

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ

Шотова-Ніколенко Г.В.
Попович І.І.

НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ

для студентів IV курсу (VII, VIII семестрів) денної форми навчання за спеціальностями «Менеджмент», «Публічне управління та адміністрування»

Одеса
Одеський державний екологічний університет
2019

Затверджено вченою радою Одеського державного екологічного університету Міністерства освіти і науки України як навчальний посібник для здобувачів вищої освіти за спеціальностями «Менеджмент», «Публічне управління та адміністрування» (протокол №6 від 04. 07. 2019 р.)

Рецензенти:

Доцент кафедри іноземних мов гуманітарних факультетів ОНУ ім.І.І.Мечникова,
кандидат філологічних наук Караваєва Т.Л.;
доцент кафедри українознавства ОДЕКУ, кандидат філологічних наук А.О.Троян.

Шотова-Ніколенко Г.В., Попович І.І. Навчальний посібник з англійської мови для студентів IV курсу (VII, VIII семестрів) денної форми навчання за спеціальностями «Менеджмент», «Публічне управління та адміністрування»: навчальний посібник. Одеса, Одеський державний екологічний університет, 2019. 278 с.

Посібник призначений для проведення практичних занять з нормативної дисципліни «Іноземна мова» (Англійська мова) для студентів ОДЕКУ 4-го року навчання, спеціальність – 073 «Менеджмент», 281 «Публічне управління та адміністрування» і містить лексичний та теоретичний матеріал і вправи за основними розділами англійської граматики.

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

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

Питанням прямого і зворотного перекладу в збірці 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.

В посібнику особлива увага приділяється специфіці лексичних засобів викладання змісту текстів за фахом, багатозначності службових і загальнонаукових слів, механізму словотворення, для усного мовлення в ситуаціях ділового спілкування. Усі відомості теоретичного характеру з техніки читання та граматики подаються в об'ємі, потрібному для набуття студентами умінь і навиків для ведення спілкування та дискусії в межах тематики і ситуацій.

ISBN 978-966-186-110-6

ЗМІСТ

Передмова	4
LESSON I	5
<u>Text A</u> What is Production ?.....	5
<u>Text B</u> Where do New Products and Services Come from?.....	8
<u>Text C</u> Operation Control	14
<u>Text D</u> The Impact of Computers and Robotics on Production	20
<u>Grammar</u> Articles, Pronouns, Word formation; Plural of nouns; The verbs “to be”, “to have”; Constructions “There is, there are”; Degrees of Comparison of Adjectives; The types of questions.....	24
LESSON II	58
<u>Text A</u> People and Motivation in Business	58
<u>Text B</u> Historical Perspectives on Motivation	60
<u>Text C</u> Contemporary Views on Motivation	67
<u>Text D</u> Key Motivation Techniques	69
<u>Grammar</u> Indefinite Tenses; Continuous Tenses; Perfect Tenses; Perfect Continuous Tenses; Sequence of Tenses, Passive Voice, Indirect Speech	77
LESSON III	124
<u>Text A</u> Human Resources Management: an Overview	124
<u>Text B</u> Human Resources Planning	125
<u>Text C</u> Cultural Diversity in Human Resources.....	129
<u>Text D</u> Job Analysis	132
<u>Grammar</u> Conditional sentences, Subjunctive mood, Modal Verbs and their Equivalents.	133
LESSON IV	162
<u>Text A</u> Recruiting, Selection, and Orientation	162
<u>Text B</u> Compensation and Benefits	166
<u>Text C</u> Training and Development.....	171
<u>Text D</u> The Legal Environment of HRM	175
<u>Grammar</u> The non-verbal forms of the verb	179
Дієслова	198

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 IV курсу (VII, VIII семестрів) денної форми навчання за спеціальністю “Менеджмент”, “Публічне управління та адміністрування” включає 4 уроки. 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 120 годин (I семестр – 60 годин; II семестр – 60 годин) і вивчається з метою удосконалення професійних знань і розвитку умінь використання цих знань у англомовній 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 англомовну 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

TEXT A WHAT IS PRODUCTION?

Have you ever wondered where a new pair of Levi jeans comes from? Or a new JVC 35-inch color television, Izod pullover, or Uniroyal tire for your car? Even factory service on an IBM personal computer or a Magnavox VCR would be impossible if it weren't for the activities described in this chapter. In fact these products and services and millions of others like them wouldn't exist if it weren't for production activities. This area of management is usually referred to as **operations management**: it consists of all the activities managers engage in to produce goods and services. To produce a product or service successfully, a business must perform a number of specific activities. For example, suppose an organization like BMW has an idea for a new car called the James Bond Z3 Roadster, which will cost in excess of \$45,000. Marketing research must determine not only if customers are willing to pay the price for this product but also what special features they want. Once it has been determined that there is a market for this type of automobile, BMW's operations managers must turn the concept into reality. BMW's managers cannot just push the "start button" and immediately begin producing the new automobile. Production must be planned. As you will see, planning takes place both before anything is produced and during the production process. Managers must also concern themselves with the control of operations to ensure that the organization's goals are achieved. For a product like BMW's Z3 Roadster, control of operations involves a number of important issues, including product quality, performance standards, the amount of inventory of both raw materials and finished products, and production costs.

COMPETITION IN THE GLOBAL MARKETPLACE

After World War I, the United States became the most productive world. For almost thirty years, until the late 1970s, country in the its leadership was never threatened. By then, however, manufacturers in Japan, Germany, Great Britain, Italy and other industrialized nations were offering U.S. firms increasing competition. Once the leader in just about everything, U.S. firms lost market share in a number of vital industries, including steel, cement, building products, manufacturing equipment, farm machinery, and electronics. US manufacturers quickly realized that "Made in the USA " did not guarantee sales in foreign nations. Even to maintain market share, they would be forced to compete in an ever-smaller world to meet the needs of more demanding customers. In an attempt to regain a competitive edge on foreign firms, US manufacturers have taken another look at the importance of improving quality and meeting the needs of their customers. The most successful U.S. firms have also focused on the following:

1. Reducing production costs by selecting suppliers that offer higher-quality raw materials and components at reasonable prices.
2. Replacing outdated equipment with state-of-the-art manufacturing equipment.
3. Using computer-aided and flexible manufacturing systems that allow a higher degree of customization.
4. Improving control procedures to help ensure lower manufacturing costs

Although competing in the global economy is a major challenge, it is a worthwhile pursuit. For most firms, it is not only profitable, it is also an essential activity that requires the cooperation of everyone within the organization.

CAREERS IN OPERATIONS MANAGEMENT

Although it's hard to provide information about specific career opportunities in operations management, some generalizations do apply to this management area. First, you must understand the difference between an analytic process and a synthetic process. An analytic process breaks raw materials into different component parts. For example, a barrel of crude oil refined by Kerr-McGee-an Oklahoma-based chemical and energy company can be broken down into gasoline, jet fuel, oil and lubricants, and many other petroleum by-products. A synthetic process is just the opposite of the analytic one; it combines raw materials or components to create a finished product. Black & Decker uses a synthetic system when it combines plastic, steel, rechargeable batteries, and other components to produce a cordless drill. Once you understand that operations managers are responsible for producing tangible products or services that customers want, you must determine how you fit into the production process. Today's successful operations managers must

1. Be able to motivate and lead people .
2. Understand how technology can make a manufacturer more productive and efficient.
3. Appreciate the control processes that help lower production costs and improve product quality.
4. Understand the relationship between the customer, the marketing of a product, and the production of a product.

If operations management seems like an area you might be interested in, why not do more career exploration?

THE CONVERSION PROCESS

To have something to sell, a business must convert resources into goods and services. The resources are materials, finances, people, and information. The goods and services are varied and diverse, ranging from heavy manufacturing equipment to fast food. The purpose of this conversion of resources into goods and services is to provide utility to customers. **Utility** is the ability of a good or service to satisfy a human need. Although there are four types of utility-form, place, time, and possession operations management focuses primarily on form utility. **Form utility** is created by converting raw materials, labor, and other resources into finished products. But how does the conversion take place? How does Ford convert steel and glass, money from previous auto sales and stockholder's investments, production workers and managers, and economic and marketing forecasts into automobiles? How does Aetna Life and Casualty convert office buildings, insurance premiums, actuaries, and mortality tables into life insurance policies? They do so through the use of a conversion process . As indicated by our Aetna Life and Casualty example, the conversion process is not limited to manufacturing products. The conversion process can also be used to produce services.

THE NATURE OF THE CONVERSION

The conversion of resources into products and services can be described in several ways. We limit our discussion here to three: the focus of the conversion, its magnitude, and the number of production processes employed.

Focus By the focus of a conversion process we mean the resource or resources that comprise the major or most important input. For a bank like Citibank, financial resources are of prime concern in the conversion process. A refiner such as Texaco concentrates

on material resources. A college or university is primarily concerned with information. And a barbershop focuses on the use of human resources.

Magnitude The magnitude of a conversion process is the degree to which the resources are physically changed by the conversion. At one extreme lie such processes as the one by which First Brands Corporation produces Glad Wrap. Various chemicals in liquid or powder form are combined to form long, thin sheets of plastic Glad Wrap. Here the input resources are totally unrecognizable in the finished product. At the other extreme, American Airlines produces no physical change in its input resources. The airline simply transports people from one place to another.

Number of Production Processes A single firm may employ one production process or many. In general, larger firms that make a variety of products use multiple production processes. For example, General Electric manufactures some of its own products, buys other merchandise from suppliers, and operates a credit division, an insurance company, and a medical equipment division. Smaller firms, by contrast, may use one production process or very few production processes. For example, Texas-based Advanced Cast Stone, Inc., manufactures one basic product: building materials made from concrete.

THE INCREASING IMPORTANCE OF SERVICES

The application of the basic principles of operations management to the production of services has coincided with a dramatic growth in the number and diversity of service businesses. In 1900 only 28 percent of American workers were employed in service firms. By 1950 this figure had grown to 40 percent, and by the end of 1995, it had risen to 79 percent. By any yardstick, service firms have become a dominant part of our economy. In fact, the American economy is now characterized as service economy. A **service economy** is one in which more effort is devoted to the production of services than to the production of goods. This rapid growth is the primary reason for the increased use of production techniques in service firms. The managers of restaurants, laundries, real estate agencies, banks, movie theaters, airlines, travel bureaus, and other service firms have realized that they can benefit from the experience of manufacturers and construction firms. And yet the production of services is very different from the production of manufactured goods in the following four ways:

1. Services are consumed immediately and, unlike manufactured goods, cannot be stored. For example, a hair stylist cannot store completed haircuts like a manufacturer stores microwave ovens.

2. Services are provided when and where the customer desires the service. In many cases, customers will not travel as far to obtain a service as they would to purchase a manufactured product.

3. Services are usually labor intensive because the human resource is often the most important resource used in the production of services.

4. Services are intangible, and it is therefore more difficult to evaluate customer satisfaction.

Although it is often more difficult to measure customer satisfaction, today's successful service firms work hard at providing the services customers want. Compared with manufacturers, service firms often listen more carefully to customers and respond more quickly to the market's changing needs. Now that we understand something about the production process that is used to transform resources into goods and services, we

can consider three major activities involved in operations management. These are product development, planning for production, and operations control.

Exercise1. Answer the following questions:

1. List all the activities involved in operations management.
2. What is the difference between an analytic and synthetic manufacturing process? Give an example of each type of process.
3. In terms of focus, magnitude, and number, characterize the production processes used by a local pizza parlor, a dry-cleaning establishment, and an auto repair shop.
4. Is production of services very different from the production of manufactured goods? Why?

TEXT B WHERE DO NEW PRODUCTS AND SERVICES COME FROM?

No firm can produce a product or service until it has an idea. In other word someone must first come up with a new way to satisfy a need a new product or an improvement in an existing product.

RESEARCH AND DEVELOPMENT

How did we get VCRs, personal computers, and compact-disc players? We got them the same way we got light bulbs and automobile tires: from people working with new ideas. Thomas Edison created the first light bulb and Charles Goodyear discovered the vulcanization process that led to tires. In the same way scientists and researchers working in businesses and universities have produced many of the newer products we already take for granted. These activities are generally referred to as research and development. For our purposes, **research and development (R&D)** is a set of activities intended to identify new ideas that have the potential to result in new goods and services.

Today business firms use three general types of R&D activities. *Basic research* consists of activities aimed at uncovering new knowledge. The goal of basic research is scientific advancement, without regard for its potential use in the development of goods and services. *Applied research*, in contrast, consists of activities geared to discovering new knowledge with some potential use. *Development and implementation* are research activities undertaken specifically to put new or existing knowledge to use in producing goods and services. The 3M Company used development and implementation when it combined paper with a special type of adhesive produce Post-it Notes. In a similar fashion, Merck& Company spent years to develop Crixivan, a new AIDS medication.

PRODUCT EXTENSION AND REFINEMENT

When a brand-new product is first marketed, its sales are zero and slowly increase from that point. If the product is successful, annual sales increase more and more rapidly until they reach some peak. Then, as time passes, annual sales begin to decline, and they continue to decline until it is no longer profitable to manufacture the product. If a firm sells only one product, when that product reaches the end of its life cycle, the firm will die too. To stay in business, the firm must, at the very least find ways to refine or extend

the want-satisfying capability of its product. Consider television sets. Since they were first introduced in the late 1930s, television sets have been constantly refined, so that they now provide clearer, sharper pictures with less dial adjusting. They are tuned electronically for better picture control and can even compensate for variations in room lighting and picture-tube wear. During the same time, television sets were also extended. There were full color as well as black-and-white sets, television-only sets, and others that include VCRs, digital clocks, and telephones. Both manual and remote control models were available. Now high-definition, or digital, televisions are available. Although initial prices were very high, the improved picture will convince some consumers to bite the bullet and buy a new set.

Each refinement or extension results in an essentially "new" product whose sales make up for the declining sales of a product that was introduced earlier. For example, Jell-O was introduced to the public in 1897 and was acquired by Kraft Foods in 1925. One of Kraft Foods' newer products, Jello Pudding Pops, is still based on Jell-O. Jello Pudding Pops produces sales of more than \$100 million annually. For most firms, extension and refinement are expected results of their development and implementation effort. Most often, they result from the application of new knowledge to existing products.

PLANNING FOR PRODUCTION

Only a few of the many ideas for new products, refinements, and extensions ever reach the production stage. But for those ideas that do, the next step in the process of operations management is planning for production. Planning for production involves three major phases: design planning, facilities planning and site selection, and operational planning.

DESIGN PLANNING

When the R&D staff at IBM recommended to top management that the firm produce and market an affordable personal computer, the company could not simply swing into production the next day. Instead, a great deal of time and energy had to be invested in determining what the new computer would look like, where and how it would be produced, and what options would be included. These decisions are a part of design planning. **Design planning** is the development of a plan for converting a product idea into an actual product. The major decisions involved in design planning deal with product line, required capacity, and use of technology .

Product Line A **product line** is a group of similar products that differ only in relatively minor characteristics. During the design-planning stage, management must determine how many different product variations there will be. A computer manufacturer like Compaq Computers needs to determine how many different models to produce, what major options to offer, and the like. A restaurant chain like Pizza Hut must decide how many menu items to offer.

An important issue in deciding on the product line is to balance customer preferences and production requirements. It is also important to identify the most effective combination of product alternatives. For this reason, marketing managers play an important role in making product-line decisions. Once the product line has been determined, each distinct product within the product line must be designed.

Product design is the process of creating a set of specifications from which the product can be produced. When designing a new product, specifications are extremely important. For example, product engineers for Whirlpool Corporation must make sure that a new frost-free refrigerator keeps food frozen in the freezer compartment. At the same time, they must make sure that lettuce and tomatoes don't freeze in the crisper section of the refrigerator. The need for a careful and complete design of tangible goods is fairly obvious; products that work cannot be manufactured without it. But services should be carefully designed as well, and for the same reason.

Required Capacity is the amount of products or services that an organization can produce in a given period of time. (The capacity of an automobile assembly plant, for instance, might be 500,000 cars per year.) Operations managers-again working with the firm's marketing managers-must determine the required capacity. This in turn determines the size of the production facility. Capacity of a production plant is vitally important. If the facility is built with too much capacity, valuable resources (plant, equipment, and money) will lie idle. If the facility offers insufficient capacity, additional capacity may have to be added later, when it is much more expensive than in the initial building stage. Capacity means about the same thing to service businesses. For example, the capacity of a restaurant like the Hard Rock Cafe is the number of customers it can serve at one time. Like the manufacturing facility described above, if restaurant is built with too much capacity-too many tables and chairs-valuable resources will be wasted. If the restaurant is too small, customers may have to wait for service; if the wait is too long, they may leave and choose restaurant.

Use of Technology During the design-planning stage, management must determine the degree to which automation will be used to produce a product or service. Here, there is a tradeoff between high initial costs and low operating costs (for automation) and low initial costs and high operating costs (for human labor). Ultimately, management must choose between a labor-intensive technology and a capital-intensive technology. A **labor-intensive technology** is a process in which people must do most of the work. Housecleaning services and the New York Yankees baseball team, for example, are labor intensive. A **capital-intensive technology** is a process in which machines and equipment do most of the work. An automated assembly plant is capital intensive.

FACILITIES PLANNING AND SITE SELECTION

Once initial decisions have been made about a new product line, required capacity, and the use of technology, it's time to determine where the products or services are going to be produced. Initially, managers must decide whether they will build a new plant or refurbish an existing factory. Generally, a business will choose to produce a new product in an existing factory as long as (1) the existing factory has enough capacity to handle customer demand for both the new product and established products, and (2) the cost of refurbishing an existing factory is less than the cost of building a new one.

After exploring the capacity of existing factories, management may decide to build a new production facility. Once again, a number of decisions must be made. Should all the organization's production capacity be placed in one or two large facilities? Or should it be divided among several smaller facilities? In general, firms that market a wide variety of products find it more economical to have a number of smaller facilities. Firms that produce only a small number of products tend to have fewer but larger facilities. There

are many exceptions to this general rule, and decisions concerning facility size are often affected by zoning and other restrictions.

In determining where to locate production facilities, management must consider a number of variables, including the following:

- 1) Geographic locations of suppliers of parts and raw materials
- 2) Locations of major customers for their company's products.
- 3) Transportation costs to deliver finished products to customers
- 4) The cost of both land and construction required to build a new production facility
- 5) Local and state taxes and environmental regulations that could affect a new production facility
- 6) The amount of financial support offered by local and state governments
- 7) Special requirements, such as great amounts of energy or water used in the production process
- 8) Quality of life for employees and management
- 9) Availability and cost of skilled and unskilled labor

It may, of course, be impossible to find the perfect location for a production facility. In fact, the choice of a location often involves optimizing, or balancing, the most important variables for each production facility. Before making a final decision about where a proposed plant will be located and how it will be organized two other factors-human resources and plant layout-should be examined.

Human Resources Several issues involved in facilities planning fall within the province of the human resources manager. Thus, at this stage, human resources and operations managers work closely together. For example, suppose a U.S. firm like Reebok International wants to lower labor costs by constructing a sophisticated production plant in Mexico. The human resources manager will have to recruit employees with the appropriate skills, perhaps even arranging for their transfer to Mexico, or develop training programs for local workers, or do both. Human resources managers can also obtain and provide valuable information on availability of skilled workers in various areas, wage rates, and other factors that may influence choices of the use of technology and plant location.

Plant Layout Plant layout is the arrangement of machinery, equipment, and personnel within a production facility.

The *process layout* is used when different operations are required for creating small batches of different products or working on different parts of a product. The plant is arranged so that each operation is performed in its own particular area. Once the task in one area is completed, the work in process is moved to another area. An auto repair facility at a local Oldsmobile dealership provides an example of a process layout. The various operations might be engine repair, body work, wheel alignment, and safety inspection. Each operation is performed in a different area. A particular car "visits" only those areas performing the kinds of work it needs.

A *product layout* (sometimes referred to as an assembly line) is used when all products undergo the same operations in the same sequence. Work station arranged to match the sequence of operations, and work flows from station to station. An assembly line is the best example of a product layout. For example Massachusetts-based ACT Manufacturing uses a product layout to produce printed circuit boards

A *fixed-position layout* is used when a very large product is produced. Aircraft manufacturers and shipbuilders apply this method because of the difficulty of while people and machines are moved as needed to assemble the product. Boeing, for example, uses the fixed-position layout to build 777 jet aircraft because it is much easier to move people and machines around the airliner than to move the plane during the production process.

OPERATIONAL PLANNING

Once the product has been designed and a decision made to use an existing production facility or build a new one, operational plans must be developed. The objective of operational planning is to decide on the amount of products or services each facility will produce during a specific period of time. Four steps are required: (1) selecting a planning horizon, (2) estimating market demand, (3) comparing market demand with capacity, and (4) adjusting products or services to meet demand

Step 1: Selecting a Planning Horizon A *planning horizon* is simply the period during which a plan will be in effect. A common planning horizon for production plans is one year. Then, before each year is up, management must plan for the next.

A planning horizon of one year is generally long enough to average out seasonal increases and decreases in sales. At the same time, it is short enough for planners to adjust output to accommodate long-range sales trends. Firms that operate in a rapidly changing business environment may find it best to select a shorter planning horizon to keep their production planning current.

Step 2: Estimating Market Demand The *market demand* for a product is the quantity that customers will purchase at the going price. This quantity must be estimated for the time period covered by the planning horizon. The sales forecasts and projections developed by marketing managers are the basis for market demand estimates.

Step 3: Comparing Market Demand with Capacity The third step in operational planning is to compare the projected market demand with the facility's capacity to satisfy that demand. Again, demand and capacity must be compared for the same time period. One of three outcomes may result: demand may exceed capacity, capacity may exceed demand, or capacity and demand may be equal. If they are equal, the facility should be operated at full capacity. But if market demand and capacity are not equal, adjustments may be necessary.

Step 4: Adjusting Products or Services to Meet Demand When market demand exceeds capacity, several options are available to the firm. Production of products or services may be increased by operating the facility over time with existing personnel or by starting a second or third work shift. For manufacturers, another response is to subcontract a portion of the work to other producers. If the excess demand is likely to be permanent, the firm may expand the current facility or build another facility.

Some firms occasionally pursue another option: ignore the excess demand and allow it to remain unmet. For several years, the Adolph Coors Company used this strategy. A mystique gradually developed around Coors beer because it was not available in many parts of the country. When the firm's brewing capacity was finally expanded, an eager market was waiting.

What happens when capacity exceeds market demand? Again, there are several options. To reduce output temporarily, workers may be laid off and part of the facility shut down. Or the facility may be operated on a shorter-than-normal workweek for as

long as the excess capacity persists. To adjust to a permanently decreased demand, management may shift the excess capacity to the production of other goods or services. The most radical adjustment is to eliminate the excess capacity by selling unused facilities.

Exercise 1. Answer the following questions:

1. Describe how research and development lead to new products.
2. What are the major elements of design planning?
3. What factors should be considered when selecting a site for a new manufacturing facility?
4. What is the objective of operational planning? What four steps are used to accomplish this objective.
5. If you were an operations manager, what would you do if market demand exceeds the production capacity of your manufacturing facility? What action would you take if the production capacity of your manufacturing facility exceeds market demand?

TEXT C OPERATIONS CONTROL

We have discussed the development of a product idea and the planning that translates that idea into the reality. Now we push the "start button," begin the production process, and examine four important areas of operations control: purchasing, inventory control, scheduling, and quality control

PURCHASING

Purchasing consists of all the activities involved in obtaining required materials, supplies, and parts from other firms. Levi Strauss must purchase denim cloth, thread, and zippers before it can produce a single pair of jeans. Similarly, Nike Inc., must purchase leather, rubber, cloth for linings, and laces before manufacturing a pair of athletic shoes. For all firms, the purchasing function is far from routine, and its importance should not be underestimated. For some products, purchased materials make up more than 50 percent of their wholesale costs.

