knowledge in a particular field to individual customer on a fee basis. There are consultants and consulting firms in the tourist industry.

Social Director is a person at a resort hotel or on a cruise ship who is in charge of the activities to amuse and entertain the customers.

Front-desk employees are hotel personnel who work at the registration, information and cashier’s desks.

Text A

CAREERS IN TOURISM

Like most service industries, tourism is labour-intensive; that is, it employs a high proportion of people in comparison to the number that it serves. The range of jobs is also very wide, from unskilled, like a dish washer in a restaurant, to semi-skilled, like a waiter or a chambermaid, to skilled, like a travel agent or a tour operator. In addition, tourism generates many jobs that are not usually considered to be within the industry itself — jobs in construction, manufacturing, and merchandising.

A majority of the jobs in tourism have one common feature: contact with the public, including both the positive and negative aspects of dealing with ordinary human beings. Anyone who has chosen a career in tourism should enjoy working with people and be tolerant, especially since the irritations of travel can bring out the worst qualities in some people.

In many jobs in which it is necessary to deal with the public, **language skill** is necessary or desirable. People who hold jobs of this kind include travel agency employees, ticket and reservations agents, airline flights personnel, front-desk employees in hotels, tour conductors or guides, waiters, barmen and so forth. The degree of language skill may vary from using special terms in catering service jobs to speaking fluently among travel agents and tour guides. The degree of language skill may vary according to the location of the job.

The tourist industry differs from many others as it employs more women than other kinds of business. Indeed, women are found at all levels. Many successful travel agents are women who have established independent enterprises after gaining experience elsewhere in the industry. There are many different ways to acquire the necessary experience. Some agents begin as clerical workers or secretaries in travel agencies or in the transportation companies. Particular jobs that provide useful knowledge include those of **ticket agent** and **reservations agent** for the airlines.

In addition to dealing with the public, **the travel agent** must deal with people who work for the other components in the industry. One of the most important aspects of the job is keeping informed of the highly complex pricing policies of airlines and the resort hotels. The agent must also keep up with other developments in the industry — new resorts, changing travel regulations, new services. So travel agents who go on familiarization tours are given lavish treatment so as to impress them favourably with the services that are being offered.

The people who write about travel also receive lavish treatment from the tourist industry. There are relatively few travel writers, but they fill an important place in publicizing the industry. Some of them work full-time for magazines or newspapers. Others are freelancers: they work for themselves and sell their articles to any publication that is interested in them. There is also a small industry involved in writing and publishing travel guidebooks.

The tour operators work much more within the framework of ordinary corporate practice than the small retail agencies do. Companies like Cook and American Express employ people in nearly all phases of tourism, ranging from the jobs that would be found in a retail travel agency to those that deal with packaging tours or establishing overall policy for the companies. They also employ a large staff to work on advertising and publicity.

Official and semi-official tourist bureaus also employ many people who perform different kinds of work. Some of the jobs are related to promotion which is extremely important to the whole industry. Others are involved with research, such as gathering travel statistics and trying to work out systems that increase their accuracy. Others are concerned with planning and development of existing facilities.

Consulting firms also play a part in the tourist industry.

A consultant offers the expertise he has acquired through study and experience to individual clients on a fee basis. In tourism, consultants are called in to give advice to government tourist bureaus or private developers.

Perhaps the most distinctive and difficult job in the entire industry belongs to the **tour guide or conductor**.

The term **guide** is used for one in charge of local sightseeing and “**conductor**” is the one accompanying a group throughout its travels and making all the arrangements for the group.

The sightseeing guide must be familiar with the points of interest that he is showing to the visitors. He usually gives a prepared talk that describes the points of interest, but he must also be prepared to answer a lot of questions. And he has to deal with any problems that occur during the tour or excursion, such as bad weather, sudden illness, an accident. A sightseeing guide needs two qualities above all — an outgoing personality and language skill.

The conductor, or the guide who stays with a group throughout its trip needs the same, two qualities. He also needs to have a thorough knowledge of all the regulations and red tape that the tourists will meet when going from one country to another. These are the aspects of travel that are likely to cause the most problems and create the most irritation when they go wrong: handling the luggage of the group, easing them through government formalities, making sure they get the kind of accommodations, food and entertainment they have paid for. Another distinctive job in tourism is that of a **social director**. Many resort hotels and nearly all cruise ships employ a person who is in charge of the activities that are supposed to entertain and amuse the customers. The social director not only has to organize these activities, he must also involve the willing and the reluctant guests in the fun and games. A good social director should really enjoy the games and parties that are planned for the guests.

In addition to social directors, resorts employ people to supervise activities in which the resorts specialize — **golf and tennis pros**, or swimming, skiing and scuba diving **instructors**.

There are many facilities for training in the tourist industry. Many hotel companies, airlines have training programmes and courses for people who will fill both skilled and semi-skilled positions.

Tourism is an industry that is still growing rapidly. It provides people with a variety of occupations that require different kinds of skills. No matter what aspect of the industry one may work in, the final result of the effort should be a satisfied customer who remembers his trip and his holiday with pleasure.

EXERCISES

I. Find in the text answers to these questions:

1. Why is tourism labour-intensive?
2. What is a common feature of all jobs in tourism?
3. Why are language skills necessary in many jobs in tourism?
4. What is the range of language skills required in various jobs in tourism?
5. How can people working in tourism acquire the necessary experience?
6. What are the most important aspects of different jobs?
7. Why do travel writers receive lavish treatment?
8. What is the range of activities of the tour operators?
9. What are the functions of official and semi-official tourist bureaus?
10. What does the job of consultants in tourism involve?

11. What is the difference between a tour guide and a conductor?
12. What does the sightseeing guide have to do in his job?
13. What qualities does the conductor need? Why?
14. What does the job of a social director involve? Why is this job important?
15. What kind of instructors are needed in tourism? Why?
16. What should the final result of any job in tourism be?

II. Say what you've learned from the text about:

- a) the wide range of jobs in tourism;
- b) the common features of all jobs in tourism;
- c) the ways to acquire necessary skills and experience in tourism;
- d) the travel agents and tour operators;
- e) the sightseeing guides and conductors;
- f) consulting firms and social directors;
- g) the main aim of any job in tourism.

III. Match the people to their job titles:

- a) Product Manager
- b) Trainee hotel Manager
- c) Conference Coordinator
- d) Travel Consultant
- e) Cabin Attendant
- f) Business travel Consultant

1) I've been working in the local office of a major travel agency group in the US for the last three years. I have to try to find corporate clients who will regularly use us when their personnel has to come for a meeting or a conference or a negotiation — something like that. It's a pretty competitive market because when a company is going through a bad patch then travel is often one of the first things that gets cut.

So we try to include a number of incentives, but of course that cuts our own profit margins.

2) I'm on a programme where every month or so I change departments, so I started off in the restaurant and then spent some time in the kitchen and went into the reception and at the moment I'm working in one of the offices and learning accountancy and financial management, and then, at the end of that I hope I'll get a job in a position of responsibility either generally or in a particular department.

3) I basically have to be friendly to passengers, make sure everyone is in the right seat, then show them the safety procedures and serve drinks and a snack.

It's not easy to combine this job with a social life because I'm frequently away from home. This week we're stopping over in Dubai so we won't be back for another couple of days. But I enjoy the contact with people and we're part of a good team.

4) I have a checklist of points which I go over beforehand to make sure that everything is ready. I check that the equipment is in the right place and in working order, that all the catering has been looked after, the hotel reservations have been made and things like that.

Then when people arrive I welcome them and give them their badges and information folders. Next week we're having a big do with about 600 participants so...

5) I have to deal with the public and take their bookings for flights, hotels, tours, car hire and that sort of thing. Its quite hard work and the basic salary isn't brilliant, but I get a performance-related bonus and commission so I don't do too badly.

I'm doing a training course at the moment because I'd like to specialize in incentive travel. In fact I have an interview next week.

6) What I have to do is to plan ahead so that in two or three years time we have another destination or resort to offer in the catalogue. This means that I have to visit and travel around the region, contract with hoteliers and service providers and so on.

Obviously, I have to deal with a lot of money matters and negotiate terms and conditions. At the moment we're thinking of opening up a resort in Albania.

IV. Note the words and expressions from the interview:

1.	it's a pretty competitive market	це ринок з досить сильною конкуренцією
2.	a company is going through a bad patch	компанія переживає важкі часи
3.	the first thing that gets cut	перше, що «урізують», тобто на чому економлять кошти
4.	an incentive	спонукання, стимул; <i>тут</i> привабливі умови контракту
5.	incentive travel	мотиваційний туризм
6.	profit margins	маржа прибутку: показник прибутку (чистого доходу) у відсотках до обсягу реалізованої продукції (послуг)
7.	accountancy	бухоблік
8.	to combine the job with social life	поєднувати роботу і особисте (світське) життя
9.	a checklist of points	список справ для самоконтролю; контрольний список того, що потрібно зробити

10.	a badge	нагрудний знак; табличка з іменем
11.	information folder	папка з необхідною інформацією
12.	we're having a big do	ми проводимо великий захід
13.	a basic salary	основний оклад / базова заробітна плата
14.	a performance - related bonus	премія, що залежить від якості виконаної роботи
15.	commission	<i>тут</i> комісійні
16.	I don't do too badly.	<i>тут</i> Я непогано заробляю
17.	to plan ahead	займатися перспективним плануванням
18.	to contract with hoteliers	укладати контракти з власниками готелів
19.	service providers	фірми, що спеціалізуються в сфері надання різних послуг
20.	money matters	грошові питання; фінансові справи
21.	to negotiate terms and conditions	вести переговори за умовами контракту
22.	safety procedures	заходи безпеки

V. Read the passages again and answer the questions:

1. How long has the business travel consultant been working for the travel agency?
2. What is her main job task?
3. Why is this market highly competitive?
4. Why do they have to cut their own profit margins?
5. What kind of training programme is there for hotel managers?
6. What is he doing at the moment?
7. What job does he hope to get in future?
8. What are the main job duties of a cabin attendant?
9. What qualities does she need for her job?
10. What are the disadvantages of the job?
11. What does she enjoy about her job?
12. What is the conference coordinator responsible for?
13. How does she manage to arrange everything?
14. What does the job of a travel consultant involve?
15. What kind of job is that? Is it well-paid?
16. What does he want to specialize in?
17. What does the job of a product manager involve?
18. What kind of matters does he deal with?
19. What are his plans at the moment?

VI. Summarise the job descriptions.

VII. a) Look up in the dictionary the meanings of the words in the box and match the qualities with these definitions:

1) articulate	4) diplomatic	7) optimistic
2) numerate	5) considerate	8) dynamic
3) enthusiastic	6) computer-literate	9) accurate
		10) energetic

- a) is able to use information technology;
- b) thinks of other people's feelings;
- c) is discreet and tactful in delicate situations;
- d) shows a lot of enthusiasm and energy;
- e) is good with figures;
- f) can speak fluently;
- g) is precise, pays attention to detail;
- h) feels confident about the future.

b) Make a list of qualities you think are most important for anybody working in tourism. Mark the qualities you think you have, make a list of your good points.

VIII. Words with meaning of remuneration.

Remuneration, *n* — вознаграждение; оплата; заработная плата, компенсация

Match the words in the box with the definitions.

1) salary	4) commission	7) tip
2) bonus	5) overtime	8) perks
3) wages	6) fee	

- a) the extra things, such as luncheon vouchers or free medical insurance, over and above the basic pay;
- b) a small sum of money given to reward the services of people like waiters or taxi drivers;
- c) money paid every month, but referred to as annual earnings paid to professional and managerial staff;
- d) money paid to a professional person, e. g. a doctor or lawyer for advice given;
- e) money paid to a manual worker, usually calculated hourly and paid weekly;
- f) money added to pay, usually as a reward for good work;
- g) money that is paid for extra hours of work;
- h) money earned as a proportion of the goods or services sold by an individual.

IX. Fill in the gaps with a word from the box in task VIII.

1. She left school without any qualifications then got a factory job, but the _____ weren't very good.
2. The basic remuneration isn't high but she earns 15% _____ on every tour she sells.
3. The salary is not exceptional but the _____ include the use of a car and subsidized accommodation.
4. The consultants charged us a _____ of £ 2,000 for an hour's work.
5. The starting is _____ £ 35,000 per annum rising to £ 40,000 after two years.
6. We gave the guide a good _____ because she made the visit so interesting.
7. The company paid each employee a £ 250 Christmas _____ as profits had never been so high.
8. If they work on a Sunday they get _____ which is double their usual rate of pay.

X. a) Read the passage in which Mary Bright talks about her job.

I work for a large tour operator, and part of my job is to try out new holiday destinations, cruises and so on. The best thing about my job is that I get the chance to travel abroad, and I also meet new people, which I think is fantastic. I've been on lots of trips, but my favourite one last year was a river cruise down the Nile to Kornak — I think ancient Egypt is so fascinating.

Normally I don't really look forward to going on cruises because I get so seasick, but I find flying OK most of the time. The only time I don't is when I have to go on really long flights — and I can tell you, going from Madrid to Australia is terrible!

b) Write sentences about her likes and dislikes using the verbs in brackets. The first one has been done' for you.

e. g. (love) She loves travelling abroad.

- a) (love)
- b) (interested)
- c) (dislike)
- d) (not mind)
- e) (hate)

c) Now write a short paragraph about your likes and dislikes and a holiday job you would like to take.

Text B

Read a passage from the book by V. R. Collins “Working in Tourism” and discuss it.

The World Tourism Council estimates that by the end of the XX century the tourism industry will be the world’s largest employer. At the moment travel and tourism employ one in every 15 workers worldwide.

Once only the rich travelled, but now the proliferation of hotel and resort accommodation together with the affordability of air transport and the increase in leisure time mean that it is easy for people to travel.

Whenever the topic of international tourism crops up, statistics involving tens of millions are mentioned but it is not always easy to understand how these statistics are compiled.

How can anyone count all these people who move away from their homes in search of novelty and entertainment? Of course, the tens of thousands of Russians who take a package holiday abroad and their counterparts in North America who go south in the winter are tourists. But so are the day trippers in Britain and France who go on a cross-Channel shopping spree, a day trip to the seaside and scientists who regularly attend conferences away from home.

All these people require an army of people to service their needs.

The tourism industry is so sprawling that job definitions are not always precise. The classic tourism job is that of guide or representative (formerly known as couriers), the person who looks after holidaymakers.

Guides work in a town, city or area and usually return to base each evening whereas tour guides (managers) directors travel round with their clients staying in a different place most nights.

A tour operator puts together the components of a holiday package or tour, booking accommodation, travel and services. The people who work in the office in charge of the bookings, budget, etc. are “**destination managers,**” most of whom were once reps or guides themselves.

A ground handler is the term for a company which looks after visitors at a destination.

Travel agents (or **consultants** as they prefer to be called in the US) have the job of selling the packages created by tour operators. Travel agencies are like any high street store rather than designer studios. They are retail outlets which, like high-street stores, are often part of a national chain.

Contrary to popular opinion, working in a travel agency does not lead directly to jobs in other tourism sectors, though it is useful training for other things. Tourist information centers (TICs) employ a vast number of people. Incentive

conferences serve as bonuses to the high-achieving staff in big companies, and provide a surprising amount of work within the industry. For example, a multinational electronics company might organize a luxury island holiday for those employees who have been responsible for increasing turnover in the previous financial year.

Arguably, package tourism has been guilty of harming local economies, particularly in developing countries.

From the locals' point of view in the tourist destination, foreign tour operators employ foreign staff to look after foreign holidaymakers who pay for most of their holiday in foreign currency. There is some trickle down to the local community but not nearly as much as there would be if it provided the services to travellers and tourists.

On the other hand, packaged tourists can be better controlled, and if the company looking after them is sensitive to local concerns, this can be more beneficial than a mass invasion of independent travellers.

Anyone who enjoys looking after people, has stamina and the will to work hard even under pressure has a good chance of finding work in tourism.

There are jobs in tourism for young and old, male and female, school leavers and university graduates, people of all nationalities. And ability to crack jokes and solve practical problems knows no limits of age, nationality, sex or background. It is one of the few industries where sex discrimination is minimal. Many heads of companies are women particularly in conference organizing.

The only jobs which women don't seem to want are those of coach drivers, since lifting their enormous suitcases can be a challenge.

Everyone involved with the travel industry agrees that personality is more important in this sector than in most others, and in many cases even more important than qualifications and experience. Although there are behind-the-scene roles, most travel industry employees deal with public face-to-face and employers are looking for bright, enthusiastic and well-organised individuals to look after their clients.

Knowledge of a foreign language is becoming more valued, though a great many people employed in the industry are still monolingual. People who speak with a pronounced accent (regional, foreign, etc.) are normally at advantage, provided they speak clearly and can be easily understood by other people.

Recent years have seen a welcome and growing awareness of the damage that mass tourism can do. Groups which were once allowed to rampage through tourist destinations with no regard for the feelings of the locals or the preservation of the local environment (both natural and cultural) are being better controlled. Nowadays tourism bosses are beginning to realize that tourism has been destroying the very thing it seeks to promote, though there is still a great deal of scope for progress in this area.

But a more mature and sensible attitude prevails today, and applicants for many posts will be expected to show sensitivity to these issues. Anyone with a background in conservation or who can demonstrate an ability to interpret sympathetically the culture of foreign countries will have an advantage. For certain jobs a background in conservation, history, architecture or other professional qualification is more useful than general tourism training.

Many attractions need local guides with specialized knowledge, basic emergency aid training, perhaps a health and hygiene certificate, plus any specialist qualifications will get you more interviews and will help you to give a better service to clients.

EXERCISES

I. a) Answer the questions on the text:

1. Why does the tourist industry employ so many people?
2. What people are called “tourists”?
3. What are the basic jobs in tourism?
4. What qualities are needed for these jobs?
5. What is the idea of incentive conferences?
6. In what way can package tourism be harmful to local economies?
7. What is the scope of job opportunities in tourism?
8. Why is personality so vital in any job in tourism?
9. How important is knowledge of a foreign language for those who work in tourism?
10. Why is ecological aspect of tourism becoming so important nowa-days?
11. What qualifications are needed for some jobs in tourism?

b) Summarize the key issues of the text.

II. Think and answer:

1. Do many people want to work in tourism? Why (not)?
2. What are the job requirements for those who want to work in tourism in Russia?
3. What tourism jobs are considered highly in Russian tourism?
4. What jobs do not seem very attractive to you? Why?
5. How are jobs in tourism paid in Russia?
6. What tourism-related jobs require high qualifications?
7. What kind of job / would you like to take up? Or: do you hold?
8. What are the advantages and disadvantages of the job?

9. Can you compare the development of tourism in Russia with other countries and parts of the world?
10. What are the latest trends in tourism development in Russia?

III. Discuss the questions.

1. How do you find out about job vacancies?
2. How do you apply for a job?
3. Have you ever applied for a job? What did you have to do?

IV. In order to apply for a job you usually have to send a curriculum vitae (CV) (in the USA called a resume) and a covering letter.

These documents are very important because they are the first impression you give.

Read the statements about CVs and covering letters. On the basis of your knowledge and experience, decide if you agree with them or not. Give your reasons.

1. A curriculum vitae is more acceptable if it is hand-written.
2. A covering letter should be hand-written.
3. The longer a CV is the better.
4. You should always include a photograph.
5. A CV should list experience in chronological order.
6. It's best to explain foreign qualifications and give an approximate equivalent in the country to which you are applying.
7. There is no point in mentioning outside activities, hobbies, etc.
8. Each CV should be customized for the job you are applying for.
9. Perfect prose isn't expected; note form is perfectly acceptable.
10. Use space constructively; don't mention failures or irrelevant experience.
11. Don't include your previous salary or salary expectations, unless requested.
12. You can lie on a CV: they'll never find out anyway.
13. Any gaps in the dates should be explained.
14. It's best not to send the CV by fax unless requested to do so.
15. Always make a follow-up phone call a few days after sending off your CV.

Text C

Now read an article and compare your ideas with recommendations in the article.

How to Write a CV.

When applying for a job you'll be in competition with a number of other candidates. So your CV is important — interviewers will decide whether or not to see you on the strength of what you have written. .

Don't just think of it as a list of facts; it should sum up your personal, educational and career history, as well as being an indication of your strengths and weaknesses.

Here are a few suggestions:

Presentation.

—Always type your CV. Use a good typewriter or word-processor. If a CV is hand-written, it goes into the wastepaper basket.

— Use good quality paper. Don't give the impression this is just another photocopy.

— Never send a CV without a covering letter explaining which vacancy you're applying for.

— Don't fax a CV unless you're asked to. It's a confidential document.

Content

Write a list of important headings. These should include your name, date of birth, your address (and your e-mail address, if you have one), phone number (at work and at home), your work record and so on.

Start with your most recent job and work backwards.

Don't leave out any vital information. If you spend a year or two travel-ling, say so. Years that are unaccounted for will seem suspicious.

Don't include any negative information, such as exam failures or lost jobs. Be positive about yourself, but don't lie or you will undermine yourself from the start.

Don't ask for your CV to be returned; many companies keep CVs on file for future reference.

EXERCISES

I. Summarize the recommendations in the article about:

- a) personal information and experience;
- b) layout, language and style.

II. Type, word process or write your CV and show it to your teacher.

III. Read an article and discuss the recommendations made in it. Pay special attention to the heading!

The Write Way to find a Job.

Answering advertisements is one way of finding a job. But there is a big gap between the number of vacancies filled and those advertised. So writing *on spec.* * to employers can often be a good idea.

The object is to get the employer to see you — no more, because the best you can hope for from such an approach is an interview. Asking straight out for a job is fatal because it invites a “yes” or “no” response. As no one will offer a post to an unknown quantity the answer will always be negative.

There are a number of golden rules:

- Try to research the name (spelt correctly!) of a specific person to write to.
- Put yourself in the employer’s shoes. Think of what you have to offer.
- Try to keep your CV brief — one page is enough; perfect prose isn’t expected — note form is acceptable.
- Gear your CV to the job and organization. No two CVs should be exactly alike.
- If you’ve been in work, explain your duties and how your work has evolved.

Demonstrate on paper that you are a potential asset.

— List your outside interests and skills. Don’t forget your language abilities. Participation in sports can show your capacity for team work.

If your covering letter is in English, it should be checked by a native speaker. You should state at the beginning why you are writing and then try to keep the reader interested. You must establish that you would like an interview. Edit ruthlessly. Go over your letter as many times as necessary. Search out and get rid of all unnecessary words and sentences.

**Note: to write on spec. — написати навмання; з розрахунком на вигоду.*

IV. Using the above recommendations write a covering letter to your CV. Show it to your teacher.

V. A Job Interview.

Paula is the Area Sales Manager for “Funtours Ltd.,” a firm of travel agents. Look at the information on her career to help you to complete the dialogue.

- a) I travel a lot, and meet lots of new people. At the moment I’m working on the sales figures.
- b) Yes. I become manager of the Newtown branch of Global Travel Agency.
- c) After a year I went to work as a tour guide in India.
- d) I’ve been working here since 3 March 1996.
- e) My first job was as an office junior at “Let’s Go Holidays.”
- f) After three years I decided to come home

THE DIALOGUE

I - the Interviewer P - Paula

I. What do you do?

P. 1) _____

I. I understand that you’ve had a varied career. How did you start?

P. 2) _____

I. And what did you do after that?

P. 3) _____

I. What then?

P. 4) _____

I. Back to the travel trade business?

P. 5) _____

I. And when did you move here, to Funtours?

P. 6) _____

I. And what does your job involve?

P. 7) _____

I. Thank you, Paula. I’ve enjoyed talking to you.

VI. Writing CVs.

Find three job advertisements and imagine you are a candidate for one of the posts.

Make a list of the qualifications and personal qualities that are required to do the job.

Write your CV and a covering letter.

VII. A Role Play.

You are going to be interviewed for one of the jobs advertised previously.

Make a list of the qualities you think the successful candidate should have. Then make a list of your good points and be prepared to sell yourself at the interview. Think of the questions the interviewers will ask you and questions you will want to ask the interviewer.

Divide your class into interviewers and applicants for the jobs. Perform the interviews.

Test yourself

Task 1. What is the English for:

- a) наймати на роботу;
- b) набути певного досвіду роботи;
- c) стежити за подіями в галузі туризму;
- d) в рамках звичайної корпоративної практики;
- e) бюрократичні процедури;
- f) відповідати за роботу якогось підрозділу;
- g) на платній основі;
- h) виконувати різні види робіт;
- i) розробляти системи;
- j) супроводжувати групи;
- k) бути обізнаним в чомусь / Добре що-небудь знати;
- l) аспекти подорожі, які створюють нервозність і різні проблеми, якщо щось йде не так;
- m) необхідні умови для навчання.

Task 2. Give the definitions for the following terms:

- a) a tour guide;
- b) free-lancers;
- c) front-desk employees;
- d) a conductor;
- e) social director;
- f) supervisor;
- g) consultant;
- h) expertise.

Task 3. Say it in English:

Туризм відноситься до тих сфер діяльності, де співвідношення клієнтів і обслуговуючого персоналу дуже високе. Діапазон професій, потрібних в індустрії туризму, теж дуже великий. Однак, основною рисою всіх, хто працює в сфері туризму, є постійне спілкування з людьми, з усіма його позитивними і негативними аспектами. Тому той, хто хоче працювати в сфері туризму, повинен володіти такими якостями, як терпіння, товариськість, доброзичливість, терпимість, витривалість і багатьма іншими.