The objective of purchasing is to ensure that required materials are available when they are needed, in the proper amounts, and at minimum cost. To achieve this objective, management must select suppliers carefully. Purchasing personnel should constantly be on the lookout for new or back-up suppliers, even when their needs are being met by their present suppliers, because problems like strikes and equipment breakdowns can cut off the flow of purchased materials from a primary supplier at any time.

The choice of suppliers should result from careful analysis of a number of factors. The following are especially critical:

- 1) *Price*—Comparing prices offered by different suppliers is always an essential part of selecting a supplier. Even tiny differences in price add up to enormous sums when large quantities are purchased.
- 2) *Quality*—Purchasing specialists are always challenged to find the "best" materials at the lowest price. Although the goal is not necessarily to find the highest quality available, purchasing specialists always try to buy materials at a level of quality in keeping with the type of product being manufactured. The minimum acceptable quality is usually specified by

product designers.

3) *Reliability*—An agreement to purchase high-quality materials at a low price is the purchaser's dream. But such an agreement becomes a nightmare if the supplier doesn't deliver. Purchasing personnel should check the reliability of potential suppliers, including their ability to meet delivery schedules.

4) *Credit terms*—Purchasing specialists should determine if the supplier demands immediate payment or will extend credit. Also, does the supplier offer a cash discount or reduction in price for prompt payment?

5) *Shipping costs* - One of the most overlooked factors in purchasing is the geographic location of the supplier. Low prices and favorable credit terms offered by a distant supplier can be wiped out when the buyer must pay the shipping costs. Above all, the question of who pays the shipping costs should be answered before any supplier is chosen.

INVENTORY CONTROL

Can you imagine what would happen if a Coca-Cola manufacturing plant ran out of the company's familiar red and white aluminum cans? It would be impossible to complete the manufacturing process and ship the cases of Coke to retailers. Management would be forced to shut the assembly line down until the next shipment of cans arrived from a supplier. In reality, operations managers Coca-Cola realize the disasters that a shortage of needed materials can cause and will avoid this type of problem if at all possible. The simple fact is that shut-downs are expensive because costs such as rent, wages, and insurance must still be paid.

Operations managers are concerned with three types of inventories. A *raw materials inventory* consists of materials that will become part of the product during the production process. The *work-in-process inventory* consists of partially completed products. The *finished-goods inventory* consists of completed goods.

Associated with each type of inventory are a *holding cost*, or storage cost, *stock-out cost*, the cost of running out of inventory. **Inventory control** is the process of managing inventories in such a way as to minimize inventory costs, including both holding costs and potential stock-out costs. Today, computer systems are being used both to control inventory levels and to record costs. Small firms use microcomputer-based systems to keep track of inventories, provide periodic inventory reports, and alert managers to impending stock-outs. In larger Firms, more complex computer-based systems maintain inventories of thousands of individual items, perform routine purchasing chores in accordance with a purchasing plan, and schedule the production of finished goods.

One of the most sophisticated methods of inventory control used today is materials requirements planning. **Materials requirements planning (MRP)** is a computerized system that integrates production planning and inventory control. One of the great advantages of an MRP system is its ability to juggle delivery schedules and lead times effectively. For a complex product like an automobile or airplane, it is virtually impossible for individual managers to oversee the hundreds of parts that go into the finished product. But a manager using an MRP system can arrange both order and

delivery schedules so that materials, parts and supplies arrive when they are needed. With MRP, the following steps are used:

1. The materials and parts needed for production are listed on a document called a bill of materials.
2. Once the required materials and parts have been identified, the amount of inventory on hand is determined.
3. Managers then determine schedules for ordering needed merchandise.
4. Managers also determine delivery schedules for materials and parts needed to produce the finished product.

An extension of materials requirements planning is known as *manufacturing resource planning*. The primary difference between the two systems is that materials requirements planning involves just production and inventory personnel whereas manufacturing resource planning involves the entire organization. Thus, manufacturing resource planning, often referred to as *MRP II*, provides a single common set of facts that can be used by all of the organization's managers to make effective decisions.

Because large firms can incur huge inventory costs, much attention has been devoted to inventory control. The "just-in-time" system being used by some businesses is one result of all this attention. A *just-in-time inventory system* is designed to ensure that materials or supplies arrive at a facility just when they are needed so that storage and holding costs are minimized. The just-in-time system requires considerable cooperation between the supplier and the customer. The customer must specify what will be needed, when, and in what amounts. The supplier must be sure the right supplies arrive at the agreed-upon time and location.

Without proper inventory control it is impossible for operations managers to schedule the work required to produce goods that can be sold to customers.

SCHEDULING

Scheduling is the process of ensuring that materials are at the right place at the right time. The materials may be moved from the warehouse to the work station ; they may move from station to station along an assembly line; or they may arrive at work stations "just in time" to be made part of the work in process there. For finished goods, scheduling involves both movement into finished goods inventory and shipment to customers to fill orders.

As the definition implies, both place and time are important to scheduling. (This is no different from, say, the scheduling of classes. You cannot attend your classes unless you know both where and when they are held.) The *routing* of materials is the sequence of work stations that the materials will follow. Assume that Drexel-Heritage-one of America's largest furniture manufacturers-is scheduling production of an oval coffee table made from cherry wood. Operations managers would route the needed materials (wood, screws, packaging materials, and so on) through a series of individual work stations along an assembly line. At each work station, a specific task would be performed and then the partially finished coffee table would move to the next work station. Once all work is completed, Drexel can either store the completed coffee table in a ware-house or ship it to a retailer. When routing materials, operations managers are especially concerned with the sequence of production. For the coffee table, the top and legs must be cut to specifications before the wood is finished. (If the wood was finished before being cut, the finish would be ruined and the coffee table would have to be restained.)

When scheduling production, managers are also concerned with timing. The *timing* function specifies when the materials will arrive at each station and how long they will remain there. For the cherry coffee table, it may take workers minutes to cut the table top and legs and another thirty minutes to drill the holes and assemble the table. Before packaging the coffee table for shipment, it must be finished with cherry stain and allowed to dry. This last step may take as long as three days depending on weather conditions and humidity.

Whether or not the finished product requires a simple or complex production process, operations managers are responsible for monitoring schedules-called follow-up-to ensure that the work flows according to a timetable. For complex products, many operations managers prefer to use Gantt charts or the PERT technique.

Scheduling through Gantt Charts Developed by Henry L. Gantt, a Gantt chart is a graphic scheduling device that displays the tasks to be performed on the vertical axis and the time required for each task on the horizontal axis . Completed tasks can also be shown on a Gantt chart, so actual progress can be monitored against planned activities. Gantt charts are not particularly suitable for scheduling extremely complex situations. Nevertheless, using them forces a manager to plan the steps required to get a job done and specify time requirements for each part of the job.

Scheduling Control via PERT Another technique for scheduling a process or project and maintaining control of the schedule is **PERT (Program Evaluation and Review Technique)**. PERT was developed for use in constructing the Polaris submarine in the late 1950s. It has since been applied successfully in a wide range of industries.

To use PERT, we begin by identifying all the major *activities* involved in the project. For example, the activities involved in producing a textbook include editing the manuscript, designing the book, obtaining cost estimates, marking the manuscript for typesetting, setting type, and carrying out other activities. The completion of each of these activities is an *event*.

Next we arrange the events in a sequence. In doing so, we must be sure that an event that must occur before another event in the actual process also occurs before that event in the sequence. For example, the manuscript must be edited before the type is set. Therefore, in our sequence, the event "edit manuscript must precede the event "set type."

Next we use arrows to connect events that must occur in sequence. We then estimate the time required for each activity and mark it near the corresponding arrow. The sequence of production activities that takes the longest time from start to finish is called the **critical path**. The activities on this path determine the minimum time in which the process can be completed. These activities are the ones that must be scheduled and controlled carefully. A delay in any one of them will cause a delay in completion of the project as a whole.

QUALITY CONTROL

Quality control is the process of ensuring that goods and services are produced in accordance with design specifications. The major objective of quality control is to see that the organization lives up to the standards it has set for itself on quality. Some firms, such as Mercedes-Benz and Neiman Marcus, have built their reputations on quality. Customers pay more for their products in return for assurances of high quality. Other firms adopt a strategy of emphasizing lower prices along with reasonable (but not particularly high) quality.

Because of increased global competition, American manufacturers have adopted a goal that calls for better quality in their products. A *total quality management (TQM)* program coordinates the efforts directed at improving customer satisfaction, increasing employee participation, strengthening supplier partnerships, and facilitating an organizational atmosphere of continuous quality improvement. Firms like American Express, AT&T, Motorola, and Hewlett-Packard have all used TQM to improve product quality and ultimately customer satisfaction.

In addition to total quality management, many U.S. firms use two systems to gather statistical information about the quality of their products. **Statistical process control (SPC)** is a system that plots data on control charts and graphs to identify and pinpoint problem areas. **Statistical quality control (SQC)**, a similar technique, is a set of specific statistical techniques used to sample both work progress and finished products. A firm can use the information provided by both these to correct problems in the production process and improve the quality of its products.

The use of a **quality circle**, a group of employees who meet on company time to solve problems of product quality, is another way manufacturers are achieving better quality at the operations level. Quality circles have been used successfully in such companies as IBM, the Northrop Grumman Corporation, and Digital Equipment.

Increased effort is also being devoted to **inspection**, which is the examination of the quality of work in process. Inspections are performed at various times during production. Purchased materials may be inspected when they arrive at the production facility. Subassemblies and manufactured parts may be inspected before they become part of a finished product. And finished goods may be inspected before they are shipped to customers. Items that are within design specifications continue on their way. Those that are not within design specifications are removed from production.

The method of inspection depends on the item being examined. *Visual inspection* may be sufficient for products like furniture or rug-cleaning services. General Electric may test one or two light bulbs from every hundred produced. At the other extreme, complete *x-ray inspection* may be required for the vital components of airplanes.

Improving Quality Through Employee Participation Historically, efforts to ensure quality increased the costs associated with making that good or service. For that reason, quality and productivity were viewed as conflicting; one was increased at the other's expense. Over the years, more and more managers have realized that quality is an essential "ingredient" of the good or service being provided. Viewed in this light, quality becomes an overall approach to doing business and is the concern of all members of the organization. This view of quality provides several benefits. The number of defects decreases, which causes profits to increase. Making products right the first time reduces many of the rejects and much of the rework. And making the employees responsible for quality eliminates the need for inspection. An employee is indoctrinated to accept full responsibility for the quality of his or her work.

World Quality Standards: ISO 9000 Different companies have different perceptions of quality. Without a common standard of quality, however, customers, may be at the mercy of manufacturers and vendors. As the number of companies competing in the world marketplace has increased, so has the seriousness of this problem. To deal with it, the International Organization for Standardization (a nonprofit organization in Geneva, Switzerland, with a membership of ninety-five countries), brought together a

panel of quality experts to define what methods a company must use to produce a quality product.

In 1987 the panel published the ISO 9000 (*ISO* is Greek for "equal"), which sets the guidelines for quality management procedures that businesses must use to receive certification. This certification, issued by independent auditors, serves as evidence that a company meets the standards for quality control procedures in manufacturing design, production processes, product testing, training of employees, recordkeeping, and correction of defects.

Although certification is not a legal requirement to do business globally, the organization's ninety-five member countries have approved the ISO standards. In fact, ISO 9000 is so prevalent in the European Community that many customers refuse to do business with noncertified companies. As an added bonus manufacturing companies completing the certification process often discover new, cost-efficient ways of improving their existing quality control programs.

Exercise 1. Answer the following questions:

1. Why is selecting a supplier so important?
2. What costs must be balanced and minimized through inventory control?
3. How can materials requirements planning (MRP) help control inventories?
4. How does the just-in-time-inventory system help reduce inventory costs?
5. Explain in what sense scheduling is a control function of operations managers.
6. How can management and employees use statistical process control, statistical quality control, quality circles, and inspection to improve a firm's products?

TEXT D THE IMPACT OF COMPUTERS AND ROBOTICS ON PRODUCTION

Automation, a development that has been revolutionizing the workplace is the total or near-total use of machines to do work. The rapid increase in automated procedures has been made possible by the microprocessor, a 1/4-inch-square silicon chip that led to the production of desktop computers. In factories, microprocessors are used in robotics and in computer manufacturing systems.

ROBOTICS

Robotics is the use of programmable machines to perform a variety manipulating materials and tools. Robots work quickly, accurately, and steadily. For example, at Engineering Concepts Unlimited, a small Indiana manufacturer of palm-sized electronic engine controllers, robots finish one unit every three to four seconds by placing parts in holes, putting boards in a rack, flipping them over, and soldering connections. With only three employees and four robots, the company has annual sales of \$1 million. Robots are especially effective in tedious repetitive assembly line jobs like this, as well as in handling hazardous materials. To date, the automotive industry has made the most extensive use of robotics, but robots have also been used to mine coal, inspect the inner surfaces of pipes, assemble computer components, provide certain kinds of patient care in hospitals, and clean and guard buildings at night.

COMPUTER MANUFACTURING SYSTEMS

People are quick to point out how computers have changed their everyday lives, but most people do not realize the impact computers have had on manufacturing. In

simple terms, the factory of the future has already arrived. For most manufacturers, the changeover began with the use of computer-aided design and computer-aided manufacturing. **Computer-aided design (CAD)** is the use of computers to aid in the development of products. Using CAD, Ford speeds up car design, Canon designs new cameras and photocopiers and American Greetings creates new birthday cards. **Computer-aided manufacturing (CAM)** is the use of computers to plan and control manufacturing processes. A well-designed CAM system allows manufacturers to become much more productive. Not only are a greater number of product produced, but speed and quality also increase. Toyota, Hasbro, Oneida, and Apple Computer have all used CAM to increase productivity.

If you are thinking that the next logical step is to combine the CAD and CAM computer systems, you are right. Today, the most successful manufacturers use CAD and CAM together to form a computer-integrated manufacturing system. Specifically, **computer-integrated manufacturing (CIM)** is a computer system that not only helps design products but also controls the machinery needed to produce the finished product. For example, Liz Claiborne, Inc., uses CIM to design clothing, to establish patterns for the new fashions, and then to cut the cloth needed to produce the finished product. Other advantages of using CIM include improved flexibility, more efficient scheduling, and higher product quality-all factors that make a production facility more competitive in today's global economy

FLEXIBLE MANUFACTURING SYSTEMS

Manufacturers have known for a number of years that the old-style, traditional assembly lines used to manufacture products present a number of problems. For example, although traditional assembly lines turn out extremely large numbers of identical products economically, the system requires expensive, time-consuming retooling of equipment whenever a new product is to be manufactured. Now it is possible to use flexible manufacturing systems to solve such problems. A **flexible manufacturing system (FMS)** combines robotics and computer-integrated manufacturing in a single production system. Instead of having to spend vast amounts of time and effort to retool the traditional mechanical equipment on an assembly line for each new product, an FMS is rearranged simply by reprogramming electronic machines. Because FMSs require less time and expense to reprogram, manufacturers can produce smaller batches of a variety of products without raising the production cost.

Advanced software and a flexible manufacturing system have enabled IBM to change to a more customer-driven manufacturing process. The process starts when a customer phones a sales representative on a toll-free line at IBM's location in North Carolina. As they discuss the customer's needs, the representative enters the specifications for the new product directly into a computer. The same computer processes the order to a nearby plant. Once the order is received, a team of forty people with the help of a reprogrammable assembly line can build the product just the way the customer wants it. In fact, the workers can build twenty-seven different products on the same assembly line. Products include personal computers, bar-code scanners, portable medical computers, and satellite communications devices. Although the costs of designing and installing an FMS like this are high, the electronic equipment is used more frequently and efficiently than the machinery on a traditional assembly line.

TECHNOLOGICAL DISPLACEMENT

Automation is increasing productivity by cutting manufacturing time, reducing error, and simplifying retooling procedures. No one knows, however, what the effect will be on the work force. Some experts estimate that automation will bring changes to as many as 45 percent of all jobs by the end of the century. Total unemployment may not increase, but many workers will be faced with the choice of retraining for new jobs or seeking jobs in other sectors of the economy. Institutions of government, business, and education will have to cooperate to prepare workers for new roles in an automated workplace.

The Management of Productivity

No coverage of production and operations management would be complete without a discussion of productivity. Productivity concerns all managers, but it is especially important to operations managers, the people who must oversee the creation of the firm's goods and services. We define **productivity** as a measure of output per unit of time per worker. Hence, if each worker at plant A produces 75 units per day, and each worker at plant B produces only 70 units per day, the workers at plant A are more productive. If one bank teller serves 25 customers per hour and another serves 28 per hour, the second teller is more productive .

PRODUCTIVITY TRENDS

Since the early 1960s, the rate of productivity growth in the United States has fallen considerably behind those rates in other countries. Although American workers still produce more than workers in other industrialized countries, our rate productivity growth is lagging behind the productivity growth rates of such countries as France, Italy, and Japan.

CAUSES OF PRODUCTIVITY DECLINES

Several factors have been cited as possible causes of the reduction in America's productivity growth rate. First, in recent years, the United States has experienced major changes in the composition of its work force. In particular, many women and young people have entered the work force for the first time. The majority of these new entrants have relatively little work experience. Therefore, their productivity might be lower than average. As they develop new skills and experience, their downward influence on productivity trends should diminish.

There has also been a shift in the ratio of capital investment to labor input in American industry. During the last decade, many businesses have slowed their rate of investment in new equipment and technology. As workers have had to use increasingly outdated equipment, their productivity has naturally declined.

Finally, increased government regulation is frequently cited as a factor affecting productivity. Federal agencies such as the Occupational Safety and Health Administration (OSHA) and the Food and Drug Administration (FDA) are increasingly regulating business practices. The Goodyear Tire & Rubber Company generated 345,000 pages of computer printout weighing 3,200 pounds to comply with one new OSHA regulation! Furthermore, the company spends over 535 million each year solely to meet the requirements of six regulatory agencies.

IMPROVING PRODUCTIVITY

Several techniques and strategies have been suggested as possible cures for downward productivity trends. For example, various government policies that may be hindering productivity could be eliminated or at least modified. In addition, increased cooperation between management and labor could improve productivity. When unions and management work together, quite often the result is improved productivity. In a related area, many managers believe that increased employee motivation and participation can enhance productivity.

Still another potential solution to productivity problems is to change the incentives for work. Many firms simply pay employees for their time, regardless of how much or how little they produce. By changing the reward system so that people are paid for what they contribute, rather than for the time they put in, it may be possible to motivate employees to produce at higher levels.

Exercise 1. Answer the following questions:

1. How can CAD, CAM, and CIM help a manufacturer produce products?
2. Discuss the increasing role of computers, robotics, and flexible manufacturing in the production process.
3. Outline the reasons for recent trends in productivity.
4. How might productivity be measured in a restaurant? In a department store? In a public school system?

Exercise 2. Read, translate and discuss the following text:

ARTIFICIAL INTELLIGENCE AND SMART ROBOTS

In 1996 programmers at IBM were ecstatic when Deep Blue, a chess-playing supercomputer that can process 200 million chess moves a second, made history by winning the first game of a championship match against Garry Kasparov, the world chess champion from Russia. But when Kasparov, a human who can process only two moves a second, went on to win the match four games to two, the programmers found themselves scrambling back to the drawing board to improve Deep Blue's ability to be less confrontational and to adapt to different opponents' playing styles and strategies. A year later, the machine won!

Deep Blue is just one of many experiments being conducted to develop robots with artificial intelligence. The nation's largest robotics research and development center, the Robotic Manufacturing Science and Engineering Laboratory at the Sandia National Laboratory in Albuquerque, New Mexico, is focusing on developing "smart" robots with vision and situation-awareness capabilities. Scientists in Austin, Texas, are developing "Cyc" software that, they hope, will simulate a human's ability to use common sense and then be able to reason on its own. Yet another group of scientists in Massachusetts is trying to create artificial intelligence that simulates the senses of sight, sound, and touch.

Technology for Manufacturing

Many of the robots being developed for use in manufacturing will *not* replace human workers. Rather, these "cobots" will collaborate with workers in making their jobs safer and in preventing accidents. One robot currently in the developmental stage is a miniature buglike device intended for use in spaces, too small for humans to enter. At present, robots with artificial "eyes" are being used to check the quality of products as they are being processed on the assembly line.

Technology for Home

"HelpMate," a box-on-wheels system, is paving the way for affordable home robots. Some hospitals are now using this robot to deliver medications, meals, x-rays, and patients' records. When HelpMate is equipped with arms, it will assist patients with baths and even make the beds. It could be used in the home to do household chores, help the handicapped, and even provide care for elderly people so they can remain at home instead of going into a nursing home. Increased demand is expected to lower the cost of home robots. Eventually, retail prices could be as low as the price of a new car and less than continued care in a nursing home.

GRAMMAR EXERCISES

А Р Т И К Л Ь (T H E A R T I C L E)

В англійській мові перед іменниками вживається особливе службове слово – **артикл**. Артикл – службове слово, яке є означувачем іменника.

В англійській мові є два артикли – неозначений (**the Indefinite Article**) і означений (**the Definite Article**). В українській мові артиклів немає.

Неозначений артикл має дві форми **a (an)** і походить від числівника (**one**) **один**, тому він вживається лише перед злічуваними іменниками в однині. Перед іменниками, що починаються з приголосного звуку, неозначений артикл має форму **a**: a book; перед іменниками, що починаються з голосного звуку – **an**: an eye.

Неозначений артикл a (an) вживається:

1) якщо особа чи предмет згадується вперше: Suddenly I heard a loud cry. – Раптом я почув (чийсь) голосний крик.

2) якщо перед іменником при перекладі на українську мову можна поставити слова “якийсь”, “який-небудь”, “чийсь”, “будь-який”: Here is a letter for you. – Вам лист (якийсь).

3) після дієслова “to be” як іменної частини присудка: He is a doctor.

Означений артикл the походить від вказівного займенника

that (той); вживається перед іменниками в однині і множині.

Означений артикл the вживається:

1) якщо зі ситуації, попереднього досвіду або з контексту зрозуміло, про який предмет іде мова:

The book you gave me is very interesting.

2) перед назвами чотирьох частин світу: the South, the North, the East, the West;

3) перед географічними назвами:

a) the United States; the Netherlands, the Philippines;

б) назвами океанів, морів, потоків, затоків: the Pacific Ocean, the Black Sea, the Persian Gulf, the English Channel; якщо опущено слова **ocean**, **sea** означений артикл зберігається: the Pacific, the Baltic; якщо географічна назва становить собою сполучення власної назви з попереднім означувальним словом, то артикл не вживається: South America – Південна Америка, Central Asia – Центральна Азія.

4) перед назвами річок: the Neva, the Mississippi;

- 5) перед назвами гірних ланцюгів: the Alps, the Urals;
Але назви окремих гірських вершин вживаються без артикля: Elbrus, Everest.
- 6) перед назвами груп островів: the Azores, the British Isles;
- 7) перед назвами деяких місцевостей: the Crimea, the Caucasus;
- 8) перед назвами суден: the v/s Lermontov;
- 9) перед іменниками: the World – світ, the Sun – сонце; the Moon – луна.

Артикль не вживається:

- 1) перед прізвищами та іменами людей, а також перед прізвищами та іменами тварин і птахів: Thomas Brown, Victor Pavlenko, Spot.
- 2) перед назвами міст: Moscow, Kyiv, але the Hague;
- 3) перед назвами материків, частин світу, країн: England, France, Europe, Asia;
- 4) з назвами вулиць, майданів: Gorky Street, Red Square;
- 5) з назвами сезонів, місяців та днів тижня: winter, June, Sunday.
- 6) з абстрактними іменниками та речовинами: **Gold** is more valuable than **silver**.