У багатьох професіях, пов'язаних з туризмом, необхідне знання іноземних мов. Рівень володіння іноземними мовами може варіюватися в залежності від професії і місцезнаходження роботи, але те, що мовні навички є невід'ємною частиною будь-якої роботи в туризмі, не викликає сумнівів. У туризмі працює багато жінок, які набули необхідний досвід, починаючи працювати в якості агентів туристичних фірм.

Існують консультанти, які на платній основі дають необхідні рекомендації з розвитку туристичного бізнесу.

Дуже важка, але цікава робота гідів, які повинні добре знати не тільки історію країни, а й всі визначні пам'ятки і вміти цікаво про них розповісти.

Супроводжуючий групи теж стикається з масою проблем. Він повинен бути готовий до будь-яких проблем, що виникають під час подорожі, і вміти добре і швидко з ними справлятися.

Такими є деякі аспекти професій в туризмі. Але насправді, туризм створює величезну кількість робочих місць, особливо під час сезону. Він вважається одним з найприбутковіших і ефективних шляхів розвитку національної економіки.

GRAMMAR

The Gerund

Герундій (Gerund) – це безособова форма дієслова, що поєднує у собі властивості іменника та дієслова. Герундій не виражає число, особу, способи та не вживається з артиклями. В українській мові формі герундія відповідають іменники, що утворилися від дієслів (reading - читання), форма інфінітиву, а також в деяких випадках дієприкметники та дієприслівники (being seen - помічений, walking - гуляючи). Герундій не слід плутати з дієприкметником теперішнього часу.

Eating hamburgers is not good for you. – Вживання (в їжу) гамбургерів не добре для вас.

No playing and no talking after 10 p.m.! – Ніяких ігор та розмов після 10-ї вечора!

Форми герундія

Герундій має дві форми в активному стані (Indefinite та Perfect Gerund Active) та дві форми пасивного стану (Indefinite та Perfect Gerund Passive).

Tense	Active Voice	Passive Voice
Indefinite (Simple) Gerund неозначений герундій	studying	being studied
Perfect Gerund доконаний герундій	having studied	having been studied

Неозначений герундій (Indefinite Gerund) – це форма герундія в неозначеному виді. Він має форми активного та пасивного станів. Неозначений герундій виражає дію, що відбувається одночасно з іншою дією, вираженою дієсловом-присудком в особовій або часовій формі, або ж не стосується певного часу взагалі. В цьому випадку час в реченні визначається за дієсловом-присудком.

Excuse me for disturbing you. – Вибачте, що турбую вас. (дослівно: вибачте за моє втручання)

He won't mind your coming. – Він не буде проти, якщо ти прийдеш. (дослівно: він не буде проти твого приходу)

He entered the house without being seen. – Він увійшов до будинку непоміченим.

Being eaten by aboriginals was not something Cook was dreaming about. – Бути з'їденим аборигенами не було тим, про що мріяв Кук.

Герундій активного стану здебільшого вживається після дієслів **to want** (хотіти), **to need** (потребувати), **to deserve** (заслужувати), **to require** (вимагати) та прикметника **worth** (вартий), навіть якщо в реченні мається на увазі дія в пасивному стані.

His house wants repairing. – Його дім слід відремонтувати. (дослівно: його дім потребує ремонтування.)

Our children deserve praising. – Наші діти заслуговують на похвалу.

This play was worth seeing. – Цей спектакль вартий того, щоб його подивитись.

Доконаний герундій (Perfect Gerund) – це герундій у формі доконаного виду. Він має форму активного та пасивного станів. Доконаний герундій вказує на дію, що відбулася до іншої дії, вираженої дієсловом-присудком в певній особовій або часовій формі. В українській мові доконаний герундій передається підрядним реченням.

Clark denies having done it. – Кларк заперечує, що він це зробив.
I was ashamed of having talked to my teacher rudely. – Мені було соромно за те, що я так грубо розмовляв з учителем.
She was angry at having been cheated so easily. – Вона була злою через те, що її так просто обдурили.
Ann denied having been married to John. – Енн заперечувала, що була одружена з Джоном.

Герундій завжди використовується після наступних простих та фразових дієслів.

<i>to admit</i> – визнавати, допускати	<i>to fancy</i> – уявляти, думати, радити (в окличних реченнях)
<i>to appreciate</i> – цінувати, бути вдячним	<i>to finish</i> – закінчувати, завершувати
<i>to avoid</i> – уникати	<i>to forgive</i> – простити, вибачати
<i>to burst out</i> – починати, спалахувати	<i>to give up</i> – здаватися, полишати
<i>to consider</i> – розглядати, обговорювати, вважати	<i>to go</i> – займатися (спортом)
<i>to continue</i> – продовжувати	<i>to postpone</i> – відкладати
<i>to go on</i> – продовжувати, тривати	<i>to practice</i> – практикувати
<i>to imagine</i> – уявляти	<i>to prevent</i> – запобігати, попереджати
<i>to keep (on)</i> – продовжувати	<i>to put off</i> – відкладати
<i>to leave off</i> – переставати, покидати	<i>to quit</i> – припиняти, полишити
<i>to mind</i> – заперечувати, бути проти (вto save – зберігати)	<i>to suggest</i> – пропонувати
<i>to miss</i> – сумувати, скучити	
<i>to deny</i> – заперечувати	
<i>to excuse</i> – вибачати	

Fancy meeting you here! – Не міг навіть уявити, що зустріну тебе тут!
Relax. Imagine lying on the beach and drinking cocktails. – Розслабся. Уяви собі, що ти лежиш на пляжі та п'єш коктейлі.

Герундій вживається після дієслів, коли ці дієслова вказують на чийсь уподобання, часто після дієслів **to love** (любити), **to like** (подобатися), **to enjoy** (насолоджуватися), **to prefer** (віддавати перевагу), **to dislike** (не любити), **to hate** (ненавидіти)

She hates cooking. – Вона ненавидить готувати.
I don't like writing letters. – Я не люблю писати листи.
Kate enjoys watching football with her boyfriend. – Кейт подобається дивитись футбол з її хлопцем.

Герундій використовується після дієслів **to spend** (витрачати), **to waste** (марнувати, марно витрачати), **to lose** (загубити), коли вони вживаються у значенні марної втрати грошей, часу, здоров'я тощо.

She lost her health taking care of children. – Вона згубила своє здоров'я, доглядаючи дітей.
Matt spent a lot of money buying a computer he doesn't even use. – Метт витратив багато грошей на комп'ютер, яким він навіть не користується.

Форма герундія вживається з дієсловами **to hear** (чути), **to listen to** (слухати), **to notice** (помічати), **to see** (бачити), **to watch** (дивитись), **to feel** (відчувати), коли вони вказують на дію, що була не до кінця завершена.

I watched the actors rehearsing the play. – Я дивився, як актори репетирували спектакль. (я бачив тільки частину репетиції)

Ann heard some guys talking about her. – Енн чула, як якісь хлопці розмовляли про неї. (вона чула тільки частину розмови)

Герундій використовується після дієслів та виразів з прийменниками, що зазначені нижче.

cannot help – бути не в змозі зупинитися

cannot stand – не переносити

not to like the idea of – не поділяти намір

to accuse of – звинувачувати

to agree to – погоджуватися

to approve of – схвалювати

to be astonished at – бути враженим, здивованим

to be aware of – знати, бути у курсі

to be busy in – бути зайнятим

to be capable of – бути спроможним

to be displeased at – бути незадоволеним

to be fond of – любити

to be guilty of – бути винуватим

to be indignant at – обурюватися

to be pleased at – бути задоволеним

to be proud of – пишатися, гордитися

to be sure of – бути певним у

to be surprised at – бути здивованим

to be used to – бути звичним до

to be worth – бути гідним, достойним

to complain of – скаржитися, жалітися

to depend on – залежати

to feel like – хотіти

to give up the idea of – відмовитися від ідеї

to have difficulty in – мати труднощі з

to have trouble – мати труднощі з

to insist on – наполягати

to look forward to – чекати з нетерпінням

to look like – схоже, що, збиратися

to miss an opportunity of – упустити можливість

to object to – заперечувати, бути проти

to persist in – наполягати, наполегливо продовжувати

to prevent from – вберегти, зашкодити

to rely on – покластися, довіряти

to speak of – висловлюватися

to succeed in – мати успіх, досягти успіху

to suspect of – підозрювати

to thank for – бути вдячним, дякувати

to think of – думати, збиратися

It looks like raining. – Схоже, (скоро) задощить.

I was thinking of inviting Paul to my party. – Я думав про те, щоб запросити Пола на свою вечірку.

Герундій також вживається в певних сталих виразах.

it is no use ... – немає сенсу, необхідності в ...

it is (no) good ... – недобре (добре) ...

what is the use of ..? – яка необхідність в ..?

there is no point in ... – немає сенсу в ...

in addition to ... – на додаток (до) ...

In addition to cleaning and washing, i had to cook as well. – На додаток до прибирання та прання я повинна була ще й готувати.

What is the use of going to that party? We can hang out here. – Який сенс іти на ту вечірку? Ми можемо тусити й тут.

Герундій чи інфінітив?

Після певних смислових дієслів англійської мови можуть вживатися як форма **герундія**, так і форма повного інфінітиву, однак значення таких речень може дещо відрізнятися.

Forget + інфінітив з to – забути зробити щось.

Forget + герундій – забути певний момент з життя, не зберігати спогади про щось.

I forgot to bring my books today. – Я забув сьогодні взяти з собою книги.

I will never forget swimming in the ocean! – Я ніколи не забуду, як я плавала в океані!

Remember + інфінітив з to – пам'ятати, що треба щось зробити.

Remember + герундій – пам'ятати певний момент з життя, берегти спогади про щось.

Do you remember to take your pills? – Ти пам'ятаєш, що тобі треба випити свої пігулки?

I remember visiting Paris with my friends. – Я пам'ятаю, як ми їздили з друзями у Париж.

Mean + інфінітив з to – збиратися, мати намір щось зробити.

Mean + герундій – означати, мати значення, передвістити.

I meant to call you yesterday, but I forgot. – Я збирався подзвонити тобі вчора, але я забув.

If I accept this job offer, it will mean working long hours. – Якщо я погоджусь на цю пропозицію щодо роботи, то це буде означати, що в мене буде довгий (подовжений) робочий день.

Regret + інфінітив з to – відчувати співчуття, прикрість (по відношенню до інших людей),
співчувати комусь.

Regret + герундій – шкодувати про зроблене, каятися, шкодувати про щось даремне.

We regret to inform you that you have failed the test. – З прикрістю повідомляємо вам, що ви не здали екзамен.

I regret buying this expensive dress. It doesn't suit me. – Я шкодую, що купила цю дорогу сукню. Вона мені не пасує.

Try + інфінітив з to – намагатися, докладати зусилля, прагнути щось зробити.

Try + герундій – спробувати зробити щось заради експерименту, експериментувати.

Ann tried to persuade him but she failed. – Енн намагалась переконати його, але в неї нічого не вийшло.

I tried colouring my hair in red and I liked it. – Я спробувала пофарбувати волосся в червоний, і мені сподобався результат.

Stop + інфінітив з to – зупинитися для того, щоб зробити щось інше, зробити паузу.

Stop + герундій – перестати робити щось, зупинитися, перестати, полишити.

We stopped to buy some food. – Ми зупинилися, щоб купити щось поїсти.

You should stop buying useless things. – Ти повинен перестати купляти непотрібні речі.

Grammar exercises

Exercise 1. Translate the following sentences into Ukrainian and define the Function of the Gerund.

1. I think of spending my next summer holidays in the Caucasus.
2. Everybody was surprised at seeing him there.
3. Robin Hood helped the poor by giving them food and shelter.
4. We did not succeed in getting tickets for the football match.
5. On learning that my friend was ill I went to see him immediately.
6. She is always afraid of catching cold.
7. When will you finish reading this book?
8. Do you mind my closing the door?
9. This film is not worth seeing.
10. Before leaving for London I shall let you know.
11. Have you finished writing?
12. Taking a cold shower in the morning is very useful.
13. She likes sitting in the sun.
14. It looks like raining.
15. My watch wants repairing.
16. Thank you for coming.
17. He talked without stopping.
18. Living in little stuffy rooms means breathing poisonous air.
19. Iron is found by digging in the earth.
20. There are two ways of getting sugar: one from beet and the other from sugar-cane.

Exercise 2. Replace the group of words in italics by a Gerund with "of".

1. I thought *I would come and see you tomorrow*.
2. What do you think *you will do tomorrow*!
3. I don't know now; I thought *I would go to the zoo*, but the weather is so bad that probably I shan't go.
4. I hear there are some English books at our institute book-shelf now. - So you think *that you will buy some*, aren't you?
5. I thought *I would work in the library this evening*, but as you have come. I won't go to the library.

Exercise 3. Replace the group of words in italics by a Gerund with "after".

1. *After I hesitated some minutes* whether to buy the hat or not, I finally decided that I might find one I liked better in another shop.
2. *When she had graduated from the University*, she left Kiev and went to teach in her home town.

3. *When he proved that his theory was correct*, he started studying ways and means of importing the conditions of work in very deep coalmines.
4. *After she took the child to the kindergarden*, she went to the library to study for her examination.
5. *When he had made a thorough study of subject*, he found that it was a great deal more important than he had thought at first.

Exercise 4. Open the brackets and fill in with the proper form of the Gerund. Translate into Ukrainian.

1. I like the idea of (to organize) a shooting contest.
2. Are you fond of (to play) tennis?
3. There is no chance of (to get) tickets for this foot-ball match.
4. We had much difficulty in (to translate) that article.
5. I was afraid of (to catch cold).
6. I remember (to tell) them about it.
7. I object to (to discuss) this question at the meeting.
8. Everybody was against (to arrest) that man, but the sheriff.

Exercise 5. Translate into Ukrainian using the correct form of the Gerund.

1. She stopped coming to see us, and I wondered what had happened to her.
2. Can you remember having seen the man before?
3. She was terrified of having to speak to anybody, and even more, of being spoken to.
4. He was on the point of leaving the club, as the porter stopped him.
5. After being corrected by the teacher, the students' papers were returned to them.
6. I wondered at my mother's having allowed the journey.
7. I understand perfectly your wishing to start the work at once.
8. Everybody will discuss the event, there is no preventing it.
9. At last he broke the silence by inviting everybody to walk into the dining-room.
10. On being told the news she turned pale.
11. Having been carefully read and corrected by the secretary, the text contained no mistakes.

Exercise 6. Open the brackets using the correct form of the Gerund (Active or Passive).

1. Why do you avoid (to speak) to me?
2. She tried to avoid (to speak) to?
3. The doctor insisted on (to send) the sick man to hospital.
4. The child insisted on (to send) home at once.
5. Do you mind him (to examine) by a heart specialist?
6. He showed no sign of (to recognize) me?
7. She showed no sign of (to surprise).
8. He had a strange habit of (to interfere) in other people's business.

9. I was angry at (to interrupt) every other moment.
10. He was always ready for (to help) people.
11. He was very glad of (to help) in his difficulty.
12. On (to allow) to leave the room the children immediately ran out into the yard and began (to play).
13. In (to make) this experiment they came across some very interesting phenomena.
14. The results of the experiment must be checked and rechecked before (to publish).
15. The watch requires (to repair).
16. The problem is not worth (to discuss).
17. I can't remember ... (see) him before.
18. Everybody enjoys ... (work) with him.
19. The boy hates ... (scold).
20. I am sorry for ... (disturb) you.
21. The windows need ... (clean).
22. It is no good ... (force) him to go with us.
23. I hate ... (ask) stupid questions.
24. I don't like ... (cheat).

Exercise 7. Translate into English using the correct form of the the Gerund.

1. Нарешті вони припинили сміятися.
2. Вона заперечувала, що вкрала гроші.
3. Пробачте, що я загубив вашу ручку.
4. Коли вона закінчить писати твір?
5. Я не заперечую (*to contradict*) проти того, щоб залишитися вдома та попрацювати над моїм перекладом.
6. Припиніть тремтіти. Уникайте показувати цим людям, що ви їх боїтесь.
7. Я не можу не (*cannot help*) турбуватися про них: вони перестали дзвонити.
8. Ви не проти того, щоб відчинити вікно?
9. Я дуже люблю читати.
10. Ми отримали задоволення від плавання.

Exercise 8. Open the brackets using the correct form of the Gerund.

1. Excuse me for (to *break*) your beautiful vase.
2. You never mentioned (to *be*) to Greece.
3. She was proud of (to *award*) the cup of a champion.
4. I don't remember ever (to *meet*) your sister.
5. I don't remember (to *ask*) this question by anybody.
6. The cat was punished for (to *break*) the cup.
7. The cat was afraid of punishing for (to *break*) the cup.
8. The machine needs (to *clean*).

9. I am quite serious in (to *say*) that I don't want to go abroad.
10. He seemed sorry for (to *be*) inattentive to his child.
11. She confessed to (to *forget*) to send the letter.
12. The old man could not stand (to *tell*) what he should do.
13. Going to the party was no use: he had no talent for (to *dance*).
14. The Bronze Horseman is worth (to *see*).
15. She accused him of (to *steal*) her purse.

Exercise 9. Replace the group of words in italics by a Gerundial construction using the conjunctions if necessary.

1. I am told *that you are very busy*.
2. Thank you *that you did it*.
3. When *young man graduated from Harvard*, he returned to Russia.
4. They gave up the idea *that they would find work*.
5. *After we had passed our examinations*, we had a very entertaining evening.
6. Michael remembered *that he had enjoyed the trip to the Bahamas*.
7. I am thankful *that I have been given a chance to hear this outstanding singer*.
8. Helen insisted *that she should be given that job*.
9. Tom was afraid *that he might be late*.
10. *The fact that you took English lessons some years ago* helps you in your studies now.

Exercise 10. Put the verbs in brackets into the Gerund:

1. He gave up (gamble).
2. Try to avoid (make) him angry.
3. Stop (argue) and start (work).
4. The children prefer (watch) TV to (read).
5. I am against (make) any complaints.
6. It's no use (cry) over spilt milk, (proverb)
7. I suggest (hold) another meeting next week.
8. He finished (speak) and sat down.
9. He was fined for (drive) without lights.
10. It is difficult to get used to (eat) with chopsticks.
11. If you can't turn the key try (put) some oil in the lock.
12. He lost no time in (get) down to work.
13. You can't make an omelette without (break) eggs, (proverb)
14. We are looking forward to (read) your new book.
15. They escaped by (slide) down ropes made of blankets.
16. They don't allow (smoke) in here.
17. He is thinking of (leave) his job and (go) to America.
18. After (read) this article you will give up (smoke).
19. If you put your money into that business you risk (lose) every penny.
20. Imagine (live) with someone who never stops (talk).

21. Is there anything here worth (buy)?
22. He was accused of (leak) classified information to the press.
23. You'd better consult your lawyer before (decide) to buy the property.
24. I don't enjoy (go) to the dentist.
25. Would you mind (put) your pet snake somewhere else?
26. The hostages were rescued without a shot (be) fired.
27. By (work) day and night he succeeded in (finish) the job in time.
28. He has a scheme for (make) grass grow in winter.
29. I don't feel like (work); what about (go) to a disco instead?
30. Would you mind (write) your name and address on the back of the cheque?
31. If a thing is worth (do) at all it is worth (do) well, (proverb)
32. I hate (borrow) money.
33. He was furious at (be) mistaken for an escaped convict.
34. After (talk) for ten minutes I succeeded in (convince) him that there was no danger.
35. I remember (read) a review of that book and (think) I'd like to get it.
36. As a result of (listen) at keyholes he learnt many facts which he had no hesitation in (use) to his own advantage.

Exercise 11. Put the verbs in brackets into the correct form (gerund or infinitive):

1. I am looking forward to (see) you.
2. He dreads (have) to retire.
3. I arranged (meet) them here.
4. He urged us (work) faster.
5. I wish (see) the manager.
6. It's no use (wait).
7. He warned her (not touch) the wire.
8. Don't forget (lock) the door before (go) to bed.
9. My mother told me (not speak) to anyone about it.
10. I can't understand her (behave) like that.
11. He tried (explain) but she refused (listen).
12. At dinner she annoyed me by (smoke) between the courses.
13. You are expected (know) the safety regulations of the college.
14. He decided (disguise) himself by (dress) as a woman.
15. I am prepared (wait) here all night if necessary.
16. Would you mind (show) me how (work) the lift?
17. After (walk) for three hours we stopped to let the others (catch up) with us.
18. I am beginning (understand) what you mean.
19. He was fined for (exceed) the speed limit.
20. The boys like (play) games but hate (do) lessons.
21. I regret (inform) you that your application has been refused.
22. I couldn't help (overhear) what you said.
23. Mrs Jones: I don't allow (smoke) in my drawing-room. – Mrs Smith: I don't allow my family (smoke) at all.

24. He surprised us all by (go) away without (say) 'Good-bye'.
25. Please go on (write); I don't mind (wait).
26. He wore dark glasses (avoid) (be) recognized.
27. Before (give) evidence you must swear (speak) the truth.
28. I tried (persuade) him (agree) with your proposal.
29. Your windows need (clean); would you like me (do) them for you?
30. Would you mind (shut) the window? I hate (sit) in a draught.
31. I can't help (sneeze); I caught a cold yesterday from (sit) in a draught.
32. Do stop (talk); I am trying (finish) a letter.
33. His doctor advised him (give up) (jog).
34. My watch keeps (stop). – That's because you keep (forget) (wind) it.
35. Without (realize) it, he hindered us instead of (help) us.
36. People used (make) fire by (rub) two sticks together.

Exercise 12. Put the verbs in brackets into the correct form (Gerund or Infinitive):

1. He hates (answer) the phone, and very often just lets it (ring).
2. If you go on (let) your dog (chase) cars he'll end by (be) run over.
3. I prefer (drive) to (be driven).
4. I advise you (start) (look) for a flat at once.
5. Would you mind (lend) me £5? I forgot (cash) a cheque.
6. (Lie) on this beach is much more pleasant than (sit) in the office.
7. She likes her children (go) to the dentist every six months.
8. By (neglect) (take) ordinary precautions he endangered the life of his crew.
9. An instructor is coming (show) us how (use) the aqualung.
10. I have no intention of (go) to that film; I couldn't bear (see) my favourite actress in such a dreadful part.
11. I suggest (telephone) the hospitals before (ask) the police (look) for him.
12. After (hear) the conditions I decided (not enter) for the competition.
13. Some people seem (have) a passion for (write) to the newspapers.
14. He expects me (answer) by return but I have no intention of (reply) at all.
15. I tried (explain) to him but he refused (listen) and went on (grumble).
16. By (offer) enormous wages he is persuading men (leave) their present jobs and (work) for him.
17. He postponed (make) a decision till it was too late (do) anything.
18. Imagine (have) (get up) at five a.m. every day!
19. Try (forget) it; it isn't worth (worry) about.
20. There is no point in (remain) in a dangerous place if you can't do anything (help) the people who have (stay) there.
21. The horse won't be well enough (run) in tomorrow's race. He doesn't seem (have recovered) from his long journey.
22. At first I enjoyed (listen) to him but after a while I got tired of (hear) the same story again and again.
23. It is usually easier (learn) a subject by (read) books than by (listen) to lectures.

24. It wouldn't be safe (start) down now; we'll have (wait) till the mist clears.
25. After (discuss) the matter for an hour the committee adjourned without (have reached) any decision,
26. It's not much use (have) a bicycle if you don't know how (ride) it.
27. He didn't dare (leave) the house because he was afraid of (meet) someone who might (recognize) him.
28. I distinctly remember (pay) him. I gave him £2.
29. Did you remember (give) him the key of the safe? - No, I didn't. I'll go and do it now.
30. Please forgive me for (interrupt) you but would you mind (repeat) that last sentence?
31. I know my hair wants (cut) but I never have time (go) to the hairdresser's.
32. He made a lot of money by (buy) tickets in advance and (sell) them for twice the price on the day of the match.
33. She rushed out of the room without (give) me a chance (explain).
34. He keeps (ask) me the time and I keep (tell) him (buy) himself a watch.
35. He has a theory that it is possible (tell) the time in daylight by (look) into a cat's eyes.
36. I'd hate (be) beside a volcano when it started (erupt).

Exercise 13. Use Gerund or Infinitive:

After **like** it is sometimes possible to use either gerund or infinitive, but there tends to be a slight difference in implication, **like** + gerund usually means 'enjoy'; it also usually implies that the action is/was performed:

I like skating = I enjoy skating (and do skate).

like + infinitive has more the meaning of 'approve of', 'like the idea or habit'. In the affirmative it gives no indication as to whether the action is performed or not, and in the negative implies that it is not performed.

I didn't like saying it

usually means 'I said it, unwillingly', but

I didn't like to say it

usually means 'I didn't say it' (because it didn't seem right or sensible). The distinction, however, is not rigid. The above notes are, therefore, only guides which may safely be followed.

Put the verbs in brackets into Gerund or Infinitive:

1. I used (ride) a lot but I haven't had a chance (do) any since (come) here. – I ride sometimes. Would you like (come) with me next time?
2. Most people prefer (spend) money to (earn) it.
3. I resented (be) unjustly accused and asked him (apologize).
4. It isn't good for children (eat) too many sweets.
5. I didn't feel like (work) so I suggested (spend) the day in the garden.
6. Why do you keep (look) back? Are you afraid of (be) followed?
7. Do you remember (post) the letter? – Yes, I do; I posted it in the letter-box near my gate.