Exercise 1. Fill in the blanks with the appropriate article where necessary:

1. I saw ___ man in ___ armchair at ___ window. He was reading ___ newspaper.
2. ___ boy said that he wanted two candies. 3. Is there anybody else in ___ waiting-room? -- Yes, ___ man wants to speak to you. 4. Where is ___ brief-case? I put it on ___ table. 5. Is there ___ enquiry office at this airport? 6. Could you open ___ door, please? I see ___ girl knocking. 7. Let's make ___ speech at ___ reception.
8. ___ advice you gave me helped ___ lot. 9. I like to be in ___ centre of everything.
10. At ___ night I had ___ terrible headache after I had drunk ___ lot of ___ wine in ___ evening. 11. Look out! There is ___ dangerous bend in the road. 12. Mrs. Patsy is ___ last person I'd like to meet. 13. Tom's planning to take ___ boat to go fishing on ___ Sunday. 14. Could you phone later, please? Kate's having ___ bath.
15. The rent is 150 dollars ___ month. 16. We often go to ___ theatre and to ___ cinema, but very rarely to ___ circus. 17. When ___ father came home, they had ___ dinner and then watched ___ TV. They went to ___ bed at 11 p.m.
18. What ___ pity they haven't seen this performance! 19. She can't find ___ telegram which she received this morning. 20. Are you going to ___ country for ___ weekend? 21. She usually goes shopping on ___ Thursdays, but ___ last Thursday she didn't do shopping. She had to go to ___ dentist's. 22. What ___ lovely song! What ___ beautiful music! 23. Could you tell me ___ time, please? -- It's ___ quarter past six. 24. Do you usually go by ___ train or in ___ car there?

Exercise 2. Fill in the blanks with the appropriate article where necessary:

A) Geographical names

1. They travelled by car around ___ Europe last month. 2. ___ Great American Lakes are ___ Lake Huron, ___ Lake Superior, ___ Lake Ontario, ___ Lake Michigan and ___ Lake Erie. 3. ___ north of ___ Scotland is known for its wild beauty. 4. Are ___ Urals higher or lower than ___ Alps? 5. It was Burns who wrote "My heart's in ___ Highlands". 6. ___ Mediterranean Sea washes ___ Europe, ___ Asia and ___ northern coast of ___ Africa. 7. What oceans does ___ Panama Canal connect? --

I suppose ___Atlantic and ___Pacific Oceans. 8. ___Seine flows through ___Paris to ___Atlantic Ocean. 9. We get coffee mostly from ___Brazil and ___Columbia. 10. Alaska is the biggest and coldest state in ___USA. 11. Where are ___Canaries situated? 12. ___United Kingdom consists from four parts: ___England, ___Scotland, ___Wales and ___Northern Ireland, or ___Ulster. 13. ___Himalayas are the highest mountains in ___Asia. 14. I went to ___German Republic last summer, but I haven't been to ___Netherlands yet. Of course, I would like to see ___Hague. 15. ___Thames is not the longest river in ___Great Britain but it is rather wide and navigable. 16. ___America consists of two parts, ___South and North America, doesn't it? 17. In ___north there are ___Cheviots. These are the mountains which separate ___England from ___Scotland. 18. ___Brazil is the largest country of ___South America. ___Amazon, the widest river in ___world, flows there. 19. What city is the capital of ___Philippines? 20. ___Republic of ___China is the third largest country in ___world after ___Russia and ___Canada.

B) Abstract nouns and names of materials

1. ___life is impossible without water and ___air. 2. You can't swim in the river. ___water isn't warm enough. 3. She hurried in and found ___coffee almost boiled away. 4. ___oil is lighter than ___water. 5. He has ___deep knowledge in mathematics. 6. You can't do any work without ___knowledge. 7. ___life is ___complicated matter. 8. ___Browns lived ___quiet life somewhere in South Carolina. 9. The Moslems don't eat ___pork. 10. ___water is short in deserts and can be found in oases. 11. This is ___coffee I am so fond of. I don't think there is ___better coffee than this. 12. ___coffee is cultivated in the south of the island. 13. It seems to me Englishmen show ___deep distrust of strangers. 14. He wanted to give his son ___good education. 15. ___air was fresh and cool. 16. Nothing can travel faster than ___light. 17. He can give you ___good piece of ___advice. He is fond of giving ___advice. — But ___advice he gave us did not help. 18. The patient was making ___noticeable progress. 19. You can be satisfied with ___progress you have made. 20. Our plane ran into ___heavy weather.

C) School, college, etc.

1. He had a headache and didn't go to ___work yesterday. 2. "What did you get in ___literature?" the mother asked her daughter when she came ___home from ___school. 3. It was twelve o'clock but Andrew was still in ___bed. 4. Could you give me a lift to ___college? 5. In summer they seldom go to ___college. 6. I like to stay at ___home on cold evenings. 7. Have you heard anything from John lately? -- Yes, he graduated from ___Cambridge University. 8. The queen is going to open ___new hospital in the capital next week. 9. Mom came to ___school to see my teacher yesterday. 10. "You must do this exercise at ___school and that one at ___home," said our teacher in a loud voice. 11. I left my bag in ___hospital when I was visiting Judy. 12. What a strange building! -- It's ___prison. It was built in the last century. 13. When I came to ___prison to see my cousin, I found out that he had escaped two days before. 14. Look at this man. Can you imagine that he was in ___prison five years ago? 15. Let's meet at ___church. It's on the left of ___university. 16. I went to

___church last Sunday but I couldn't pray. There were two many people in ___church.
17. The doctor hoped that the patient would not stay in ___bed for a long time.
18. Look at this ring. What a fine piece of ___work! 19. They called a plumber to
___prison to repair bad taps. 20. The parents were waiting for their children outside
school. 21. Oh, what ___beautiful church! Let's go there to make some photos.

D) Proper names

1. Mall is a wide avenue leading from ___Trafalgar Square to Buckingham
Palace, the residence of the English kings. 2. The centre of ___City is represented by
three buildings: ___Mansion House, ___Royal Exchange and ___Bank of ___England.
3. When will he arrive at ___Heathrow airport? 4. ___Bolshoi Theatre is famous for
its ballet performances. 5. What is on at ___"Pushkinsky"? 6. ___Princess Diana
stayed at ___Hilton Hotel. 7. People coming to London often do shopping in
___Oxford Street. 8. ___London Zoo is situated in ___Regent Park in London. 9. Are
you are interested in churches and historical places, you should by no means see
___Westminster Abbey, ___Houses of Parliament, ___St. Paul's Cathedral and
___Tower. 10. ___British Museum is famous for its library, one of the richest in the
world. 11. The English parks -- ___Hyde Park, ___Kensington Gardens and ___Kew
Gardens where you forget that you are in the big city, struck me most of all. 12. Julius
Caesar founded ___Tower of London. 13. Across the road from ___Westminster
Abbey is ___Westminster Palace, the seat of ___British Parliament. 14. My train
leaves from ___Waterloo Station at 2.10 a.m. 15. ___West End is the symbol of a
wealthy and luxurious life. 16. If you like art galleries you should go to ___National
Gallery and ___Tate. 17. Where do you live? -- I live in ___High Street. 18. On
___Wednesday ___*Financial Times* published an article about the situation in
___North Korea. 19. Are you going to stay at ___St. Marcus Hotel? -- No, at ___Plaza
Hotel. 20. If you want to do shopping, go to ___Oxford Street or ___Bond Street.

E) Nouns denoting parts of the day and names of seasons

1. It was ___evening. 2. It was ___warm summer evening. 3. ___evening was
very pleasant. 4. Let's meet in ___evening, I'll be very busy in ___afternoon. 5. It was
___early morning. 6. It snowed at ___night. 7. We started early in ___morning.
8. We were shivering though it was ___warm night. 9. They got up at ___dawn. The
sun was shining brightly, there were no clouds in the sky. But they started off late in
___morning. 10. What do you usually do in ___autumn? 11. The Russians like
___hard winter with plenty of ___snow and frost. 12. Nature is so beautiful in
___spring. 13. In this country ___spring is rather wet, ___summer is sometimes hot,
___autumn is windy and muddy, ___winter is seldom cold and snowy. How can people
live here? I prefer ___summer all the year round. 14. She still remembers ___autumn
when he first told her of his love. 15. Nothing can be more beautiful than green forests
in ___early spring. 16. It was ___late autumn. 17. ___autumn of 1996 was very warm
and sunny. 18. ___spring and love make people feel young. 19. I am going to France
in ___summer. 20. In Great Britain ___winters are not severely cold, while
___summers are rarely hot.

Exercise 3. Fill in the blanks with the appropriate article where necessary:

1. ___pine grows in many parts of the world. 2. ___life would be more difficult without ___telephone. 3. ___whale is in ___danger of becoming extinct. 4. He prefers ___town to ___country. 5. Can you play ___violin? 6. Will you play ___draughts with me? 7. ___tulips and daffodils are my favourite spring flowers. 8. ___Chinese invented ___paper and ___powder. 9. ___guilder is the currency of ___Dutch. 10. ___man and ___woman were created equal. 11. The government should take more care of ___disabled and ___unemployed. 12. Yesterday we went to the Zoo. We saw ___small bear there. He was like ___Teddy bear. 13. Does polar bear live in ___Arctic or in ___Antarctic? 14. He brought her ___black rose. ___black rose is ___very rare species. 15. ___bicycle is one of the main transport means in ___Amsterdam. 16. Was it difficult for you to communicate in ___Switzerland? -- No, fortunately I met ___Swiss who spoke ___English very well. He helped us a lot. 17. When did ___man first go into ___space? 18. ___daffodil is the national emblem of ___Welsh.

Exercise 4 (Revision.) Fill in the blanks with the appropriate article where necessary:

1. He lives in ___south of ___Australia. 2. In his novels Jack London, ___famous American writer, described ___life of ___poor. 3. It seemed to him that nothing would break such ___peaceful silence. Suddenly there was ___scream, then ___second and ___third. 4. Can you play ___guitar? 5. He came in one morning when we were having ___dinner on ___terrace of ___hotel and introduced himself. 6. ___world tour costs ___lot of money. 7. Did he fail you? What ___surprise! 8. I don't believe you. I think you're telling ___lie. 9. Did you have ___lovely time in ___Hague? 10. It was ___early evening but I was feeling sleepy so I decided to have ___nap. 11. He made ___gross mistake. ___economists can't make such ___mistakes. 12. Have ___look at the sky. It looks like ___rain. 13. She'll have ___swim and return in ___quarter of ___hour. 14. I'll have to convince him that I'm telling ___truth. 15. He wasn't used to driving on ___left. 16. ___Christmas Eve is on ___24th of December. 17. Don't worry, we'll get home before ___sunset. 18. I'd like to have ___sandwich with ___sausage for ___breakfast. 19. My favourite subject at ___school was biology. 20. He knows ___history of ___French Revolution well. 21. To tell ___truth, I didn't expect to find ___homeless man here. 22. It's ___high time you stopped being so selfish. 23. ___earth goes round ___sun. 24. ___Lombard Street in ___City of London is ___centre of ___banking in Great Britain. 25. ___Queen Elizabeth ___II won't speak on ___radio tomorrow. 26. ___English Channel is between ___Great Britain and ___France. 27. ___Trafalgar Square is ___geographical centre of ___London. 28. When ___student, Jane spent two years in ___Europe. 29. ___Pacific is ___largest ocean on our planet. 30. Have you ever been to ___Museum of ___Fine Arts? 31. Show me ___Bermudas on this map, please. 32. ___Mississippi is ___longest river in ___USA. 33. One of my classmates entered ___Moscow State University last year. As for me, I chose ___Higher School of ___Economics. 34. ___Urals are old and not very high. 35. We are just taking ___first steps into ___space. ___universe is still *terra incognita* for us. 36. ___Russians have ___wonderful folk song tradition. 37. Why don't you eat with ___knife and ___fork?

38. They've been waiting to hear from him all ___ month. 39. We met on ___ wet Monday in ___ June. 40. Look out! ___ cat is on ___ TV! 41. ___ Queen Elizabeth had ___ dinner with ___ President Clinton. 42. He was elected ___ President in 1996. 43. Mr. Smith, ___ engineer of Black & Co., returned from his trip to ___ Malta. 44. He sat to his letter to ___ Sun. 45. Mary was talking with ___ Dodges who were sitting near the fire-place. 46. I saw ___ beautiful Goya in Milan once. 47. He looked at me from ___ head to ___ foot. 48. I fought for ___ freedom, for the brotherhood of ___ man. 49. He is ___ very sociable man. He always has many invitations to ___ dinner. 50. On ___ one hand, ___ facts he presented are true, but on ___ other hand, I can't trust them. I know he often tells ___ lies. 51. He fell in love with her at ___ first sight. 52. Don't take my words close to ___ heart. 53. ___ Moscow of ___ 1950's is not ___ Moscow of ___ 1990's.

Exercise 5. Translate into English:

1. Будьте ласкаві, передайте мені сіль, будь ласка. 2. Вечір був вологий (damp) і прохолодний. 3. Був холодний і вітряний (windy) день. 4. Вино занадто солодке. 5. Я люблю сухе вино. 6. Вона знайшла таку хорошу роботу. 7. Погода погана. Ніч була дуже холодна. Я не хочу гуляти в таку холодну погоду. 8. Людина приручила (domesticate) собаку багато років тому. 9. Це несподівана новина. 10. Він володіє великими знаннями в області медицини. 11. Кіпр і Мальта - відомі туристичні центри. 12. Вона прожила важке життя. 13. Нафту використовують для виробництва (production) бензину. 14. Шотландія - гориста (mountainous) частина Великобританії. Найвища гора - пік Бен-Невіс. 15. Де вони зупинились? - У готелі «Континенталь». Це на Хай-стріт.

ЗАЙМЕННИК (THE PRONOUN)

Число	Особа	Особові		Присвійні	Зворотний	Підсилюючі
		хто? що?	кому? чому? кого? що?	чий? чия? чий?	-ся себе	сам
Одина	1	I (я)	m	my	myself	
	2	you	e	mine	yourself	
	3	(ти, ви)	y	your	himself	
		he	ou	yours	herself	
		(він)	hi	his	itself	
		she	m	his		
		(вона)	h	her		
		it (він, вона, воно)	er	hers		
			it	it		
				its		

1. What colour is the shirt? It is so far that I can't see (it's/its/it) colour. 2. They rarely drive to (their/them/theirs) office. They live near (it's/it/its). 3. Look at (me/mine/my) new watch. Do you like (it/them/its)? 4. These books are (her/hers). Give (them/their/theirs) to (hers/her). 5. Do you like (you/your/yours) new car? – Oh, (it's/it/its) has never let me down yet. 6. (Theirs/Their/Them) work is much more difficult than (you/yours/your) or (me/mine/my). 7. Why are (you/your/yours) sitting here? It is not (you/your/yours) desk, it is (me/mine/my). 8. This tape recorder of (her/hers/she) is always out of order. – But so is (you/your/yours)! 9. She has not read a line of (you/your/yours), how can she criticize (you/your/yours) books? 10. The clock has stopped. Something may be wrong with (it's/it/its) spring. 11. (We/Our/Ours) was the last turn. 12. (Their/Theirs/ Them) knowledge of French is not much more superior to (we/our/ours). 13. He is a friend of (us/our/ours). (He/His/Him) house is opposite (us/our/ours). 14. If these gloves are neither (she/her/hers) nor (you/your/yours), then they should be (me/my/mine). 15. He can live without (me/my/mine) help but not without (them/their/theirs).

Exercise 7. Translate the sentences into English:

1. Хто там? - Відчиніть, це я. 2. Мій будинок на правій стороні вулиці, а їх - на лівій. 3. Їх човен був швидший за наш. 4. Як звати вашу собаку? - Її звуть Квін. 5. У цьому районі збудовано нову дорогу. Її довжина понад триста кілометрів. 6. Це - ваша ручка, а це - його, але де ж моя? 7. Вона взяла мої ключі замість своїх. 8. Найкращий план - ваш. 9. Чию роботу перевірятимуть (check up) - Джона або Кет? 10. Його автомобіль невеликий, але мотор (engine) у нього потужний.

Exercise 8. Fill in the blanks with the appropriate reflexive pronouns and translate the sentences into Ukrainian:

1. I opened the door and found ___facing a stranger. 2. Go and see it for ___if you like. 3. The newcomers built the houses ___. 4. Would you mind keeping your words to ___? 5. He has injured ___. 6. During the breaks they amused ___in the bar. 7. We protect ___from the cold with warm things. 8. She settled ___in the armchair as comfortably as she could. 9. You can trust him. He is honesty ___. 10. He cut ___shaving this morning. 11. She burnt ___ironing a dress. 12. Don't blame ___. It is not your fault. 13. Did you cut your hair ___or did you go to the hairdresser's? 14. Aren't you hungry? Help ___to the meat. It's delicious. 15. How did you enjoy ___? 16. We must discuss everything to find the way out. Pull ___together. 17. She dried ___with a blue towel. 18. He felt ___getting angry. 19. They had to excuse ___for their strange behaviour. 20. I want to insure ___against any losses.

Exercise 9. Fill in the blanks with the appropriate reflexive pronouns where necessary:

1. Have a good time. Try to relax ___and enjoy ___. 2. She decided to excuse ___his bad behavior. 3. Why don't you want to concentrate ___? Pull ___together and start work. 4. She did not know where to hide ___. 5. Though it was rather cold in the room he felt ___hot. 6. Have you shaved ___today? 7. She found___in an

awkward situation. 8. Did the children behave ____? 9. We protected ____ against damage. 10. She stopped crying, washed ____, and decided to go downstairs.

Exercise 10. Replace the words in bold type by expressions with reflexive pronouns:

1. I saw it **with my own eyes**. 2. You needn't come **in person**. 3. He left us **alone**. 4. She lives **on her own**. 5. Did you study English **without a teacher**? 6. The girl **apologized for her behaviour**. 7. We were quite **alone** in the room. 8. **Take** the cake, please. 9. They divided the work between **each other**. 10. It is your **own fault**.

Exercise 11. Translate the sentences into English using reflexive pronouns where necessary:

1. Я сам дізнаюся, чи краще він себе почуває. 2. Ми не очікували, що він сам зробить роботу так добре. 3. Ми провели вихідні за містом і одержали велике задоволення, збираючи гриби (mushrooms). 4. Ви повинні взяти себе в руки. Подивіться на себе в дзеркало. Поголіться, прийміть холодний душ, розітріться рушником (towel) і поїжте, нарешті. 5. Нарешті ми опинилися в місті і вирішили трохи розслабитися. 6. Не йди сьогодні в школу, якщо ти погано себе почуваєш. 7. Подивіться, скільки смачних речей на столі! Пригощайтесь. 8. Може, вона пояснить все сама. 9. Чому ти ховаєшся? 10. «Поводьтеся як слід!» - суворо (strict) сказав учитель.

Exercise 12. Fill in the blanks with *some, any, no*:

1. Unfortunately, they have got ____ money. 2. She wanted ____ stamps, but there were not ____ in the machine. 3. Is there ____ salt on the table? — No, there isn't. 4. I'd like to buy new clothes, but I haven't ____ money. 5. When would you like to come? — ____ day would suit me. 6. If you had ____ sense you wouldn't have left your car unlocked. 7. She did not answer all the letters because she had ____ time. 8. Do you have ____ small change? — Hardly _____. 9. He returned home without ____ money. 10. Could you help me? I have ____ problems with my research.

Exercise 13. Make sentences interrogative and negative:

1. He lives somewhere near here. 2. Something fell on the floor in the kitchen. 3. Somebody from the Department of Education is here. 4. There is something in what he says. 5. They knew something about it. 6. There is someone in the room. 7. I want to tell you something. 8. Someone is knocking at the door. 9. I saw this man somewhere. 10. Something has happened to her.

Exercise 14. Choose the appropriate pronoun:

1. She was said that (someone/anybody) was waiting for her in the street. 2. He was standing by the window and was looking (nobody/somewhere) on the right. 3. I don't remember (someone/anyone) else. 4. Have you read (something/anything) by Oscar Wilde? 5. Could you give me (something/anything) to eat? 6. If (someone/anyone) comes, let me know immediately. 7. I haven't heard from her for a

month. I am afraid, (nothing/something) has happened to her. 8. Have you read (something/anything) about this author? — No, I've read (something/nothing). 9. She refused to say (something/anything) because she thought she was being treated unfairly. 10. What's the matter? Why are you crying? Has (anything/something) happened to your mother? She told me she'd had a heart attack yesterday. 11. Would you like (something/ anything) to drink? Whisky or gin? 12. She is still (nowhere/somewhere) abroad. 13. I have (anything/ nothing) to add. 14. The sick man was able to get up without (someone's/anyone's) help. 15. (Anybody/ Nobody) could do this work. It's very simple.

Exercise 15. Fill in the blanks with *some, any, no* making the appropriate compounds if necessary:

1. Is there ___here who speaks English? 2. Do you have ___idea where I can borrow ___money here? 3. ___tells me you have got bad news for me. 4. He had ___idea what to do next. 5. I am sorry, but the practical experience shows that his work is of ___value. 6. Our professor wanted to make up ___exercises to teach the pupils how to use a dictionary. 7. I am sorry but there is ___message for you. 8. Hardly ___understood what he meant. 9. We didn't think he'd succeed, but he managed ___. 10. I can't find my glasses ___. 11. If there is ___ message for me, please send it to me. 12. I don't know ___about it. He said ___about it in his last letter. 13. He is Mr. Know-All. He can give you ___information you need. 14. Where can I find ___here who can give me ___advice on this question? 15. I don't like that every evening you go ___.

Exercise 16. Fill in the blanks with the appropriate pronoun:

1. Why are ___of you talking? Hardly ___is listening to me. 2. No, I have ___to add. 3. Has ___asked you about this matter? 4. ___of them have been there either. 5. You'd better not speak to ___of them. 6. Can ___of you go there? 7. I am sure they kept silence. ___of them spoke about this. 8. I did not know that ___of you had already seen it. 9. Write to us ___interesting, will you? 10. Could ___of you answer such a difficult question?

Exercise 17. Translate into English:

A 1. Я не читав жодної книги цього письменника. 2. Якщо що-небудь трапиться, це не моя провина (fault). 3. Ви можете купити цей журнал для мене? Я ніде його не бачу. 4. Хто-небудь ще прийшов? 5. Злочинець (criminal) ніде не зможе сховатися (disappear), ніщо і ніхто не допоможе йому. 6. Купи що-небудь поїсти, у нас в холодильнику (fridge) нічого немає. 7. Чому ти так розсердився? Ніхто не знав про його приїзд. 8. Ця людина ніколи нічого не боїться. 9. Я знайшов чийось шапку. 10. Мені здається, з нею щось сталося. 11. Будь-хто може купити ці куртки (jacket). Вони досить дешеві. 12. Не мовчи (keep silent), скажи що-небудь.

B 1. Хтось залишив вікно відчинене. 2. Мені хто-небудь дзвонив? 3. Ви що-небудь читали про економіку (economy) цієї країни? - Майже нічого. 4. Я нікому з них не говорив про його пропозиції (offer). 5. Хочете що-небудь випити? 6. Він

майже нікого не знав у цьому місті. 7. Вас хто-небудь з них запрошував на цей вечір? 8. Ти б хотів поїхати куди-небудь влітку? 9. Хтось із нас повинен піти туди. 10. Поліцейський показав мені кілька фотографій, але я нікого не впізнав. 11. Він нічого не повідомив про це. 12. Якщо хто-небудь подзвонить, я буду вдома о 8 годині. 13. Ми відмовилися що-небудь робити. 14. Він зробив це без будь-якого дозволу. 15. Тобі щось потрапило в око?

П Р И К М Е Т Н И К (T H E A D J E C T I V E)

Ступені порівняння.

Прикметники в англійській мові мають основну форму (**the Positive Degree**), вищий ступінь порівняння (**the Comparative Degree**) і найвищий (**the Superlative Degree**).