8. Did you remember (lock) the door? – No, I didn't. I'd better (go) back and (do) it now.
9. You still have a lot (learn) if you'll forgive my (say) so.
10. It's no use (try) (interrupt) him. You'll have (wait) till he stops (talk).
11. I'm for (do) nothing till the police arrive. They don't like you (move) anything when a crime has been committed.
12. He didn't like (leave) the children alone in the house but he had no alternative as he had (go) out to work.
13. Why didn't you drink it? – I didn't like (drink) it as I didn't know what it was.
14. I'm very sorry for (be) late. It was good of you (wait) for me.
15. I keep (try) (make) mayonnaise but I never succeed. – Try (add) the yolk of a hard-boiled egg.
16. Do you feel like (go) to a film or would you rather (stay) at home?
17. She told me (look) through her correspondence and (take) out any letters that you had written her. I didn't like (look) through someone else's letters but I had (do) as she said.
18. He took to (get up) early and (walk) noisily about the house.
19. I liked (listen) to folk music much better than (listen) to pop.
20. The car began (make) an extraordinary noise so I stopped (see) what it was.
21. You'll never regret (do) a kind action.
22. He decided (put) broken glass on top of his wall (prevent) boys (climb) over it.
23. He annoyed me very much by (take) the piece of cake that I was keeping (eat) after my supper.
24. He kept (ring) up and (ask) for an explanation and she didn't know what (do) about him.
25. We got tired of (wait) for the weather (clear) and finally decided (set) out in the rain.
26. He made me (repeat) his instructions (make) sure that I understood what I was (do) after he had gone.
27. I suggest (leave) the car here and (send) a breakdown van (tow) it to the garage.
28. She apologized for (borrow) my sewing-machine without (ask) permission and promised never (do) it again.
29. I didn't mean (offend) anyone but somehow I succeeded in (annoy) them all.
30. She claimed (be able) (tell) the future by (gaze) into her crystal ball.
31. He never thinks of (get) out of your way; he expects you (walk) round him.
32. You don't need (ask) his permission every time you want (leave) the room.
33. The police accused him of (set) fire to the building but he denied (have been) in the area on the night of the fire.
34. I left my door open. Why didn't you walk in? – I didn't like (go) in when you weren't there.

35. It's much better (go) to a hairdresser than (try) (save) time by (cut) your own hair.
36. I'd rather (earn) my living by (scrub) floors than (make) money by (blackmail) people.

Exercise 14. Translate into English, using the Gerund:

1. Припиніть розмовляти!
2. Ми закінчили працювати над цією проблемою.
3. Продовжуйте співати.
4. Ви не проти, якщо я відчиню вікно?
5. Він заперечував свою участь в злочині.
6. Я дуже люблю малювати.
7. Ми отримали задоволення від плавання.
8. Я не могла не погодитися із ним.
9. Він розсміявся.
10. Вона кинула палити.
11. Вона уникала зустрічі з ним.
12. Ми відкладемо обговорення доповіді.
13. В кінці кінців вона перестала сміятися.
14. Вона заперечувала, що вкрала гроші.
15. Давайте відкладемо поїздку на дачу до наступної суботи.
16. Вибачте, що я загубив Вашу ручку.
17. Коли вона закінчить писати твір?
18. Я не проти того, щоб залишитись вдома і попрацювати над своїм перекладом.
19. Перестаньте тремтіти. Старайтесь не показувати цим людям, що ви їх боїтесь.
20. Я не можу не хвилюватися за них : вони перестали телефонувати.
21. Я не заперечую, що бачив їх в той вечір.
22. Він не може мене вибачити за те, що я порвав його зошита.
23. Вона заперечувала, що взяла мій годинник.
24. Хлопчик любить командувати своєю сестрою.
25. Він не був проти, щоб його оглянули: він перестав прикидатися, що він здоровий.
26. Будь ласка, вибачте, що у мене поганий почерк.
27. Не могли б Ви дати мені книгу, коли закінчити читати її?
28. Її син старався уникати відповіді на її запитання, так як йому було соромно, що він їй збрехав раніше.
29. Він не міг не думати, що його син зробив велику помилку.
30. Вибачте мене, будь ласка, що я помилково відкрила Ваш лист.

31. Я перестав їсти гамбургери і кожний день отримую задоволення від більш здорової їжі.

Exercise 15. Translate into English, using the Gerund:

1. Дякую Вам, що Ви прислали такі гарні квіти.
2. Його звинуватили в тому, що він продав важливі державні секрети.
3. Шум в сусідній кімнаті заважав мені думати.
4. Я думаю про те, щоб поїхати на південь влітку.
5. Хлопчик заперечував, що його постійно сварять і наказують.
6. Я наполягаю на тому, щоб поговорити з ним.
7. Я з нетерпінням чекав зустрічі з братом.
8. Мені щось не хочеться сьогодні грати в шахи.
9. Їй вдалося зробити дуже вдалий переклад цього важкого тексту.
10. Він завжди готовий допомогти людям.
11. Він був дуже радий, що йому допомогли в скрутній ситуації.
12. Після того, як дітям дозволили вийти з кімнати, вони зразу ж вибігли на вулицю і почали гратися.
13. Роблячи цей експеримент, вони нашттовхнулися на деякі дуже цікаві явища.
14. Здається, йому було дуже соромно, що він був неуважним до свого сина.
15. На цю роботу не варто влаштовуватися.
16. Годинник потребує ремонту.
17. Машину треба помити.
18. Чи Ви не проти, щоб його оглянув кардіолог ?
19. Він не показував вигляду, що впізнав мене.
20. Вона не показувала вигляду, що була здивована.

NON – FINITE FORMS OF THE VERB

Exercise 1. Open the brackets choosing the Gerund or the Infinitive.

1. I am planning ... (to visit/visiting) my granny next week.
2. When they finish ... (to eat/eating) their lunch, they'll go to the office.
3. He suggested ... (to buy/buying) some food.
4. Does Sally enjoy ... (to go/going) to the gym?
5. Don't put off ... (to write/writing) a report till the end of the month.
6. John refused ... (to answer/answering) my question.
7. My brother intends ... (to get/getting) married soon.
8. I think she didn't mean ... (to hurt/hurting) you.
9. Keep ... (to beat/beating) the eggs.

10. Fred can't afford ... (to travel/travelling) this year.
11. We expect ... (to leave/leaving) tomorrow.
12. Mary decided ... (to fly/flying) to Venice.
13. The sportsmen hope ... (to get/getting) the best results.
14. Are you going to give up ... (to smoke/smoking)?
15. They don't want ... (to have/having) any more children.
16. I don't mind ... (to wash up/washing up).
17. Girls, stop ... (to giggle/giggling).
18. Ben likes ... (to play/playing) chess.
19. Lara goes ... (to dance/dancing) every weekend.
20. Harry can't stand ... (to work/working) on Saturdays.

Exercise 2. Choose the Infinitive with or without "to".

1. We can ... (speak/to speak) Spanish.
2. He often makes me ... (feel/to feel) guilty.
3. You have ... (be/to be) friendly and polite.
4. She must ... (stay/to stay).
5. The lawyer will ... (call/to call) you later.
6. I'd like ... (send/to send) him a present.
7. You'd better ... (move/to move) faster.
8. We heard somebody ... (enter/to enter) the apartment.
9. Mother wants ... (paint/to paint) the walls in the kitchen.
10. We decided ... (sell/to sell) the car.
11. He always fails ... (keep/to keep) his word.
12. I am trying ... (lift/to lift) this heavy stone.
13. Let me ... (give/to give) you some advice.
14. It may ... (cost/to cost) too much.
15. She saw him ... (cross/to cross) the street.

Exercise 3. Use Infinitive or -ing form.

1. It was quite late when they saw Martin ... (come) up the other side of the street. They saw him ... (pause) in front of his house, ... (look) up at it and ... (knock) at the door.
2. My parents let me (stay) at Molly's house last weekend. They agreed ... (take) me to his place in the car and they made me (promise) to behave myself.
3. Mel hates (answer) the phone. And very often Mel just lets it ... (ring).
4. At first Jenny enjoyed ... (listen) to Steven but after a while she got tired of ... (hear) the same story.
5. Polly can't (go) to the cinema today. She's busy ... (study) for her exam, which is next week, but she's decided ... (take) a break and ... (phone) Megan.
6. I tried ... (listen) carefully and in order (not/show) how I was embarrassed, I did my best ... (keep) the conversation ... (go) on one topic and another.

Exercise 4. Read the sentences. Choose one of the suggested answers.

1. Peace activist Baroness Bertha von Suttner encouraged Alfred Nobel ... a prize for peace. (establish / to establish / establishing / to be established)
2. The police officer made Neil get out of the car and demanded ... his driver's licence. (see / seeing / to see / to be seen)
3. In the time of Peter the Great the noblemen were not allowed ... beards. (have / to have / having / having had)
4. They wouldn't let ... the country without the entry visa, would they? (him to enter / he enters / him enter / him entering)
5. Fred couldn't make ... that he had caught the huge fish himself. (I believed / me believe / me believed / me to believe)
6. Nick was very close to the phone-box and Mary noticed him ... the number, and then she heard him ... something to passer-by. (to dial, to say / dialing, to say / to dial, say / dial, say)
7. Nick was seen ... the hall and then Jane watched him ... (enter, go away / be entered, to go away / enter, go away / to have entered, to be gone away)
8. It's too late now, but I will always regret ... John to do the work. (to ask / asking / ask / to be asked)
9. My friend Moira stopped ... whole milk because she is on a diet. (to buy / buying / buy / to be bought)
10. They were allowed... discussing the plans, so their partner introduced himself and went on to talk about the project. (to continue / continuing / continue / to be continued)

Exercise 5. Put one of the given verbs in the correct form – infinitive or gerund:

to see, to lock, to explain, to go, to show, to play, to listen, to do, to write, to earn, to discuss, to drive, to look, to speak, to understand, to do, to stay, to work, to spend

1. I wish ... the manager.— It's no use ... to him.
2. Don't forget ... the door before ... to bed.
3. My mother told me not ... to anyone about it.
4. He tried ... but she didn't want ...
5. Would you mind ... me how the lift works?
6. I'm beginning ... what you mean.
7. The boys like ... tennis but not ... this in bad weather.
8. Try ... this correctly.
9. He likes ... in his cabinet.
10. I prefer ... my car myself.
11. I advise you ... at my place and ... for a new flat.
12. Let's ... this tomorrow, I'm tired now.
13. Most people prefer ... money. Some don't want ... them.

Exercise 6. Complete the sentences using either the Infinitive or Gerund. Insert prepositions if necessary.

1. He used ... (think) that life ended at 40, but now when he's 41, he knows it's not true.
2. ... (make) such a terrible noise!
3. It's five in the morning. I'm not used ... (get) up this early,
4. It's impossible... (cut) with this knife. It's blunt.
5. My father enjoys ... (listen) to jazz music.
6. I'm sorry... (hear) that your mother isn't well.
7. Harry looked so funny that I couldn't help ... (laugh).
8. I couldn't help them ... (find) what they were looking for as I was in too much of a hurry.
9. I'd like... (cook) something special when guests come.
10. What do you feel like... (do) tonight?
11. My dad promised ... (buy) me a bike if I passed my exams well.
12. I hate... (wait) in queues. It really annoys me.
13. I looked forward ... (see) you again soon.
14. It's difficult ... (concentrate) when there's loud playing on the radio.
15. We stopped for a while ... (admire) the scenery.
16. He can't afford ... (hire) a taxi every day.
17. Is it worth ... (run) such an awful risk?
18. Would you mind ... (fetch) another chair?
19. I offered ... (pay) for the meal, but she refused.
20. I'm sorry... (disturb) you, but could you tell me the time?
21. My younger sister can't stop... (eat) sweets.
22. He dislikes... (spend) money on car repairs.
23. I remember... (go) to Venice as a child.
24. ... (call) Mike
25. I suggested ... (call) a taxi so we wouldn't be late.
26. I can't stand ... (wait) in queues.
27. There used to ... (be) a cinema in our village but it closed down three years ago.
28. He is Spanish so he's used ... (drive) on the right.
29. Did you remember ... (send) your sister a card? It's her birthday today.
30. Have you tried ... (read) a book to help you to sleep?
31. Nowadays I'm used... (go) to bed early.
32. He'll never forget ... (see) the Grand Canyon for the first time.
33. He offered ... (drive) me to the airport.
34. I'll stop ... (lend) you money if you waste it on cigarettes.
35. Maya stopped ... (tie) her shoelace.
36. John suggested ... (go) together in one car.
37. Will you stop ... (make) so much noise, boys?
38. It's difficult to get used ... (sleep) in a tent after having a soft, comfortable bed to lie on.

39. Linda offered ... (look after) my cat while I was out of town.
40. Could you please stop... (whistle)! I'm trying ... (concentrate) on my work.

Exercise 7. Translate into Ukrainian and define the form and the function of the Non-Finitive Forms of the Verb.

1. Everyone seemed **to be talking**, and I, **sitting** in silence, felt awkward, but I was too shy **to break** into any of the groups that seemed **absorbed** in their own affairs.
2. The main cause of disturbance in an old injury that seems **to have been** disgracefully **neglected**.
3. The rain prevented us from **coming**.
4. There was nothing then **to wait** for.
5. Billy turned up three years later **having done** many jobs and **played** many parts in many theatres.
6. All the money **having been spent**, we started looking for work.
7. He could hear the car **coming** down the dirty road. Its sound was hard **to distinguish** from the sound of the wind.
8. I have some things **to do**.
9. **Looking** at pigs and things always soothes him, if he's been upset.
10. Is it necessary for you **to be** so economical?
11. What had happened seemed **to have happened** in another world.
12. I ought to have stopped her.
13. That's why I want you **to come** and **help** me **find out** who did it and **unravel** the mystery, and all that.
14. 'No', I said, sorry for **having interrupted** her.
15. She needed **cheering** and he was prepared **to cheer** her.
16. And at that lunch I found myself **being regarded** as a distinctly more estimable character.
17. When I was younger I was used to **walking** long distances, but now I am out of practice.
18. He looked very funny **holding** the egg on his lap as if he weren't supposed **to be eating** it.
19. Theodore was afflicted with the acute embarrassment that always seemed **to overwhelm** him when **greeting** or **saying** goodbye to someone.

Exercise 8. Find the Non-Finitive Forms of the Verb in the following sentences and define their form and function.

1. They love being dominated.
2. There is nothing to be said.
3. A rising wind made some of the willows rattle.
4. The picture must be hidden away at all costs. It had been mad of him to have the thing to remain, even for an hour, in a room.

5. Deeply flattered, John bowed from his hips as he had been taught at dancing school in Hades.
6. John saw Braddock Washington standing in the lighted lift, wearing a fur coat and a pair of riding boots.
7. Every evening he walked home from the city after having dined moderately in George's Street.
8. She seemed not to have turned a hair over this business.
9. Michael, it is so nice to be dancing with you again.
10. My advice to you is to sit tight.
11. I think, when translated, any novel loses much of its originality.
12. Neither of us had seen Strickland for two or three weeks. I because I had been busy with Friends who were spending a little while in Paris, and Stroeve because, having quarreled with him more violently than usual, he had made up his mind to have nothing more to do with him.
13. I am sure Peter doesn't feel like going to the discotheque. He is busy reading a detective story.
14. Being driven by an old horse, the cart was moving very slowly.
15. I am so sorry not to have written.
16. She was, to put it bluntly, a common little piece.
17. Newly arrived chisschaffs and willow-warblers sang in every bush and tree-top.
18. When I told him that I meant to live in Paris for a while, and had taken an apartment, he reproached me bitterly for not having let him know.
19. Her taking medicines too often is the real cause for her illness.
20. I must have eaten a record quantity of Italian pastries.
21. You must have been fighting! You have a black eye.

Exercise 9. Open the brackets choosing the gerund or the infinitive.

1. What is he doing? He is just trying (to open) the window.
2. Try (to taste) the meat before offering it to our guests.
3. Try (not to upset) yourself, darling. We must keep our heads.
4. You must try (to understand) what I say.
5. Try (to add) water to your drink.
6. Do you mind my trying (to mend) your watch?
7. Do you remember (to meet) her once at the dancing-party?
8. Please remember (to wipe) your feet before coming in.
9. I completely forgot (to turn off) the gas before leaving.
10. Don't forget (to take) your bathing things before setting off for the beach.
11. It's very hot this year. I'm afraid you will regret (to come) to the South.
12. I greatly regret (to tell) you I'm to go away. I'm being waited for.
13. Your composition is very poor, I regret (to say).
14. Passing by a radio-shop he suddenly remembered (to buy) some cassettes for his recorder.

Exercise 10. Find and define the Non-Finitive Forms of the Verb in the following sentences.

1. It is a true saying that a man must eat a pack of salt with his friend before he knows him (M. Cervantes)
2. But the real lasting victories are those of peace, and not a war. (R. Emerson)
3. He flattered himself on being a man without any prejudices, and this preension itself is a very great prejudice. (A. France)
4. Enthusiasm is the leaping of lightning, not to be measured by the horse-power of the understanding. (R. Emerson)
5. Speaking truth is like writing fair, and comes only by practice. (J. Ruskin)
6. Welcome the coming, speed the parting guest. (A. Pope)
7. Be favourable to bold beginnings. (Virgil)
8. Life being very short and the quiet hours of it few, we ought to waste none of them in reading valueless books. (J. Ruskin)
9. Nationalism is a silly cock crowing on its own dunghill. (R. Aldington)
10. No pleasure is comparable to standing on the vantage ground of truth. (F. Bacon)
11. One must keep in training. (A. Chekhov).
12. Nothing astonishes men so much as commonsense and plain dealing. (R. Emerson)
13. A reliable general is better than a dashing one. (Euripides)
14. The faculty of doubting is rare among men. A few choise spirits carry the germ of it in them, but these do not develop without training. (A. France)
15. The art of pleasing consists in being pleased. (W. Hazlitt)
16. Wisdom denotes the pursuing of the best end by least means. (F. Hutcherson)
17. Our teaching is not a dogma, but a guide to action. (K. Marx)
18. Opinion in good men is but knowledge in the making. (J. Milton)
19. More than an end to war, we want an end to the beginnings of all wars. (F. Roosevelt)
20. The test of a man or woman's breeding is how they behave in a quarrel. (B. Shaw)

Exercise 11. Use Infinitive or Gerund or Present Participle:

This exercise includes examples of both **-ing** forms, the gerund and the present participle. Either present participle or infinitive without to can be used after verbs of the senses.

Put the verbs in brackets into a correct form. When more than one form is possible it will be noted in the key.

1. When the painter felt the ladder (begin) (slip) he grabbed the gutter (save) himself from (fall).
2. The snow kept (fall) and the workmen grew tired of (try) (keep) the roads clear.

3. He offered (lend) me the money. I didn't like (take) it but I had no alternative.
4. What was in the letter? – I don't know. I didn't like (open) it as it wasn't addressed to me.
5. Do you remember (read) about it? – No, at that time I was too young (read) newspapers.
6. Did you remember (book) seats for the theatre tomorrow? – Yes, I have the tickets here. Would you like (keep) them? I am inclined (lose) theatre tickets.
7. Try (avoid) (be) late. He hates (be) kept (wait).
8. I didn't know how (get) to your house so I stopped (ask) the way.
9. I wish my refrigerator would stop (make) that horrible noise. You can't hear anyone (speak).
10. This book tells you how (win) at games without actually (cheat).
11. The gunman began (fire). He felt a bullet (graze) his cheek.
12. He heard the clock (strike) six and knew that it was time for him (get) up.
13. I can hear the bell (ring) but nobody seems (be coming) (open) the door.
14. Did you advise him (go) to the police? – No, I didn't like (give) any advice on such a difficult matter.
15. He wanted (put) my chameleon on a tartan rug and (watch) it (change) colour.
16. It is easy (see) animals on the road in daylight but sometimes at night it is very difficult (avoid) (hit) them.
17. The fire seems (be) out. – It can't be quite out. I can hear the wood (crackle).
18. I caught him (climb) over my wall. I asked him (explain) but he refused (say) anything, so in the end I had (let) him (go).
19. When at last I succeeded in (convince) him that I wanted (get) home quickly he put his foot on the accelerator and I felt the car (leap) forward.
20. I'm not used to (drive) on the left. – When you see everyone else (do) it you'll find it quite easy (do) yourself.
21. It is pleasant (sit) by the fire at night and (hear) the wind (howl) outside.
22. There was no way of (get) out of the building except by (climb) down a rope and Ann was too terrified (do) this.
23. We heard the engines (roar) as the plane began (move) and we saw the people on the ground (wave) good-bye.
24. It's no good (write) to him; he never answers letters. The only thing (do) is (go) and (see) him.
25. Why did you go all round the field instead of (walk) across it? – I didn't like (cross) it because of the bull. I never see a bull without (think) that it wants (chase) me.
26. The people in the flat below seem (be having) a party. You can hear the champagne corks (thud) against their ceiling.
27. I don't like (get) bills but when I do get them I like (pay) them promptly.
28. Ask him (come) in. Don't keep him (stand) at the door.

29. The boys next door used (like) (make) and (fly) model aeroplanes, but they seem to have stopped (do) that now.
30. I knew I wasn't the first (arrive), for I saw smoke (rise) from the chimney.
31. We watched the men (saw) the tree and as we were walking away heard it (fall) with a tremendous crash.
32. I hate (see) a child (cry).
33. We watched the children (jump) from a window and (fall) into a blanket held by the people below.
34. It is very unpleasant (wake) up and (hear) the rain (beat) on the windows.
35. He saw the lorry (begin) (roll) forwards but he was too far away (do) anything (stop) it.
36. There are people who can't help (laugh) when they see someone (slip) on a banana skin.

Exercise 12. Use Gerund or Infinitive or Present Participle. Put the verbs in brackets into the correct forms. Note that sometimes a bare infinitive will be required:

1. 'I was lonely at first,' the old man admitted, 'but after a time I got used to (live) alone and even got (like) it.'
2. Before trains were invented people used (travel) on horseback or in stage coaches. It used (take) a stage coach three days (go) from London to Bath.
3. I meant (buy) an evening paper but I didn't see anyone (sell) them.
4. Tom: I want (catch) the 7 a.m. train tomorrow. – Ann: But that means (get) up at 6.00; and you're not very good at (get) up early, are you?
5. He accepted the cut in salary without complaint because he was afraid (complain). He was afraid of (lose) his job.
6. She remembers part of her childhood quite clearly. She remembers (go) to school for the first time and (be) frightened and (put) her finger in her mouth. And she remembers her teacher (tell) her (take) it out.
7. Did you remember (lock) the car? – No, I didn't. I'd better (go) back and (do) it now.
8. No, I didn't move the bomb. I was afraid (touch) it; I was afraid of (be) blown to pieces!
9. Next time we go (house-hunt), remember (ask) the agent for clear directions. I wasted hours (look) for the last house.
10. Tom: Let's (go) for a swim. – Ann: I'm not particularly keen on (swim). What about (go) for a drive instead?
11. The hunters expected (be paid) by the foot for the snakes they caught. This meant (take) the snakes out of the sack and (measure) them. They seemed (expect) me (do) it; but I wasn't particularly anxious (be) the first (die) of snakebite.
12. After (spend) two days (argue) about where to go for their holidays, they decided (not go) anywhere.
13. He is talking about (give) up his job and (go) (live) in the country.
14. I was just about (leave) the office when the phone rang. It was my wife; she wanted me (call) at the butcher's on my way home.

15. He said, 'I'm terribly sorry to (keep) you (wait).' – I said, It doesn't matter at all/ but he went on (apologize) for nearly five minutes!
16. The lecturer began by (tell) us where the island was, and went on (talk) about its history.
17. My father thinks I am not capable of (earn) my own living, but I mean (show) him that he is wrong.
18. Tom: I can't get my car (start) on cold mornings. – Jack: Have you tried (fill) the radiator with hot water? That sometimes helps.
19. Did he manage (carry) the trunk upstairs? – No, he didn't. He isn't strong enough (move) it, let alone (carry) it upstairs.
20. Jack: Don't forget (take) a hacksaw with you. – Ann: What's a hacksaw? And why should I (take) one with me? – Jack: It's a tool for (cut) metal. You see, Tom is bound (get) into trouble for (take) photographs of the wrong things, and you'll be arrested with him. With a hacksaw you'll be able (saw) through the bars of your cell and (escape).
21. Peter: Wouldn't it be better (ask) Tom (leave) his camera at home? Jack: It would be no good (ask) Tom (do) that. It would be like (ask) a woman (travel) without a handbag.
22. I've got the loaf; now I'm looking for a breadknife (cut) it with. – I saw Paul (sharpen) a pencil with the breadknife a minute ago.
23. We stopped once (buy) petrol and then we stopped again (ask) someone the way.
24. When I caught them (cheat) me, I stopped (buy) petrol there and started (deal) with your garage instead.
25. Do you feel like (dine) out or would you rather (have) dinner at home? – I'd like (go) out. I always enjoy (have) dinner in a restaurant.
26. Your hair needs (cut). You'd better (have) it done tomorrow—unless you'd like me (have) a go at it for you.
27. I tried (convince) him that X was perfectly capable of (manage) on my own, but he insisted on (help) me.
28. Jack: I don't mind (travel) by bus, but I hate (stand) in queues. – Tom: I don't care for (queue) either; and you waste so much time (wait) for buses. I think it's better (go) by tube, or taxi.
29. He took to (follow) me about and (criticize) my work till I threatened (hit) him.
30. I have (stay) here; I'm on duty. But you needn't (wait); you're free (go) whenever you like.
31. In Animal Farm the old pig urged the animals (rebel) against man but he warned them (not adopt) man's habits.
32. There is no point in (arrive) half an hour early. We'd only have (wait). – I don't mind (wait). It's better (be) too early than too late.
33. I always try (come) in quietly but they always hear me (go) upstairs It is impossible (climb) an old wooden staircase at night without (make) a noise.
34. If you agree (work) for me I'll see about (get) you a work permit.

35. We'd better (start) early. We don't want (risk) (get) caught in a traffic jam.
 36. He suggested (call) a meeting and (let) the workers (decide) the matter themselves.

Exercise 13. Use Gerund or Infinitive or Present Participle:

Put the verbs in brackets into the correct forms. Remember that sometimes a bare infinitive is required.

1. We suggested (sleep) in hotels but the children were anxious (camp) out.
2. Paul: Would you like (come) to a lecture on Wagner tonight? – Ann: No, thanks. I like (listen) to music but I don't like (listen) to people (talk) about it.
3. If you want the milkman (leave) you milk in the morning, remember (put) a milk bottle outside your door.
4. They let us park motorcycles here but they won't allow us (park) cars.
5. They don't allow (smoke) in the auditorium; they don't want (risk) (set) it on fire, but you can (smoke) in the foyer during the interval.
6. Mr Shaw is very busy (write) his memoirs. He is far too busy (receive) callers (he is so busy that he can't receive callers), so you'd better just (go) away.
7. What about (buy) double quantities of everything today? That will save (shop) again later in the week.
8. The inspector asked (see) my ticket and when I wasn't able (find) it he made me (buy) another. – He probably suspected you of (try) (travel) without one.
9. Would you like me (turn) down the radio a bit? – No, it's all right. I'm used to (work) with the radio on.
10. One of the gang suggested (take) the body out to sea, (drop) it overboard and (pretend) that it had been an accident.
11. I want the boy (grow) up hating violence but his father keeps (buy) him guns and swords. – It's almost impossible (prevent) boys (play) soldiers.
12. Would you children mind (keep) quiet for a moment? I'm trying (fill) in a form. – It's no use (ask) children (keep) quiet. They can't help (make) a noise.
13. I'm thinking of (go) to Oxford tomorrow on my motorbike. Would you like (come)? – No, thanks. I want (go) Oxford, but I'd rather (go) by tram. I loathe (travel) by road.
14. Let's (go) (fish) today. There's a nice wind. What about (come) with us, Ann? – No, thanks. I'm very willing (cut) sandwiches for you but I've no intention of (waste) the afternoon (sit) in a boat (watch) you two (fish).
15. He resented (be) asked (wait). He expected the minister (see) him at once.
16. The police have put up a railing here (prevent) people (rush) out of the station and (dash) straight across the road.
17. All day long we saw the trees (toss) in the wind and heard the waves (crash) against the rocks.
18. I didn't mean (eat) anything but the cakes looked so good that I couldn't resist (try) one.

19. Do you feel like (walk) there or shall we (take) a bus? – I'd rather (go) by bus. Besides, it'll take ages (get) there on foot.
20. All right. When would you like (start)? In a few minutes? – Oh, let's wait till it stops (rain); otherwise we'll get soaked (walk) to the bus station.
21. The old miser spent all his time (count) his money and (think) up new hiding-places. He kept (move) it about because he was terrified of (be robbed). He used (get) up at night sometimes (make) sure it was still there.
22. Jack suggested (let) one flat and (keep) the other for myself. But Tom advised me (sell) the whole house.
23. The child used (lean) on the gate (watch) the people (go) to work in the mornings and (come) home in the evenings. And he used to hear them (shout) greetings to each other and (talk) loudly.
24. He soon got (know) most of them and even managed (learn) the greetings. Then they began (greet) him too on their way to work and sometimes would stop (talk) to him on their way home.
25. He succeeded in (untie) himself, (climb) out of the window and (crawl) along a narrow ledge to the window of the next room.
26. Did you have any trouble (find) the house? – No, but I had a lot of difficulty (get) in. Nobody seemed (know) where the key was.
27. Bill couldn't bear (see) anyone (sit) round idly. Whenever he found me (relax) or (read) he would (produce) a job which, he said, had (be) done at once. I wasted a morning (perform) his ridiculous tasks and spent the rest of the weekend (keep) out of his way.
28. After (spend) a week in the cottage, he decided that he didn't really enjoy (live) in the country and began (think) of an excuse for (sell) the cottage and (return) to London.
29. It's no use (argue) with him. You might as well (argue) with a stone wall. He is incapable of (see) anyone else's point of view.
30. I'm delighted (hear) that you can come on Saturday. We are all looking forward to (see) you. Remember (bring) your rubber boots.
31. He has been charged with (receive) and (sell) stolen goods. He has admitted (receive) but denies (sell) them. The fact is that he hasn't had time (sell) them yet.
32. He noticed the helicopter (hover) over the field. Then, to his astonishment, he saw a rope ladder (be) thrown out and three men (climb) down it. He watched them (run) across the field and out through a gate. Later he saw a car with four men in it (come) out of the lane (lead) to the field.
33. He admitted that it was possible that the car happened (be passing) and that the three men persuaded the driver (give) them a lift; but he thought it much more likely that they had arranged for the car (pick) them up and that the driver had been waiting in the lane for the helicopter (drop) them.
34. What about (have) a picnic in Piccadilly Circus? – What an extraordinary place (have) a picnic! Fancy (sit) there with the traffic (swirl) round you and the pigeons (take) bites out of your sandwiches!

35. Would you mind (write) your address on the back of the cheque and (show) us some proof of your identity?
36. Let's (swim) across. – I'm not really dressed for (swim). What's wrong with (go) round by the bridge?

Exercise 14. Translate into English paying attention to *the Complex Object*.

1. Погана погода примусила нас повернутися додому.
2. Ми розраховуємо, що корабель прийде завтра.
3. Я бачив, як корабель зник за горизонтом.
4. Хвороба примусила його залишитися удома.
5. Мама хоче, щоб ми поїхали за місто.
6. Діти хотіли, щоб ялинку поставили в найбільшій кімнаті.
7. Ми розраховували, що він повернеться того ж дня.
8. Я наполягаю на тому, щоб ви пішли зі мною.
9. Я хочу, щоб ви допомогли мені.
10. Мама примусила мене поїхати на дачу в неділю.
11. Я бачив, як він пройшов мимо.
12. Я почув, як двері відчинилися.
13. Я хочу, щоб ви зїздили до Франції.

Exercise 15. Translate into English paying attention to *the Complex Object*.

1. Ніяк не чекали, що холодна погода наступить так рано.
2. Виявилось, що ми вже колись зустрічалися.
3. Ви, здається, втомилися.
4. Умови роботи виявилися більш важкими, чим передбачалося.
5. Ви випадково не знаєте цієї людини?
6. Книга, яку ви мені дали, виявилася нудною.
7. Нові автобуси виявилися жуже зручними.
8. З трьох сестер Бронте Шарлота вважається найталановитішою.
9. Ваш приятель, здається, дуже цікавиться стародавньою історією.
10. Вальтер Скотт вважається творцем історичного роману.
11. Я випадково знаю номер його телефону.
12. Він виявився хорошим спортсменом.
13. Я випадково зустрів його в Москві.
14. Відомо, що марсіанські канали були відкриті в 1877 році.
15. Припускають, що засідання закінчиться о десятій годині.
16. Джим виявився хоробрим хлопчиком.

LESSON 3

TRAVEL AGENTS

I. Study the vocabulary list:

1.	unlike, <i>adv</i>	на відміну від...
2.	storage, <i>n</i>	зберігання, склад, сховище; накопичення; акумулявання
3.	merchandise, <i>n</i>	товари
4.	to establish, <i>n</i> <i>syn.</i> to set up	засновувати; створювати; засновувати встановлювати; створювати, влаштувати
5.	clientele, <i>фр.</i> [kli:a:n'tel] <i>англ.</i> clientele	постійні покупці; замовники; постійні відвідувачі
6.	retail, <i>adj</i> wholesale	роздрібний; роздрібна торгівля оптовий
7.	inducement, <i>n</i>	спонукання; спонукає мотив; стимул
8.	route, <i>n</i> route, <i>v</i> en route	маршрут, курс, шлях, дорога направляти за певним маршрутом по дорозі; по дорозі; в дорозі
9.	to absorb, <i>v</i>	поглинати
10.	confirmation, <i>n</i> to confirm, <i>v</i>	підтвердження підтвердити
11.	branch, <i>n</i> to branch out	галузь, філія <i>тут</i> відкривати філії
12.	emphasis, <i>n</i> ['emfəsis] to emphasise, <i>v</i> ['emfəsaiz]	акцент; наголос; виразність; основна увага приділяти особливу увагу; акцентувати; робити акцент на ..; надавати особливого значення; підкреслювати
13.	outlet, <i>n</i> retail outlet	торгова точка; ринок збуту роздрібна торгова точка
14.	alert, <i>n</i> to be on the alert alert, <i>adj</i>	тривога, стан бойової готовності бути напоготові; насторожі пильний; насторожений
15.	recreational, <i>adj</i> recreational facilities	розважальний; що відноситься до сфери розваг місця відпочинку та розваг

II. Read and translate into Ukrainian:

Retail outlet is a place where products are sold to the general public. In the case of travel, the product is a service rather than tangible merchandise.

Leg is a segment or a part of a journey. A passenger going from Moscow to Paris to London to New York with stops at Paris and London would be making a trip with three legs:

Moscow — Paris, Paris — London, London — New York

Family Plan is a basis for calculating fares on some airlines. Members of a family travelling with the head of the family get reduced fares.

Commission is a percentage of the price of a sale that is paid to the seller. Travel agents work on a commission basis for most of their business.

Most airlines in the more highly developed resort areas now have computerized reservations systems. Many of the hotel chains have also started to use computers to keep better control of their bookings. In fact, many of the hotel chains are really computer referral systems, which means that independently owned hotels have joined together to computerize their reservations.

Text A

THE RETAIL TRAVEL AGENT

The travel agency business offers many attractions to people with experience in the tourist industry. Unlike most other retail businesses, there is no need for the storage and display of large quantities of merchandise. This means that the initial cost of setting up an agency is low in comparison with other retail businesses.

Retail travel services are similar to clothing stores, and agency offices are often found in the same shopping areas as expensive stores. A good location is an important factor in the success of an agency, and so office space may be expensive. Another factor in success involves establishing **a steady clientele**. The best customer for a travel agent may be a corporation whose executives make a large number of business trips every year.

For customers who come in off the streets, so to speak, satisfying their travel needs is the best way to assure repeated business.

The retail travel agent sells all kinds of tourist products — transportation, accommodations, sightseeing and the like to the general public. The term “**retail**” distinguishes him from **the tour operator or packager**, who can be considered the manufacturer or **wholesaler** of the tourist industry.

A typical travel agency has a rack of colourful brochures that illustrate the delights offered by a wide variety of tours. The cost of this kind of promotion is paid for almost entirely by the tour packagers. They prepare, print and distribute the brochures, and they also absorb the national, or even sometimes international, advertising costs. The retail agencies may do some local advertising, although even in this case costs may be shared with tour packagers or transportation companies.

Nowadays, the growth of the airlines has led to a corresponding growth in the number of retail travel agents.

The agent offers the customer one-stop convenience. * The traveller can make all the arrangements for his trip without having to go to separate places for his airplane seat, his hotel reservation, his rental car, and whatever else he may want for his trip. The airlines offer inducements to travel agents to handle

reservations for them.

In return for the customers who are brought in by the agencies, the airlines give special care and attention to the agents. They may set aside seats on some popular flights just for the agencies. They also give assistance to the travel agents in working out fares.

Airline fares have become very complex in recent years, with a great variety of special categories — **high season** and **low season** fares, for example, or 21-day excursions, family plans and many others besides the customary price difference between first-class and economy.

The problem becomes even more complicated when the trip has several **legs** — different segments of the trip on different flights, often on different airlines. The routing of a particular trip also frequently makes a difference in the total fare.

Computerization has caused great changes in the travel agency business and will continue to cause additional changes in the future. Many travel agencies are equipped with computer terminals that permit access to the information stored in the computer. This makes possible the immediate confirmation of reservations for airline seats, hotel rooms, or rental cars.

A recent trend that has developed among travel agents is to operate on a chain basis, that is, with several outlets. Some of the large travel companies have operated in this way for many years. Now the smaller agencies are also branching out. Some of them have opened offices in different parts of the same city or its suburbs, while others have opened offices throughout an entire region.

There is some difference in emphasis in the kind of business handled by travel agents in the major tourist markets and those in the major tourist destinations.

In the market areas, the emphasis is on selling travel services and lours to people who are going to some other place. The agencies **in the tourist destinations**, on the other hand, often put a great deal of emphasis on services the traveller will need while he remains in that area. These services including local sightseeing tours, arrangements for independent travel, currency exchange, tickets for local entertainment, and so on. Since the agencies in some tourist areas deal with many foreigners, language skills are often more important than in the market areas. It should be noted that many places are both tourist and market areas that offer the entire range of travel services.

Any retail business involves a great deal of contact with the public, with all the pleasures and pains that such contact may bring. This is doubly true for travel agents, since they are selling services and not goods. Many of their customers expect them to advise them on where they should spend their vacations, on hotels, restaurants, health problems in all parts of the world. The successful sale of services depends on pleasing the customer. The agent can serve the customer by keeping up with changing fares so that he can offer his customers the best bargains or by helping them to work out complicated fares. The agent must also keep up with changing government regulations for international travel — visa and health regulations, customs information, airport taxes — so that he can give the traveller

accurate and reliable information. The agent must even be alert for possible political problems in the tourist destination countries. One of the primary necessities for recreational travellers is personal safety.

The retail agent is normally paid by means of **commissions** — percentages of sales made through the agency. The commissions vary from country to country and from time to time. There are of course many rewards other than the financial ones for the travel agent. One of them for some people simply involves dealing with the public and serving their needs. Another involves the opportunity to do a great deal of travelling themselves.

NOTES TO THE TEXT:

* the agent offers the customer one-stop convenience — турагент надає клієнту всі види послуг в одному місці, що є великою зручністю.

EXERCISES

I. Find in the text answers to these questions:

1. How does retail travel business differ from other kinds of businesses?
2. What factors are important for the success of a travel agency?
3. What kind of services does a travel agency offer?
4. In what way is a travel agent different from a tour operator?
5. What kind of promotion do travel agents offer?
6. What makes travel agencies very attractive to customers?
7. How are the relations between travel agents and airlines built up?
8. Why are airline fares so complicated?
9. In what way have computers changed travel agency business?
10. What other recent trends does the text mention?
11. How does travel business differ in the market areas and in the tourist destinations?
12. What does any retail business involve?
13. What do customers expect from travel agents?
14. What is one of the primary necessities for recreational travellers?
15. What rewards do travel agents get for their job?

II. Read the text again and sum up what you've learned about:

- a) important factors for success in travel business;
- b) the difference between travel agents and tour operators;
- c) advertising policy of travel agencies;
- d) the relations between travel agents and airline companies;
- e) the recent trends in travel agency business;

- f) the emphasis on selling travel services in the market areas and in the tourist destinations;
- g) the ways to make travel agency business successful;
- h) the rewards for travel agents.

III. Think and answer:

1. Why is travel agency business attractive to very many people?
2. Are there many people in this business? Why? or Why not?
3. What qualities are needed for those who want to work as a travel agent?
4. Is travel agent business in Russia similar to that in other countries? Give examples.
5. Is this business well developed in Ukraine?
6. Does it have good prospects for further development? Give your reasons.
7. Would you like to be a travel agent? Why (not)?

Text B

SELLING TECHNIQUES

All sales are made through the sales conversation. Now this is different from an ordinary social conversation because it has an objective, an aim, which is to sell the product, and so must follow a set pattern which always includes the same four elements in this order. These are **rapport, questioning, presentation and commitment.**

Rapport is the relationship which is built up with the customers. They must feel at ease in the sales environment and confident that the enquiry will be dealt with properly and in an appropriate manner. Of course, rapport must be maintained throughout your dealings with the customers, right through the sale and into any subsequent dealings. However, it must be established before questioning can take place.

Why do we need to question the client?

We need to establish the client's needs. We cannot sell a holiday if we do not know what type Of holiday they want. Sometimes clients will volunteer this information themselves, especially when they have already made their choice, have chosen the product they wish to purchase. But in a real sale your first task is to find out exactly what they are looking for and the best way to do this is to question effectively.

Before we go on to presentation, let us consider what good or effective questioning skills are.

There are two types of questions: open and closed questions. **The closed question** is the one that invites a "no" or "yes" response. **An open question** is one that cannot be answered with "no" or "yes." For instance: "Do you want a single room?" is a closed question, whereas "What kind of room would you like?" is an

open question.

There are times when you will need to use closed questions, especially when you are checking information, but in the beginning you will find open questions much more effective. *It forces the respondent to give more information*, to explain more fully what they require. In this way you are able to elicit what they really want to buy.

An open question always begins with one of the seven “**W**” words, so called because they all contain the letter “W”: *when, where, who, how, which, what and why*.

So what do you need to know in order to be able to sell your product? Well, you need to be able to establish what their material and human needs are.

You’ll discover the material needs by asking such questions as “who will be travelling?” “How long for?” “When do you want to go?”

Human needs are catered for with “what” questions:

“What sort of holiday do you want?”

“What are your hobbies?”

Human needs as well as material needs must be part of your investigation before you suggest a holiday.

Otherwise you will not have the whole picture and will not be able to make a sensible suggestion.

You must also establish the client’s priorities. Everyone considers one part of their travel requirement to be the most important. These fall into four main types. People and their requirements, if it’s a family travelling, perhaps they require interconnecting rooms. Then there’s place, the destination may be of paramount importance. Thirdly, there’s the price. For some clients this governs their choice of destination and date. And lastly there’s the period. Most people are restricted in some way in the dates when they can travel.

Concerning price: of course it is often difficult to talk about money. But everyone tries to keep within a budget and wants to feel that they are getting value for money. It’s unwise to guess from a person’s appearance their financial standing. So what should you ask? Questions such as “what type of accommodation are you looking for?” and “What price range do you have in mind?” You will not need to ask the question “why” unless you feel that it is necessary to persuade the client to change their views as to the suitability of a resort or holiday.

I. Note the words and expressions from the interview:

1.	an objective, <i>n</i> <i>syn.</i> an aim	ціль
2.	rapproach, <i>n</i> <i>фр.</i>	зв’язок, взаємини; взаємо-розуміння; згода
3.	commitment, <i>n</i>	зобов’язання; борг (моральний)
4.	in an appropriate manner	належним чином; як слід
5.	to maintain, <i>v</i>	підтримувати

6.	subsequent, <i>adj</i>	наступний; є результатом чого-небудь
7.	to volunteer information	добровільно поділитися інформацією
8.	clients will volunteer this information themselves	клієнти самі нададуть необхідну інформацію
9.	it forces the respondent to give more information	це змушує того, хто відповідає, надати більше інформації
10.	to elicit, <i>v</i>	домагатися відповіді; допитуватися; витягувати; виявляти
11.	to make a sensible suggestion	зробити розумну пропозицію; дати розумну пораду
12.	to establish the client's priorities	встановити пріоритети вашого клієнта; визначити, що для клієнта має першорядне значення
13.	to govern the choice	визначати вибір
14.	to feel that they are getting value for money	усвідомлювати, що це коштує витрачених грошей; бути задоволеним якістю обслуговування
15.	it's unwise	не слід; не має сенсу
16.	to persuade, <i>v</i>	переконувати; спонукати що-небудь зробити; схилити; умовити
17.	suitability, <i>n</i>	відповідність вимогам; стандартам; придатність; підходяща якість; підходяща характеристика; риса

II. Read text B again and fill in the gaps:

The sales conversation is different from an ordinary conversation because it has an (a) _____ which is to (b) _____ the product. There are (c) _____ stages or elements in a sales conversation, which are: rapport, questioning, presentation and (d) _____.

Rapport is the (e) _____ which is built up between the sales assistant and the client. It needs to be established before (f) _____ can take place.

We question the client in order to find the type of (g) _____ he or she requires. There are (h) _____ types of questions which are (i) _____ and (j) _____ questions.

An open question begins with a (k) _____ word. With these kinds of questions you can learn what the (l) _____ and (m) _____ needs of your client are. You will discover the (n) _____ needs by asking questions such as "Who will be travelling?" "When do you want to travel?" (o) _____ needs are catered for with (p) _____ questions

such as "(q) _____ are your interests?" When you have discovered your client's needs you must then establish his or her (r) _____; these fall into four main bands. The first is (s) _____ and deals with their special (t) _____. The second is the (u) _____ or (v) _____.

Thirdly, there's the question of (w) ____ and fourthly is the (x) ____ or (y) ____ when they can travel.

IV. Taking a booking.

A customer is ringing a travel agent to book a flight.

Number the dialogue in the correct order.

J.—*Jane* A.—*Alan*

J. That's right. How can I help you, sir? []

J. Good morning. This is Star Travel. Jane speaking. []

J. Goodbye. []

J. Certainly. I'll just give you the booking reference number. []
It's LF 2254G.

J. It leaves at 6.30 and arrives at 8.00. Would that suit you? []

J. I'm not sure. I'll check availability for you. Do you have []
a preference for any particular airline?

J. Do you want to confirm it? []

J. OK. Now, let me see... there's availability on the 18th []
on an early morning flight with Lufthansa.

A. Yes, that would be fine. []

A. I'd prefer British Airways or Lufthansa. []

A. Yes, please, and could you charge it to our account? []

A. How early? []

A. Hello, this is Alan March from GKC. We have an account [] with you.

A. I'd like to book a flight to Munich on the 18th of Novem- [] ber. Do you
think there will be any seats left?

A. LF 2254 G. OK, thanks very much. Goodbye. []

V. a) Complete this conversation using the prompts below:

A. — *Agent* B. — *Tourist*

A. Good morning, (a)_____ some help or are you just (b)_____?

B. Good morning. Well, I was considering taking a short skiing trip. You
don't happen to have any bargain packages, (c)_____?

A. Ah well. As it so happens, yes. But could you first give me some idea
of where and when (d)_____?

B. Anytime between now and mid-March really, but the sooner the
better.

A. Would (e)_____ ski in Europe or America?

B. I was thinking of Switzerland or Austria but it's more a ques-tion of
cost and good skiing. Could you suggest where (f)_____ good intermediate to
advanced ski runs?

A. We have a seven-night self-catering deal to Verbier in Switzerland
and that's £ 259, and one to Alpbach in Austria for £ 169. Both leave this Saturday.
That's not too short notice, (g)_____?

B. No, that's fine. My partner prefers Switzerland so I guess I'll take that one. Could (h)_____ airport (i)_____?

A. Yes, Gatwick.

B. And the plane comes back to Gatwick, (j)_____?

A. That's right.

B. Fine.

A. Right, well, let me take a few particulars. Could you (k) _____ name (e)_____?

B. Yes, Barry Dalton.

A. Would you mind spelling that for me?

Prompts:

do you?; prefer; is it?; is; looking; does it;
you tell me; we can find; tell me what; would you like?; you'd like to go;
which airport the flight leaves from.

b) Act out the both dialogues.

VI. The following verbs are often used when making telephone calls. Use them to fill in the gaps.

- | | | |
|------------------------|----------------|------------------------|
| 1) hold on | 4) hang up | 6) put someone through |
| 2) cut off | 5) get through | 7) ring up |
| 3) get back to someone | | |

1. Sorry, I don't know what happened. We got _____.
2. I'll _____ you _____ to her extension.
3. The line is constantly busy — I never seem to be able to _____.
4. Could you _____ a minute and I'll see if she's in her office.
5. Would you _____ Sky Air and ask if they have any seats on this Saturday's flight to Delhi?
6. I'll make some enquiries and _____ to you by eleven.
7. Don't _____ yet; the call may be diverted to another number.

VII. What would you say in these situations?

Use the two-part verbs from the previous exercise.

1. Someone phones but the call is for a colleague who works on the second floor.
2. The line went dead. The person you were speaking to rings back.
3. You're on the phone but need to get a file from the office next door.
4. You're on the phone but haven't got all the information to hand. You need about an hour to get it together.
5. The number is constantly engaged.
6. You want someone else to call Global Tours for you.

VIII. Talking on the Phone.

a) Study carefully the expressions that you may find useful when making a phone call:

May I speak to / with...

I'm returning your call.

Sorry, could you repeat that?

I'm afraid he / she's not in at the moment.

I'm afraid she's not answering her phone.

I'm sorry, there's no reply.

Can I take a message?

Shall I get him / her to call you back?

Mr. N will get back to you.

Hold on a moment, please.

I'll just put you on hold.

I'm sorry, you've got the wrong number.

Sorry to keep you waiting.

b) Perform several short dialogues using these expressions.

Model.

Agent: Funtours, can I help you?

Customer: . Could I speak to Mr. N, please?

Agent: No, I'm sorry, he is in a meeting at the moment. Can-I take a message for him?

Customer: No, thanks. I'll get back to him later.

IX. a) Read another extract from the training session talk and complete the gaps with a suitable word or words from the box:

- | | | |
|-------------------|------------------------------|-------------|
| 1) commitment | 6) holiday / hotel / bedroom | 11) product |
| 2) features | 7) all / unnecessary | 12)check |
| 3) presentation | 8) brochure | 13) product |
| 4) facilities (2) | 9) summarise | 14) needs |
| 5) feature | 10) benefit | 15) close |

Before beginning the (a)_____ stage you should always (b)_____ the information and (c)_____ the facts. Then present the holiday you wish to sell. Remember that when presenting the (d) _____ ,the particular holiday, that the client is not buying the (e)_____ but what it can do for them. For instance, the client who buys a two-week holiday in a hotel in Ibiza is not buying the hotel bedroom so they can admire the wallpaper but because it is near the beach, it has the (f)_____ they needed to help them relax for two weeks.