Усі односкладові і деякі двоскладові (що закінчуються на **-y, -er, -le, -ow**) прикметники утворюють ступені порівняння шляхом додавання до основи прикметника суфікса **-er** у вищому і **-est** у найвищому ступені. Найвищий ступінь прикметників вживається з означеним артиклем **the**:

cold – colder – the coldest

холодний – холодніший – найхолодніший

Ступені порівняння багатоскладових прикметників утворюються шляхом додавання до основної форми прикметника слова **more** (більш) у вищому ступені і **the most** (найбільш) – у найвищому:

beautiful – more beautiful – the most beautiful

красивий – красивіший – найкрасивіший

<u>Основний ступінь</u>	<u>Вищий ступінь</u>	<u>Найвищий ступінь</u>
short – короткий	shorter – коротший	the shortest – найкоротший
big – великий	bigger – більший	the biggest – найбільший
happy – щасливий	happier – щасливіший	the happiest – найщасливіший
beautiful – красивий	more beautiful – красивіший	the most beautiful – найкрасивіший
green – зелений	greener – зеленіший	the greenest – найзеленіший

Вийнятки:

<u>Основний ступінь</u>	<u>Вищий ступінь</u>	<u>Найвищий ступінь</u>
good – добрий	better – кращий	the best – найкращий
bad – поганий	worse – гірший	the worst – найгірший
little – маленький	less – менший more – більше (ий)	the least – найменший the most – найбільше (ий)

much/many –	farther/further –	farthest/furthest –
багато	дальший	найдальший
far – далекий		

Для посилення порівняльного ступеня прикметників вживаються слова **much**, **far** – більше, набагато, значно: The distance from the Earth to the Sun is much longer than to the Moon. – Відстань від Землі до Сонця значно більша, ніж до Місяця.

Exercise 18. Put the following into the correct order:

suede / Italian / new / red / soft / shoes
 elderly / tall / Englishman
 oval / Venetian / ancient / valuable / glass
 shiny / large / expensive / brown / leather / case
 square / wooden / old / nice / table
 modern / stone / large / beautiful / cottage
 porcelain / tea / blue / thin / old / cup
 young / blonde / handsome / tall / man
 old / several / English / beautiful / castles
 pretty / French / young / a lot of / girls
 dark blue / best / silk / my / shirt
 young / many / factory / German / workers

Exercise 19. Choose the right word:

1. I don't like horror films. I think they are (frightening/frightened) and (boring/bored). 2. Don't look so (surprising/surprised). Of course, it was a (surprising/surprised) decision but we had no other way out. 3. It was a (tiring/tired) journey. I wish I hadn't had it. I feel completely (exhausting/exhausted) after it. 4. The football match was (disappointing/disappointed). Our team lost the game and we left the stadium quite (disappointing/disappointed). 5. He can't remember his pupils' names. It seemed funny at first, but now it is rather (embarrassing/embarrassed). 6. So far as Mrs. Brown was concerned she did not seem to be in the least (embarrassing/embarrassed). 7. He did not come and she looked rather (worrying/worried). 8. The rise in crime is (depressing/depressed). 9. The pictures made a (depressing/depressed) impression on him. 10. She is not (satisfying/satisfied) with her position.

Exercise 20. Complete the sentences with the words below using the proper degree:

busy, few, famous, convenient, well-read, kind-hearted, straight, hot

1. She is easy to deal with. I think she is ____ than her sister. 2. I suppose the works of this artist are ____ abroad than in his country. 3. This armchair is ____ of all.

4. He knows a lot. He is ____ than his schoolmates. 5. Let's take this path. It's ____.
6. The street you live in is ____ than mine. 7. Days are getting ____ in July. 8. He made ____ mistakes in his class.

Exercise 21. Open the brackets and use the comparative form of the adjectives and adverbs:

1. This exercise is (simple) than that one. 2. Why are you talking? Please be (quiet). 3. New districts of Moscow are (beautiful) than the old ones. 4. He is (clever) than his brother. 5. My (old) sister is 4 years (old) than me. 6. There are (many) customers on Saturdays than on weekdays. 7. Are expensive things (good) than cheap ones? 8. Is English grammar (difficult) than Russian grammar? 9. He has made (few) mistakes than yesterday. 10. She had to give us (far) information though she didn't want to. 11. Students from Group 3 are (industrious) than those from Group 1. 12. Have you met our new colleagues, Mr Brown, and Mr. Green? The former is an excellent economist, (late) is a good lawyer. 13. They have got down to business without any (far) delay. 14. This matter is (urgent) than that one. 15. He plays tennis (bad) than she. 16. He's got a still (old) edition of this book. 17. Is there a (late) train passing here? 18. (far) details will be given tomorrow. 19. Sparrows are (common) than any other birds. 20. Motor-cycles are (noisy) than cars, aren't they?

Exercise 22. Choose the right variant:

1. Martin was the (more talented/most talented) of the two brothers. 2. Of the three shirts I like the blue one (better/best). 3. My dog is the (prettier/prettiest) of the two. 4. This summary is the (better/best) of the two presented. 5. There are nine planets in our solar system and Pluto is the (farther/farthest). 6. Mary is the (tallest/taller) of the two girls. 7. The boss likes my plan the (better/best) of the two. 8. This is the (less difficult/ least difficult) of the four cases. 9. This knife is the (sharpest/sharper) of the two. 10. Mother was the (more/ most) beautiful of seven daughters.

Exercise 23. Translate into English:

1. Хто з цих двох кращий учень? 2. Вона приміряла (try on) свої дві сукні і одягла найошатнішу (smart). 3. Він оглянув усі комп'ютери та купив найсучасніший (modern). 4. Хто найвищий учень в класі? 5. З двох іграшок хлопчик вибрав найяскравішу.

Exercise 24. Make up sentences according to the example:

Example: *life/becoming/hard — Life is becoming harder and harder.*
 life/becoming/difficult — Life is becoming more and more difficult.

people/living/long
going abroad/becoming/popular
crime/becoming/common
the light in the rooms/becoming/dim
computers/becoming/expensive

factories/employing/few/workers
his heart/beating/hard
Moscow/becoming/beautiful
his voice/becoming/weak
nights in winter/becoming/long

Exercise 25. Give the superlative form of the adjectives in brackets:

1. The Pan-American Highway is (long) road in the world. 2. The Beatles were (successful) pop group. 3. Japan has (crowded) railways in the world. 4. This is our (old) national airline. 5. The Chrysler Building was once (tall) in the world. 6. Is English (useful) language to learn? 7. This is one of (expensive) stores in the city. 8. The Queen must be (rich) woman in the world. 9. Unfortunately, I haven't heard (late) news. I think it was very interesting. 10. Is the Mona Lisa (valuable) painting in the world? 11. His house is (far) in the street. 12. February is (snowy) and (cold) month of the year here. 13. (dangerous) spider is the black widow, whose bite can kill a man in a few minutes. 14. The world's (expensive) perfume costs \$550 per bottle. 15. (deep) part of the Pacific Ocean is 11 kilometres below the sea-level. 16. I wonder what his (near) step is going to be. 17. Who are (old) members of the club? 18. It was (late) thing I expected of him. 19. The diamond is (hard) mineral in the world.

Exercise 26. Translate into English using the proper degrees of the words in bold type:

1. Візьміть цю валізу (suitcase), вона **легша** від вашої. 2. В районі West End знаходяться **найдорожчі** магазини. 3. Що ти збираєшся робити **далі**? 4. Я думаю, що він **старший** за вас, але **молодший** за мене. 5. Це **найталановитіший** студент в нашій групі. 6. Хоча у нас були **найгірші** місця, нам дуже сподобалася вистава (performance). 7. Де **найближче** поштове відділення? 8. **Останній** поїзд прибував опівночі. 9. **Останні** вісті були зовсім нецікаві. 10. Вони отримали **додаткові** відомості щодо цього питання.

Exercise 27. Put the adverbs in the right place:

Example: *These books are old (very). — These books are very old.*

1. I hate travelling by air (really). 2. She trusted him (entirely). 3. I understand your situation (fully). 4. It is not his fault. He did not want it to happen (at all). 5. The rain spoiled my day (completely). 6. We did the job quickly (fairly). 7. Though he tried to persuade her, she believed his story (hard, half). 8. He believes that he is right (firmly). 9. The prices are cheap at the hotel (reasonably). 10. I was tired to eat (too, even).

Exercise 28. For each situation put in *very*, *quite* or *a bit* (sometimes you may have two variants):

Example: *Buses run every half an hour there. — Buses run ____ frequently. — Buses run quite/very frequently.*

1. I couldn't sleep. There was ____ a lot of noise from the disco. 2. There was heavy traffic on the road. The road was ____ busy. 3. It was only a minute or two after

the scheduled time when the train came. The train was ____late. 4. Someone paid a great deal of money for the house. The house was ____expensive. 5. There were one or two small traces of mud on the boots. The boots were ____dirty. 6. We had reasonable weather. It wasn't ____marvellous, but it didn't rain. The weather was ____good. 7. That music is ____too loud. 8. I ____like my new job. It's very interesting and better paid than the previous one. 9. They have ____a lot of business with our company in Belgium. 10. She was not ____satisfied with her new life. There was something ____disappointing but she could not understand what.

Exercise 29. Fill in the blanks with *so* or *such*:

1. The weather was ____nasty that she decided to stay at home. 2. He drove at ____a high speed that I got frightened. 3. The show was ____amusing that we couldn't help laughing. 4. He was ____shocked that he couldn't say a word. 5. There were ____few participants present that the meeting was cancelled. 6. The girl looked ____sick that the mother called the doctor in. 7. The programme was ____entertaining that nobody wanted to miss it. 8. They made ____brilliant reports that the audience burst out applauding. 9. There were ____many interesting books that he did not know which to choose. 10. I have been studying for ____a long time that I have got a headache now.

Exercise 30. Complete the following sentences with the adverbs in the comparative and superlative forms. (You can use the word only once):

Example: *I was afraid to go than halfway up the tower. — I was afraid to go higher than halfway up the tower.*

Carefully, easily, frequently, high, late, long, loud, smartly, near, quickly, fast, well

1. I could have found the place ____ if I had had a map. 2. We were tired and we all envied Mary, for she lived _____. 3. I like this picture ____of all. 4. Why are you wearing these old jeans? You might have dressed _____. 5. You needn't go away yet. You can stay a bit _____. 6. To get to London by nine, we can't leave ____ than seven. It takes two hours. 7. There are a lot of robberies in our city. They happen ____nowadays than before. 8. Do it again ____and you won't make so many mistakes. 9. We can't hear you well. Could you speak a bit ____? 10. We all ran pretty fast, but Andrew ran ____than me, and Sam ran _____.

Exercise 31. Open the brackets and give the comparative or superlative degree of the following adjectives and adverbs:

1. That is (incredible) story I have ever heard. 2. It is not always (bright) students who do well in tests. 3. Terylene shirts are (hard) wearing, but cotton shirts are much (comfortable). 4. Which is (deep), Lake Michigan or Lake Superior? 5. She is far (self-confident) than she used to be. 6. (tall) man among the guests is a basketball player. 7. I like both of them, but I think Kate is (easy) to talk to. 8. Most people are (well off) than their parents used to be. 9. She has a lot to be thankful for; but (sad) thing of all is that she does not realize it. 10. I want to buy a car — (powerful) one

you have. 11. You look a lot (sad) than you did last time I saw you. 12. There is nothing (irritating) than locking yourself out of your own house. 13. Both roads lead to the city centre, but the left-hand one is probably a bit (short) and (direct). 14. As I get (old), I notice the policemen seem to be getting (young). 15. The boys in our school are much (good-looking) and a lot (good) at football than the boys in other schools in the town.

Exercise 32. Open the brackets and give the correct forms of the comparative constructions:

Example: (*Much*) you read, (*well*) you will know English. — *The more you read, the better you will know English.*

1. (Interesting) the book is, (fast) you read it. 2. (Early) you come, (quickly) we finish the work. 3. (Hot) the weather is, (bad) I feel. 4. (Soon) he takes the medicine, (well) he will feel. 5. (Little) she ate, (angry) she was. 6. (Long) the children saw the film, (frightened) they felt. 7. (Late) you come, (little) you will sleep. 8. (Much) you study, (clever) you will become. 9. (Cold) the winter is, (hot) the summer will be. 10. (Near) you come up, (well) you will see the picture.

Exercise 33. Translate into English:

1. Чим більше він говорить, тим менше його слухають. 2. Чим довша ніч, тим коротший день. 3. Чим швидше ви розпочнете цю роботу, тим швидше ви її закінчите. 4. Чим довше ви будете перебувати на свіжому повітрі, тим краще ви будете себе почувати. 5. Чим уважніше ви будете робити домашнє завдання, тим менше помилок ви зробите. 6. Чим більше він працював, тим менше часу він приділяв (devote) своїй сім'ї. 7. Чим більше він грав, тим більше він програвав. 8. Чим далі ми йшли, тим менш знайомим (familiar) здався ліс. 9. Чим старше він ставав, тим більше він був схожий на свого батька.

Exercise 34. Complete the sentences using the constructions *as ... as* or *not so ... as/not as ... as*. Choose the one from the list:

high, poor, beautiful, important, tall, crowded, fast, expensive, big, lazy

1. I know that your job is important, but my job is important too. My job is _____.
2. The bicycle is fast, but the car is faster. The bicycle is _____. 3. Her knowledge is poor, but he knows a bit more. His knowledge is _____. 4. He is lazy, but his brother is lazy too. He is _____. 5. Their furniture costs \$700, and ours is \$870. Their furniture is _____. 6. France is big. Belgium is not a big country. Belgium is _____. 7. Her wages are \$200 a week, and mine are \$150. My wages are _____. 8. She is beautiful, but I like her sister better. I think, she is _____. 9. He is tall, but I am taller. He is _____.
10. Derybasivska and Pushkinska are crowded streets. Derybasivska street is _____.

Exercise 35. Complete the sentences with *than ...* or *as ... as* or *the same ... as*:

1. Everybody was shocked. Nobody was more shocked _____ Nick. 2. I wish you were _____ pretty _____ your mother. 3. He is _____ age _____ my brother. 4. I earn _____ much money _____ he does. But she earns more _____ we both. 5. I ordered _____ drink _____ he did. 6. Your car is much more powerful _____ mine, but my small car is _____ expensive

___yours. 7. I spent ___much money ___he did. But I didn't spend ___sum ___Mary did. I spent much less money ___she. 8. Petrol is more expensive now ___a few years ago. 9. Prices are not ___in the 1990s. 10. Paris is ___exciting ___London.

Exercise 36. Translate into English:

1. Він витратив не так багато часу на переклад цієї статті як ви. 2. Вона зіграла свою роль сьогодні так само добре, як і два дні тому. 3. У цей день Том написав стільки ж листів, скільки і вчора. 4. Ці новини не такі цікаві як ті, які ми слухали минулого тижня. 5. Він отримав таку ж освіту як і ти. 6. Сьогодні мороз не такий сильний (severe) як вчора. Ми можемо піти погуляти. 7. Товари в цьому магазині не такі дорогі як в тому. 8. Рівень життя (living standard) в Росії не такий високий як у США. 9. Нова машина Майкла така ж потужна як і моя. 10. Рух на цій вулиці не такий інтенсивний (heavy) як в центрі.

Exercise 37.

A) Make up sentences according to **the example:**

Example: *He is (twice/old) she is. — He is twice as old as she is.*

1. He is not (half/clever) I thought. 2. It took her (three times/long) she expected. 3. She is not going to marry a man who is (twice/old) she is. 4. He can lift a box (three times/heavy) that one. 5. The new stadium is (several times/large) the old one. 6. He does it (two times/ quickly) she does. 7. Petrol is (several times/expensive) it was two years ago. 8. Her new flat is (three times/ large) her old one. 9. Grapes in autumn are (several times/ cheap) they are in winter. 10. He spends (twice/much) we do.

B) Change the sentences according to the example:

Example: *This book costs 4 dollars and that one costs 2 dollars. — This book costs twice as much as that one.*

1. Nick has 8 discs and I have 24 discs. 2. This TV model costs \$700 and that one \$350. 3. It took me 40 minutes and her 10 minutes to get there. 4. I earn \$2000 dollars and she earns \$1000. 5. This room is 12 m² and that one is 24 m².

Exercise 38. Translate into English:

1. Ваше есе (essay) в два рази довше від мого. 2. Це дерево в два рази вище від того. 3. Вам подобається цей жакет? - Так, але він в три рази дорожчий від того. 4. Сьогодні в два рази холодніше ніж вчора. 5. Вона виглядає в два рази молодше від своєї сестри. 6. Всі його приятелі в два рази старші за нього. 7. Хоча ця квартира і в два рази менша від тієї, вона мені більше подобається. 8. Цей переклад удвічі легший за того. Я впевнений, ти з ним впораєшся (cope). 9. Спідометр (speedometer) показує, що машина йде в два рази швидше, ніж раніше. 10. Якщо ти поїдеш поїздом, а не літаком, ти доберешся туди в кілька разів повільніше.

ІМЕННИК (THE NOUN)

Утворення множини іменників

1. Іменники в англійській мові поділяються на злічувані (**countable nouns**) і незлічувані (**uncountable nouns**).

Злічувані іменники означають предмети, які можна полічити: **a chair** – стілець, **an engineer** – інженер, **a question** – запитання.

Незлічувані іменники – це назви речовин і багатьох абстрактних понять, які не піддаються лічбі: **water** – вода, **milk** – молоко, **freedom** – свобода, **friendship** – дружба та ін.

Злічувані іменники вживаються в однині (**the singular**) і множині (**the plural**). Незлічувані іменники множини не мають.

2. Більшість іменників у англійській мові утворюють множину додаванням до форми однини закінчення **-(e)s**. Це закінчення вимовляється:

- [s] – після глухих приголосних
- [z] – після голосних і дзвінких приголосних
- [ɪz] – після шиплячих і свистячих

part	–	parts	[ts]
girl	–	girls	[lz]
boy	–	boys	[z]
inch	–	inches	[ɪz]

Правила правопису множини іменників

3. На письмі більшість іменників мають у множині закінчення **-s**. Закінчення **-es** додається, якщо:

а) іменник в однині закінчується на **-s, -ss, -sh, -ch, -tch, -x**:

a bas	–	bases
a lunch	–	lunches
a class	–	classes
a bush	–	bushes
a watch	–	watches
a box	–	boxes

б) іменник в однині закінчується на **-y** з попередньою приголосною, при цьому **y** змінюється на **i**:

a city	–	cities
a story	–	stories

в) іменник в однині закінчується на **-o** з попередньою приголосною:

a hero	–	heroes
a tomato	–	tomatoes
a piano	–	pianos
a photo	–	photos

Окремі випадки утворення множини іменників

4. У деяких іменниках, що в однині закінчуються на **-f** або **-fe**, у множині **f** змінюється на **v** з додаванням закінчення **-(e)s**. Буквосполучення **-ves** вимовляється як [vz]:

a leaf	–	leaves
--------	---	--------

a shelf	–	shelves
a half	–	halves
a wife	–	wives
a calf	–	calves
a knife	–	knives
a life	–	lives
a wolf	–	wolves
a roof	–	roofs
Винятки:	a chief	– chiefs
a safe	–	safes

5. Множина деяких іменників утворюється зміною кореневого голосного (без додавання закінчення):

a man	–	men
a woman	–	women
a foot	–	feet
a tooth	–	teeth
a goose	–	geese
a mouse	–	mice
a child	–	children
an ox	–	oxen

6. Іменники **sheep, deer, swine, fish** та назви деяких порід риб мають однакову форму в однині і множині.

7. Деякі іменники латинського і грецького походження зберігають форми множини, які вони мали в цих мовах:

a phenomenon	–	phenomena
a crisis	–	crises
a radius	–	radii
a datum	–	data
a basis	–	bases
a nucleus	–	nuclei
an index	–	indices

8. У складних іменниках форми множини набуває лише головний іменник:

a daughter-in-law	–	daughters-in-law
a school-mate	–	school-mates

Якщо ж складний іменник утворений з інших частин мови, то закінчення множини додається в кінці слова:

forget-me-not	–	forget-me-nots
merry-go-round	–	merry-go-rounds

9. В англійській мові, як і в українській, є іменники, що вживаються тільки в однині або тільки в множині.

Так, назви речовин, а також багато іменників, які виражають абстрактні поняття, вживаються тільки в однині: **chalk, silver, peace, courage** etc.

Деякі іменники в англійській мові вживаються тільки в однині: **advice, knowledge, information, news, progress, money**.

До іменників, які в англійській мові вживаються лише в множині, належать назви предметів, що складаються з двох рівних або подібних частин, наприклад: **tongs, spectacles, trousers, scissors** etc., а також **goods, clothes, contents, wages**.

Exercise 39. Write the plural form of the following:

A) regular nouns

story, play, glass, flag, photo, name, match, knife, bush, chief, page, radio, roof, prize, set, key, factory, wolf, piano, class, cup, city

B) irregular nouns:

child, goose, man, foot, mouse, woman, sheep, person, deer, tooth, ox

C) nouns of Greek or Latin origin:

criterion, datum, formula, crisis, stimulus, index, phenomenon, medium, oasis, nucleus, memorandum, basis, radius, analysis, symposium, hypothesis

D) compound nouns:

fellow-worker, merry-go-round, man-of-war, passer-by, sister-in-law, forget-me-not, room-mate, lily-of-the-valley, ticket-holder, commander-in-chief, governor-general

Exercise 40. Divide the following words into two columns: countable and uncountable nouns (you must get 25 uncountable nouns):

furniture, coffee, leaf, food, computer, list, blood, job, work, language, country, advice, information, money, progress, permit, permission, baggage, luggage, beach, traffic, weather, window, knowledge, air, water, holiday, damage, accommodation, scenery, scene, pigeon, bread, mountain, luck, news, accident, laugh, flour, laughter

Exercise 41. Translate the following sentences into Ukrainian paying attention to the words in bold type:

1. The windows in his car are made of unbreakable **glass**. 2. He gave me **a glass** of water. 3. These are the **works** of Shakespeare. 4. He is not at home, he is at the **works**. He is installing new equipment. 5. His **work** is rather dull, he thinks. 6. Do you have **scales**? I want to weigh this fish. 7. Celsius or Fahrenheit **scales** are used in many countries. 8. I spilled the water, give me a **cloth**, please. 9. Have you bought **cloth** for draperies? 10. He's got his car insurance **policy**. 11. She always criticizes the government's **policy**. 12. I need an **iron** to press my dress. 13. These items are made of **iron**. 14. There is neither salt nor **pepper** on the table. 15. He planted several **peppers** in the hothouse. 16. Would you like some **chocolate**? 17. She took a **chocolate** bar out of the box. 18. He meets a lot of **people** every day. 19. A lot of different **peoples** live in Asia. 20. They run a very profitable **business**.

Exercise 42. Match the word on the left with its partner on the right:

Example: *a piece music — a piece of music*

1)	a lump	a) lightening
2)	a bit	b) thunder
3)	a flash	c) clothing
4)	a stroke	d) air
5)	a slice	e) salt
6)	a clap	f) bread
7)	a sum	g) rain
8)	an article	h) milk
9)	a loaf	i) soap
0)	a bar	j) toothpaste
1)	a spot	k) cloth
2)	a carton	l) furniture
3)	a tube	m) paper
4)	a puff	n) cheese
5)	an item	o) money
6)	a sheet	p) luck
7)	a strip	q) ice
8)	a grain	r) sugar
9)	a block	s) information
0)	a breath	t) smoke

Exercise 43. Change the uncountable nouns in bold type into countable ones in the sentences using the words from Exercise 42:

Example: *Buy some **bread** on your way home. — Buy **a loaf of bread** on your way home.*

1. I had **luck** in the casino yesterday. 2. I saw **lightening** and then heard **thunder** in the west. 3. How much **luggage** have you got with you? 4. Would you like some more **cake**? 5. Daddy brought me **milk chocolate**! 6. He blew **smoke** out of his pipe into the open window. 7. How much **sugar** do you take with your tea? 8. We need to buy some **furniture** for our kitchen. 9. Give me please **brown shoe polish**. 10. He told us very interesting **information** last night.