So match the client's needs with the holiday on offer, and concentrate on the (g)_____ , the facilities which the client requires. You may choose to show the

client a hotel which has a whole host of (h)_____ but do not draw their attention to all of them. It will only confuse. Instead, concentrate on those that will appeal to the client, those that you know they want or would like. In order to make the product sound attractive and appealing, ideally suited to their (i)_____, be selective.

If you include (j)_____ information they may feel that this holiday is not suitable for them after all.

So present the features in the brochure as benefits. A (k)_____ of a hotel is that it is only 200 metres from the beach.

While a (l)_____ to the client is the fact that they can get to the beach easily as it is only 200 metres away. By personalizing the product in this way you create a desire in the client to buy the product. It is not sufficient just to read out the facilities that a client requires out of the (m)_____. However it should be referred to. But do not read it out to the client; rather talk about the benefits to them as you point to photos of the hotel, the price charts, the temperature grids. Use it as an aid.

Then once the client shows signs of (n)_____ of desiring to buy, you should stop selling and (o) ___ the sale. Remember that once the client agrees to the sale they are showing commitment.

b) Sum up the information in the text about selling techniques.

Text C

Read an article from the “Financial Times” and be ready to discuss it.

TRAVEL AGENTS TRY NOT TO MISS THE INTERNET BOAT

ONLINE BOOKINGS POSE THREAT TO TRADITIONAL HIGH STREET OUTLETS

Agent for change: Thomas Cook, the first package holiday organizer, and some early state-of-the-art promotions

In 1841, Thomas Cook, pioneer of the package holiday, organized an outing by train from Leicester to Loughborough for supporters of temperance in Victorian England. He advertised the trip, dispatched invitations and sold the tickets.

Today Thomas Cook, the UK-based, German-owned travel agency that bears his name, faces a technological revolution that threatens to sweep it and many other agents away. Wider use of the internet through interactive television is expected to lead to rapid growth of online bookings. This, at least theoretically, could eliminate the role of the travel agent altogether.

“Users can bypass the travel agent and book direct from suppliers,” says Barrie Barnes of Philips Electronics, manufacturing set-top boxes, allowing access to the internet via television.

Unlike banking and insurance services, direct sales of holidays have been slow to take off. But, although few family holidays are booked over the phone or through the internet, agents acknowledge this is likely to change swiftly once

interactive television is fully developed.

Customers will be able to see film footage of destinations, ask questions and make bookings using remote controls. Data monitor, the management consultancy, forecasts that the value of travel booked online in the UK will increase to more than £ 1bn within five live years. New technology, once established, could quickly drive a fifth of travel agents out of business, according to the Geneva-based International Labour Organization.

Like all middlemen, travel agents are vulnerable to being squeezed out once direct contact is established between suppliers — such as airlines and hotels — and the customer.

Airlines in particular are looking to cut distribution costs. In the US, they have moved to reduce the commission they pay to travel agents — a trend that is spreading to Europe.

But agents say they will not become helpless victims of the transformation. The internet will change the way they do business, they admit, but it will not make them redundant.

They cannot, however, rely on holidaymakers continuing to go to their shops to book holidays. Thomas Cook says that customers are de-manding more convenient ways of booking. Like other agents, it is hedging its bets by selling holidays in its shops and by telephone. It also plans to sell holidays and flights on the Internet next month — the first UK travel agent to do so.

Providing a variety of distribution channels is expensive in the short term but agents say they cannot afford to do otherwise.

However, they believe that the technological revolution will be in tele-phone sales rather than Internet sales, and that online technology will rarely be used for booking anything more complicated than an airline or train ticket.

“The vast majority of customers [only] want to search [on the Internet],” says Mark McCafferty, managing director of Thomas Cook travel. “And as soon as you are searching, there is potential for the travel agent to provide added-value services.”

Airtours, the UK’s second largest package holiday group, agrees. The Internet will be used by holidaymarkers as an electronic brochure and is likely to replace holiday brochures altogether. But when it comes to booking a holiday, customers will still want to talk directly to an agent, it argues.

The Internet will spur an explosion of telephone sales says Going Places, the travel agency arm of Airtours. It has recently doubled its telesales division in preparation for the change.

Thomson, the UK’s largest package holiday company, has aggressive expansion plans for Portland, its direct sales arm, which is the largest direct sales holiday operation with 2 per cent of the market. Thomas Cook says its direct sales have come out of nowhere to account for 10 per cent of its sales in three years.

Ian Reynolds, chief executive of the Association of British Travel Agents, believes new technology could put a premium on specialized advice and tailor-made holidays, enabling agents to charge for these services.

Charging for advice would not necessarily push up the overall cost to the holidaymaker as long as airlines used the savings made from reducing distribution costs to cut airfares.

“The way holidays are sold will change more in the next five years than in the past 15,” says Richard Carrick, marketing director of Airtours. “The industry is in a state of enormous flux.”

EXERCISES

I. Note the words and expressions from the text:

1.	an outing <i>syn.</i> a trip	поїздка
2.	online bookings	замовлення турпоїздки через мережу Інтернету за допомогою комп'ютера
3.	set-top boxes	комп'ютерна приставка до телевізора
4.	middlemen	посередники
5.	to be vulnerable to	бути уразливим перед ...
6.	to make (smb., smth.) redundant	зробити (кого-л. / що-л.) зайвим; непотрібним; скоротити (за непотрібністю)
7.	to hedge, <i>v</i>	захищати від ризику, захищати від чого-небудь.
8.	to spur an explosion of telephone sales	<i>тут</i> привести до величезного стрибка продажів по телефону
9.	tailor-made holidays	тур, зроблений за індивідуальним замовленням

II. Find in the article answers to these questions:

1. How did Thomas Cook, one of the biggest travel agencies today, start?
2. What kind of revolution does it face? Why?
3. What are the forecasts for the growth of online bookings?
4. Why are travel agents vulnerable to these changes?
5. How are travel agents responding to such a situation?
6. What is their view of the technological revolution?
7. What economic measures are they planning to introduce to cope with the situation?

III. Summarize the information you've learned from the article about the new trends in travel agency business.

IV. Think and answer:

1. In what way is modern technology influencing tourist business in Russia?

2. Are online bookings developing fast in this country? Why (not)?
3. What is your attitude to modern technologies?
4. How do you view the future prospects for tourist business in Russia?
5. What is the best way to use computers in travel agencies?
6. What are the advantages and disadvantages of modern technologies in tourist business?
7. What new developments would you like to be introduced in tourism?

V. ROLE-PLAY 1

You are a trainee travel agent.

Today you are attending a training session. You are learning about the amenities and facilities at a new resort.

a) Find a brochure about a new resort and answer the questions:

1. Where is the resort?
2. How long is each holiday?
3. At what time of year can you go?

b) Note the important facts about the resort and the hotel under these headings:

The resort

location
amenities
climate
transport
activities
souvenirs

The hotel

facilities
cuisine
rates
discounts

What type of clients would be attracted to this type of holiday?

c) A travel consultant contacts you by phone.

Use your notes to answer the caller's enquiries. Act out telephone discussion of the new resort.

VI. ROLE-PLAY 2

Now you are an independent travel consultant.

You have recently received advance information about a pack holiday in a skiing resort. Ring up the agent and find out about hotel and the resort.

In particular, you want to find out about:

The hotel / Package

- the precise location
- its size
- hotel amenities
- facilities
- rates and discounts
- cuisine

The resort

- transport to and from
- skiing and equipment hire
- eating out
- shopping
- climate

It is important to find out whether the children will be catered for as well as the adults in the party.

After your telephone talk discuss with your colleagues your impressions.

On the basis of what you have heard, will you want to recommend this hotel and the resort?

Discuss your recommendations with your colleagues.

What will you want to tell your client?

VII. Write to your client to give your opinion of the hotel and the resort.

Test Yourself

Task 1. What is the English for:

- a) постійні клієнти; клієнтура;
- b) оптовий постачальник;
- c) гарне місце розташування;
- d) необхідні стимули;
- e) надавати особливого значення рівню обслуговування;
- f) займатися організацією всього туру;
- g) бути в курсі всіх змін в цій галузі;
- h) забезпечувати особисту безпеку туристів;
- i) фінансова винагорода;
- j) традиційна різниця у вартості авіаквитків;
- k) проблема стає все більш складною;
- l) комп'ютери зробили можливим негайне підтвердження замовлень.

Task 2. Give the definitions for the following:

- a) computer referral systems;
- b) retail outlet;
- c) wholesaler;
- d) clientele;

- e) commission;
- f) leg recreational facilities.

Task 3. Say it in English:

Турагентства є невід'ємною частиною туристичного бізнесу. Це ті «роздрібні точки», де клієнти можуть отримати всі види туристичних послуг в одному місці. Ця зручність і визначає популярність цього виду бізнесу. Для успішної роботи турагентства істотними є такі фактори, як його місце розташування, наявність постійної клієнтури і правильні методи рекламної кампанії. Ще однією важливою ланкою в роботі турагентств є їх взаємодія з транспортними компаніями. Особливо авіалініями.

За останні роки в роботі турагентств відбулися значні зміни, викликані впровадженням комп'ютерів в цей бізнес. Комп'ютери, дозволили настільки спростити доступ клієнтів до всіх видів туристичних послуг, що виникла проблема жорсткої конкуренції з замовленнями через Інтернет. Однак, незважаючи на це, люди все ж вважають за краще особисто обговорити проблеми свого відпочинку з досвідченим експертом.

GRAMMAR EXERCISES

Модальні дієслова (Modal Verbs)

В англійській мові є група дієслів (**can, may, must, ought, shall, should, will, would, need, dare**), які називаються **модальними**. Ці дієслова не позначають дії, а виражають лише відношення до неї, тобто можливість, вірогідність або необхідність здійснення дії, позначеної інфінітивом.

Особливості вживання модальних дієслів

- 1) не змінюються за особами та числами;
- 2) не мають особових форм дієслова (інфінітива, дієприкметника та герундія);
- 3) не мають всіх видочасових форм дієслова (майбутнього часу, тривалих і перфектних часів);
- 4) утворюють питальну та заперечну форми без додаткових допоміжних дієслів;
- 5) заперечення **not** ставиться після модальних дієслів;
- 6) після модальних дієслів основне дієслово вживається без частки **to** (за винятком дієслова **ought to**).

Значення модальних дієслів.

Can – могли, вміти, мати фізичну можливість виконати дію: I **can** speak English. – Я вмію розмовляти англійською. Минулий час дієслова **can** – **could**: He **could** read when he was five years old. – Він умів читати коли йому

було 5 років. Дієслово **can** не має майбутнього часу. Заміть **can** вживається сполучення **to be able to** – бути спроможним: Perhaps this young man **will be able to** help you. – Можливо, цей молодий чоловік зможе допомогти вам.

May – могли, мати дозвіл, також виражає вірогідність дії:

He may work here.	Він може (має дозвіл) працювати тут.
He may be ill.	Можливо, він хворіє.

Минула форма дієслова **may – might**: *She told him that he might go home.* – Вона сказала йому, що він може йти до дому. Для вираження докору, несхвалення, осуду також вживається форма **might**: *You might be more attentive.* – Ти міг би бути уважнішим. Словосполучення **to be allowed to** і **to be permitted** вживаються замість **may** стосовно дії у майбутньому часі (також і у минулому часі): *We shall be allowed to use dictionaries.* – Нам дозволять користуватися словниками.

Must – повинен, мусить, зобов'язаний, треба: *She must translate this article.* – Вона повинна перекласти цю статтю. Дієслово **must** має лише одну форму. Дія, виражена інфінітивом у сполученні з **must**, стосується теперішнього і майбутнього часу: *He must be at school now.* – Зараз він мусить бути в школі. Для вираження *необхідності* стосовно минулого і майбутнього часу вживається дієслово **to have to** у відповідних часових формах:

You had to visit your parents yesterday.	Тобі прийшлося відвідати своїх батьків вчора. (Минулий час).
I shall have to pay him something.	Мені доведеться щось заплатити йому.

Would (will) – вживаються у першій особі в стверджувальних і заперечних реченнях для вираження волі, бажання, наміру. Як модальне дієслово **will** вживається стосовно теперішнього і майбутнього часу: *We will help you.* – Ми охоче допоможемо вам. В заперечному реченні **would** виражає відсутність бажання виконати дію у минулому: *He wouldn't do it.* – Він не хотів робити цього. У питальному реченні виражає шанобливе прохання: *Would you give me that book?* – Дайте мені, будь ласка, цю книгу. (Не могли б ви дати мені цю книгу?)

Need – як модальне дієслово виражає необхідність виконання дії стосовно теперішнього або майбутнього часу і вживається у питальних і заперечних реченнях: *Need we go there?* – Нам треба йти туди? *You needn't go there.* – Вам не слід (не треба) йти туди.

Дієслова **should** і **ought to** майже не різняться за значенням. Кожне з них має лише одну форму.

Ought to – виражає моральний обов’язок, бажаність: *You ought to give him a book.* – Вам слід дати йому книгу.

Should – виражає менший ступінь зобов’язання (порівняно з *must*), перекладається як “слід”, “потрібно”: *You should remember this rule.* – Вам слід пам’ятати це правило. Також дієслово **should** вживається в риторичних запитаннях з питальним словом **why** для вираження подиву і обурення: *Why should I feel guilty about it?* – Чому я маю почувати себе винним у цьому?

Shall – як модальне дієслово у стверджувальних і заперечних реченнях вживається у другій і третій особах для вираження наказу, попередження, погрози, обіцянки, перестороги: *You shall go into the dining room first.* – Ти увійдеш у їдальню першою. У питальних реченнях модальне дієслово **shall** вживається у першій і третій особах при звертанні до співрозмовника з метою отримати від нього розпорядження, вказівку: *Shall I read?* – Мені читати?

Dare – мати сміливість або зухвальство зробити щось. Вживається переважно в питальних і заперечних реченнях: *How dare you say that?* – Як ви смієте казати це?

Еквіваленти модальних дієслів.

Модальні дієслова **must**, **can**, **may** мають не всі часові форми (**must** має форму тільки теперішнього часу, а **can** і **may** – теперішнього і минулого). Відсутні часові форми виражаються їх еквівалентами.

Зведена таблиця модальних дієслів та їх еквівалентів

Модальні дієслова та їх еквіваленти	Значення	Present Tense	Past Tense	Future Tense
Can	Фізична / розумова спроможність або можливість здійснювати дію	I, you, he, she, it, we, they can read	I, you, he, she, it, we, they could read	Еквівалент to be able to
To be able to	Фізична/ розумова спроможність здійснити дію у майбутньому	I am able to read. You, we, they are able to read. He, she, it is able to read	I, he, she, it was able to read. You, we, they were able to read	I, we shall be able to read. You, we, they, he, she, it will be able to read
Must	Зобов’язання	I, you, he, she, it, we, they must read	Еквівалент had to	Еквівалент to have to

To have to	Повинність, змушеність (або необхідність за вимушеними обставинами)	I, you, we, they have to read . He, she, it has to read .	I, you, he, she, it, we, they had to read	I, we shall have to read . You, we, they, he, she, it will have to read .
To be to	Повинен (за планом, за домовленістю)	I am to read . You, we, they are to read . He, she, it is to read	I, he, she, it was to read. You, we, they were to read	
Ought to Should	Моральний обов'язок, порада, рекомендація	I, you, he, she, it, we, they should read ought to read		
May	Дозвіл (мені дозволено)	I, you, he, she, it, we, they may read	I, you, he, she, it, we, they might read	Еквівалент to be allowed to
To be allowed to	Дозвіл (зробити щось у майбутньому)	I am allowed to read . You, we, they are allowed to read . He, she, it is allowed to read	I, he, she, it was allowed to read . You, we, they were allowed to read	I, we shall be allowed to read . He, she, it will be allowed to read

Еквівалент модального дієслова **to have to** українською мовою може перекладатися – “повинен, доводиться” (за певними обставинами).

I had to stay at the laboratory to complete the experiment. – Мені довелося залишитися (я повинен бути) в лабораторії, щоб завершити експеримент.

Дієслово to be в модальному значенні.

В англійській мові для вираження повинності, необхідності, зумовленої певною домовленістю, попереднім планом (розкладом, графіком), наказом тощо вживається дієслово **to be + Infinitive**. Дієслово **to be** в модальному значенні вживається в теперішньому і минулому часах групи Indefinite і перекладається українською мовою “повинен, прийдеться, потрібно буде (було)”:

The train is to arrive at 8 o'clock.

Потяг повинен прибути о 8 годині.

The train was to arrive at 8 o'clock yesterday.

Потяг повинен був прибути о 8 годині вчора.

Can, Could, to Be Able to

I. Answer the questions with *was/ were able to*:

Did you persuade him ? – Yes. It was difficult but we were able to persuade him.

1. Did you find this Computer journal ? – Yes. It took us a long time but we ...
2. Did you win the price ? – Yes. It wasn't easy but I ...
3. Did they come in time ? – No. My friends ... not come in time.
4. Did Pete do your task ? – Yes. It was very difficult but he ... do it.
5. Did that mouse escape ? – No. Our cat ... catch it.

II. Complete a sentence with *could, was/ were able to or could not*:

I looked everywhere for the book but I couldn't find it. – The fire spread quickly but everyone was able to escape...

1. He had hurt his leg, so he ... walk very well.
2. She wasn't at home when I phoned but I ... contact her at her office.
3. I looked very carefully and I ... see a figure in the distance.
4. They didn't have any tomatoes in the first shop I went to, but I ... get some in the next shop.
5. The boy fell into the river but fortunately we ... rescue him.

III. Put the questions to these sentences using Past Indefinite tense:

1. We can help you to understand it.
2. I can do this work myself.
3. She can translate the article into Ukrainian.
4. His little sister can walk already.
5. I can buy a book on physics for you.
6. He can go to railway station with you.
7. They can solve this problem without collaborators.
8. Successful applicants can continue serving until they reach the upper age limit of 55 years.
9. I can give you this book for a couple of days.
10. You can not take part in this serious sport competition.

IV. Explain the meaning of *can* and *could* in the next sentences; translate them:

1. I can easily carry these magazines to the station.
2. He said he could ship the goods in May.
3. When he was young, he could run a mile in less than 5 minutes.
4. He can't have done it, it's very unlike him.
5. Why did you stay at a hotel ? You could have spent the night at my house.
6. I said that he could not have missed the train.

7. If I had received his letter last week, I could have helped him.
8. I could do it tomorrow if I were free.
9. Medical service can also use computer for sending urgent messages to other hospitals throughout the country.

V. Translate sentences into English:

1. Ми можемо закінчити цю роботу сьогодні.
2. Його сестра може грати на скрипці.
3. Я не міг відповісти на друге запитання.
4. Я зможу зробити це завтра.
5. Вони не змогли придбати квитки на концерт.
6. Ти зможеш поїхати влітку до батьків ?
7. Вона могла запізнитися на головне засідання комітету.
8. Цей хлопець вміє водити машину.
9. Вона не зможе дістатися до аеропорту вчасно.
10. Вчора я не зміг побачити головного менеджера, тому що він був у головному офісі, але сьогодні після роботи я зможу це зробити.

VI. Translate the following sentences paying attention to the modal verbs *can*:

1. People who polluted water can become ill if they drink polluted water.
2. The chemicals could remain dangerous for a long time.
3. Particulates are the small solid particles that you are able to see through rays of sunlight.
4. Ultraviolet radiation can damage cells of living things.
5. If the present arctic ice melting continues, the sea could rise as much as 2 meters by the middle of the next century.
6. No country in the World can avoid one or another of the global economy.
7. Man cannot live as long as nine days or more without water.
8. The total amount of water contained in our planet is constant and invariable and can neither be increased, nor diminished.

May, Might, to Be Allowed to

I. Finish these sentences using *may* or *might*:

a) Model: Do you know if Jack is in his office ? – I'm not sure. He may be in the office.

1. Do you know if they are married ?
2. Do you know if she wants to go ?
3. Do you know if he's telling the truth ?
4. Do you know if he has a car ?
5. Do you know if they were listening ?

b) Model: Were are you going for your holidays ? (to Italy ?) – I haven't finally decided but I may (might) go to Italy.

1. What sort of car are you going to buy ? (a Mercedes ???) – I'm not sure yet but I ...
2. What are you doing this weekend ? (go to London ???) – I don't know for sure but ...
3. Where are you going to hang that picture ? (in the dining room ???) – I haven't made up my mind yet but ...
4. When is Tom coming to see us ? (tomorrow evening ???) – I'm not sure but...
5. What's Jill going to do when she leaves college ? (a secretarial course ???) - She hasn't decided yet but ...

II. Explain the meaning of *may* or *might* in sentences; translate them:

1. You may take any article of ecological law you like.
2. I have told you this so that you may take precautions.
3. She told him that he might go home.
4. If he made haste, he might catch the train.
5. If you had tried harder, you might have succeeded.
6. I may come and see you next summer, but my plans are not fixed.
7. May I have another cup of coffee ?
8. They might come back tonight.
9. They might discuss the evidence that has been presented.
10. They lawyers may also discuss any of the judge's instructions.

III. Translate into English using *may* or *can*:

A)

1. Можна увійти ?
2. Можна тут голосно розмовляти ?
3. У нашому університеті є спорткомплекс, де студенти можуть займатися різними видами спорту.
4. Може Стів чекає на вас біля зупинки автобусу?
5. Можливо, вони вже пішли додому.
6. Може завтра буде дощ.
7. Може вона не знає твоєї адреси.

B)

1. Може лектор захворів.
2. У мене не було з собою грошей. Я міг би купити цю книжку з історії края.
3. Я не задоволений твоєю відповіддю. Ти міг би відповісти краще.
4. Ви могли б слухати уважніше.

5. У нашому місті ви можете побачити будинок, що був побудований у 18 ст.
6. Можливо, він вже закінчив університет.

IV. Translate the following sentences paying attention to the modal verbs *may, might* and *to be allowed to*:

1. One million species that are alive today may soon become extinct.
2. Plants and other wildlife habitants might not have enough time to adjust to the rapidly changing climate.
3. Water may be found in nature in gaseous, liquid and solid state.
4. If mercury vapor is inhaled, as much as 80%, it may enter the bloodstream.
5. I haven't decided yet where to go for my holiday. I may go to Greece.
6. You look tired. You may go to bed.
7. He is allowed to join the sports section as soon as he is through with his medical examination.
8. The children were allowed to stay at home because of severe frosts.
9. We won't be allowed to leave the country without the visas.
10. The parcel might arrive tomorrow.

Must

I. Translate into Ukrainian:

1. You've been travelling all day. You must be tired.
2. Don't ring him up: he must be very busy.
3. You must not make notes in the books.
4. Tom must stop smoking. If he doesn't, he is going to have serious problems some day.
5. He must have left his reports at home.
6. I must finish this work before going to the computer courses.

II. Change the sentences:

Model: Don't be so lazy. – You mustn't be so lazy.

1. Don't forget to apply for a new passport.
2. Don't forget the international carnet for the car.
3. Don't expect miracles.
4. Don't change your mind again.

III. Complete the sentences using *must (have)...* or *can (have)...*:

*Example: Is he British ? – Yes, he must be British.
Did she see you ? – No, she can't have seen me.*

1. Are they married ? – Yes, they must...
2. Is he serious ? – No, he can't ...
3. Were they in a hurry ? – Yes, they ...
4. Does Ann know a lot of people ? – Yes, she ...
5. Did Tom know about the plan ? – Yes, he...
6. Do they have much money ? – No, he ...
7. Was he driving carefully ? – No, he ...
8. Are they waiting for somebody ? – Yes, they ...

IV. Make the sentences negative:

1. You must have a passport to visit England.
2. I must write to Ann. I promised her.
3. The government really must do something about it.
4. You must tell someone what I said.
5. The baby is asleep. You must shout.

V. Make the sentences interrogative:

1. You must air the room twice a day.
2. We must study well.
3. Every person must go in for sports.
4. You must see the new musical on Broadway.
5. "Must" is for king.
6. All must respect their parents.
7. Congress must pass all laws.
8. He must have left his reports at home.

VI. Translate into English:

A)

1. Студенти повинні виконувати домашні завдання.
2. Тобі не можна їсти морозиво.
3. Я мусив вимкнути телевізор.
4. Ми повинні приходити до інституту вчасно.
5. Нам треба вивчити цю статтю напам'ять ?
6. На екзамені вам не можна користуватись словником.
7. Йому доведеться скласти екзамен у серпні.

B)

1. Очевидно, це трапилось вчора ввечері.
2. Він, мабуть, зараз готується до екзамену з математики.
3. Він, напевно, знає вашого батька.
4. Він тут уже, мабуть, півтори години.
5. В Одесі, мабуть, йде дощ.

6. Вона загубила ручку і мусила писати олівцем.

VII. Translate the following sentences paying attention to the modal verbs *must, have to*:

1. In order to understand how air pollution affects our body, we must understand exactly what this pollution is.
2. People must take care of Earth.
3. We must find the right way to save land, people and animals.
4. They haven't got much time. They must hurry.
5. There is nobody at home. They must have gone out.
6. I'll have to go now. My friends are waiting.
7. I had to leave the party early last night. I wasn't very well.
8. Applications must be received by the 1st September.
9. He must have been to London before.
10. You've been travelling all day. You must be tired.