Exercise 44. Write out the nouns which are used only in the plural form (you must get 25 nouns):

athletics, cattle, scissors, taxes, pyjamas, economics, police, news, means, goods, pants, subjects, billiards, darts, outskirts, premises, mechanics, spectacles, clothes, stairs, maths, shorts, tights, gymnastics, congratulations, crossroads, patience, scales, lodgings, foundations, equipment, research, authorities, soap, contents, looks, countryside, traffic-lights, tongs, toothpaste, headphones, delays, binoculars, electronics, eyes, trousers

Exercise 45. Complete the following table and give the corresponding singular or plural form of the nouns, if any. If there is no the corresponding form, put a V. The first two words are given as examples:

Singular	Plural	Singular	Plural
means	means		
V	scissors		

means, scissors, pence, Frenchman, Roman, photo, physics, cloth, sheep, halves, news, sleeves, mice, species, contents, athletics, series, knowledge, feet, phenomena, clothes, bases, headquarters, Japanese

Exercise 46. Find the odd word in the chain of the nouns:

Example: *tea — butter — onions — meat*

trousers — spectacles — scales — news
advice — knowledge — contents — progress
phonetics - vacation - goods - information
criteria — datum — oases — radii
mice — men — goats — geese
police — work — weather — furniture
congress — team — government — equipment
water — potato — milk — bread
time — business — stone — bird
means — species — crossroads — wolves
thanks — barracks — congratulations — authorities
diagnoses — roofs — cattle — accommodation
premises — mechanics — darts — laughter
success — research — applause — path
journey — voyage — travel — walk

Exercise 47. Open the brackets and choose the proper form:

1. I feel that the jury already (have/has) thought that you are innocent. 2. The government (was/were) not able to pursue the policy which had been promised before the elections. 3. The police (is/are) investigating the case now. 4. The crew of the plane (consist/consists) of four people. 5. His company (was/were) founded in 1996. 6. The party (was/were) in full swing. The music was playing, the company (was/were) eating and drinking. 7. My family (is/are) early risers, so at 11 o'clock p.m. the family (is/are) always in bed. 8. The cattle (is/are) in the field next to it. 9. The committee (is/are) full of enthusiasm. 10. Such an organization as the board of directors (is/are) elected by stockholders. 11. The ship turned out to be a good ship, the crew (was/were) skilled seamen. 12. The government usually (consist/consists) of the prime minister and several ministers. 13. The average American family (have/has) three children. 14. The jury (is/are) represented by twelve people. 15. The crops (is/are) good this summer.

Exercise 48. Fill in the blanks with the appropriate form of the verb *to be*:

A) 1. The crew... rescued by our boat. 2. Her clothes... very fashionable. 3. Your advice... always welcome. 4. The information he gave us ... very useful. 5. A little money ... better than nothing. 6. That species of spiders ... commonly seen in deserts of North Africa. 7. I think her hair ... dyed. 8. No news ... good news. 9. I don't want to work here. The equipment ... too complicated. 10. There ... a lot of sheep in the field. 11. I think this ... detailed research. 12. Where ... my spectacles? 13. The phenomena ... unusual. 14. Mathematics ... difficult, but physics ... more difficult to my mind. 15. The cattle ... up the hill.

B) 1. Look out! The stairs ...very old. 2. In my opinion, looks ... very important for an actor. 3. The police ... responsible for these actions. 4. Criteria ... changing, you know. 5. The committee ... set up several months ago. 6. The traffic ... very heavy in this street. Be careful at the corner. When the traffic-lights ... red, don't cross the street. 7. The working wages ... up. 8. The knowledge she has got at college ... very deep. 9. The carrots ... delicious. 10. The vacation ... always fun. 11. The funeral ... usually a sad occasion. 12. The evidence ... against him. 13. The contents of the letter ... made public. 14. The opera-glasses ... out of focus. 15. The grapes ... ripe.

Exercise 49. Match the words on the left (1-10) with the appropriate phrases on the right (a-j) to get 10 sentences.

) Your advice	) are located outside London.
) Our headquarters	) she lent us was not enough.
) The money	) are fit.
) The premises	) is an important part of the Olympic Games.
) The information	) are often deceptive.
) Best news	) is installed in our new shop.
) New equipment	) against applying for that job was good.
) Athletics	) was not reliable. It was published in tabloids.
) The scales	) is always printed in morning newspapers.
) 10) Appearances	) where he worked were in the suburbs.

Exercise 50. Find the mistakes in the following sentences and correct them. Some sentences have more than one mistake:

1. We had such a terrible weather that we left the hotel in the country (we did not have heatings there) and took an accommodation with a fire place in town instead.
 2. Yesterday I got a permission to go there. What about you? Have you got your permits?
 3. I love French impressionists but I would need an advice from a specialist before I bought any. My knowledges in that area are very poor.
 4. Her works are definitely making great progresses these days. She has done a lot of researches lately.
 5. Have you heard that Jack's lodging is on London, but on the outskirt of the city? These are interesting news, aren't they?
 6. The police is looking for the criminals who escaped last night. The informations about them were sent to all the police stations of the district.
 7. Political and economic crises is frequent for Africa.
 8. How many

luggages are you taking? Oh, I think you won't be able to cope with them. You'll have to hire a porter. 9. Last week was awful for her. She had two tooth pulled out, her child got ill and finally her husband lost moneys. 10. The tights is too loose for her.

Exercise 51. Translate the sentences into English:

1. Його поради завжди бувають такі переконливі (convincing). Чому ти ніколи їх не дотримуєшся? 2. Яка погана (nasty) погода! У таку дощову погоду краще сидіти вдома. 3. Вона робить хороші успіхи в англійській. 4. Я здивований (be surprised), що вона повірила цим дивним новинам. Боюся, вони недостовірні. Хто їх їй повідомив? 5. Мені здається, ці ваги зламані. 6. Вчора я поклав сюди гроші. Де вони? Я не можу їх знайти. 7. Я вважаю, що приміщення для нашого магазину цілком підходяще. 8. Мені не подобаються ці джинси. Мені здається, та пара джинсів краща. 9. Екіпаж був готовий виконати (fulfil) наказ капітана. 10. Критерії часто змінюються.

11. Ваші товари зроблені дуже погано. 12. Ніку необхідно зшити (sew) нові штани. У мене є гарна синя тканина. 13. Він купив буханку хліба, пакет молока, шматок мила і тюбик зубної пасти. 14. Інформація про ціни дуже цікава. 15. Тут немає світлофора, і перехрестя - дуже небезпечне місце. 16. Види цих рослин (plant) невідомі. 17. Раптом позаду себе я почув голосний сміх. 18. Його знання з математики кращі за мої. 19. Ти взяв бінокль? - Ні, він нам не знадобиться. Наші місця в другому ряду (row). 20. Докази були важливі, і він відчував, що суд присяжних був проти нього. 21. В Англії зарплата робітникам виплачується щотижня. 22. Акторів зустріли аплодисментами. 23. Мій годинник відстає. 24. Морква багата вітамінами. 25. Вона вважає, що сучасний одяг красивий і зручний (convenient).

The Verb *be*

Exercise 52. Match the sentences on the left with their replies on the right. Pay attention to the use of the verb *to be*.

) What's wrong with your son?	) Don't be in a hurry, we've got enough time.
) The Browns are nice people.	) I am not interested in politics.
) There is nothing to be seen.	) I am through with it.
) I don't think it's difficult. You shouldn't give in.	) I am sick and tired of his words.
) Have you finished the book?	) I am against going there.
) It is not anybody's fault.	) He is starting a cold.
) I don't like watching the news.	) It is a pity you haven't made up your mind yet.

) Why haven't you finished the work in time?	) I am for inviting them to dinner.
) day He comes to see me every and tries to persuade me.	) The problem is worth solving.
0) topic I am trying to choose the for my essay.	) Nobody is to blame.
1) about? Why are you so rushing	) Who is responsible for it?

Exercise 53. Give the interrogative and the negative forms of the sentences:

1. They are to meet at 9 o'clock sharp. 2. She was to arrive at five o'clock in the afternoon. 3. We were to meet under the Big Clock at the station. 4. The luggage is to be examined at the customs office. 5. The traffic regulations are to be observed. 6. He is to do the work tomorrow. 7. He is to leave for Washington one of these days. 8. Jack is to speak to the top manager tonight. 9. The delegation is to arrive in Moscow in a week. 10. Mr. Black is to take part in the talks.

Exercise 54. Choose the right variant:

1. We were to (meet/have met) at 3, but she did not come. 2. I was to (come/have come) at 3, and I managed not to be late. 3. The train was to (leave/have left) at midnight, but there was a delay, and we started off at one in the morning. 4. She was to (phone/have phoned) in the evening. She rang me up in the morning. 5. He was to (speak/have spoken) to his new manager, and he was excited about it. 6. She was to (take/have taken) a difficult examination. 7. The prime minister was to (arrive/have arrived) yesterday. Because of his sudden disease the visit was postponed.

Exercise 55. Translate into English using the verb *to be*:

1. Їй належить вирішити дуже важке завдання. 2. Я не знаю, що я повинен зробити. 3. Їй сьогодні треба пройти співбесіду (interview). Вона дуже хвилюється. 4. О котрій годині вони повинні провести переговори (talks)? 5. Що нам робити? У нас немає грошей. 6. Їй треба було зробити серйозний крок. 7. Ми повинні були зустрітися о сьомій, але він чомусь (for some reason) не прийшов. 8. Мені треба було вперше покинути будинок. 9. Я повинен був почати роботу на минулому тижні, але передумав. 10. Нам слід організувати зустріч.

Exercise 56. Choose the right variant:

1. You (were being/were) very stupid last night. Why did you behave like this? 2. It (is/is being) very stuffy in here. Let's open the window. 3. He (is/is being) very generous. It's strange. He is not usually like that. 4. She (was/was being) so nice towards me. I am expecting an unpleasant surprise. 5. She (is/is being) always so kind

to me. 6. It is so strange he has not made any mistakes. I think he (was/was being) so careful then. 7. She looks bad. — Yes. She (is/is being) very tired and depressed. 8. He (is/is being) so polite to me at present.

The Verb *have*

Exercise 57. Give the interrogative and negative forms of the following sentences:

1. He has a lot of experience. 2. She has a bath every day. 3. She has got a lot of jewelry. 4. They have a lot of rare plants in their garden. 5. She usually has a rest after dinner. 6. They had late supper tonight. 7. We have got a lot of problems now. 8. They had a pleasant voyage last summer. 9. Her mother has a flat in the High Street. 10. The president has a bad cold.

Exercise 58. Change these sentences into the Present Continuous where possible making all necessary changes:

Example: *They have parties on Sundays. — They are having a party now.*

1. She has got long dark hair. 2. They have a lot of friends. 3. She has a shower every evening. 4. Helen often has a chat with Robert. 5. We usually have a good time at the weekend. 6. I have less money than before. 7. She has a heart for pets. 8. Does she have a telephone in her new apartment? 9. He has a swim every evening. 10. We have a lot of fun after work.

Exercise 59. Give the interrogative and negative forms of the following sentences:

1. They have to go there. 2. Bess has got to stay here till late at night. 3. I often have to travel on business. 4. They had to buy tickets for the next train. 5. They have to work a lot to earn money. 6. She has to take another exam. 7. We have got to leave the party because of our baby. 8. You have to get permission to go there. 9. She has to go shopping after work. 10. He has to see a dentist tomorrow. 11. We had to change our plans. 12. He had to revise the rule to write the test well. 13. She has got to work at the weekend. 14. They had to spend more money on this trip. 15. He has to go by underground. His car has broken down. 16. She has to keep to a diet.

Exercise 60. Fill in the blanks with the proper form of the verbs *to have (to)* or *to have got (to)*:

1. Last month he spent his holiday at the seaside. He ___ a room at the top of the hotel. 2. Mom, don't worry! We ___ a very good time here. 3. Yesterday I ___ get up early to catch the train. 4. He gave up teaching. He ___ no patience. 5. We ___ got to finish work at 4 o'clock. 6. She ___ a bath now. 7. ___ a look at this picture! I am sure it's a Dali. 8. I am sure he ___ some information to pass on you. 9. He ___ got a lot of work to do. 10. There are two kinds of speeches: there is the speech that a person makes when he ___ something to say and the speech when he ___ say something.

Exercise 61. Change the following sentences into question tags:

1. She'll have to stay at home these days. 2. He often has to go to the dentist.
3. We have to begin the experiment at five o'clock. 4. They had to lay the fire. 5. You look a bit tired, you've had a long walk. 6. She has to go there twice a week. 7. As they understood, he had to stay there for a fortnight. 8. He had to finish work by Thursday. 9. They never have dinner at home. 10. They had a new car.

Exercise 62. Choose the right variant making all necessary changes:

1. What I (be/have) to do? 2. Not a sound (be/have) to be heard. 3. They were late, they (be/have) to wait for the bus. 4. According to the plan we (be/have) to finish the work in two days. 5. A new reader (be/have) to appear in the near future. 6. He (be/have) to buy a small car because he did not have enough money for a bigger one. 7. She (be/have) to buy the tickets for the next day because all the tickets had been sold out. 8. A new satellite (be/have) to be launched in June. 9. We (be/have) to hurry because our friends were waiting for us. 10. The lecture (be/have) to begin at 11 o'clock.

Exercise 63. Translate into English using the verb *to have to* or *to be to*:

1. Йому доведеться працювати замість (instead of) неї. 2. Їм довелося працювати допізна? 3. Я змушений зараз піти. Мене чекають важливі переговори (talks). 4. Мені не потрібно завтра працювати, у мене вихідний (day off). 5. Ми повинні були зустрітися о 5-ій, а через те що я міг спізнитися, мені довелося взяти таксі. 6. Вам доводиться багато працювати на комп'ютері, чи не так? 7. Вона поспішала додому. Їй потрібно було приготувати вечерю для гостей. 8. Вона повинна була вчора зателефонувати, але їй довелося терміново (urgently) виїхати. 9. Вибачте, що запізнився. Вам довелося довго чекати? 10. Мені не треба перекладати цю статтю.

The Verb *do*

Exercise 64. Change the verbs in bold type by the appropriate form of the verb *to do*:

1. Peter speaks English as well as Ann **speaks**. 2. He spent as much money as you **spent**. 3. She reads as fast as you **read**. 4. They showed us more sights than our guide **showed**. 5. Mary sang much better than Emily usually **sings**. 6. He likes the same dishes as you **like**. 7. She uses the same perfume as I **use**. 8. He answered more questions than Pete **answered**. 9. The new teacher spoke much faster than our old teacher **speaks**. 10. She plays the piano as well as a professional **plays**. 11. We reached the camp earlier than our friends **reached**. 12. You know her as well as I **know**. 13. She likes to see the same films as he **likes**.

Exercise 65. Make the sentences more emphatic:

Example: *Please sit down. — Do sit down, please.*

He went there. — He did go there.

1. He **loves** her. 2. **Say** something! Don't keep **silent**. 3. **I want** you to believe me that he is trustworthy. 4. **She wanted** to get an excellent mark. 5. **Listen** to her, **it's** very important. 6. **I wanted** to leave. 7. "But **I mean it!**" she cried. 8. **Treat** him more trustingly, it's your **duty!** 9. They **had** to find the way out. 10. **Stop** playing **the** fool, please. 11. At last he **received** the job he had **wanted** for such a long time. 12. **Come**, Ann; I'm waiting. **I really** must ask you to be reasonable and listen to what **I said** and **say**. 13. **I want** to show you my house today. 14. **Life changed** for them.

ПИТАЛЬНІ РЕЧЕННЯ (QUESTIONS)

В англійській мові існує чотири види запитань: загальні, спеціальні, альтернативні та розділові.

I. Загальні питання.

Це питання, які відносяться до всього речення і потребують короткої відповіді "так" або "ні". Ці питання завжди починаються:

1) Дієсловами **to be, to have**:

Is she a doctor? – Yes, she is.

Have they already translated the article? – No, they haven't.

2) Допоміжними дієсловами:

Does he go in for sports? – Yes, he does.

Are you writing a letter. – No, I am not.

3) Модальними дієсловами:

May I come in? – Yes, you may.

II. Спеціальні питання.

Це питання, що відносяться до якого-небудь члена речення і потребують повної конкретної відповіді. Зазвичай за питальними словами **who, what, when, where, why, whose, how many, how much** стоїть допоміжне дієслово: When will you go to the institute? – I shall go to the Institute at 9 o'clock in the morning.

При питанні до підмета або до його означення зберігається прямий порядок слів. Замість підмета ставиться:

1) питальні займенники **who** (хто), **what** (що), які зазвичай вживаються з дієсловом третьої особи однини;

2) зі сполученням питального слова з підметом: Whose books are on the table?

Якщо наприкінці спеціального питання стоїть прийменник, то він відноситься до питального слова: What is this text about?

III. Альтернативні питання.

Це питання, які складаються з двох загальних питань, об'єднаних сполучником **or** (або), і пропонують можливість вибору: Do you or does your friend study at the Institute? – I study at the Institute.

IV. Розділові питання.

Ці питання складаються зі стверджувального речення і короткого загального питання. Коротке загальне питання має питальну заперечну форму, якщо перша

частина – стверджувальна, і питально-стверджувальну, якщо перша частина – заперечна.

Українською мовою розділове питання перекладається словами “чи не так?”, “так, чи...”, “чи не правда?”:

You have a book, haven't you?

У вас є книга, чи не так?

You don't know English well, do you?

Ви не знаєте англійської мови добре, чи не правда?

Exercise 66. Form the general questions:

Example: *My brother likes skating. — Does my brother like skating?*

1. He translates a lot of letters into English. 2. I had an early morning call at seven o'clock. 3. Little children like to ask many questions. 4. Their classes will last till four o'clock tomorrow. 5. I've already done this task. 6. She spends a lot of time on her English. 7. My children are at college. 8. They had supper at 7 o'clock. 9. I am going to play tennis in the evening. 10. They were writing when I came. 11. She can play the guitar very well. 12. There are many people in the library now. 13. Brazil won the football World Cup in 1994. 14. He has already read a lot of English books. 15. They have classes at 9 every day.

Exercise 67. Form the alternative questions to the words in bold type:

Example: *My brother likes skating (3). — Does your brother like skating or skiing? Does your or his brother like skating? Does your brother or Pete like skating?*

1. **The film** was **exciting** (2). 2. **Thousands** of people visited the **exhibition** (2). 3. **He** watches **TV every day**. (3) 4. **They** can go **to the country on Friday**. (3) 5. **She** has **painted the walls**. (3)

Exercise 68. Change the general questions into indirect ones. Begin your sentences with *Do you know, I wonder* or *Tell me*:

Example:

Has he seen this movie before? — Do you know if/whether he has seen this movie before?

Tell me please if/whether he has seen this movie before.

I wonder if/whether he has seen this movie before.

1. Is it common to give a waiter a tip? 2. Does he want to come round this evening? 3. Did you go out last night? 4. Are single-parent families becoming more common in Russia? 5. Is there anything you are very proud of? 6. Does she live in the flat above you? 7. Do they watch satellite TV or cable TV? 8. Does Internet influence our daily lives? 9. Did you go to a nursery school? 10. Have the police questioned a number of people about the crime? 11. Are trains more reliable than buses? 12. Has he arranged his meeting for tonight? 13. Are there lots of historical monuments in Vienna? 14. Is there a great mix of people in Paris? 15. Did he book a room at the hotel?

Exercise 69. Form the negative questions:

Example: *She took part in the performance. — Didn't she take part in the performance? Or Did she not take part in the performance?*

1. I went to the cinema with my friends. 2. They usually go to bed very early.
3. They had finished work by 5 o'clock. 4. She will be studying at this time tomorrow.
5. There was an old bridge here. 6. He came home very late. 7. She understands Spanish a little. 8. They have a three-room flat. 9. He has been to the USA lately.
10. They are going to build a new house. 11. Your son loves music. 12. We are going to the theatre today. 13. There will be a lot of people at the lecture today. 14. We studied at college together. 15. His friends liked the film very much.

Exercise 70. Form the question tags:

Example: *She has already come. — She has already come, hasn't she?*

1. They will return in a month. 2. Let's buy a loaf of bread. 3. Open the window.
4. I am late. 5. There is a theatre in the centre of the city. 6. She has never been to the Zoo. 7. I am right. 8. Don't go there. 9. Peter and Ann know English well. 10. He didn't do his homework. 11. Let's go to the country. 12. There were no mistakes in his dictation. 13. She won't be playing the piano at twelve. 14. They can't speak German at all. 15. She knows him.

Exercise 71. Correct the mistakes if any:

1. Don't forget to bring the book, will you? 2. There aren't any apples left, are they? 3. He is sure to come, doesn't he? 4. Let's come a bit earlier to have better seats, don't we? 5. It isn't raining now, is it? 6. You and I talked to him last week, didn't you? 7. He won't be leaving tomorrow, will he? 8. She has never been afraid of anything, hasn't she? 9. They have got two children, do they? 10. The boys don't have classes today, do they? 11. I am to blame, aren't I? 12. We like to swim in the swimming pool, do we? 13. Nobody has come yet, haven't they? 14. Please turn off the light, don't you? 15. He has never come back, hasn't he?

Exercise 72. Put the words into the correct order (you must get special questions):

1. time, his, always, who, in, is, lessons, for? 2. going, a, what, her, about, he, week, is, to, in, write, to? 3. about, did, speak, last, in, what, week, class, you? 4. this, you, read, how, month, books, have, many? 5. people, the, to, at, prefer, sometimes, do, study, why, library? 6. many, France, he, been, how, to, times, has? 7. kind, brave, we, of, call, people, what, do? 8. draws, which, them, well, of? 9. today, have, the, what, radio, heard, on, news, you? 10. USA, states, in, there, the, many, are, how?

Exercise 73. Correct the mistakes if any:

1. How often you have your English classes? 2. What you do at English lessons?
3. What you prepared for your lesson? 4. Who were absent from the previous lesson?
5. How many points you got for your exam? 6. Who do you usually go home with?

7. What countries the USA borders upon? 8. When did the briefing take place?
9. Who knows this district well? 10. Who did phone yesterday? 11. How long you have been studying English?

Exercise 74. Form the special questions to the words in bold type (the number of questions is given in brackets):

Example: *He went to the theatre* (3). — *Who went to the theatre? What did he do? Where did he go?*

1. **My working day** lasts **eight hours**. (3) 2. **They discussed a lot of articles on economics last weekend**. (6) 3. **I have read this book** in the original. (3) 4. **They were watching TV when I came**. (4) 5. I was absent **because I was ill**. (2) 6. It took **me two hours** to get there. (2) 7. **They are going to travel by car**. (3) 8. I always speak **English to him**. (3) 9. **She will do the-work in two days' time**. (3) 10. I taught **him to swim**. (3)

Exercise 75. Change the special questions into indirect ones. Begin your sentences with *Do you know, I wonder* or *Tell me please*:

Example: *What does the boss want?* — *Do you know what the boss wants? Tell me please what the boss wants.*

1. How long does it take him to get there? 2. When did he meet her for the first time? 3. Who objects to Sunday work? 4. What is his date of birth? 5. Whose book is it? 6. When will the next conference take place? 7. How well does she play the piano? 8. Why are they buying a new house? 9. How long will the interview last? 10. What kind of chocolate tastes best? 11. Where did they spend their vacation? 12. Who does he know from Group 32? 13. How much does it cost to repair a bicycle? 14. How long have you known the Browns? 15. Whose bag is on the table?

LESSON 2

TEXT A PEOPLE AND MOTIVATION IN BUSINESS

To achieve its goals, any organization-whether it's Starbucks, IBM, or a local convenience store-must be sure its employees have more than the right raw materials, adequate facilities, and equipment that works. The organization must also ensure that its employees are *motivated*. To some extent, a high level of employee motivation derives from effective management practices.

WHAT IS MOTIVATION?

A motive is something that causes a person to act A successful athlete is said to be "highly motivated." A student who avoids work is said to be "unmotivated". We define **motivation** as the individual, internal process that energizes, directs and sustains behavior. It is the personal "force" that causes you or me to act in particular way. For example, job rotation may increase your enthusiasm about your work so that you devote more energy to it, but perhaps it would not have the same effect on me.

Morale is an employee's attitude or feelings about the job, about superiors and about the firm itself. To achieve organizational goals effectively, employees need more than the right raw materials, adequate facilities, and equipment that works. High morale results mainly from the satisfaction of needs on the job or as a result of the job. One need that might be satisfied on the job is the need *to be recognized* as an important contributor to the organization. A need satisfied as result of the job is the need for *financial security*. High morale, in turn, leads to the dedication and loyalty in evidence at Japanese auto plants in the United States, as well as to the desire to do the job well. Low morale can lead to shoddy work, absenteeism, and high turnover rates as employees leave to seek more satisfying jobs with other firms.

Motivation, morale, and the satisfaction of employees' needs are thus intertwined. Along with productivity, they have been the subject of much study since the end of the nineteenth century. We continue our discussion of motivation by outlining some landmarks of that early research.

Exercise 1. Put 5 questions to the text.

Exercise 2. Read, translate and discuss the following text:

IS THE WHOLE WORLD WORKING TOO HARD?

In his 1935 essay, "In Praise of Idleness," British philosopher Bertrand Russell wrote, "I think there is far too much work done in the world and immense harm is caused by the belief that work is virtuous." Russell advocated shortening the work day to four hours. And people all over the world ignored his advice. Although the sweatshops and fourteen-hour work days are gone in most industrialized countries today, studies reveal that people in most of these countries believe they are working longer and harder than ever.

In the United States, the hours available for leisure each week dropped from 24.3 in 1975 to 19.2 in 1995. An associate partner in a U.S. architectural firm reported that working 70 to 80 hours a week is the norm in her field. In a recent survey of 150 Canadian executives, 75 percent stated they were working so hard their personal relationships were suffering. Compaq Canada's director of channel sales and development says he arrives at his office by 6:30 AM, leaves after 7:30 PM, and always works at home in the evenings. According to an International Research Association study, 72 percent of Brazilians consider work more important than leisure, as do 67 percent of Philippine workers and 66 percent of workers in Venezuela.

Many people blame technology for our longer working hours. Instead of giving us more leisure time as predicted, it seems to tie us more securely to our offices. In the days before fax, E-mail, and videoconferencing, the office closed. Today we take the office with us. A British manager, for example, can stay at work until midnight for a conference with the California branch. Corporate downsizing is another contributor, because remaining workers have to do the jobs of those who have been laid off. Basically, however, people just seem to feel they need to work harder. According to Carole Pemberton, a research consultant with a British management organization, people worked hard in the 1960s to get ahead; now they feel they must work hard just to stay where they are.

In the short run, workers may be rewarded for long hours, but experts point out that ultimately people suffer from exhaustion, stress, and depression. To improve the quality of their lives, many US. workers are changing jobs and taking salary cuts. Internationally, organizations are helping workers slow down. When conducting performance reviews, the Bank of Montreal no longer rewards managers for working interminable hours. In Japan, Sony encourages staff to take every day of holiday entitlement. In Great Britain a group launched the "Long Hours Campaign, the slogan of which is "Go Home On Time! Get a Life". It remains to be seen if workers around the world will take this advice.

TEXT B HISTORICAL PERSPECTIVES ON MOTIVATION

Researchers often begin a study with some fairly narrow goal in mind. But after they develop an understanding of their subject, they realize that both their goal and their research should be broadened. This is exactly what happened when early research into productivity blossomed into the more modern study of employee motivation

SCIENTIFIC MANAGEMENT

Toward the end of the nineteenth century, Frederick W. Taylor became interested in improving the efficiency of individual workers. This interest stemmed from his own experiences in manufacturing plants. It eventually led to **scientific management**, the application of scientific principles to management of work and workers.

One of Taylor's first jobs was with the Midvale Steel Company in Philadelphia where he developed a strong distaste for waste and inefficiency. He also observed a practice he called "soldiering." Workers soldiered, or worked slowly because they feared if they worked faster, they would run out of work and lose their jobs. Taylor realized managers were not aware of this practice because they had no idea what the workers productivity level *should be*.

Taylor later left Midvale and spent several years at Bethlehem Steel. It was there that he made his most significant contribution. In particular, he suggested that each job should be broken down into separate tasks. Then management should determine (1) the best way to perform these tasks and (2) the job output to expect when the tasks were performed properly. Next management should carefully choose the best person for each job and train that person to do the job properly. Finally, management should cooperate with workers to ensure that jobs were performed as planned.

Taylor also developed the idea that most people work only to earn money. He therefore reasoned that pay should be tied directly to output. The more a person produced, the more he or she should be paid. This gave rise to the **piece-rate system**, under which employees are paid a certain amount for each unit of output they produce. Under Taylor's piece-rate system, each employee was assigned an output quota. Those exceeding the quota were paid a higher per-unit rate for all units they produced. Today the piece-rate system is still used by some firms. Lincoln Electric Company in Cleveland, Ohio, for example, has been using piece-rate compensation as a bonus system since 1934, it now uses the system with 90 percent of its workers. The long-standing success of the program is attributed to a strong trust between shopfloor employees and management as well as relatively high wages.

When Taylor's system was put into practice at Bethlehem Steel, the results were dramatic. Average earnings per day for steel handlers rose from \$1.15 to \$1.88. (Don't let the low wages that prevailed at the time obscure the fact that this was an increase of

better than 60 percent!) The average amount of steel handled per day increased from 16 to 57 tons.

Taylor's revolutionary ideas had a profound impact on management practice. However, his view of motivation was soon recognized as overly simplistic and narrow. It is true that most people expect to be paid for their work. But it is also true that people work for a variety of reasons other than pay. Simply increasing a person's pay may not increase that person's motivation or productivity.

THE HAWTHORNE STUDIES

Between 1927 and 1932, Elton Mayo conducted two experiments at the Hawthorne plant of the Western Electric Company in Chicago. The original objective of these studies, now referred to as the Hawthorne Studies, was to determine the effects of the work environment on employee productivity. In the first set of experiments, lighting in the workplace was varied for one group of workers but not for a second group. Then the productivity of both groups was measured to determine the effect of the light. To the amazement of the researchers, productivity increased for both groups. And for the group whose lighting was varied, productivity remained high until the light was reduced to the level of moonlight!

The second set of experiments focused on the effectiveness of the piece-rate system in increasing the output of groups of workers. Researchers expected that output would increase because faster workers would put pressure on slower workers to produce more. Again, the results were not as expected. Output remained constant, no matter what "standard" rates management set.

The researchers came to the conclusion that human factors were responsible for the results of the two experiments. In the lighting experiments, researchers had given both groups of workers a *sense of involvement* in their jobs merely by asking them to participate in the research. These workers-perhaps for the first time-felt as though they were an important part of the organization. In the piece-rate experiments, each group of workers informally set the acceptable rate of output for the group. To gain or retain the *social acceptance* of the group, each worker had to produce at that rate. Slower or faster workers were pressured to maintain the group's pace.

The Hawthorne Studies showed that such human factors are at least as important to motivation as pay rates. From these and other studies, the *human relations movement* in management was born. Its premise was simple: employees who are happy and satisfied with their work are motivated to perform better. Hence, management would do best to provide a work environment that maximizes employee satisfaction.

MASLOW'S HIERARCHY OF NEEDS

Abraham Maslow, an American psychologist whose best-known works were published in the 1960s and 1970s, developed a theory of motivation based on a hierarchy of needs. A **need** is a personal requirement. Maslow assumed that humans are "wanting" beings who seek to fulfill a variety of needs. He observed that these needs can be arranged according to the importance in a sequence now known as Maslow's hierarchy of needs.

At the most basic level are **physiological needs**, the things we require to survive. They include food and water, clothing, shelter, and sleep. In the employment context, these needs are usually satisfied through adequate wages.

At the next level are **safety needs**, the things we require for physical and emotional security. Safety needs may be satisfied through job security, health insurance, pension plans, and safe working conditions.

Next are the **social needs**, the human requirements for love and affection and a sense of belonging. To an extent, these needs can be satisfied through relationships in the work environment and the informal organization. But social networks beyond the workplace-with family and friends, for example-are usually needed too.

At the level of **esteem needs**, we require respect and recognition from others and a sense of our own accomplishment and worth (self-esteem). These needs may be satisfied through personal accomplishment, promotion to more responsible jobs, various honors and awards, and other forms of recognition.

At the top of the hierarchy are our **self-actualization needs**, the needs to grow and develop and to become all that we are capable of being. These are the most difficult needs to satisfy, and the means of satisfying them tend to vary with the individual. For some people, learning a new skill, starting a new career after retirement, or becoming "the best there is" at some endeavor may be the way to realize self-actualization.

Maslow suggested that people work to satisfy their physiological needs first, then their safety needs, and so on up the "needs ladder." In general, they are motivated by the needs at the lowest level that remain unsatisfied. However, needs at one level do not have to be completely satisfied before needs at the next-higher level come into play. If the majority of a person's physiological and safety needs are satisfied, that person will be motivated primarily by social needs. But any physiological and safety needs that remain unsatisfied will also be important.

Maslow's hierarchy of needs provides a useful way of viewing employee motivation, as well as a guide for management. By and large, American business has been able to satisfy workers basic needs, but the higher-order needs present more of a challenge. These needs are not satisfied in a simple manner, and the means of satisfaction vary from one employee to another.

HERZBERG'S MOTIVATION-HYGIENE THEORY

In the late 1950s, Frederick Herzberg interviewed approximately 200 accountants and engineers in Pittsburgh. During the interviews, he asked them to think of a time when they had felt especially good about their jobs and their work. Then he asked them to describe the factor or factors that had caused them to feel that way. Next he did the same regarding a time when they had felt especially bad about their work. He was surprised to find that feeling good and feeling bad resulted from entirely different sets of factors; that is, low pay might have made a particular person feel bad, but it was not high pay that had made that person feel good. Instead, it was some completely different factor.

Satisfaction and Dissatisfaction Before Herzberg's interviews, the general assumption was that employee satisfaction and dissatisfaction lay at opposite ends of the same scale. People felt satisfied, dissatisfied, or somewhere in between. But Herzberg's interviews convinced him that satisfaction and dissatisfaction may be different dimensions altogether. One-dimension might range from satisfaction to no satisfaction, and the other might range from dissatisfaction to no dissatisfaction. In other words, the opposite of satisfaction is not dissatisfaction. The idea that satisfaction and dissatisfaction are separate and distinct dimensions is referred to as the **motivation-hygiene theory**. The job factors that Herzberg found most frequently associated with

satisfaction are achievement, recognition, responsibility, advancement, growth, and the work itself. These factors are generally referred to as **motivation factors** because their presence increases motivation. However, their absence does not necessarily result in feelings of dissatisfaction. When motivation factors are present, they act as *satisfiers*.

Job factors cited as causing dissatisfaction are supervision, working conditions, interpersonal relationships, pay, job security, and company policies and administration. These factors, called **hygiene factors**, reduce dissatisfaction when they are present to an acceptable degree. However, they do not necessarily result in high levels of motivation. When hygiene factors are absent, they act as *dissatisfies*.

Using Herzberg's Motivation-Hygiene Theory Herzberg provides explicit guidelines for using the motivation-hygiene theory of employee motivation. He suggests that the hygiene factors must be present to ensure that a worker can function comfortably. But he warns that a state of no dissatisfaction never exists. In any situation, people will always be dissatisfied with something.

According to Herzberg, managers should make hygiene as positive as possible but should then expect only short-term, not long-term, improvement in motivation. Managers must instead focus on providing the motivation factors, which will presumably enhance motivation and long-term effort.

We should note that employee pay has more effect than Herzberg's theory indicates. He suggests that pay provides only short-term change and not true motivation. Yet in many organizations, pay constitutes a form of recognition and reward for achievement - and recognition and achievement are both motivation factors. The effect of pay may depend on how it is distributed. If a pay increase does not depend on performance (as in across-the-board or cost-of-living raises), it may not motivate people. However, if pay is increased as a form of recognition (as in bonuses or incentives), it may play a powerful role in motivating employees to higher performance.

THEORY X AND THEORY Y

The concept of Theory X and Theory Y were advanced by Douglas McGregor in his 1960 book *The Human Side of Enterprise*. They are, in essence, sets of assumptions that underlie management's attitudes and beliefs regarding worker behavior.

Theory X is a concept of employee motivation generally consistent with Taylor's scientific management. Theory X assumes that employees dislike work and will function effectively only in a highly controlled work environment. According to Theory X,

1. People dislike work and try to avoid it.
2. Because people dislike work, managers must coerce, control, and frequently threaten employees to achieve organizational goals.
3. People generally must be led because they have little ambition and will not seek responsibility; they are concerned mainly with security.

The logical outcome of such assumptions will be a highly controlled work environment-one in which managers make all the decisions and employees take all the orders.

On the other hand, **Theory Y** is a concept of employee motivation generally consistent with the ideas of the human relations movement. Theory Y assumes that employees accept responsibility and work toward organizational goals if by so doing they also achieve personal rewards. According to Theory Y,

1. People do not naturally dislike work; in fact, work is an important part of their lives.
2. People will work toward goals to which they are committed.
3. People become committed to goals when it is clear that accomplishing the goals will bring personal rewards.
4. People often seek out and willingly accept responsibility.
5. Employees have the potential to help accomplish organizational goals.
6. Organizations generally do not make full use of their human resources.

Obviously this view is quite different from—and much more positive than—that of Theory X. McGregor argued that most managers behave in accordance with Theory X. But he maintained that Theory Y is more appropriate and effective as a guide for managerial action.

The human relations movement and Theories X and Y increased manager's awareness of the importance of social factors in the workplace. However, human motivation is a complex and dynamic process to which there is no simple key. Neither money nor social factors alone can provide the answer. Rather, a variety of factors must be considered in any attempt to increase motivation.

THEORY Z

In the 1970s, William Ouchi, a management professor at UCLA, began to study business practices in American and Japanese firms. He concluded that different types of management systems dominate in these two countries. In Japan, Ouchi found what he calls *Type J* firms. They are characterized by lifetime employment for employees, collective (or group) decision making, collective responsibility for the outcomes of decisions, slow evaluation and promotion, implied control mechanisms, nonspecialized career paths, and a holistic concern for employees as people.

American industry is dominated by what Ouchi calls *Type A* firms, which follow a different pattern. They emphasize short-term employment, individual decision making, individual responsibility for the outcomes of decisions, rapid evaluation and promotion, explicit control mechanisms, specialized career paths, and a segmented concern for employees only as employees.

A few very successful American firms represent a blend of the Type J and Type A patterns. These firms, called *Type Z* organizations, emphasize long-term employment, collective decision making, individual responsibility for the outcomes of decisions, slow evaluation and promotion, informal control along with some formalized measures, moderately specialized career paths, and a holistic concern for employees.

Ouchi's **Theory Z** is the belief that some middle ground between his Type A and Type J practices is best for American business. A major part of Theory Z is the emphasis on participative decision making. The focus is on “we” rather than on “us versus them.” Theory Z employees and managers view the organization as a family. This participative spirit fosters cooperation and the dissemination of information and organizational values.

REINFORCEMENT THEORY

Reinforcement theory is based on the premise that behavior that is rewarded is likely to be repeated, whereas behavior that is punished is less likely to recur. A *reinforcement* is an action that follows directly from a particular behavior. It may be a

pay raise following a particularly large sale to a new customer or a reprimand for coming to work late.

Reinforcements can take a variety of forms and can be used in a number of ways. A *positive reinforcement* is one that strengthens desired behavior by providing a reward. For example, many employees respond well to praise; recognition from their supervisors for a job well done increases (strengthens) their willingness to perform well in the future. A *negative reinforcement* strengthens desired behavior by eliminating an undesirable task or situation. Suppose a machine shop must be cleaned thoroughly every month—a dirty, miserable task. During one particular month when the workers do a less-than-satisfactory job at their normal work assignments, the boss requires the workers to clean the factory rather than bringing in the usual private maintenance service. The employees will be motivated to work harder the next month to avoid the unpleasant cleanup duty again.

Punishment is an undesired consequence of undesirable behavior. Common forms of punishment used in organizations include reprimands, reduced pay disciplinary layoffs, and termination (firing). Punishment often does more harm than good. It tends to create an unpleasant environment, fosters hostility and resentment, and suppresses undesirable behavior only until the supervisor's back is turned.

Managers who rely on *extinction* hope to eliminate undesirable behavior by not responding to it. The idea is that the behavior will eventually become "extinct." Suppose, for example, that an employee has the habit of writing memo after memo to his or her manager about insignificant events. If the manager doesn't respond to any of these memos, the employee will probably stop writing them, and the behavior will have been squelched.

The effectiveness of reinforcement depends on which type is used and how it is timed. One approach may work best under certain conditions, but some situations lend themselves to the use of more than one approach. Generally, positive reinforcement is considered the most effective, and it is recommended when the manager has a choice.

Continual reinforcement can become tedious for both manager and employees, especially when the same behavior is being reinforced over and over in the same way. At the start, it may be necessary to reinforce a desired behavior every time it occurs. However, once a desired behavior has become more or less established, occasional reinforcement seems to be most effective.

Exercise 1. Answer the following questions:

1. How do scientific management and Theory X differ from the human relations movement and Theory Y?
2. How did the results of the Hawthorne Studies influence researchers' thinking about employee motivation?
3. What are the five sets of needs in Maslow's hierarchy? How are a person's needs related to motivation?
4. What are the two dimensions in Herzberg's theory? What kinds of elements affect each dimension?
5. What is the fundamental premise of reinforcement theory?

Exercise2. Discuss the following questions:

1. How might managers make use of Maslow's hierarchy of needs in motivating employees? What problems would they encounter?
2. Do the various theories of motivation contradict each other or complement each other? Explain.
3. Reinforcement theory and behavior modification have been called demeaning because they tend to treat people "like mice in a maze." Do you agree?

TEXT C CONTEMPORARY VIEWS ON MOTIVATION

Maslow's hierarchy of needs and Herzberg's motivation-hygiene theory are popular and widely known theories of motivation. Each is also a significant step up from the relatively narrow views of scientific management and Theories X and Y. But they do have one weakness: each attempts to specify what motivates people but neither explains why or how motivation develops or is sustained over time. In recent years, managers have begun to explore three other models that take a more dynamic view of motivation. These are equity theory, expectancy theory, and goal-setting theory.

EQUITY THEORY

The **equity theory** of motivation is based on the premise that people are motivated to obtain and preserve equitable treatment for themselves. As used here, equity is the distribution of rewards in direct proportion to the contribution of each employee to the organization. Everyone need not receive the same rewards but the rewards should be in accordance with individual contributions.

According to the theory, we tend to implement the idea of equity in the following way. First, we develop our own input-to-outcome ratio. Inputs are the time, effort, skills, education, experience, and so on that we contribute to the organization. Outcomes are the rewards we get from the organization, such as pay, benefits, recognition, and promotions. Next, we compare this ratio with what we perceive as the input-to-outcome ratio for some other person. It might be a coworker, a friend who works for another firm, or even an average of all the people in our organization. This person is called the "comparison other." Note that our perception of this person's input-to-outcome ratio may be absolutely correct or completely wrong. However, we believe it is correct.

If the two ratios are roughly the same, we feel that the organization is treating us equitably. In this case we are motivated to leave things as they are. However, if our ratio is the higher of the two, we feel under rewarded and are motivated to make changes. We may (1) decrease our own inputs by not working so hard, (2) try to increase our total outcome by asking for a raise in pay, (3) try to get the comparison other to increase some inputs or receive decreased outcomes, leave the work situation, or (5) do a new comparison with a different comparison other

Equity theory is most relevant to pay as an outcome. Because pay is a very real measure of a person's worth to the organization, comparisons involving pay are a natural part of organizational life. Managers can try to avoid problems arising from inequity by making sure that rewards are distributed on the basis of performance and that everyone clearly understands the basis for his or her own pay.

EXPECTANCY THEORY

Expectancy Theory developed by Victor Vroom, is a very complex model of motivation based on deceptively simple assumption. According to expectancy theory motivation depends on how much we want something and on how likely we think we are to get it. Consider, for example, the case of three sales representatives who are candidates for promotion to one sales manager's job. Bill has had a very good sales year and always gets good performance evaluations. However, he isn't sure he wants the job because it involves a great deal of travel, long working hours, and much stress and pressure. Paul wants the job badly but doesn't think he has much chance of getting it. He has had a terrible sales year and gets only mediocre performance evaluations from his present boss. Susan wants the job as much as Paul, and she thinks she has a pretty good shot at it. Her sales have improved significantly this past year, and her evaluations are the best in the company.

Expectancy theory would predict that Bill and Paul are not very motivated to seek the promotion. Bill doesn't really want it, and Paul doesn't think he has much of a chance of getting it. Susan, however, is very motivated to seek the promotion because she wants it and thinks she can get it.

Expectancy theory is complex because each action we take is likely to lead to several different outcomes; some we may want and others we may not want. For example, a person who works hard and puts in many extra hours may get a pay raise, be promoted, and gain valuable new job skills. But that person may also be forced to spend less time with his or her family and be forced to cut back on social life.

For one person, the promotion may be paramount, the pay raise and new skills fairly important, and the loss of family and social life of negligible importance. For someone else, the family and social life may be the most important, the pay raise of moderate importance, the new skills unimportant, and the promotion undesirable because of the additional hours it would require. The first person would be motivated to work hard and put in the extra hours, whereas the second person would not be at all motivated to do so. In other words, it is the entire bundle of outcomes--and the individual's evaluation of the importance of each outcome--that determines motivation.

Expectancy theory is difficult to apply, but it does provide several useful guidelines for managers. It suggests that managers must recognize that (1) employees work for a variety of reasons; (2) these reasons, or expected outcomes may change over time; and (3) it is necessary to clearly show employees how they can attain the outcomes they desire.

GOAL-SETTING THEORY

Goal-setting theory suggests that employees are motivated to achieve goals they and their managers establish together. The goal should be very specific, moderately difficult, and one the employee will be committed to achieve. Rewards should be directly tied to goal achievement. Using goal-setting theory, a manager can design rewards that fit employee needs, clarify expectations, maintain equity and provide reinforcement. A major benefit of this theory is that it provides a good understanding of the goal the employee is to achieve and the rewards that will accrue to the employee if the goal is accomplished.

Exercise 1. Answer the following questions:

1. According to equity theory, how does an employee determine whether he or she is being treated equitably?
2. According to expectancy theory, what two variables determine motivation?
3. Identify and describe the major techniques for motivating employees.

Exercise 2. Developing Critical Thinking Skills

This chapter has described several theories managers can use as guidelines in motivating employees to do the best job possible for the company. Among these theories are Maslow's hierarchy of needs, equity theory, expectancy theory, and goal-setting theory. How effective would each of these theories be in motivating you to be a more productive employee?

Assignment

1. Identify five job needs that are important to you.
2. Determine which of the theories mentioned above would work best to satisfy your job needs.
3. Prepare a report explaining how you reached these conclusions.

TEXT D KEY MOTIVATION TECHNIQUES

Today it takes more than a generous salary to motivate employees. Increasingly, companies are trying to provide motivation by satisfying employees' less tangible needs. Consider, for example, Richer Sounds, a small, independent retailer of stereo equipment in England. Julian Richer, founder and chairman, motivates his employees through a creative and unorthodox reward system. "Sales colleagues," as Richer refers to his employees, can earn up to £100 if the store in which they work meets various criteria. The sales colleague who comes up with an idea that produces the largest increase in sales or margins is given use of the company's convertible Jaguar XJS or Bentley for a month. The two who come up with the best suggestions each quarter are rewarded with a ride on the Orient Express, time at a health farm, or a similar vacation treat. Richer also motivates his people with a profit-sharing scheme, opportunities to use one of five holiday flats or homes, and half-price airline tickets to the United States. Evidently, these methods work, for the company was featured in the *Guinness Book of World Records* each year from 1990 to 1996 as having the highest retail sales per square foot in the world.

MANAGEMENT BY OBJECTIVES

Management by Objectives (MBO) is a motivation technique in which managers and employees collaborate in setting goals. The primary purpose of MBO is to clarify the roles employees are expected to play in reaching the organization's goals. By allowing individuals to participate in goal setting and performance evaluation, MBO increases their motivation. Most MBO programs consist of a series of five steps.