Should, Would, Ought to

I) Make the sentences negative:

1. We ought to be listening to this order.
2. I should have said this in her presence.
3. You ought to be done the investigation.
4. We ought to have invited them.
5. She should be more attentive.
6. He ought to know this rule.
7. I should take the children to the doctor.
8. You ought have bought this magazine.
9. They should help her.
10. You ought have gone there.

II) Tell a friend that he (or she) *shouldn't do* the following:

Example: A: (to speak so loudly). You may attract people's attention.
B: You shouldn't speak so loudly. You may attract people's attention.
C: I never do. (I won't)

1. (to go out without a hat in the rain). You may catch cold.
2. (to take up too much of their time). We are all short of time.
3. (to miss your classes). It'll be difficult to catch up the group.
4. (to visit people when they have flu). It is a catching disease.

III) Advice your friend to do the following or express your disapproval of the following not having done. Use "*should/ shouldn't* + Indefinite/ Perfect Indefinite":

1. Keep regular hours.

2. Get more sleep.
3. Don't worry over trifles.
4. Give up smoking.
5. Avoid hurting other people's feelings.
6. Exercise your mind as well as your body.

IV) Translate into English using the verbs *should* and *ought*:

1. Вам слід би працювати.
2. Вам слід було б зачекати їх.
3. Нам треба було купити квитки заздалегідь.
4. Вам слід дістати цей журнал з екологічного права.
5. Тобі не треба було замикаати дверей.

V) Translate into Ukrainian:

1. Most people would pay more for better health care.
2. If there were no water cycle, there would be no rains.
3. Laboratory experiments should be followed by field experiments of different places.
4. People should have started thinking of careful attitude to nature much earlier.
5. Should the chart be more complete we should not make more soundings in this area.

Have to, Be to

I) Make sentences negative and interrogative:

1. Her father has to wear spectacles.
2. The woman has to go to the police station.
3. You had to return home.
4. They have to live in one room.
5. They had to wait for us.
6. We had to work at night.
7. He has to pay for it.
8. You'll have to take entrance examinations.

II) Translate into Ukrainian:

1. Mike had to write this exercise at the lesson because he had not done it at home.
2. It was Sunday yesterday, so he didn't have to be at work, but he had to do a lot at home.
3. I am sorry I couldn't come the day before. I had to work late.
4. Why do you have to get up early tomorrow ?
5. I have not written the report. I will have to write it on Sunday.

6. We did not have to buy biscuits because granny had baked a delicious pie.

III) Paraphrase the sentences using the modal verb *to be*:

1. We agreed to meet near the court-room.
2. They agreed to discuss this case after dinner.
3. We agreed to spend free time at university's club.
4. It was arranged that I should meet them at the police station.
5. It was arranged that I should go there by plane.
6. It was planned that you should be given this task.
7. The foreign delegation is supposed to arrive on Monday.
8. The conference is supposed to be held in London.
9. The time-table is supposed to be changed next week.
10. The sick man was not allowed to go out.
11. Students are not allowed to talk during lesson.
12. You were not allowed to enter that room.

IV) Translate the following sentences into Ukrainian:

1. We were to get there before the others.
2. He is to come here at five o'clock.
3. Tom was to graduate that year.
4. The train is to leave at 3.
5. Roses are to be planted round the pond.
6. The lecture is to begin at 9.
7. Who is to take care of the children ?
8. I have to go there.
9. We had to wait for our friends.
10. She has to help her mother with the work.
11. According to the order the pupils have to return books to the library.
12. My grandmother has wear glasses as her eyesight is very weak.

Need

I. Make sentences negative:

1. You need have called the police inspector.
2. The need lock the case with secret documents.
3. We need do it again.
4. She need repeat the sentence.
5. I need be afraid.
6. You need do this exercise in written form.
7. She need put on a coat in such weather.
8. I need buy tickets for the evening show.
9. She need take her legal papers with her.

10. They need to take up this problem.

II. Make sentences interrogative:

1. You need have learned these irregular verbs by heart.
2. She need to sent for her attorney.
3. He need to go there himself.
4. I need to explain this rule once more.
5. We need to send for you.
6. She doesn't need to worry about it.
7. They needn't to frighten him.
8. They will need a tape recorder at their conversation.

III. Fill in the blanks with *can*, *may* or *must*:

1. ...I come in ?
2. You ... not smoke here.
3. ... I take your book ? – I'm afraid not: I need it.
4. He ... not speak English yet.
5. I have very little time, I ... go.
6. They ... not go to the park today because they are busy.
7. You ... read this text: it is easy enough.
8. What ...we wee on this map ?
9. ... you speak Spanish ? – No, unfortunately I...
10. She ... still live in London.
11. He is happy. He ... enjoy life.
12. A fool ... ask more questions than a wise man answer.

IV. Fill in the blanks with *must*, *can*, *need*, *to have to*, *to be able to*:

1. You ... not come to help them tomorrow: the work is done.
2. ... you help me ?
3. John ... not tell us the rules of the game.
4. ... I return the book to you on Monday ? - I'm afraid I ... not finish it before.
5. It is six o'clock. We... hurry if we don't want to be late.
6. ... you translate this text into English ? – I think I ...
7. How do you feel when you ... take a test ?
8. She ... decorate a room nicely.
9. We ... not afford to pay the bill.
10. Ann ... not go to his birthday party yesterday because she ... go to the doctor.

V. Translate into English using *must*, *may*, *can*:

1. Можна мені узяти вашу книгу ?
2. На уроці англійської мови ви повинні говорити тільки англійською.

3. Можна мені задати Вам запитання ? – Будь ласка.
4. Можна тут палити ? – Ні, не можна.
5. Ви повинні прочитати цей текст.
6. Можна мені чашку кави ?
7. Ти не повинен сперечатися з босом.
8. Студенти повинні приходити на заняття вчасно.
9. Діти повинні бути удома зараз.
10. В Англії вам дозволять водити машину, якщо вам 17 років.

VI. Translate the following proverbs and sayings. Give their Ukrainian equivalents:

1. Never put off till tomorrow what you can do today.
2. You never know what you can do till you try.
3. A man can do no more than he can do.
4. Money can't buy everything.
5. One cannot be in two places at once.
6. A good horse cannot be of a bad colour.
7. What is done cannot be undone.
8. Man cannot live by head alone.
9. He who can, does. He who cannot, teaches.
10. Nothing can come out of nothing, nothing can go back to nothing.
11. Little bodies can have great souls.
12. A bird may be known by its song.
13. The remedy may be worse than the disease.
14. May you be successful ! May you live to see this happy day !
15. A fair face may hide a foul heart.
16. The longest day must have an end.
17. If you dance you must pay the fiddler.
18. If Mohammed won't come to the mountain, the mountain must come to Mohammed.
19. What must be must be.
20. Must be seen to be believed.
21. Liars should have good memories.
22. Leave undone those things that one ought to have done.
23. He that would eat the fruit must climb the tree.
24. Do as you would be done by.
25. Have to be seen to be believed.

Умовні речення (Conditional Sentences)

Умовні речення вживаються для вираження дій, які відбудуться чи відбулися б за певних умов. Умовні речення складаються з двох частин: головної (Main Clause) та підрядної (If-clause). Умовні речення нульового типу (Zero Conditionals) виражають реальні або вірогідні ситуації у

теперішньому. У таких реченнях вживається теперішній неозначений час як у головній частині, так і в підрядній.

Main Clause	If-clause
Present Simple Tense	Present Simple Tense

Наприклад:

If the temperature falls below 0 °C, water turns into ice.

I always take aspirin if I have a headache.

Умовні речення першого типу (First Conditionals) виражають реальні чи вірогідні ситуації у майбутньому. Граматичні часи в таких реченнях вживаються таким чином:

Main Clause	If-clause
Future Simple Tense Modal verb + bare infinitive	Present Simple Tense

Наприклад:

He will paint the fence if you buy some paint.

She can give you the dictionary if she doesn't need it.

В умовних реченнях не обов'язково головна частина стоїть першою. Головна та підрядна частини можуть поєднуватись сполучниками *if* (якщо), *when* (коли), *till* (поки), *until* (поки не), *unless* (якщо не), *as soon as* (як тільки): *We will see him as soon as the bus arrives. He won't phone us unless he finishes his work.*

В умовних реченнях нульового типу *if* та *when* вживаються без різниці у значенні, але в умовних реченнях першого типу *if* вживається для вираження умови, а *when* — для вираження дій, які відбудуться у певний час. Порівняйте:

If/when I have a good mood, I always listen to music. (Якщо/коли у мене гарний настрій, я завжди слухаю музику.) She will do shopping if she has time. (Вона піде за покупками за умови, що матиме час.) She will do shopping when she has time. (Вона піде за покупками тоді, коли матиме час.)

I. Choose the correct item:

1. You *are/will be* healthy if you *go/will go* in for sport.
2. As soon as Fred *finishes/will finish* doing his homework, we *go/will go* to the cinema.
3. When I *grow/will grow* up, I *become/will become* a private detective.
4. If you *drink/will drink* so much coffee, you *don't/won't* sleep well at night.
5. If I *don't/won't* know

a word, I always *consult/will consult* a dictionary. 6. Nick *leaves/will leave* me a note if he *doesn't/won't* see me. 7. When we *run/will run* out of food, we *go/will go* shopping. 8. Mike *has/will have* an accident if he *drives/will drive* so carelessly. 9. Until you *promise/will promise* to keep it in secret, I *don't/ won't* tell you anything. 10. The doctor *doesn't/won't* prescribe any medicine until he *examines/will examine* the patient.

II. Put the verbs in brackets into the correct tenses:

1. If I see him I (give) him a lift.
2. The table will collapse if you (stand) on it.
3. If he (eat) all that he will be ill.
4. If I find your passport I (telephone) you at once.
5. The police (arrest) him if they catch him.
6. If he (read) in bad light he will ruin his eyes.
7. Someone (steal) your car if you leave it unlocked.
8. What will happen if my parachute (not open)?
9. If he (wash) my car I'll give him £10.
10. If she (need) a radio she can borrow mine.
11. If you (not go) away I'll send for the police.
12. I'll be very angry if he (make) any more mistakes.
13. If he (be) late we'll go without him.
14. She will be absolutely furious if she (hear) about this.
15. If you put on the kettle I (make) the tea.
16. If you give my dog a bone he (bury) it at once.
17. If we leave the car here it (not be) in anybody's way.
18. He'll be late for the train if he (not start) at once.
19. If you come late they (not let) you in.
20. If he (go) on telling lies nobody will believe a word he says.
21. Unless he (sell) more he won't get much commission.
22. If I lend you £10 when you (repay) me?
23. We'll have to move upstairs if the river (rise) any higher.
24. If he (work) hard today can he have a holiday tomorrow?
25. Ice (turn) to water if you heat it.
26. If the house (burn) down we can claim compensation.
27. If you (not like) this one I'll bring you another.
28. Unless you are more careful you (have) an accident.
29. Tell him to ring me up if you (see) him.
30. If I tell you a secret, you (promise) not to tell it to anyone else?
31. If you (not believe) what I say, ask your mother.
32. If he (like) the house will he buy it?
33. If you will kindly sit down I (make) enquiries for you.
34. Unless I have a quiet room I (not be able) to do any work.
35. She won't open the door unless she (know) who it is.
36. Should you require anything else please (ring) the bell for the attendant.

III. Put the verbs in brackets into the correct form:

1. I'll look for your notebook and if I (find) it I (give) you a ring.
2. If you (smoke) in a non-smoking compartment the other passengers (object).
3. I'll wash the glasses in this nice hot water. – No, don't. If you (put) them into very hot water they (crack).
4. If you (see) Tom tell him I have a message for him.
5. If he (win) he (get) £1,000; if he (come) in second he (get) £500.
6. If you (feel) too hot during the night turn down the central heating.
7. Tom: Jack is a translator; he translates 1,000 words a day and gets £100 a week, which he says isn't enough to live on. – Bill: Well, if he (want) more money he (have) to do more work. Advise him to translate 2,000 words a day.
8. If you (finish) with your dictionary I'd like to borrow it.
9. Jack (in canoe): Watch me! I'm going to stand up! – Tom (on the bank): He's an idiot! If he (stand) up in the canoe it (capsize).
10. The lift wasn't working when I was here last. If it still (not work) we (have) to use the stairs.
11. I shan't wake if the alarm clock (not go) off.
12. I shan't wake unless I (hear) the alarm.
13. If you'd like some ice I (get) some from the fridge.
14. He's only sixteen but he wants to leave school at the end of the term. — If he (leave) now he (be) sorry afterwards.
15. I expect it will freeze tonight. – If it (freeze) tonight the roads (be) very slippery tomorrow.
16. That book is overdue. If you (not take) it back to the library tomorrow you (have) to pay a fine.
17. Unless Tom (take) his library book back tomorrow he (have) to pay a fine.
18. You'd better take the day off if you (not feel) well tomorrow.
19. If a driver (brake) suddenly on a wet road he (skid).
20. If you (like) I (get) you a job in this company.
21. If you (like) a job in this company, I'll get you one.
22. My dog never starts a fight. He never growls unless the other dog (growl) first.
23. You can use my phone if yours (not work).
24. If you (not know) the meaning of a word you may use a dictionary.
25. If Jack (refuse) to help we'll have to manage without him.
26. If Jack (not help) we'll have to manage without him.
27. (Tom is putting his coat on.) Ann: If you (go) out would you buy me some cigarettes?
28. Henry can't count. – Why you (employ) him as a cashier if he can't count?
29. The police will test the knife for fingerprints. If your fingerprints are on it you (be) charged with murder.
30. Tom: I hate my job. – Peter: If you (hate) it why you (not change) it?
31. You can ask for a continental breakfast if you (not want) a full breakfast.

32. If you (hear) from Tom could you please let me know?
33. Caller: Could I speak to Mr Jones, please? – Secretary: If you'd wait a moment I (see) if he's in.
34. I'm not expecting any messages, but if someone (ring) while I am out could you say that I'll be back by 6.00?
35. (Notice in a box of chocolates): Every care has been taken with preparation and packing, but if these chocolates (reach) you in a damaged condition please return them to us and we will send you another box.
36. If you (care) to see some of his drawings I (send) them round to your office.

IV.

Part 1. Drill: reply to the following sentences as shown in the example:

If Tom meets us at the station we'll be all right.

But what'll we do if he doesn't meet us?

- 1 If he pays me tonight I'll have enough money for the tickets.
- 2 If I get a work permit I'll stay for another six months.
- 3 If I pass this exam I'll go to the university next October.
- 4 If he agrees to let me go on working after marriage I'll marry him (*Use refuse.*)
- 5 I'm going to say to the boss, 'I can't work with Smith. Either I go or he goes. You'll have to choose between us.'
- 6 If I can find a cheap room I'll stay a fortnight.
- 7 Your parachute should open after ten seconds.
- 8 Provided you remember the password you'll be in no danger. (*Use forget.*)
- 9 Tell the police the truth. I'm sure they'll believe you.
- 10 If the baby is a girl we're going to call her Ann.
- 11 If we get a lift we'll be in time.
- 12 If London airport is clear of fog we'll land there.
- 13 If Tom helps us the job will only take half an hour.
- 14 I haven't got a key but Jack will let us in if he is at home.
- 15 If the ice is thick enough we'll be able to walk across the river.
- 16 The sands are quite safe as long as you don't walk on them when the tide is coming in.
- 17 If it's fine tomorrow we'll go for a walk.
- 18 Driver (having just changed a wheel): Well be all right provided we don't have another puncture.

Part 2. Rewrite the following sentences replacing **would like** by **like** and making any necessary changes:

If you'd like to wait you can wait here.

If you like you can wait here or

You can wait here if you like.

1. If you'd like a copy of the book I can get you one. (*If you like I...*)
2. If you'd like me to ask if there are any vacancies I will. (*If you like I'll...*)
3. If you'd like to see the photographs I'll bring them round tonight.
4. If you'd like me to give you a hand I will.
5. If you'd like to watch the procession from my balcony you can.
6. If you'd like to see London from the air I'll arrange a helicopter trip for you.
7. You knitted a very nice sweater for Tom. - Yes, if you'd like me to knit you one I will.
8. If you'd like to borrow my car you can.
9. I'll come back and finish it tomorrow if you'd like me to.
10. If you'd like Ann to type it again I'll ask her to.
11. If you'd like an application form I'll get you one.
12. If you'd like me to go with you I will.
13. I'll paint the front door blue if you'd like that.
14. If you'd like to leave the washing-up till tomorrow you can.
15. If you'd like to postpone the trip till next week we'll do that.
16. If you'd like me to ask him to our next party I will.
17. If you'd like to meet the President I will arrange it.
18. If you'd like to go sailing tomorrow we will.

V. Translate into English:

1. Вони будуть здивовані, якщо я зроблю таку помилку.
2. Якщо він не прийде вчасно, чи будемо повинні ми чекати на нього?
3. Якщо я не буду дуже зайнятий, я піду на концерт.
4. Якщо ніхто не прийде нам допомогти, ми повинні будемо зробити цю роботу самі.
5. Якщо ви надягнете окуляри, ви будете бачити краще.
6. Що ми будемо робити, якщо вони запізняться?
7. Чи ви розсердитесь, якщо ми не прийдемо?
8. Чи він дуже засмутиться, якщо я не зателефоную йому?
9. Якщо я прийду додому пізно, я одразу ж ляжу спати.
10. Якщо я житиму в селі, я буду ходити до лісу .
11. Якщо я ходитиму до лісу, я буду збирати гриби.
12. Якщо я захворію, я звернуся до лікаря.
13. Якщо я знайду свою книгу, я буду дуже радий.
14. Якщо я побачу свого друга, я запитав його поради.
15. Якщо ми не купимо кави, ми вип'ємо чаю.

LESSON 4

TOUR OPERATORS

I. Study the vocabulary list:

1.	to gain acceptance to gain, <i>n</i>	отримати визнання; бути прийнятим домагатися; отримувати; здобувати; заробляти; мати користь; вигадувати
2.	ownership, <i>n</i> to own, <i>v</i>	власність; право власності володіти
3.	emergence, <i>n</i> to emerge, <i>v</i>	вихід; поява з'являтися; виходити; виникати; з'ясовуватися
4.	to encourage, <i>n</i> <i>ant.</i> to discourage, <i>v</i>	підбадьорювати; заохочувати; підтримувати; підбурювати бентежити; розхолоджувати; відбивати охоту; відмовляти
5.	sound, <i>adj</i>	здоровий; міцний; міцний; правильний; здоровий; логічний
6.	to strand, <i>v</i> stranded, <i>adj</i>	сісти на мілину (перен.); посадити на мілину той, що сидить на мілині; викинутий на берег; без засобів; у складному становищі
7.	sufficient, <i>adj</i>	достатній; достатня кількість
8.	a spouse, <i>n</i>	чоловік; дружина; мн. spouses - подружжя
9.	principal, <i>adj</i> principal staff <i>syn.</i> main	головний; основний; провідний відповідальні співробітники
10.	variety, <i>n</i> for a variety of reasons	різноманітність ; багатосторонність; ряд, безліч за цілою низкою причин
11.	fatigue, <i>n</i>	втома; стомлення; втомлива робота
12.	to be available	бути доступним; мати в наявності, в розпорядженні
13.	to secure, <i>v</i>	охороняти; гарантувати; забезпечувати; страхувати; діставати; отримувати
14.	access, <i>n</i> accessibility, <i>n</i>	доступ; прохід; підхід доступність; легкість огляду; зручність підходу
15.	countless, <i>adj</i>	незліченні

II. Read and translate into Ukrainian:

Tour operators are the people who package or put together tours. They can be large travel companies like Thomas Cook or American Express, the airline and

shipping companies or independent operators. They are in effect the wholesalers of the tourist industry who sell to the general public through retail travel agents. Transfer is transportation to and from airports, including luggage. Chartering means renting an aircraft, usually from nonscheduled airline.

Guided tour is a tour for sightseeing purposes, that is accompanied by a guide.

Independent traveller is a traveller or tourist who is travelling on his own rather than as a member of a group. Most businessmen, for example, are independent travellers.

Both Cook and American Express operate as tour packagers as well as retail travel agents, that is, they sell the tours which they package directly to the public through their own travel offices and through other agents.

American Express is involved in many other kinds of business. It was the first company to issue traveller's checks: it owns one of the major credit card services, and it also engages in international banking and insurance.

Text A

TOUR OPERATORS

Tour operators can be considered the wholesalers of the industry. Their product, which is a service, is **the packaged tour**.

Packaged tours offer transportation, hotel accommodations and transfer to and from the airport. The tourist pays a lower price for this package than if he were trying to make all the arrangements on his own.

In addition to the basic features, the tour package may also offer meals, entertainment, sightseeing, a rental car and many other extras.

The first tour in the modern sense was put together by Thomas Cook in 1841. Cook was soon offering tours all over the world, and the idea gained acceptance very quickly not only in England but also in other European countries and in the United States.

The firm of Thomas Cook and Sons has remained a major force in the travel industry, despite the number of changes in ownership. The great increase in tourism that took place in the 1960s, especially in Europe, was in part the result of the emergence of a number of firms whose chief business was packaging and operating tours.

The typical package that the European tour operators put together consisted of the least expensive two-week holiday tour. It was primarily intended for northern Europeans who wanted a Mediterranean vacation. As the competition among the operators brought prices down, many people who had never travelled before were encouraged to try a trip abroad. Both tourism in general and the tour operating companies themselves expanded very quickly.

The rapid expansion, however, has also resulted in many changes in management and methods of operation for the firms in the business. A sounder

financial base became necessary, since tour groups were sometimes **left stranded** because tour operators did not have **sufficient cash** to pay the price of the aircraft charter.

Tours are also arranged for employees and their **spouses** by corporations. The corporations typically offer these vacation trips as a reward for superior sales effort or as an incentive to improve performance. This type of tour is not open to the general public, but it is welcomed by the airlines and by hotel operators in the established resorts that frequently attract business of this kind.

It is possible to distinguish between two general types of tours. One is **the holiday package** that has a resort hotel as its destination. While local sightseeing or entertainment may be included in the package, the tours are generally of the “**no frills**” **variety** — in other words, without expensive extras. The major attractions usually include sun, sea and activities such as golf or tennis that are offered by the resort itself. Local colour is not important — many holidaymakers are hardly aware of what country their hotel is in.

The second is **the guided tour** that features sightseeing or some other special attraction. These tours are accompanied by a guide who is in charge of travel arrangement and activities. The activity offered by the tour is its principal attraction. The tour may combine travel with education. Most of these tours include several different destinations and a good deal of local travel within one region. Thus, they require careful arrangement and coordination of accommodations, local transportation, luggage handling, and all the other details that accompany any kind of travel.

The person who leads such tours is **the tour guide**. He is multilingual, he relates well to other people, and he deals with the variety of problems that arise not only in making travel arrangements, but also in carrying them out.

He deals with the problems of lost luggage and unsatisfactory hotel accommodations, with rainy days and fatigue, with sudden illness, and with interpersonal problems that arise among the members of the group.

There are many advantages in the packaged tours, the most obvious being the price. When airplane tickets and hotel rooms are reserved in blocks by the tour operators, considerable savings are passed on to the customers. Many people would never travel at all without the price inducements offered by packaged tours.

A second advantage is the opportunity for tourist to make all his travel arrangements in one place at one time.

The independent traveller — one who does not travel as a member of a group — often has to go to considerable trouble to put the different pieces of his trip together. Airline seats may not be available when he wants them, or he may not be able to secure the hotel accommodations that he wants.

Even when a travel agent makes the arrangements, these difficulties still exist. The tour offers convenience as one of its inducements.

A third advantage can be summed up in the term accessibility. Tours make it possible for people to visit many remote areas that would otherwise be too difficult for them to try to see on their own. Tour operators have made countless places

throughout the world accessible to the general public:

EXERCISES

I. Find in the text answers to these questions:

1. Why are tour operators considered wholesalers of the tourist industry?
2. What do packaged tours offer?
3. When was the first packaged tour put together?
4. How did the emergence of a great number of tourist firms influence tourism in general?
5. What was the result of the competition among the tour operators?
6. What did the rapid expansion of tourism lead to?
7. What types of tours does the text mention?
8. What is the difference between a holiday package and a guided tour?
9. What qualities does a tour guide need? Why?
10. What are the advantages of a packaged tour?

II. Sum up what you've learned from the text about:

- a) the services offered by packaged tours;
- b) the history of development of this kind of tourism;
- c) different types of packaged tours;
- d) the job of a tour guide;
- e) the advantages of packaged tours.

III. Think and answer:

1. What do you think are the disadvantages of packaged tours?
2. Why are tours less expensive than individual / independent traveling?
3. How are packaged tours developing in Russia?
4. What do you know about the services offered by packaged tours in Russia?
5. Are customers satisfied with the quality of tourist service? Why (not)?
6. Is there a tough competition among tour operators in Russia?
7. If so, what is the result of such competition?
8. What is the best known tour operator in Russia?

IV. Read the dialogue between a reporter for the financial pages of a British daily newspaper, and Mike Butler, a financial consultant

R. — *Reporter* **M.** — *Mike Butler*

R. Can we begin by talking a little about the market in general? Can you explain what is really happening?

M. Yes, of course. There's been a lot of speculation this season and that's because the British public's holiday-buying patterns have changed. They are more sophisticated in their choices, they make them later and later. So tour operators have to decide whether to stick to their brochure prices or to discount.

R. So what are they doing this year? In May we heard that there was likely to be a price war and that we should wait before buying our holidays as prices plummet. However, this doesn't seem to have happened yet and we are already into July.

M. True. In May and June there were a couple of weeks of highly selective discounting to try to boost sales at a time when there was talk that about 3 million package holidays were going to be sold off at half price. At the time, the early indications showed there was unlikely to be the 5 per cent capacity growth predicted at the beginning of the year. But now, there are some who privately admit that sales may well be 2 per cent below last year's

9.5 million figure. However in the main, the operators are refusing to panic and are hoping that heavy discounting won't be necessary.

Now that we're into July it's easier to see how sales will fare. You see it's more or less agreed that an estimated 2.2 million package holidays remain unsold for the remainder of the season. Almost all of them will be sold, but operators may have to squeeze margins to cut prices well below the brochure rates. How far depends on how keen we Britons are to part with our money. An estimated 35 per cent of families now buy package holidays and since the price wars of ten years ago many families have become used to late booking.

So the operators have a choice between sitting tight, discounting or reducing capacity. The last is difficult at this late stage so I do think we will see some discounting, but none of the operators want to get into cutting prices down to silly rates. They're also reluctant to admit that there are still a lot of holidays for sale, because that would encourage the public to hang on as long as possible.

R. Then we should wait as long as possible before buying our foreign holidays. What about holding on to our shares?

M. Well I wouldn't sell at present, nor would I buy. I'd wait and see. Before we talk about the stock market let me outline some longer term considerations.

First, you must remember that last year the City considered the early launch of brochures a mistake, as it meant that travel agents were trying to sell this year's holidays to people who hadn't yet taken last's.

Secondly, the industry is also worried that overseas hoteliers may push up next year's prices. At present, the cost of accommodation is rising at three times the level of our inflation.

Soon the industry is going to be forced to pass on this increase to the consumer.

So, it would appear that the first priority is going to be cost and not service; that the market leaders next year will be those who can produce the cheapest holidays.

R. And who is this likely to be?

M. Well, as I said, I'd hold on for the moment. We must take into account that about 70 per cent of this market belongs to the three big operators. If we look at how their shares are faring at the moment on the open market...

V. Note the words and expressions from the interview:

1.	speculation, <i>n</i> on speculation = on spec	роздум; припущення; теорія навамання з розрахунком на вигоду
2.	sophisticated, <i>adj</i>	витончений; досвідчений в життєвих справах, досвідчений
3.	to plummet, <i>v</i>	різко піти вниз; впасти (про ціни)
4.	to boost sales to boost, <i>v</i>	сприяти зростанню, збільшенню продажів піднімати; допомагати піднятися; підвищувати; сприяти зростанню
5.	early indication	початкові показники
6.	capacity, <i>n</i>	місткість; ємність; можливість; потужність; продуктивність
7.	to estimate, <i>v</i> estimated, <i>adj</i>	оцінювати; оцінювати; складати кошторис, підраховувати приблизно; прикидати за попередніми розрахунками ймовірний; розрахунковий
8.	to remain, <i>v</i> remainder, <i>n</i>	залишатися; перебувати в колишньому стані залишок; інші
9.	to squeeze margins to cut prices well below the brochure rates	урізати прибуток і знизити ціни набагато у порівнянні з тими, що вказані в брошурах
10.	to part with	розлучатися (з грошима); платити
11.	reluctant, <i>adj</i>	той, хто робить що-небудь з небажанням; вимушений, який чинить опір чомусь
12.	a share, <i>n</i> the stock market	акція ринок цінних паперів
13.	to outline, <i>v</i>	окреслити; намітити в загальних рисах; коротко описати
14.	early launch of brochures to launch, <i>v</i>	ранній випуск рекламних брошур спускати судно на воду; починати; пускати в хід; робити; запускати

VI. Decide if these statements are true or false.

- Holiday prices fell in May.
- Three million holidays were sold at half price.
- Last year four operators sold 9.5 million holidays. ,
- This year more holidays will be sold.

5. Over a third of British families go on package holidays.
6. Travel agents only sold this year's holidays to people who hadn't had a holiday in the previous year.
7. Accommodation prices are rising faster than inflation.
8. Each of the big tour operators has 17 per cent of the market.

VII. Read the interview again and speak on the following topics:

- a) Patterns of sales;
- b) Number of sales;
- c) Unsold holidays;
- d) The industry's concerns;
- e) Likely outcomes.

VIII. Write down a report using the information from the interview.

USE THE PROMPTS BELOW:

PATTERNS OF SALES OF PACKAGE HOLIDAYS

It is estimated that approximately _____

However, their buying patterns have changed _____

This results in, _____

Number of sales

Early predictions forecast _____

At the present time, it is _____

Unsold holidays

There are _____

In order to sell _____

Concerns

There is a fear that _____

The cost of accommodation _____

Likely outcomes _____

IX. In the interview Mike Butler used several expressions to describe the profitability of the market.

Match the expressions on the left with their meaning on the right.

1) to stick to prices	a) to ask the customer to pay for your in-creased costs
2) to discount (fares)	b) to fall sharply and suddenly

3) to plummet (of prices)	c) to force an increase (in smth)
4) to boost sales	d) to force an increase (in sales)
5) to cut (prices)	e) to lower prices
6) to sit tight	f) to maintain prices, not to change them
7) to push up	g) to take a per centage off prices (e.g. 5 per cent)
8) to pass on	h) to wait without doing anything

X. Fill in the gaps with the words from the box:

- | | |
|------------------------|------------------------|
| 1) a 12 per cent share | 5) to offload |
| 2) unsold | 6) foreign competitors |
| 3) local hoteliers | 7) self-catering |
| 4) recovered | 8) to reduce prices |

It's all very well — we might have (a) _____ of all summer packages sold but we are down 2 per cent on last year. You see we have been hit by hikes in hotel rates.

I think (b)_____ have got greedy after last year's record season. But British tourists haven't any more money in their pockets this year than they had last year.

And when you realise that the peseta has (c) _____ against the pound, you can't be surprised that many prefer to go to Florida or Turkey where their pound will still buy more.

We've tried (d) _____ some of our (e) _____ accomodation onto our (f) _____ but they are not interested in (g) _____ accommodation. So we are going to be forced

(h)_____ in August.

We have also had to cancel two flights.

XI. In these sentences, underline all the auxiliaries, the forms of "be" and "have," and the negatives.

1. The south of the island has really suffered from the high-rise building boom of 60 s.
2. Now there are plans in the pipeline to improve these properties.
3. In the north we have insisted on more sympathetic development, and there you will find the exclusive hide-away villas
4. But in the south we must develop a programme of refurbishment and improvements.
5. In particular we have to insist that tour operators do not organise pub crawls.

Text B

Read the article below and check if you know the words in the box. Use a dictionary if necessary.

crucial	a hike (prices)	to bargain
to feature (in a brochure)	to barter	a shortfall
to bluff	(room) allocation	
to brief	an upgrade	

HOTEL CONTRACTING

Hotel contracting is one of the most crucial activities of any holiday company's business — it is also one of the most demanding with an endless round of resorts and hotels and the inevitable negotiations of next season's rates.

"We need hoteliers as much as they need us," said Cadogan Travel's tour operations general manager Gary David, who has made thirty-four visits to nine destinations featured in the winter brochure. "But they play games; there's a lot of bluffing going on." He claims this year to have toured 170 hotel and self-catering properties, viewed 500 bedrooms and visited sixty-five handling agents. This is in addition to briefing couriers, inspecting hotel noticeboards to make sure material is well displayed (it often isn't), visiting the tourist offices for each destination and dealing with forty airlines that serve the resorts.

"There are all sorts of politics," said Mr. David. "It is a question of attitude as well because some hoteliers like bigger operators while others do not."

At Gibraltar's Rock Hotel, the manager agreed to contributions for advertising and brochures, whereas in Tangier, the Rif Hotel manager refused to move from his 20 per cent hike in rates. However, bartering for room rates is only one aspect Gary David's work. Others cover increases in room allocations, upgrades, added extras such as wine, fruit or flowers, afternoon tea, improved child reductions, long-stay deals and contributions towards advertising, which are all used to improve the overall deal.

Another way of getting a better deal from hoteliers is to introduce a new section to the brochure which promotes a top hotel in each resort, and use this as a bargaining tool, or give out awards to tempt them to give better discounts.

"In Gibraltar I've had to drop two hotels because of poor standards so I've got a shortfall in capacity. I've got now to push for increased room allocation, but I'm dealing with hoteliers who don't need me because most cater for business traffic."

(adapted from "Travel Trade Gazette")

EXERCISES

I. Write out the sentences containing the words in the box and paraphrase them.

II. Answer these questions:

1. Who is Cary David?
2. What does his job involve?
3. What kind of problems does he have to handle? Why?
4. In his opinion, how cooperative are the hoteliers he has been working with?

III. Read the article below and check you know the words in the box. Use a dictionary if necessary.

frosty	to be out of pocket	sluggish (business)
ailing	to hold down (prices)	a brand name
outstanding	to settle up	to go bust
	to cover (overheads)	

WHEN THE WELCOME IS FROSTY

If holidaymakers get a cool reception in some holiday destinations it may have more to do with the practices of some tour operators in the UK than with the hospitality of the local hoteliers.

Many hotel owners and local agents feel badly treated by British tour operators. Some of them have lost a small fortune when unsecured trade creditors have gone bust.

They feel especially bitter when an ailing competitor is taken over: the new owners may continue to do business under the same brand name, and yet are under no legal obligation to settle any outstanding debts. As a result, hoteliers may be out of pocket when a tour operator ceases trading, even though the same company, now under new ownership, is sending its customers to the same destinations. So it comes as no surprise if hoteliers accuse tour operators of sharp practice. For example, allegations have been made that tour operators use their position to force down the rates which hotel rooms were originally contracted. Sales may be booming but the tour operators will tell the hotelier that business is sluggish and that the rooms can only be filled if they discount their prices.

Another tactic is to claim that competitors are holding down their prices and that the only way to remain in business is to do likewise. The hotelier can do nothing to prove the contrary.

Hoteliers also suffer from cash flow problems through delays in payment. Although most settle up within a couple of months, some operators have been known to request a fresh allocation of bed-nights when they still have not paid for the previous season.

So if you're going on a package don't be surprised if the welcome you receive is less than enthusiastic — the chances are that the room was contracted at a rate that will barely cover overheads. But you would still be in a better position compared to some unfortunate holiday makers in Spain. One British operator had forced a reluctant hotelier to accept a greatly reduced rate with the result that when

the tourists arrived their rooms had been re-allocated to a foreign operator offering a better deal.

IV. Answer these questions:

1. To what extent can a hotelier trust a tour operator?
2. How do tour operators attempt to persuade hoteliers to take less money?
3. How did a hotelier in Spain react?

V. Sum up both articles and speak about the things you have learned from the stories. Think and answer:

1. What do you think a foreign tour operator wants from a hotelier?
2. What do you think a local hotelier wants from a foreign tour operator?
3. Who is in a better position to negotiate?
4. What problems do you think there might be?

Text C

Read a passage from the book by V.Reily Collins “Working in Tourism” and be ready to discuss it.

TOUR OPERATORS

Tour operators vary in size from the local coach company selling a dozen short tours a year, up to the giants such as the German company TUI and the Swiss company Kuoni which send millions of clients to all corners of the world. Many jobs exist in the Outgoing Tour market, e. g. a British tour operator sells tours to British people who fly off to holiday in Greece, Spain, Italy or a hundred other countries. For the general market they will employ staff selected in Britain principally because package tourists often prefer to be looked after by a compatriot and also the selection process is so long and involved that it is just not practicable to employ nationals of the destination countries.

Most tour operators interview in their country and send the selected staff out at the beginning of the season to stay in the resort for the duration of the season. Although this means that the majority of staff do not speak the language fluently, most tour operators do not consider this a priority. As one major operator says, perhaps a trifle optimistically, “Anyone who speaks one foreign language will find it easy to learn another; and anyway most locals in a resort speak English.” Because of price wars, the mass-market operators make little or no money on selling holidays. Instead their profits derive from selling excursions and, to a lesser extent, duty-free goods on their chartered aircraft.

If you don’t feel comfortable with this emphasis on selling, you will have to try to find work with a more up-market operator who does not rely on excursion sales.

Some tour operators advertise a training course for which you have to pay.

To ensure that applicants are serious about the work, these companies insist that they put their money where their mouths are. Normally this training fee will be refunded after you have worked for the company for a certain length of time.

In many cases the recruiting departments of tour operators are open only during recruitment period. Then when they have chosen the required number of staff close the department down and go to work in the reservations departments or wherever needed.

Large companies like **Thomson Tour Operations and Airtours** employ so many people to service their estimated three million customers that they publish a large-format brochure about their requirements, which can be requested from the Overseas Personnel Office. As is the case with most of the major companies, Thomson and Airtours employ reps, entertainers and ski resort staff. Their reps must have all the usual qualities (flexibility, diplomacy, etc.) and preferably knowledge of French, Spanish, Italian, Greek, German. There may be an assumption that you have a commitment to make tourism a career, though this is not essential.

REPS

Acting as a company rep in a foreign country gives you a unique chance to meet

locals and become part of the local scene. The most important thing a company needs to know about new reps is whether or not they will fit in with the profile of a team. Knowledge of a European language is always requested. But even if the language requirements are not very rigorous, candidates should show that they are at least interested in learning about foreign cultures including the language. As you progress up the company ladder and are offered jobs as a senior rep or manager, then you will need to speak the local language.

A tour operator needs staff who can be flexible. No company wants their staff to have outside interests which might interfere with their work. Once trained in the company ways, e.g. to send in correct company paperwork, sell the company excursions and work the way the company wants, a rep can be transferred from one resort to another, sometimes one country to another, at short notice. Once you have a season or two of experience you should be given a say in where you go. Reps are expected to work six or seven days a week between seven and fourteen hours every day depending on whether transfers, hotels check-ins, welcome meetings, excursions, client visits, etc. are scheduled. Time off is seldom enough to do much independent travelling. Most reps spend their day off catching up on a beach. The Industry demands total dedication.

If there is a strike and 40 clients are suddenly rerouted to another airport you will just have to miss the party to which you had been looking forward. If there is a crisis, you could end up working up to 36 hours at a stretch, and are expected to be smiling at the end of it. Considering the rigours and pressures of the job of package tour company representative, wages are low, though of course accommodation,

travel and some other perks are provided. It is self-evident that reps look after holiday-makers, remaining aware of the consequences of giving bad advice. Obviously medical emergencies are the most serious problem which reps may face. For instance, if an elderly client has a heart attack or a young tearaway has a serious accident on a hired moped. The situation becomes even more difficult if your employers have told you to do anything apart from summon help for fear that relatives may later sue if the rep had taken the wrong steps.

For your peace of mind, try to take a reputable lifesaving course before taking on a rep's responsibilities.

TOUR GUIDES

The person who accompanies a group of holiday makers on a packaged tour is variously known as tour guide, leader, manager, director or (US only) escort.

The tour leader may be an employee of the tour operator, a free lancer or (less usually) someone who is operating (i. e. designing, marketing and leading) his or her own tour.

Company employees are expected to project the company image. Officially the job of tour guide consists of representing the company, meeting and/or accompanying a group (usually on a coach), providing commentary, reconfirming accommodation and activity arrangements (which should have been put in place by the employing tour operator), helping with luggage, sorting out problems and generally creating an enjoyable atmosphere for the clients. This is quite a tall order, but first it is necessary to understand the range of possibilities in the world of tour leading and guiding.

The rewards are those which attract most people into the tourism business in the first place: the chance to travel, a desire to work with people and the chance to take responsibility. Many prominent members of tourist industry started out as guides or reps as their first step on the career ladder.

EXERCISES

I. Answer these questions:

1. Which of the above jobs seems most attractive to you? Why?
2. What are the advantages and disadvantages of each job?
3. Why are tour operators so particular about selecting their employees?
4. Why do they offer training for their employees?
5. What qualities are required for a job of a rep?
6. What makes it a difficult job?
7. What does a job of a tour guide involve?
8. What rewards are offered to those who become committed to their careers in

tourism?

II. Say what you've learned from the text about:

- a) tour operators;
- b) reps;
- c) tour guides.

III. Read the explanations of Gordon Wright of Supertravel speaking about the difference between a travel agent and a tour operator.

The difference between a tour operator and a travel agent?

Well it's quite simple, really. Obviously there is a lot of overlap between the two roles, but basically, a tour operator buys the separate elements of transport, accommodation, and other services, and combines them into a package.

A travel agent sells this product and other services to the public, and provides a convenient location, such as a shop or office for the purchase of travel.

If you imagine how a car is made and sold, the tour operator is like the factory where the different pieces of the car are assembled. The travel agent is like the car showroom which sells the finished product. So a tour operator will have to do things like decide what tours and holidays to organize — it might be inclusive tours, or independent holidays. They'll probably investigate and research new markets to find out what people actually want. Then, when they're putting together a tour, they'll have to negotiate with the various airline companies and hotels and other principals, as we call them, in order to get good bulk purchase deals. They'll probably charter aircraft, and later on they'll need to recruit and train staff to be resort representatives, guides and so on.

When that's all sorted out and they've signed contracts with the principals, they'll be able to concentrate more on promotion — designing and printing a brochure, and planning an advertising campaign. Once the tours are being sold, the tour operator deals more directly with the agent in accepting bookings. They have to continue work with the principals — sending room list, flight manifests, that sort of thing.

So a tour operator doesn't usually have so much direct contact with the customer.

The travel agent, on the other hand, is in direct contact with the customer, advising on resorts, carriers, and travel facilities in general, helping to plan itineraries for customers, arranging corporate travel. Then, when they're actually selling holidays, inclusive tours, air tickets or whatever, they'll be involved in recording and confirming reservations, sending invoices to customers, and issuing tickets and vouchers. They'll also be involved in ancillary services like arranging car hire or selling insurance. And plenty of other things as well, from ordering stocks of brochures for rack display to making sure the windows are clean!

IV. Explain the roles of tour operators and travel agents to each other. What is the difference between a travel agent and a tour operator?

V. Look at the different functions in the lefthand column and match the words in bold with the definitions in the right-hand column.

Functions	Definitions
a) sell air tickets and other transport tickets	1) hire for a special purpose
b) design a brochure	2) agreement to pay money as compensation for loss or accident
c) give advice on resorts, carriers , and travel facilities	3) person or company, such as a hotel or an airline, which is represented by an agent
d) order stocks of brochures for rack display	4) take someone on as an employee
e) negotiate with principals for bulk purchase of airline seats, hotel rooms, etc.	5) equipment (in a shop) to hold things such as brochures
f) record and confirm reservations, send invoices to customers	6) legal agreements between two companies
g) issue tickets and vouchers	7) paper or ticket which is given instead of money
h) charter aircraft	8) buying large amounts of goods or services in order to get a lower price
i) send flight manifest to airline	9) tour including travel, accommodation, and meals (like a package)
j) send rooming list to hotels	10) relating to a business or company
k) provide travel insurance	11) planned method of work
l) sign contracts with hotels, airlines, etc.	12) company which transports passengers (such as an airline)
m) plan itineraries for customers	13) list of passengers on a ship or plane
n) arrange corporate travel	14) list of guests in a hotel, with their room number
o) investigate and research new markets	15) lists of places to be visited on a journey
p) plan advertising and promotion strategy	16) publicity booklet giving details of holidays, etc.
q) recruit and train, e.g. resort representatives and guides	
r) arrange car hire	
s) organize inclusive tours	
t) sell inclusive tours	

Decide which function is performed by a travel agent and which is performed by a tour operator

VI. Preliminary negotiations.

Read the following situations. Using your own ideas, write down what

you might say.

1) You are on the phone with a client whose hotels you use for your tours. He has just suggested meeting next Wednesday, but you would prefer to meet on Friday at 11.00.

Client: What about meeting next week — say Wednesday at 2.30?

You: _____

2) Your client asks if there is anything in particular you want to talk about. You want to discuss how many rooms you will need for next season. You also want a price reduction, but don't want to go into details now.

Client: Is there anything in particular that you'd like to bring up?

You: _____

3) Your client wants to discuss the complaints you had last year. You think this is a good idea, and suggest bringing along some of the letters you have received from dissatisfied customers.

Client: Perhaps we could look at any complaints you had last year and see if there are any problems we can sort out.

You:

4) Your client suggests that he may have to raise prices; this is absolutely unacceptable. Say you understand his point, but might consider booking more rooms instead.

Client: Now, as I am sure you know, the changes in the exchange rate mean that there will have to be a modest increase in our charges, or we'll end up losing money.

You:

5) Your client asks if there is anything else to discuss; your directors have insisted that you talk about the high cancellation charges, which they felt were unreasonable.

Client: Is there anything else that you'd like on the agenda?

You:

6) You have decided to bring the phone call to a close. Finish by confirming the time of your meeting.

Client: I'll make sure that the meeting room is free, and I'll bring along the documents I mentioned.

You:

VII. Role-Play. Negotiations with a hotel.

You are going to role-play the preliminary negotiations between a tour operator and the representative of a hotel chain.

There will be three stages to the role-play:

I	II	III
arrange meeting	set agenda	the actual negotiations

a) Divide into three groups: tour operators, secretaries, hotel representatives.

TOUR OPERATORS

You would prefer a meeting at the hotel next week in the early morning. Friday is best for you.

Your objectives are:

- a) a larger allocation of rooms — 50 per night in high season;
- b) a range of types of accommodation (e. g. self-catering, family rooms, half-board, etc.);
- c) shorter release dates (so you have more chance of selling your allocation at the last minute);
- d) a contribution to advertising costs;
- e) hotel to provide some better photographs;
- f) extras in the rooms (e. g. bottle of wine, basket of fruit);
- g) clearer idea of the hotel's recreational and leisure facilities (there was some confusion last year).

1. Which of these objectives do you want to set as agenda items?
2. Which objectives will be more difficult to achieve?
3. Think carefully about your tactics in the meeting.

HOTEL REPRESENTATIVES

You would like a meeting at your hotel next week.

Midweek and late morning is best for you (maybe over lunch?)

Your objectives are:

- a) set allocation — 60 rooms per night in high season;
- b) promote new self-catering villa complex;
- c) limited credit period (account was settled very late last year);
- d) tell tour operator about new recreational facilities;
- e) a more prominent display in the operator's brochure;
- f) introduce a sell-on clause (sell the unsold rooms weeks before date).

1. Which of these objectives do you want to set as agenda items?

2. Which objectives will be more difficult to achieve?
3. Think carefully about your tactics in the meeting.

SECRETARIES

Your role will be to monitor and record the meeting.

To do this you will need to:

1. Take notes, and in particular record any decisions that are made.
2. Make sure that both sides understand each other and don't get angry or unreasonable. How will you do this?
3. Look for areas where the two sides agree — or where a compromise can be made.

b) What do you think each side will want from the negotiations?

Test yourself

Task 1. What is the English for:

основні риси (характеристики):

- a) швидке зростання індустрії туризму;
- b) більш ґрунтова фінансова база;
- c) залишити без засобів, в скрутному фінансовому становищі;
- d) виникнення «пакетних» турів;
- e) стимул для поліпшення показників роботи;
- f) без додаткових пільг;
- g) основна розвага / головна приваблива риса;
- h) той, хто говорить на декількох іноземних мовах;
- i) втома;
- j) значна економія коштів;
- k) доступність;
- l) важкодоступні місця;
- m) турист-одиначка («дикун»);
- n) цінкові пільги.

Task 2. Give the definitions for the following:

- a) to be left stranded;
- b) transfer;
- c) independent traveller;
- d) chartering;
- e) self-catering facilities;
- f) a carrier;

- g) a packaged tour;
- h) room allocation;
- i) a rep;
- j) a tour guide;
- k) a hotelier;
- l) itinerary;
- m) bulk purchase.

Task 3. Complete this letter to Mrs Marinelli by expanding the following notes.

Dear Mrs Marinelli

This is to confirm our recent discussions. At the meeting / hold / 25 Jnuary / it / agree that:

1. 500 rooms with sea view / make available/ Grand Canyon hotel / 30 March — 25 November / weekly basis.

2. We / require / inform the hotelier / 4 weeks advance / if we wish our allocation / cancel. The account settle / 1 month after close / of the holiday period i. e. by or before 25 December.

3. It bring / attention / tour information / not display / last year.

Therefore suitable space / must provide / for our company leaflets and notices / display.

We trust we are in agreement on all these points.

I remain / disposal / raise / further points.

It has also some notice / your copy of the contract / never return. /I grateful / complete / without delay / return to our Head office.

It note / this agreement / valid / 2 years. / 6 months / notice / require in writing / in order it / terminate.

Yours sincerely ...

Task 4. Say it in English:

Туроператори - це фірми, які займаються організацією турів, включаючи транспорт, проживання, програми розваг і відпочинку туристів.

Вони є «оптовими» продавцями туристичного бізнесу, в той час як агенти продають створювані ними послуги.

Розвиток туристичного бізнесу призвів до того, що фірми-оператори змушені були вдосконалювати методи управління і ведення справ.

Їм доводиться мати справу з величезним діапазоном потреб туристів і надавати широкий спектр послуг.

Переваги «пакетних» турів стали очевидні з моменту їх виникнення. Туризм став масовим саме тому, що подібні тури дозволяли туристам економити, і тим самим зробили відпочинок доступним широким верствам населення.

Зручно замовляти поїздки з усіма зручностями в одному місці і за подібною ціною, вони довіряють всі турботи, пов'язані з організацією відпочинку, туристичним фірмам.