The first step in setting up an MBO program is to secure the acceptance of top management. It is essential that top managers endorse and participate in the program if others in the firm are to accept it. The commitment of top management also provides a

natural starting point for educating employees about the purposes and mechanics of MBO.

Next, preliminary goals must be established. Top management also plays a major role in this activity because the preliminary goals reflect the firm's mission and strategy. The intent of an MBO program is to have these goals filter down through the organization.

The third step, which actually consists of several smaller steps, is the heart of MBO:

1. The manager explains to each employee that he or she has accepted certain goals for the group (manager as well as employees) and asks the individual to think about how he or she can help achieve these goals.

2. The manager later meets with each employee individually. Together, they establish goals for the employee. Whenever possible, the goals should be measurable and should specify the time frame for completion (usually one year).

3. The manager and the employee decide what resources the employee will need to accomplish his or her goals.

As the fourth step, the manager and each employee meet periodically to review the employee's progress. They may agree to modify certain goals during these meetings if circumstances have changed. For example, a sales representative may have accepted a goal of increasing sales by 20 percent. However aggressive competitor may have entered the marketplace, making this goal unattainable. In light of this circumstance, the goal may be revised downward to 10 or 15 percent.

The fifth step in the MBO process is evaluation. At the end of the designated time period, the manager and each employee meet again to determine which of the individual's goals were met, which were not met, and why. The employee's reward (in the form of a pay raise, praise, or promotion) is based primarily on the degree of goal attainment.

Like every other management method, MBO has advantages and disadvantages. MBO can motivate employees by involving them actively in the life of the firm. The collaboration on goal setting and performance appraisal improves communication and makes employees feel they are an important part of the organization. Periodic review of progress also enhances control within an organization. A major problem with MBO is that it does not work unless the process begins at the top of an organization. In some cases, MBO results in excessive paperwork. In addition, some managers have difficulty sitting down and working out goals with their employees and may instead just assign them goals. Finally, MBO programs prove difficult to implement unless goals are quantifiable.

MBO has proved to be an effective motivational tool in many organizations. Tenneco, Black & Decker, Du Pont, General Foods, and General Motors have all reported success with MBO. Like any management technique, however, it must be applied with caution and in the right spirit if it is to work.

JOB ENRICHMENT

Job enrichment is a method of motivating employees by providing them with variety in their tasks while giving them some responsibility for, and control over, their jobs. At the same time, employees gain new skills and acquire a broader perspective about how their individual work contributes to the goals of the organization. It has been noted that Herzberg's motivation-hygiene theory is one rationale for the use of job enrichment; that is, the added responsibility and control that job enrichment confers on

employees increases their satisfaction and motivation. At times, **job enlargement** - expanding a worker's assignments to include additional but similar tasks-can lead to job enrichment. Job enlargement might mean that a worker on an assembly line who used to connect three wires to components moving down the line now connects five wires. Unfortunately, the added tasks are often just as routine as those the worker performed before the change. In such cases, enlargement may not be effective. AT&T, IBM, and Maytag Corporation have all experimented with job enlargement.

Whereas job enlargement does not really change the routine and monotonous nature of jobs, job enrichment does. Job enrichment requires that added tasks give an employee more responsibility for what he or she does. It provides workers with both more tasks to do and more control over how they perform them. In particular, job enrichment removes many controls from jobs, given workers more authority, and assigns work in complete, natural units. Moreover, employees are frequently given fresh and challenging job assignments. By blending more planning and decision making into jobs, job enrichment gives work more depth and complexity. For example, Saturn uses job enrichment to build challenge and achievement into the jobs of its workers. Each team of Saturn workers makes its own job assignments, plans its own work, designs its own jobs, performs any necessary maintenance of its own equipment, controls its own material and inventory needs, and selects new team members. Employees are given the necessary training and then the freedom to accomplish their jobs.

Job design is a type of job enrichment in which work is restructured in ways that cultivate the worker-job match. Job design can be achieved by combining tasks, forming work groups, or establishing closer customer relationships. Employees are often more motivated when jobs are combined because the increased variety of tasks presents more challenge and therefore more rewards. Work groups motivate employees by showing them how their jobs fit within the organization as a whole and how they contribute to its success. Establishing client relationships allows employees to interact directly with customers. Not only does this type of redesign add a personal dimension to employment, it also provides workers with immediate and relevant feedback about how they are doing their job.

Among the companies that have used job enrichment successfully are General Foods, Texas Instruments, and Chevron Corporation. Chevron's program focuses on employees' career development and on helping them enhance their effectiveness and job satisfaction. The company's career-enrichment process, now serving as a model for many other organizations, follows a step-by-step procedure that includes preparation, joint planning, plan review, implementation, and end-of-period review.

Job enrichment works best when employees seek more challenging work. Of course not all workers respond positively to job enrichment programs. Employees must desire personal growth and have the skills and knowledge to perform enriched jobs. Lack of self-confidence, fear of failure, or distrust of management's intentions are likely to lead to ineffective performance on enriched jobs. In addition, some workers do not view their jobs as routine and boring, and others even prefer routine jobs because they find them satisfying and stress-free. Companies that use job enrichment as an alternative to specialization also face extra expenses, such as the cost of retraining.

Behavior modification is a systematic program of reinforcement to encourage desirable behavior. Behavior modification involves both rewards to encourage desirable actions and punishments to discourage undesirable actions. However, studies have shown that rewards, such as compliments and expressions of appreciation, are much more effective behavior modifiers than punishments, such as reprimands and scorn.

When applied to management, behavior modification strives to encourage desirable organizational behavior. Use of this technique begins with the identification of a target behavior-the behavior that is to be changed. (It might be low production levels or a high rate of absenteeism, for example.) Existing levels of this behavior are then measured. Next, managers provide positive reinforcement in the form of a reward when employees exhibit the desired behavior (such as increased production or less absenteeism). The reward might be praise or a more tangible form of recognition, such as a gift, meal, or trip. Finally, the levels of the target behavior are measured again to determine whether the desired changes have been achieved. If they have, the reinforcement is maintained. However, if the target behavior has not changed significantly in the desired direction, the reward system must be changed to one that is likely to be more effective. The key is to devise effective rewards that will not only modify employees' behavior in desired ways but will also motivate them. To that end, experts suggest that management should reward quality, loyalty, and productivity.

FLEXTIME

To most people, a work schedule means the standard 9-to-5, forty-hour work-week. In reality, though, many people have work schedules that are quite different from this. Police officers, firefighters, restaurant personnel, airline employees, and medical personnel usually have work schedules that are far from standard. Some manufacturers also rotate personnel from shift to shift. And many professional people such as managers, artists, and lawyers-need more than forty hours each week to get their work done.

The needs and lifestyles of today's work force are changing. Dual-income families make up a much larger share of the work force than ever before, and women are its fastest-growing sector. In 1963, 38 percent of American women worked outside the home; by 1993 that number had grown to almost 60 percent. And more employees are responsible for the care of elderly relatives. Recognizing that these changes increase the demand for family time, many employers are offering flexible work schedules that not only help employees manage their time better but also increase employee motivation and job satisfaction.

Flextime is a system in which employees set their own work hours within limits determined by employers. Typically, the firm establishes two bands of time: the *core time*, when all employees must be at work, and the *flexible time*, when employees may choose whether to be at work. The only condition is that when employee must work a total of eight hours each day. For example, the hours between 9 and 11 A.M. and 1 and 3 P.M. might be core time, and the hours between 6 and 9 A.M., between 11 A.M. and 1 P.M., and between 3 and 6 PM. might be flexible time. This would give employees the option of coming in early and getting off early, coming in later and leaving later, or taking an extra-long lunch break. But flextime also ensures that everyone is present at certain times, when conferences with supervisors and department meetings can be scheduled. Another type of flextime allows employees to work a forty-hour workweek

in four days instead of five. Workers who put in ten hours a day instead of eight get an extra day off each week.

The sense of independence and autonomy employees gain from having a say in what hours they work can be a motivating factor. In addition, employees who have enough time to deal with nonwork issues often work more productively and with greater satisfaction when they are on the job. First Tennessee Bank introduced a flextime program that resulted in a significant reduction in employee turnover; this, in turn, led to increases in customer satisfaction, customer retention, and profits. Two common problems associated with utilizing flextime are (1) supervisors sometimes find their jobs complicated by having employees who come and go at different times, and (2) employees without flex-time sometimes resent coworkers who have it.

PART-TIME WORK AND JOB SHARING

Part time work is permanent employment in which individuals work less than a standard workweek. The specific number of hours worked varies, but part-time jobs are structured so that all responsibilities can be completed in the number of hours an employee works. Part-time work is of special interest to parents who want more time with their children and people who simply desire more leisure time. One disadvantage of part-time work is that it often does not provide the benefits that come with a full-time position. This is not, however, the case at Star-bucks. Of Starbucks' 15,000 employees, 12,000 work part-time. Along with this large number of part-timers comes some unconventional thinking. As in noted in Inside Business Starbucks doesn't treat its part-time employees any differently from its full-time employees; all receive the same benefits. Perhaps Starbucks' attitude toward part-time workers may influence a change in corporate culture in general; the company attributes its great success to the fact that it treats *all* of its employees right.

Job sharing (sometimes referred to as work sharing) is an arrangement whereby two people share one full-time position. One job sharer may work from 8 A.M. to noon and the other from 1 to 5 P.M., or they may alternate workdays. For example, at a financial institution in Cleveland, two women share the position of manager of corporate communications. One works Tuesdays and Thursdays, and the other works Mondays, Wednesdays, and Fridays. By communicating daily through computers, voice mail, and fax machines, these managers are able to handle a challenging administrative position and still have time for their families. Job sharing thus combines the security of a full-time position with the flexibility of a part-time job.

For firms, job sharing provides a unique opportunity to attract highly skilled employees who might not be available on a full-time basis. In addition, companies can save on expenses by reducing the cost of benefits and avoiding the disruptions of employee turnover. For employees, opting for the flexibility of job sharing may mean giving up some of the benefits received for full-time work. In addition, job sharing is difficult if tasks aren't easily divisible or if two people do not work or communicate well with one another.

TELECOMMUTING

A growing number of companies allow **telecommuting** - working at home all of the time or for a portion of the workweek. Personal computers, modems, fax machines, voice mail, cellular phones, and overnight couriers all facilitate the work-at-home trend.

Working at home means individuals can set their own hours and have more time with their families. Because they spend less time traveling back and forth to a conventional office and have fewer office distractions many telecommuters report increased productivity. Among the disadvantages to telecommuting are feelings of isolation, putting in longer hours, and being distracted by family or house-hold responsibilities .

BellSouth implemented a telecommuting program to save money by reducing the space its employees require to do their jobs. Employees who telecommute no longer have their own space in the office. When they do need to come into the building, they call ahead and reserve one of the workstations set aside for this purpose. This more efficient use of space translates into tremendous savings for BellSouth.

EMPLOYEE EMPOWERMENT

Many companies are increasing employee motivation through the use of empowerment. **Empowerment** means making employees more involved in their jobs and in the operations of the organization by increasing their participation in decision making. With empowerment, control no longer flows exclusively from the top levels of the organization downward; empowered employees have a voice in what they do, and how and when they do it. In some organizations, employees input is restricted to individual choices, such as when to take breaks. In other companies, their responsibilities might encompass more far-reaching issues. Management at Mercedes Benz, located in Vance, Alabama, believes strongly that empowerment is the key to building better vehicles. The firm's premise is that setting employees loose in an empowerment zone is the best way to get the job done. To achieve the firm's goals, managers are encouraged to engage in free discussion, debate, disagreement, and consensus building with employees.

For empowerment to work effectively, management must be involved. Managers should set expectations, communicate standards, institute periodic evaluations, and guarantee follow-up. Studies have shown that when effectively implemented, empowerment often leads to increased job satisfaction, improved job performance, higher-quality output, increased organizational commitment, lower turnover, and reduced sick leave. Obstacles to empowerment include resistance the part of management, distrust of management on the part of workers insufficient training, and poor communication between management and employees

SELF-MANAGED WORK TEAMS

Another method for increasing employee motivation is to introduce **self-managed work teams**, groups of employee with the authority and skills to manage themselves. Experts submit that workers on self-managed teams are more motivated and satisfied because they have more task variety and more job control. On many work teams, members rotate through all the jobs for which the team is responsible. Some organizations cross-train the entire team so that everyone can perform everyone else's job. In a traditional business structure, management is responsible for hiring and firing employees, establishing budgets, purchasing supplies, conducting performance reviews, and disciplining team members. When teams are in place, they take over some or all of these management functions.

To make the most effective use of teams, organizations must be committed to the team approach, team objectives must be clear, training and education must be ongoing,

and there must be a system for compensating the accomplishment of team-based goals. One such compensation system is *gain sharing*, in which employee bonuses are tied to achievement of team goals, such as increased sales or productivity or improved customer satisfaction.

When correctly implemented, use of work teams can lead to higher employee morale, increased productivity, and often innovation. Both Xerox and Procter & Gamble have successfully implemented the self-directed team strategy.

Smaller organizations can also benefit. For example, Allina, a company that operates nonprofit hospitals in Minnesota, has had excellent results since creating management-union teams. One of these teams saved the company \$200,000 annually by improving the procedure for equipment maintenance.

Although the work-team strategy is increasingly popular, it is not without its problems. Lack of support from managers and supervisors and insufficient training in the team approach can minimize or eliminate benefits. In addition, companies must be prepared for the initial costs of training and implementation.

EMPLOYEE OWNERSHIP

Some organizations are discovering that a highly effective technique for motivating employees is **employee ownership**-that is, employees own the company they work for by virtue of being stockholders. Employee-owned businesses directly reward employees for success. When the company enjoys increased sales or lower costs, employees benefit directly. The National Center for Employee Ownership, an organization that studies employee-owned American businesses, reports that employee stock ownership plans (ESOPs) provide considerable employee incentive and increase employee involvement and commitment. In the United States today, about 10 million employees participate in 10,000 ESOPs and stock bonus plans.

Exercise1. Answer the following questions:

1. Describe the steps involved in the MBO process
2. What are the objectives of MBO? What do you think might be its disadvantages?
3. How does employee participation increase motivation?
4. Describe the steps in the process of behavior modification.
5. What are the major benefits and most common problems associated with the use of self-managed work teams?
6. What combination of motivational techniques do you think would result in the best overall motivation and reward system?

Exercise2. Improving Communication Skills

Suppose you and a friend went into the auto repair business some years ago. You had the technical expertise, and he had the business knowledge. Although funds were tight for the first three years, your customer base grew, and you were able to hire extra help and expand business hours. Your business is now six years old and very successful. You have five people working under you. Henry, your most productive employee, wants

to be promoted to a supervisory position. However, two other employees, Jack and Fred, have seniority over Henry, and you anticipate much dissension and poor morale if you go ahead and promote Henry. Henry clearly deserves the supervisory position because of his hard work and superior skills, but you stand to lose the other two employees if you promote him.

Assignment

1. Analyze the scenario, and answer these questions:
 - a. Will you promote Henry? If so, why?
 - b. How can you motivate Jack and Fred to stay with you if you promote Henry?
2. Refer to specific motivational techniques or theories to explain your reasoning in resolving the situation with Henry, Jack, and Fred.
3. Prepare a report outlining and justifying your decision.

GRAMMAR EXERCISES

The Use of Tenses

Зверніть увагу на різницю у вживанні Present Simple, Present Continuous, Present Perfect and Present Perfect-Continuous Tenses.

Present Simple Tense (Теперішній неозначений час) вживається в таких випадках:

- 1) Для вираження постійних дій або станів: *He lives not far from the supermarket.*
- 2) Для вираження повторюваних дій, особливо якщо називаються обставини частоти: *We go to the swimming pool twice a week.*
- 3) Коли мова йде про загальновідомі факти, закони природи і т. д. : *Chocolate contains cocoa.*
- 4) Коли мова йде про розклади: *The bus arrives at five o'clock.*

Present Continuous Tense (Теперішній тривалий час) вживається в таких випадках:

- 1) Для вираження дій, що відбуваються в момент мовлення: *They are dancing now.*
- 2) Для опису тимчасових ситуацій: *My sister is looking for a better job.*
- 3) Коли мова йде про дії, заплановані на найближче майбутнє і які обов'язково відбудуться: *They are having a party next Saturday.*

Present Perfect Tense (Теперішній доконаний час) вживається в таких випадках:

- 1) Якщо дія відбулася в невизначений момент в минулому: *He has repaired his car.*

- 2) Якщо дія закінчилася недавно і зараз є її наслідки : *She has just washed her hair.*
- 3) Щоб зробити наголос на особистому досвіді або особистих змінах: *Mary has lost weight.*
- 4) Щоб зробити наголос на кількості: *He has driven eighty kilometres since morning.*

Present Perfect-Continuous Tense (Теперішній доконано-тривалий час)

вживається в наступних випадках:

- 1) Якщо дія почалася в минулому, триває деякий час і в момент мовлення ще не закінчилася: *We have been watching TV since 5 oclock.*
- 2) Щоб підкреслити, що дія тривала досить довго і зараз є видимий результат: *Mike is out of breath. He has been running.*
- 3) Щоб підкреслити час тривалості дії: *She has been cooking all day long.*

Зверніть увагу!

- 1) Дієслова, які не вживаються в Present Continuous Tense (Теперішньому тривалому часі) , не вживаються і в Present Perfect-Continuous Tense (Теперішньому доконано-тривалому часі): *I know Nick. We have known each other for years.* (NOT: *I'm knowing Nick. We have been knowing each other for years.*)
- 2) Дієслова *live, work* вживаються як у Present Perfect Tense (Теперішньому доконаному часі), так і в Present Perfect-Continuous Tense (Теперішньому доконано-тривалому часі) без різниці в значенні: *We have lived / have been living in this town for twenty years.*

Exercise 1. Complete the sentences with the words from the box using them in the proper form of the Present Indefinite Tense:

look	be
go	seem
have	rain
start	eat
take	snow
speak	win

1. The child ____ to school every day. His father ____ him there in his car. 2. She always ____ lunch at school. 3. Richard's life in Paris is a bit difficult. He ____ only English. 4. What's the matter? You ____ very sad. 5. Liz is good at tennis. She ____ every game. 6. It ____ quite reasonable. 7. Winter is warm here. It ____ very seldom. But sometimes it ____ . 8. Helen is on a diet. She ____ a little. 9. He ____ in a hurry. 10. The exams at school ____ in April.

Exercise 2. Open the brackets and use the proper tense:

1. Linda and I (work) for a company, which (produce) automobiles. 2. We both (work) at an office which (be) just in front of the factory where cars (be made).

3. I (start) work at ten o'clock, and Linda (come) to the office at nine. 4. She (be) good at typing, she (write) letters and reports every day. 5. She (not know) French very well, so she often (go) to the sixth floor where I (work). 6. I sometimes (help) her translate letters, as I (know) French rather well. 7. Linda also (answer) telephone calls, sometimes she (show) visitors around the factory. 8. She (do) common paperwork, she (write) memos, (file) reports (answer) letters. 9. She often (arrange) meetings for her boss and other managers of the company. 10. You (understand) what her job (be)? Yes, she (be) a secretary. 11. But she (not like) her job and (want) to be a manager.

Exercise 3. Open the brackets and put the verb into the Present Indefinite or the Present Continuous Tense:

1. Be quiet, please. We (work) at the translation and you (make) a lot of noise. 2. He always (go) for a walk in the evening. 3. Where is Jack? – He (meet) his girlfriend at the station. She (come) at 12 o'clock. 4. She (cry). Is something wrong? 5. In the morning I (have) little time, so I (take) a shower in the evening. 6. A decade (describe) a period of ten years. 7. Her brother (work) in Canada at present. 8. She always (dream) but (do) nothing to realize her dreams. 9. He (be) so suspicious to me at the moment. I wonder why. 10. Hurry up, Jane! We all (wait) for you. 11. Turn off the gas. Don't you see the kettle (boil)? 12. The children are still ill but they (get) better gradually. 13. Don't bother her. She (take) her French lesson: she always (take) it in the morning. 14. The living standards (change). Every month things (get) more expensive. 15. Tom and Mary (leave) for the Netherlands tomorrow. 16. I have just started English courses. I (study) English grammar. 17. Mercury (boil) at 357.25 degrees Centigrade. 18. We must buy new plates. – It's useless. You always (break) plates. 19. It (surprise) me that they can't sell their flat. 20. A woman who (look) after other people's children is a nanny.

Exercise 4. Correct the verbs in bold type if the tenses are wrong:

1. The clock **is striking**, it's time to finish your studies. 2. They **are understanding** the problem now. 3. Where is John? – He **prepares** his lessons; he usually **prepares** them at that time. 4. They are glad to know that their son **is coming** home next week. 5. The evening is warm, but you **are shivering**. Is anything the matter? – Nothing serious, **I am feeling** cold. 6. Can **I** see Mr. Green? – **I** am sorry, you can't: he **has** dinner. 7. The soup **is tasting** delicious. 8. Now **I am seeing** what you **are driving** at. 9. He **believes** in God and **is** always **going** to church on Sundays. 10. **I am hating** to speak to him. He **is** always **complaining and forgetting what to do**. 11. They **are being** so nice to me at present. **I am feeling** they **are liking** me. 12. He often **changes** his political views. Now he **is belonging** to the Conservative Party. 13. Look! Somebody **tries** to open your car. 14. Oh, **I** won't take this dish. It **is smelling** awful. 15. How can **I** recognize him? **I** haven't met him. – He **is wearing** a yellow leather jacket and green jeans. 16. She usually **drinks** tea in the morning, but today she **drinks** coffee. 17. The last train **is leaving** the station at **11.50**. 18. He **is wanting** to buy a car, but first he must learn to drive, so he **is taking** his driving lessons. 19. **I** can't stand him. He **is liking** to mock at people. He **is** always **laughing**

at us when we meet. 20. Don't laugh at lessons, you **are** always **laughing** too much and the teachers **are usually complaining** of you.

Exercise 5. Translate from Ukrainian into English:

1. Пітер зазвичай робить домашні завдання перед вечерею. 2. Чому ти йдеш так швидко? - Я боюся спізнитися (miss) на поїзд. Зазвичай я виходжу з дому раніше і йду повільно. 3. Які нові дисципліни студенти вивчають в цьому році? 4. Чому він сьогодні такий турботливий? Дивно, звичайно він поводить себе по-іншому. 5. Містер Томпсон зараз живе в Празі. - Що він там робить? - Він викладає англійську. 6. Сьогодні йде сніг. Зазвичай зима тут тепла, і сніг йде рідко. 7. Я не можу більше з вами розмовляти. Чому ви завжди критикуєте (criticize) все, що я роблю? 8. Що з тобою? Ти дуже бліда. Як ти себе почуваєш? - В мене сильно болить голова. 9. Коли вони відлітають в Нью-Йорк? - На наступному тижні. 10. Що ти робиш? Навіщо ти кладеш сіль в каву? 11. Зараз криза, і ціни зростають дуже швидко. 12. Як смачно пахне кавою! Зроби мені чашечку, тільки без цукру.

Exercise 6. Open the brackets and give the proper forms of the Past Indefinite Tense:

1. The building of the trade centre (begin) a month ago. 2. It (be) bitterly cold yesterday. I (put) on my warm coat but I (catch) a cold still. 3. The postman (bring) the morning mail only at 10 o'clock. 4. I (see) you the other day coming out of the library with a stack of books. Are you preparing for the exams? 5. We (have) a picnic yesterday, but the rain (spoil) the whole pleasure. 6. You (go) to the South when you (be) a child? 7. As soon as I came up, they (get) into a taxi and (go) away. 8. What sights you (see) when you (be) in Egypt? 9. Every winter Nick (go) to the Swiss Alps to ski. 10. He (come) in, (take) off his hat, (move) a chair to the table and (join) the conversation. 11. When he (arrive)? - The plane was delayed and he (come) two hours later. 12. How much your bag (cost)? - I (pay) \$80 for it.