Тому на туристичні фірми лягає величезна відповідальність виправдання сподівань їхніх клієнтів і забезпечення їм здорового, безпечного і цікавого відпочинку.

GRAMMAR EXERCISES

Умовні речення другого типу (Second Conditionals) вживаються, якщо дія неможлива чи нереальна у теперішньому чи майбутньому. Граматичні часи в таких реченнях вживаються таким чином:

Main Clause	If-clause
Would/could/might + bare infinitive	Past Simple

Наприклад: *We would go to the skating rink if you could skate. (But you can't skate.) If he had free time, he would visit us. (But he doesn't have free time.)*

I. Choose the correct item:

1. If the weather *were/would be* fine, we *played/would play* a game of tennis in the court. 2. I *were/would be* very glad if Ted and Mary *visited/would visit* me today. 3. If Jim *bought/ would buy* the tickets, we *saw/would see* the football match at the stadium. 4. If my mother *weren't/wouldn't be* so busy, she *helped/would help* me with my essay. 5. I could read the letter if Annie *didn't/wouldn't* break my glasses. 6. Helen *translated/ would translate* this article in time if she *had/would have* a good dictionary. 7. If Frank *didn't/wouldn't* get a bad mark, he might go for a walk with his friends. 8. Nigel *found/would find* information about endangered species if he *had/would have* the Internet. 9. We *arrived/would arrive* on time if we *weren't/ wouldn't be* delayed in a traffic jam. 10. Tina *didn't/wouldn't* miss the first lecture if she *didn't/wouldn't* oversleep.

II. Put the verbs in brackets into the correct tenses:

- If I had a typewriter I (type) it myself.
- If I (know) his address I'd give it to you.
- He (look) a lot better if he shaved more often.
- If you (play) for lower stakes you wouldn't lose so much.
- If he worked more slowly he (not make) so many mistakes.
- I shouldn't drink that wine if I (be) you.
- More tourists would come to this country if it (have) a better climate.
- If I were sent to prison you (visit) me?

9. If someone (give) you a helicopter what would you do with it?
10. I (buy) shares in that company if I had some money.
11. If he (clean) his windscreen he'd be able to see where he was going.
12. If you drove your car into the river you (be able) to get out?
13. If you (not belong) to a union you couldn't get a job.
14. If I (win) a big prize in a lottery I'd give up my job.
15. What you (do) if you found a burglar in your house?
16. I could tell you what this means if I (know) Greek.
17. If everybody (give) £1 we would have enough.
18. He might get fat if he (stop) smoking.
19. If he knew that it was dangerous he (not come).
20. If you (see) someone drowning what would you do?
21. I (be) ruined if I bought her everything she asked for.
22. If you slept under a mosquito net you (not be) bitten so often.
23. I could get a job easily if I (have) a degree.
24. If she (do) her hair differently she might look quite nice.
25. If we had more rain our crops (grow) faster.
26. The whole machine would fall to pieces if you (remove) that screw.
27. I (keep) a horse if I could afford it.
28. I'd go and see him more often if he (live) on a bus route.
29. If they (ban) the sale of alcohol at football matches there might be less violence.
30. I (offer) to help if I thought I'd be any use.
31. What would you do if the lift (get) stuck between two floors?
32. If you (paint) the walls white the room would be much brighter.
33. If you (change) your job would it affect your pension?
34. If you knew you had only six weeks to live how you (spend) those six weeks?
35. You wouldn't have so much trouble with your car if you (have) it serviced regularly.
36. I'd climb over the wall if there (not be) so much broken glass on top of it.

III. Put the verbs in brackets into the correct form:

1. Of course I'm not going to give her a diamond ring. If I (give) her a diamond ring she (sell) it.
2. Tom: I woke up to find the room full of smoke; but I knew exactly what to do. – Ann: If I (wake) up to find the room full of smoke I (have) no idea what to do.
3. Ann: I couldn't live without Tom. If he (go) off with another girl I (pine) away and die. But I have complete confidence in Tom.
4. Husband: But I'm not going on a diet. Why should I go on a diet?
Wife: If you (go) on a diet you (lose) weight.
5. If someone (say), 'I'll give you £500 to go into court and swear that this statement is true,' what you (do)?

6. If we (work) all night we (finish) in time; but we have no intention of working all night.
7. You must never blow out a gas light. Do you know what (happen) if you (blow) out a gas light?
8. If I (see) a tiger walking across Hyde Park I (climb) a tree. – That (not be) any use. The tiger (climb) after you.
9. If I (come) across two men fighting with knives I (call) the police. – But this a very peaceful area.
10. Ann: All your clothes are years out of date. Why don't you throw them away?
Mary: Don't be ridiculous! If I (throw) my clothes away I (have) to ask my husband for £ 1,000 to buy new ones.
11. Ann: If you (ask) him for £ 1,000 what he (say)?
12. Mary: He (be) too horrified to speak at first. But when he'd recovered from the shock, he probably (start) talking about a divorce.
13. If someone (ring) my doorbell at 3 a.m. I (be) very unwilling to open the door.
14. If I (see) a python in Piccadilly I (assume) it had escaped from a circus.
15. Tom: The plane was on fire so we baled out. – Ann: I don't think I (have) the nerve to do that even if the plane (be) on fire.
16. We train the children to file out of the classroom quietly, because if a whole Class (rush) at the door someone (get) hurt.
17. Why don't you buy a season ticket? – Because I lose everything . If I (buy) a season ticket I (lose) it.
18. Why don't you bring your car to work? If I (have) a car I (bring) it to work.
19. Jack: They get £150 a week. – Tom: They can't get £150 a week. If they (do) they (not be) striking for £120.
20. Ann: George is fourteen. – Tom: He must be older than that. He's in a full-time job. If he (be) only fourteen he still (be) at school.
21. He is staying at the Savoy in London. – Is he very rich? – I suppose he is. If he (be) a poor man he (not stay) at the Savoy.
22. If I (have) heaps of money I (drink) champagne with every meal.
23. If you (drink) champagne with every meal you soon (get) tired of it.
24. Prime Minister on golf course: I'm not at all worried about the situation. If I (be) worried I not (play) golf at this moment.
25. But I don't want to buy an elephant! – I know that. But where you (go) if you (do) want to buy one?
26. Why don't you get a cat? If you (keep) a cat the mice (not run) about everywhere.
27. What time of year do you think it is in this picture? Summer? – No, it must be winter. If it (be) summer the people (not sit) round that big fire.
28. Tom: Oh yes, I heard the phone ringing. – Peter: Well, if you (hear) the phone ringing why you (not answer) it? (*Be careful; this is not a true conditional sentence*)

29. Your notes are almost illegible. Why don't you type them? If you (type) them they (be) a lot easier to read.
30. If only we (have) a light! It's depressing waiting in darkness!
31. A university degree is a useful thing. If I (have) a university degree I now (sit) in a comfortable office instead of standing at a street corner selling newspapers.
32. I (be) very grateful if you kindly (sign) this document and let me have it back as soon as possible.
33. If the earth suddenly (stop) spinning we all (fly) off it.
34. Why are you so late? — We got stuck in a snowdrift! Luckily a lorry-driver saw us and towed us out. But for him we still (be) there!
35. We didn't exactly break down. We had a puncture. — But if it (be) only a puncture why you (not change) the wheel and come on? (*See 28 above.*)
36. I have no particular desire to win the Football Pools. If I (win) an enormous sum everybody (write) to me asking for money.

IV. Rewrite these sentences, using an *if* construction:

He smokes too much; perhaps that's why he can't get rid of his cough.

If he didn't smoke so much he might get rid of his cough or

If he smoked less he might (be able to) get rid of his cough.

1. She is very shy; that's why she doesn't enjoy parties.
2. He doesn't take any exercises; that's why he is so unhealthy.
3. I haven't the right change so we can't get tickets from the machine.
4. They speak French to her, not English, so her English doesn't improve.
5. He doesn't work overtime, so he doesn't earn as much as I do.
6. My number isn't in the directory so people don't ring me up.
7. The police are not armed so we don't have gun battles in the streets.
8. The shops don't deliver now, which makes life difficult.
9. He's very thin; perhaps that's why he feels the cold so much.
10. We haven't any matches so we can't light a fire.
11. It's a pity we haven't a steak to cook over our camp fire.
12. I'm fat; that's why I can't get through the bathroom window.
13. He doesn't help me, possibly because I never ask him for help.
14. I can't drive so we can't take the car.
15. We have no ladder so we can't get over the wall.
16. My friend advised me to sell it. (*My friend said, 'If I ... you I...'*)
17. I haven't much time so I read very little.
18. They don't clean the windows so the rooms look rather dark.
19. He never polishes his shoes, so he never looks smart.
20. He doesn't pay his staff properly; perhaps that's why they don't work well.
21. We haven't got central heating, so the house is rather cold.
22. I have no dog, so I don't like being alone in the house at night.
23. He spends hours watching television; that's why he never has time to do odd

jobs in the house.

24. I haven't got a vacuum cleaner; that's why I'm so slow.
25. I don't know his address, so I can't write to him.
26. He never shaves; that's the only reason he looks unattractive.
27. You work too fast; that's why you make so many mistakes.
28. I can't park near my office; that's why I don't come by car.
29. I live a long way from the centre; that's why I am always late for work.
30. I haven't a map so I can't direct you.
31. People drive very fast. That's why there are so many accidents.
32. English people speak very quickly. Perhaps that's why I can't understand them.
33. My house is guarded by two Alsatian dogs. That's the only reason it isn't broken into every night.
34. The flats are not clearly numbered, so it is very difficult to find anyone.
35. You don't wipe your feet, so you make muddy marks all over the floor.
36. I live near my office, so I don't spend much time travelling to work.

V. Translate into English:

1. Якби ж я жив біля моря, я б купався кожного дня.
2. Якби я був вченим, я б винайшов машину часу.
3. Якби ж був композитором, я б написав красиву музику.
4. Якби ж я був поетом, я б написав довгого вірша.
5. Якби ж я був космонавтом, я б полетів на інші планети.
6. Він би не був таким розумним, якщо б не читав так багато.
7. В мого тата було б більше вільного часу, якби він не дивився так багато телевізійних програм.
8. Якби ж він притримувався правил дорожнього руху, він би не спричинив аварію.
9. Ти б не почувався так погано, якби не палив занадто часто.
10. Якби ж я була відомою співачкою, я б отримувала багато квітів кожного дня.
11. Якби ж ти дав мені свого словника на пару днів, я б переклав цей текст.
12. Якби він не жив в Одесі, ми б не зустрічалися так часто.
13. Якби ж в мене була та рідкісна книга, я б зміг дати її тобі почитати.
14. Твоє здоров'я було б краще, якби ти робив ранкову зарядку.
15. Якщо б він не знав англійську мову, він би не отримав задоволення від поезії Байрона.

VI. Translate into English:

1. Якщо він не здасть свої іспити, він не отримає стипендію.
2. Якби ж ви поклали морозиво в холодильник, воно б не розтануло.
3. Якщо б я знав результати зараз, я б одразу ж зателефонував їй.
4. Ви ніколи не закінчите свою роботу, якщо будете витратити час

даремно.

5. Якщо б у мене був його номер телефону, я б легко улагодив це питання з ним.
6. Якщо він буде читати по десять сторінок кожного дня, то його словник значно збільшиться.
7. Якщо мені вдасться купити ту книгу, я буду дуже радий.
8. Якщо б ти дійсно любив музику, ти б навчився грати на якомусь музичному інструменті.
9. Якщо мій друг не буде дуже зайнятий, він погодиться піти до музею разом з нами.
10. Якщо б собака її не покусала, вона б не пішла до лікарні.
11. Якщо б у мене було більше кишенькових грошей, я б зміг би купити нові книги.
12. Якщо завтра не піде дощ, то нашу гру не скасують.
13. Якщо ти не знатимеш як грати, моя сестра пояснить тобі правила гри.
14. Якби ж у мене було більше вільного часу, я б читав більше книг.
15. Давай замовимо таксі до залізничного вокзалу. Якби ж у нас не було так багато вантажу, ми пішли б пішки.

Умовні речення третього типу (Third Conditionals) вживаються, якщо дія була неможлива чи нереальна у минулому або для того, щоб висловити свій жаль або критику з приводу того, що сталося та змінити вже не можна. Граматичні часи в таких реченнях вживаються таким чином:

Main Clause	If-clause
<i>Would/could/might</i> + <i>have</i> + <i>V₃</i> (<i>Ved</i>)	Past Perfect or Past Perfect Continuous

Наприклад:

We would have done the work on time if he had agreed to help us. (But he didn't agree to help us and we didn't do the work on time.)

If she had studied harder, she wouldn't have failed her exam. (But she didn't study hard and failed her exam.)

I. Choose the correct item:

1. If you *had woken/would have woken* up forty minutes earlier, you *hadn't been/wouldn't have been* late for your work.
2. We *had bought/would have bought* new furniture if Henry *had earned/would have earned* more money.
3. If Mike *had remembered/would have remembered* about Helen's birthday a day earlier, he *had sent/would have sent* her a present.
4. Sue *hadn't forgotten/wouldn't have forgotten* her key if she *hadn't been/wouldn't have been* in a hurry.
5. We *hadn't waited/ wouldn't have waited* for so long if Steven *had called/would have called* the taxi beforehand.
6. If I *had known/would have known* about the time of your

arrival, I *had met/would have met* you at the airport. 7. If little Denny *had behaved/would have behaved* well, his parents *hadn't punished/wouldn't have punished* him. 8. Nick *had been able/would have been able* to go on holiday if he *had saved/would have saved* some money. 9. Molly *hadn't got/wouldn't have got* wet if she *had taken/would have taken* her umbrella. 10. Greg *hadn't broken/wouldn't have broken* his arm if he *had been/would have been* more careful.

II. Put the verbs in brackets into the correct tenses:

1. If I had known that you were in hospital I (visit) you.
2. The ground was very soft. But for that, my horse (win).
3. If you (arrive) ten minutes earlier you would have got a seat.
4. You would have seen my garden at its best if you (be) here last week.
5. But for his quickness I (be) killed.
6. I shouldn't have believed it if I (not see) it with my own eyes.
7. If he had slipped he (fall) 500 metres.
8. If he had asked you, you (accept)?
9. If I (had) a map I would have been all right.
10. If I (know) that you were coming I'd have baked a cake.
11. I (offer) to help him if I had realized that he was ill.
12. If you had left that wasp alone it (not sting) you.
13. If I (realize) what a bad driver you were I wouldn't have come with you.
14. If I had realized that the traffic lights were red I (stop).
15. But for the fog we (reach) our destination ages ago.
16. If you had told me that he never paid his debts I (not lend) him the money.
17. If you (not sneeze) he wouldn't have known that we were there.
18. If you (put) some mustard in the sandwiches they would have tasted better.
19. The hens (not get) into the house if you had shut the door.
20. If he had known that the river was dangerous he (not try) to swim across it.
21. If you (speak) more slowly he might have understood you.
22. If he had known the whole story he (not be) so angry.
23. I shouldn't have eaten it if I (know) that there was ginger in it.
24. If I (try) again I think that I would have succeeded.
25. You (not get) into trouble if you had obeyed my instructions.
26. If you hadn't been in such a hurry you (not put) sugar into the sauce instead of salt.
27. If I (be) ready when he called he would have taken me with him.
28. She had a headache; otherwise she (come) with us.
29. If she had listened to my directions she (not turn) down the wrong street.
30. If you (look) at the engine for a moment you would have seen what was missing.
31. Rome (be captured) by her enemies if the geese hadn't cackled.
32. He would have been arrested if he (try) to leave the country.
33. I (take) a taxi if I had realized that it was such a long way.
34. You (save) me a lot of trouble if you had told me where you were going.

35. They would have forced their way into the house if I (not call) for help.
36. If he had put out his pipe before putting it in his pocket he (not burn) a hole in his coat.

III. Rewrite these sentences using an *if* construction:

You didn't tell me we had run out of bread, so I didn't buy any.

If you had told me we had run out of bread I'd have bought some.

1. I didn't see the signal, so I didn't stop.
2. I didn't know your number, so I didn't ring.
3. She didn't know you were in hospital, so she didn't visit you.
4. We only came by bus because there were no taxis.
5. She didn't speak to him, possibly because she was so shy.
6. Landlord: She threatened to set fire to her flat; that's the only reason I asked her to leave.
7. We didn't visit the museum because we hadn't time.
8. I only came up the stairs because the lift wasn't working.
9. We didn't listen carefully; perhaps that's why we made this mistake.
10. We got a lift, so we reached the station in time.
11. You washed it in boiling water; that's why it shrank.
12. We missed the train because we were using an out-of-date timetable.
13. His own men deserted him; that's the only reason why he failed.
14. They were driving very quickly. That's why the accident was so terrible.
15. It was raining. That's the only reason I didn't take the children to the beach.
16. When I bought this house I didn't realize that in summer planes skimmed the roof every five minutes. (*If I (knew)... I (not buy) etc.*)
17. Tom's father was on the Board. That's the only reason he got the job.
18. He wasn't looking where he was going. That's why he was run over.
19. I don't like country life, perhaps because I wasn't brought up in the country.
20. I didn't know he was so quarrelsome. I'm sorry now that I invited him.
21. It rained all the time: Perhaps that's why he didn't enjoy his visit.
22. I didn't work hard at school so I didn't get a good job when I left.
23. They used closed-circuit television. That's how they spotted the shop-lifter.
24. They asked him to leave the dining-room because he wasn't wearing a shirt.
25. It took us a long time to find his house because the streets were not clearly marked.
26. We didn't go by air only because we hadn't enough money.
27. The bus didn't stop because you didn't put your hand up.
28. He turned up at the interview looking so disreputable and unshaven that they didn't give him the job.
29. I didn't know how thin the ice was, so I was walking on it quite confidently.
30. The champion didn't take the fight seriously at first; perhaps that's why he didn't win it.
31. They got the children back alive only because they paid the ransom at once.

32. The examiner read the passage very quickly, so the candidates didn't understand it.
33. They weren't wearing life-jackets; perhaps that's why they were drowned.
34. He didn't get to the top of his profession, perhaps because his wife didn't encourage him.
35. The exit doors were blocked so people couldn't escape from the burning hall.
36. The astronauts didn't walk very far on the moon because they were hampered by the thick dust.

IV. Translate into English:

1. Якби в мене вчора не боліла голова, я б прийшла до тебе.
2. Якби ж ти поїхав з нами на рибалку тоді, ти б наловив багато риби.
3. Якби ж я зустрів тебе вчора, я б розповів тобі всі новини.
4. Якби ж ти пішов до бібліотеки минулого тижня, ти б зміг взяти цю книгу.
5. Якщо б моя подруга мала білет вчора, вона б пішла до театру з тобою.
6. Якщо б він попросив мене допомогти, я б зробив роботу сумлінно.
7. Я б переклав текст, якщо б ти приніс словника на минулу пару.
8. Ми б виграли партію в шахи вчора, якби більше тренувались.
9. Якщо б я зайшов до свого друга, я б зустрів багато знайомих людей.
10. Ми б купили багато речей, якби пішли по магазинам.
11. Я б уже давно написала цей твір, якби ти не турбував мене.
12. Якби вона не допомогла мені того вечора, я опинився б у дуже скрутній ситуації.
13. Я б не купив би машину в минулому році, якщо б мій друг не позичив мені гроші.
14. Я б не пішов туди позавчора, якби ти мене не попросив про це.
15. Якби ж вони знали це раніше, вони б вжили заходів.

Для висловлювання побажань використовується конструкція *I wish* з дієсловами у таких граматичних формах:

	Граматичний час	Вживається
I wish (if only)	+ <i>Past Simple</i> : <i>I wish/if only I were with you.</i> (Я би хотів бути з вами. На жаль, я не з вами.) <i>I wish/if only I had some free time.</i> (Я би хотів мати трохи вільного часу. На жаль, я не маю вільного часу.)	Коли йдеться про бажання змінити теперішню ситуацію.
I wish (if only)	+ <i>subject + could + bare infinitive</i> :	Коли йдеться про бажання, які не можуть реалізуватись через

	<i>I wish/if only she could take part in the conference.</i> (Я би хотів, щоб вона взяла участь у конференції. На жаль, вона не може взяти участь у конференції.)	певні теперішні обставини, висловлюється жаль з цього приводу
I wish (if only)	+ <i>subject + would + bare infinitive:</i> <i>I wish/if only we would go on a holiday.</i> (Я би хотів, щоб ми поїхали у відпустку. На жаль, ми не поїдемо у відпустку.)	Коли висловлюється побажання щодо майбутнього.
I wish (if only)	+ <i>Past Perfect:</i> <i>I wish/if only I had bought that camera.</i> (На жаль, я не купив той фотоапарат.)	Коли йдеться про бажання, які неможливо було реалізувати у минулому, або висловлюється жаль щодо того, що сталося чи не сталося у минулому.

У реченнях такого типу **were** вживається для всіх осіб.

I. A. Translate the sentences with *I wish*:

1. It rains a lot here. I wish it didn't rain so often.
2. It's very crowded here. I wish there weren't so many people.
3. I wish I didn't have to work so hard.
4. I wish I knew Paul's phone number.
5. I wish I had something to read.
6. I wish I knew a lot of foreign languages

B. Write sentences beginning *I wish*:

Example. I don't know many people (and I'm lonely) - *I wish I knew more people.*

1. I don't have a key (and I need one). I wish ...
2. Ann isn't here (and I need to see her).
3. It's cold (and I hate cold weather).
4. I live in a big city (and I don't like it).
5. I can't go to the party (and I'd like to).
6. I have to work tomorrow (but I'd like to have a rest).
7. I don't know anything about cars (and my car has just broken down).
8. I don't have a computer (and I need one).
9. I don't have money to buy this dictionary.
10. I am not interested in politics (and I have to make a report about the new government's policy).

II. A. Translate the sentences:

1. I wish I'd known that Gary was ill. I would have gone to see him.
2. I feel sick. I wish I hadn't eaten so much cake.
3. I wish I had studied science instead of languages.
4. The weather was cold while we were away. I wish it had been warmer.
5. I wish I had taken the camera. The view was spectacular!

B. Imagine that you are in these situations. Write a sentence with *I wish*:

1. You've eaten too much and now you feel sick. You say: I wish....
2. There was a job advertised in the newspaper. You decided not to apply for it. Now you think that your decision was wrong. You say: I wish....
3. When you were younger, you didn't learn to play a musical instrument. Now you regret this. You say: I wish....
4. You've painted the door red. Now you think that it doesn't look very nice. You say: I wish ...
5. You are walking in the country. You would like to take some photographs but you didn't bring your camera. You say: I wish....
6. You spent a lot of money on eating in restaurants. Now you have to pay a house rent but you don't have enough money. You say: I wish....
7. You were late for work. Your manager was angry. You say: I wish....

III. A. Put the verb into the correct form (*Conditionals*):

1. If you (find) a wallet in the street, what would you do with it?
2. I must hurry. My friend will be annoyed if I (not / be) on time.
3. If the phone (ring) can you answer it?
4. I can't decide what to do. What would you do if you (be) in my position?
5. If you (have) enough money to go anywhere in the world, where would you go?
6. I'm glad we had a map. I'm sure we would have got lost if we (not/have) one.
7. The accident was your fault. If you (drive) more carefully, it wouldn't have happened.
8. I got very wet in the rain. I (not / get wet), if I had an umbrella.

B. Put the verb into the correct form (*I wish*):

1. It's a difficult question. I wish I (know) the answer.
2. I should have listened to you. I wish I (take) your advice.
3. I wish Ann (be) here. She would be able to help us.
4. Aren't they ready yet? I wish they (hurry up).
5. What I said was stupid. I wish I (not / say) anything.
6. It was a terrible film. I wish we (not / go) to see it.
7. You were tired yesterday. I wish you (not / go) to bed so late.
8. We didn't have time to see all around in London last year. I wish we (have) more time.

IV. Translate into English, beginning the sentence with *I wish*:

1. Шкода, він не знає цього правила.
2. Шкода, що в мене немає абонементного квитка до концертного залу на наступну зиму.
3. Шкода, що я не проконсультувався з викладачем, коли я вперше відчув, що математика виявилась занадто складною для мене.
4. Я люблю сонячну погоду. Якби ж було тепло і сонячно цілий рік!
5. Шкода, що я дав поносити Борису свій годинник: він розбив його.
6. Шкода, що ти не робиш домашню роботу кожного дня.
7. Шкода, що ти не поїхав кататися на лижах зі мною минулої зими: я так гарно провів час!
8. Шкода, що я випив так багато кави ввечері: я не міг заснути пів ночі.
9. Краще б я не пропонував цю ідею!
10. Шкода, що я не був на вчорашній вечірці: вона, напевно була веселою.
11. Шкода, що ми не зустрінемося майбутнього літа.
12. Шкода, що я списав його помилки у вправі і отримав незадовільну оцінку.
13. Нажаль, вони вже знають про це.
14. Нажаль, вони ще нічого не знають про це.
15. Шкода, що вони прийшли так пізно.
16. Шкода, що ви не прийшли раніше.
17. Шкода, що він такий легковажний!
18. Шкода, що він не достатньо серйозний.
19. Шкода, що я не прислухався до його поради.
20. Шкода, що я наслідував його приклад.

Перелік джерел посилань

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Навчальне електронне видання

Попович Ірина Іванівна
Іванченко Андрій Валентинович
Ярмолович Оксана Іванівна

НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ

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Видавець і виготовлювач

Одеський державний екологічний університет

вул. Львівська, 15, м. Одеса, 65016

тел./факс: (0482) 32-67-35

E-mail: info@odeku.edu.ua