Exercise 7. Read an extract and open the brackets using the proper tenses:

Positano (stand) on the side of a steep hill and is a very picturesque place. In winter lots of painters, male and female, (crowd) its two or three modest hotels, but if you (come) there in summer you will have it to yourself. The hotel (be) clean and cool and there (be) a terrace where you can sit at night and look at the sea. Down on the quay there (be) a little tavern where they (offer) you macaroni, ham, fresh-caught fish and cold wine.

One August, tiring of Capri where I had been staying, I (make up) my mind to spend a few days at Positano, so I (hire) a fishing boat and (row) over. I (arrive) at Positano in the evening. I (stroll) up the hill to the hotel. I (be surprised) to learn that I was not its only guest. The waiter, whose name was Guiseppe, (tell) me that an American signore had been staying there for three months. "Is he a painter or a writer or something?" I (ask). "No, signore, he (be) a gentleman. You will see the signore at the tavern. He always (dine) there," (say) Guiseppe.

Exercise 8.

A) Give news about yourself and other people to a friend of yours. Use the words given to make sentences in the Present Perfect Tense:

Example: *My sister/get married. – My sister has got married.*

1. I/find/a new job.
2. My father/retire.
3. Jane and Mike/go to work/to Australia.
4. I/buy/a new motorcycle.
5. My niece/start to walk.
6. The Browns/move/to another town.
7. Jack's Grandpa/die.
8. I/join/another football club.
9. Nick and Rita/divorce.
10. John/receive/ a fortune, he/become/a millionaire.

B) Ask your friend who is in the USA questions about what he or his relatives have seen or done (use the Present Perfect Tense):

Example: *You/have/a good journey? – Have you had a good journey?*

1. You/already/see/the Great American Lakes?
2. You/be/to Broadway?
3. Mike/manage to see/the Statue of Liberty?
4. What/new places/your brother/show to you?
5. Ann/visit/the White House?
6. Your father/get/ promotion?
7. You/receive/your driving license?
8. Your brother/change/a car?
9. What kind of house/you/buy?

C) Say what you or your friends have not done yet (this year, month, etc.):

Example: *I/not be/to the theatre/this month. – I have not been to the theatre this month.*

1. Sue/not read/*Gone with the Wind*/yet.
2. Jill/not enter/London University/this year.
3. Larry/not produce/a new film/yet.
4. Peggy and Paul/not move/to another flat this month.
5. Pete/not finish/his project yet.
6. My cousin/not get married/this month.
7. Mrs. Brown/not recover/yet.
8. They/not go/on business/this week.

Exercise 9. Open the brackets and put the verb into the correct tense, either the Present Indefinite, the Present Continuous or the Present Perfect:

1. As a rule, I (have) porridge for breakfast, but this morning I (order) an omelette.
2. This is the house where I (live). I (live) here since childhood.
3. Stop smoking! The room (be) full of smoke which (come) from your pipe. Usually nobody (smoke) here as Mother (not let) it.
4. I (write) letters home once a week, but I (not write) one this week, so my next letter must be rather long.
5. No wonder she (look) tired after the strain under which she (be) for a month.
6. Why you (not shave) this morning? – I (shave) every other day.
7. Research (show) that lots of people (absorb) new information more efficiently at some times of day than at others. A biological rhythm (affect) different people in different ways.
8. I just (look) at the barometer and (see) that it (fall) very quickly.
9. Don't shout so loudly. Father (not finish) work and he hates if anybody (make a noise) while he (work).
10. I regularly (see) him at the tram stop, but I (not see) him these two or three days.

Exercise 10. Open the brackets and put the verb into the correct tense, either the Past Indefinite or the Present Perfect:

1. You (find) the money which you (lose) yesterday? – Yes, I (find) it in the pocket of my coat when I (come) home. 2. The rain (stop) but a strong wind is still blowing.

3. You (see) Nick today? – Yes, but he already (leave). 4. We never (see) him. We don't even know what he looks like. 5. She (meet) them in the Globus theatre last afternoon. 6. How long you (know) him? – We (meet) in 1996, but we (not see) each other since last autumn. 7. He (live) in St. Petersburg for two years and then (go) to Siberia. 8. When he (arrive)? – He (arrive) at 2 o'clock. 9. I (read) this book when I was at school. 10. I can't go with you because I (not finish) my lessons yet. 11. The clock is slow. – It isn't slow, it (stop). 12. He (leave) for Canada two years ago and I (not see) him since. 13. This is the fifth cup of coffee you (have) today! 14. It is the most beautiful place I ever (visit). 15. I (not see) Nick lately. Anything (happen) to him? – Yes, he (get) into an accident three weeks ago. Since that time he (be) in hospital. 16. Why you (switch on) the light? It isn't dark yet. 17. He (do) everything already? – Yes, he (do) his part of work long ago. 18. The last post (come)? – Yes, it (come) half an hour ago. 19. When you (meet) him last? 20. You ever (be) to Japan? – Yes, I (be) there the year when there was an earthquake. 21. The discussion already (begin). Why are you always late? 22. Why you (take) my pen while I was out? You (break) it. 23. You never (tell) me why you're called Tony when your name is John. 24. Her father (die) when she was a small girl. 25. They (not meet) since they (leave) school. 26. The rain (stop). Come out, I want to speak with you.

Exercise 11. Match the two halves of these sentences:

) He caught a cold	) all day.
) She has been interested in maths	) before.
) They went out	) since last year.
) He has been in love with her	) when he was six.
) The Nobel Fund was set up	) up to now.
) He has been engaged at the plant	) when he had to wait for the bus.
) He hasn't been abroad	) a few minutes ago.
) I've visited seven countries	) in the first half of the 20 th century.
) Mary and Nick have	) since she began to study it.

never quarrelled like this	
10) My son started school	for two years.

Exercise 12. Choose the correct variant:

1. ___ ever ___ to this museum? – Yes, I ___ it once when I ___ a youth, and the pictures ___ a deep impression on me. Since then I ___ there.
- did you be, visited, was, made, was not
 - were you, visited, was, have made, was not
 - have you been, have visited, were, have made, have not been
 - have you been, visited, was, made, have not been
2. I ___ Jack lately. When ___ him last? – I ___ him two days ago. I ___ that he ___ very much.
- did not see, have you seen, met, thought, changes
 - have not seen, did you see, met, think, changed
 - have not seen, you saw, met, think, changed
 - do not see, have you seen, have met, thought, would change
3. The Egyptian civilization ___ the oldest which ___ us art. It ___ about five thousand years ago. The story of Egyptian art ___ three thousand years and the art of different periods.
- is, left, began, covers, includes
 - was, leaves, has begun, covered, included
 - is, has left, was began, has covered, has included
 - has been, left, began, covers, included
4. ___ your tennis racket with you? – Yes, I am going to show you how much I ___ since last summer. I ___ tennis lessons now. Now it ___ for you to judge if I ___ any progress.
- did you bring, improved, take, is, have made
 - have you brought, improved, take, was, have made
 - did you bring, have improved, am taking, is, made
 - have you brought, have improved, am taking, is, have made
5. ___ lunch already? – No, not yet. The waitress ___ my order fifteen minutes ago and ___ me anything yet.
- have you, took, has not brought
 - have you had, took, has not brought
 - did you have, has taken, did not bring
 - have you have, was taken, was not brought

Exercise 13. Translate the following sentences using the Past Indefinite or the Present Perfect:

- Де містер Андерсен? - Він поїхав до Гааги. - Коли? - Кілька днів тому. - А я ніколи не був в Нідерландах, хоча хочу там побувати вже кілька років.
- Ви коли-небудь були в Санта-Барбарі? - Так. - Коли ви там були в останній раз? - В минулому році.
- Де Анна? Чому вона не прийшла в інститут? Я її сьогодні не бачив. З нею що-небудь трапилося? - Та ні, Анна тут. Вона тільки-но пішла на

лекцію. Але лекція вже почалася, отже ти не зможеш зараз з нею поговорити. 4. Ви були в театрі на Бродвеї? Що ви там дивилися? Коли ви там були в останній раз? 5. Останнім часом я не отримувала листів (hear from) від своїх батьків. - Коли ти отримала останнього листа? - Місяць тому. З тих пір я вже відправила їм кілька листів. 6. Ходімо в ресторан обідати. - Із задоволенням. Я ще не обідав. - А коли ви снідали? - Пізно вранці, але я вже давно хочу їсти. 7. Погода змінилася з учорашнього дня. Дуже холодно, йде сніг і дме сильний вітер. 8. Вони вже пішли? - Так, вони вийшли рівно о сьомій. 9. Вони познайомилися півроку тому у моєї подруги, але з тих пір не бачилися. 10. Я сумую за своєю сім'єю. Мені здається, я не був удома вже цілу вічність. Моє відрядження триває вже півроку. 11. Ви вже написали контрольну роботу? Покажіть мені її. 12. Давно ви приїхали? Бачили його? - Я приїхала вчора. Я бачила його і говорила з ним сьогодні після сніданку. 13. Місяців зо три тому він виїхав до Африки. З тих пір вони не зустрічалися. 14. Я давно прийшла сюди. Я тут з 9-ої години. 15. У тебе з тих пір трохи потемніло волосся. 16. Ми тільки-но продали останній екземпляр цієї книги. Шкода, що ви не сказали нам, що вона вам потрібна. 17. Коли він захворів? - Три дні тому. Я з ним з учорашнього дня. 18. Я дізнався ваш телефон в довідковому бюро (enquiry office) і дзвонив вам кілька разів, але ніхто не відповідав. 19. Ви давно тут? - Ні, я тільки-но прийшов. 20. Він навчився плавати в дитинстві. Вони тоді були на півдні.

Exercise 14. Complete the sentences with the verbs from the box using the Present Perfect Continuous Tense:

run	make
study	work
consider	do
walk	speak
wait	paint
snow	try

1. He ____ for two hours, tell him to rest a little. 2. "I ____ a long time for you," said my friend with a displeased air. 3. They ____ a noise since I came here. 4. How long you ____ to get in touch with your friend? 5. Your face is dirty with paint. What you ____? You ____ the house? 6. They ____ this problem for more than two hours. 7. I ask you to keep to the point. You ____ for fifteen minutes, but the subject of your report is not clear yet. 8. He is a rather experienced specialist. He ____ his business for seven years. 9. There is a lot of snow in the street as it ____ since yesterday. 10. How long your brother ____ as a doctor? 11. I've got sore feet. We ____ for six hours already.

Exercise 15. Open the brackets and put the verbs into the Present Perfect Continuous Tense or the Present Perfect Tense:

1. I (try) to get into contact with them for a long time, but now I (give) it up as hopeless. 2. My shortsighted uncle (lose) his spectacles. We (look) for them everywhere but we can't find them. 3. She (be) of great help to us since she (live) for such a long time with us. 4. You ever (work) as interpreter? – Yes, that is what I (do)

for the last five months. 5. They (make up) their quarrel? – I don't know. I only know that they (not be) on speaking terms since September. 6. Our pilot (ask) for permission to take off for ten minutes already, but he (get) no answer yet. 7. A skilful photographer (help) me with the development of summer films for two weeks, but we (develop) only half of them. 8. I (know) them since we met at Ann's party. 9. You (open) the door at last. I (ring) for an hour at least, it seems to me. 10. Look, the typist (talk) all the time, she already (miss) several words.

Exercise 16. Open the brackets and put the verbs into the proper tense, either the Present Continuous or the Present Perfect Continuous Tense:

1. Don't come in. He (take) an exam. He (take) his exam for half an hour already. 2. Where are the children? – They (play volleyball). They (play volleyball) since two o'clock. 3. I (learn) to type for a month and *can* say that my typing (improve). 4. Nick (come) round to see us tonight. 5. He (stay) at his sister's for six weeks. He (try) to find a flat to live in. 6. We can't dance as my father (work) in the study. He (prepare) a report. He (write) it for the whole day. 7. Do you see what the child (do) with your hat? Take it from him. 8. They still (discuss) the article? But they (do) it since twelve o'clock! 9. The prices (go up). They (rise) since 1991. 10. What a strong wind (blow)! It (blow) since yesterday.

Exercise 17. Open the brackets and put the verbs into the proper tense (the Present Indefinite, the Present Continuous, the Present Perfect Continuous or the Present Perfect Tense):

1. It (snow) steadily the whole week and it still (snow). 2. We (climb) for six hours already, but we (not reach) the top of the mountain yet. 3. The pain already (go) but the child still (cry). 4. The workers (work) very hard these two weeks, they (be) busy with the interior decoration of the house. 5. He (solve) the crossword puzzle for an hour and he (say) he (be) about to solve it as he (think) over the last word. 6. He (work) at the language all the time and (make) great progress. His pronunciation (be) rather good, only a slight accent (remain). 7. He (finish) the first part of his book and now he (write) the second. He (work) at his book for two years. 8. Dustin Hoffman, who (play) the hero, (give) a fine performance. 9. Why your hair (be) wet? You (swim)? 10. Doctors and scientists (show) recently the benefit of fish in the diet.

Exercise 18. Translate into English:

1. Він наш тренер (trainer) з тих пір, як я почав грати в цій команді. 2. Вони вже прийняли рішення (take a decision) з цього питання? - Ні. Вони все ще сперечаються (argue). Вони обговорюють це питання вже дві години і ще не прийшли ні до якого рішення. 3. Ранок був сонячним, але з одинадцятої погода змінилася, і зараз йде дощ. 4. Чим ви займаєтеся з тих пір, як ми розлучилися (part)? 5. Мері вже приїхала? - Так, вона вже тут два дні. Вона приїхала в п'ятницю. 6. Студенти пишуть контрольну роботу вже дві години. Поки тільки двоє здали роботи. 7. Гроза (thunderstorm) пройшла, але небо покрите темними хмарами, і дме сильний вітер. 8. Ви прочитали книгу, яку я вам дала? 9. Ви погано виглядаєте. Ви

багато працювали на цьому тижні? - Так. Я працюю над перекладом вже десять днів, але зробила тільки половину. 10. Що тут робить ця людина? - Він чекає секретаря. Вона ще не прийшла на роботу.

Зверніть увагу на відмінності у використанні минулого неозначеного, минулого тривалого, минулого доконаного та минулого доконано- тривалого часів.

Минулий неозначений час вживається у таких випадках:

1) Коли дія відбулася (й завершилася) у певний момент у минулому: *She washed her hair half an hour ago.*

2) Коли дві або більше дій відбулися одна за іншою послідовно і без великих інтервалів у часі: *They came into a café, sat down at a table and ordered two cups of coffee.*

3) Для опису станів і звичок у минулому: *He used to play football/played football when he was a schoolboy.*

3) Якщо присудком у реченні виступають дієслова, які не вживаються у минулому тривалому часі, то вони вживаються у минулому неозначеному часі: *We agreed to help her.*

Минулий тривалий час вживається у таких випадках.

1) Коли дія тривала у певний момент у минулому: *She was washing the dishes at 6 o'clock yesterday.*

2) Коли дві або більше дій тривали одночасно у минулому: *While she was washing the dishes, her husband was drying them.*

3) Коли одна дія тривала у минулому, а інша її перервала: *He was watching TV when his friend phoned.*

Минулий доконаний час вживається у таких випадках:

1) Якщо дія завершилася до певного моменту в минулому: *We had come home by 8 o'clock yesterday.*

2) Якщо дія завершилася до початку іншої дії у минулому: *They had returned home before the film began,* (перша дія: *they had returned home*; друга дія: *the film began*)

Порівняйте:

We reached the hotel and the rain started. (дії відбуваються послідовно)

We reached the hotel after the rain had started, (перша дія: *the rain had started*; друга дія: *we reached the hotel*)

Минулий доконано-тривалий час вживається у таких випадках.

1) Якщо дія тривала якийсь час до певного моменту або початку іншої дії у минулому: *We had been walking for forty minutes before we reached the village.*

2) Щоб підкреслити, що дія тривала достатньо довго у минулому та мала видимий результат: *He was confused because he had been solving that problem for hours.*

Exercise 19. Open the brackets and use either the Past Indefinite or the Past Continuous:

1. We (walk) in silence when he suddenly (ask) me to help him. 2. I just (have) breakfast when the telephone (ring). When I came back to my coffee, it (be) cold. 3. When I (finish) my letter in the hall, a tall beautiful woman with red hair (enter). A dog (follow) her. 4. Ann (drop) two cups while she (wash up) last night, but neither of the cups (break). 5. I (walk) along the street watching what (go on) around me. Fast cars (rush) in both directions and it (be) impossible to cross the street. 6. The old man who (sit) on the bench beside me (keep) silence. Then suddenly he (turn round) to me and (begin) to speak. 7. I (stand) near the fence when suddenly I (hear) the voices. 8. He well (remember) the day when he first (go) to school. 9. We (talk) about Jim when he (run) into the room. 10. The day was marvelous: the sun (shine), the birds (sing) so we (decide) to go for a walk. 11. Miss Brown's telephone (ring) when she (dress). 12. I (light) my pipe and (nod) to him to show that I (listen). 13. When he (come) into the office the secretary (do) a crosswords puzzle. 14. Why you (not listen) to me while I (speak)? 15. He (wait) for her, but she never (come).

Exercise 20. Find the mistakes if any. Use the proper tense:

1. When I came, he was having breakfast. 2. When she worked there, she often made mistakes. 3. When he was phoning, she had a bath. 4. While I was ironing, he read a newspaper. 5. I cooked supper when I heard this news. 6. He was working in this company in 1997. 7. I could not answer your call. I worked in the garden then. 8. They wished to stay because they enjoyed themselves. 9. Were you quarreling all evening? 10. The train was approaching the city when it was raining heavily. 11. The secretary still typed when the boss came in and was putting some documents on the table. 12. When he came up to the square, he saw a lot of people: they sang, danced and shouted. They were celebrating New Year. 13. Just as I was coming into the room, the students discussed the first report. 14. All the time I was writing, he was annoying me with silly questions. 15. The children played while the mother put the room in order.

Exercise 21. Choose the right variant using the Present Perfect, the Past Indefinite or the Past Continuous Tense:

1. While I (was waiting/waited/have waited) for him to call up, he (had/was having/have had) a good time in the bar. 2. She (has written/wrote/was writing) this exercise yesterday at 8 o'clock. 3. He (has invited/was inviting/invited) me to the party yesterday. 4. I (passed/have passed/was passing) my exam in history today. 5. He (read/has read/was reading) a book two days ago. 6. They (have seen/saw/were seeing) this film last week. 7. She (painted/has painted/was painting) the picture when I came. 8. I (made/have made/was making) my report when you entered the hall. 9. They (learnt/were learning/have learnt) the new words yesterday from three till seven. 10. It (rained/has rained/was raining) this week. 11. She (was having/had/had) a bath at seven o'clock last night. 12. She (was washing/washed/has washed)

dishes already. 13. They (had/have had/were having) supper when the telephone rang. 14. I (didn't meet/haven't met/was not meeting) you for ages. 15. Last summer he (has gone/was going/ went) to the Caucasus. 16. She was thoughtfully looking at him while he (read/was reading/has read) a newspaper. 17. While I (swept/was sweeping/has swept) the floor, Mrs. Parker began cooking. 18. I just (had/have had/was having) a telegram to say that my poor friend is badly ill again. 19. We (sat/were sitting/have sat) in silence for a few minutes. He (spoke/was speaking/has spoken) at last. 20. While she (washed/was washing/has washed up), she (was hearing/heard/has heard) the doorbell, then voices. 21. "She (was making/made/has made) tea, let's go to the dining room". 22. Only two stars (shone/were shining/ has shone) in the dark blue sky. 23. On glancing at the address, he observed that it (contained/was containing/ has contained) no name. 24. He just (left/was leaving/has left) the hall when a stranger (entered/was entering/has entered). 25. I (met/was meeting/have met) Ann at her father's house twenty years ago and (knew/have known/ was knowing) her ever since.

Exercise 22. Choose the right variant:

1. Higher education in the US ____ in 1636 when the first colonists ____ Harvard Col-lege.
 - a) has begun, founded
 - b) began, have founded
 - c) began, founded
 - d) was beginning, have founded
2. *Noah Webster* ____ an American Dictionary of the *English Language* in two volumes in 1828, and since then it ____ the recognized authority for usage in the United States.
 - a) published, became
 - b) has published, has become
 - c) published, was becoming
 - d) published, has become
3. He ____ at Oxford then. He was not the best student, though he ____ well known among the second year students.
 - a) was studying, became
 - b) was studying, has become
 - c) studied, became
 - d) has studied, has become
4. One day when he ____ home he ____ a boy who ____ him from the opposite side of the street.
 - a) was walking, saw, watched
 - b) walked, has seen, was watching
 - c) was walking, saw, was watching
 - d) has walked, has seen, has watched
5. It was midnight. She ____ in her lonely room. The shutter driven by the rain ____ against the window.
 - a) sat, beat
 - b) was sitting, was beating

- c) has sat, beat
- d) has been sitting, has been beating

Exercise 23. Translate into English:

1. Я так і не побачив Великі озера. Коли потяг проїздив цей район, була ніч.
2. Поки директор вів бесіду з представниками (representative) іноземних фірм (firm), секретар сортувала ранкову пошту. 3. Том Сойєр не міг грати зі своїми товаришами. Він фарбував паркан (fence). 4. Вже сідало сонце, коли я під'їхав до Единбургу. 5. Він вів машину на великій швидкості. 6. Вони вийшли, коли ще було видно, але чорні хмари збиралися на горизонті (horizon) і дув холодний північний вітер. 7. Їй було дуже важко жити з місіс Грін в одній кімнаті (share a room), тому що та постійно скаржилася (complain of) на холод і на погане обслуговування. 8. Вона йшла темною вулицею і оглядалася. Хтось стежив (follow) за нею. 9. Він виглянув з вікна. Багато людей стояло біля будинку. 10. Коли я увійшла до кімнати, вона плакала. 11. Ми каталися на лижах, хоча йшов сніг. 12. Того дня у нас було багато роботи, тому що ввечері ми відїжджали. 13. Ми познайомилися (get acquainted), коли складали вступні (entrance) іспити. 14. Вчора він був зайнятий, він лагодив (fix) телевізор. 15. Він увійшов до кімнати, привітався (greet) з усіма і сів біля вікна. 16. Вона готувалась до іспитів. 17. Коли годинник пробив одинадцять, він все ще працював. 18. Дощ почався в той момент, коли вона вийшла в сад. 19. Вечорами він мав звичку читати вголос своєму сину. 20. Вони припинили сваритися (quarrel), тому що гості входили до залу.

Exercise 24. Open the brackets paying attention to the use of the Past Perfect Tense:

1. He already (go) by the time I (come) to the party. 2. Mother (cook) dinner before he (come). 3. When I (reach) the front door, I realized that I (lose) the key. 4. The shop (close) by the time I (get) there. 5. The scientists (carry) out many experiments before they (achieve) satisfactory results. 6. When I (arrive), he (stay) in the same hotel where we first (meet). 7. By the end of the year he (finish) research. 8. He told me that he (not see) much of her since she (move) to another town. 9. When I (enter), he already (come) and (sit) near the fireplace looking through a magazine. 10. She said that they (meet) in 1990 for the first time.

Exercise 25. Choose the right variant:

- 1. I ___ to the USA so far.
 - a) have not been
 - b) had not been
- 2. I never ___ them when I lived in London.
 - a) had met

b) have met

3. I came at 2 o'clock. He ____ the work by that time.

a) had done

b) has done

4. I met her on Monday and ____ her since.

a) had not seen

b) have not seen

5. She said in a voice she never ____ about it before.

a) has heard

b) had heard

6. Yes, I know Jim. I ____ him for more than ten years.

a) have known

b) had known

7. She tried to concentrate. She ____ John since 1978. No, he could not have done it.

a) has known

b) had known

8. He ____ in a bank before he came to our office.

a) had worked

b) has worked

9. We ____ there since we were young.

a) have not been

b) had not been

10. Why ____ the window? It is very noisy in the street.

a) had you opened

b) have you opened

Exercise 26. Open the brackets and use the required past tense:

1. It was the poorest room he ever (see). 2. No sooner she (come) to the station than a fast London train (arrive). 3. I (finish) my work by afternoon and (sit) quietly in my armchair, thinking of the days that (pass) by. 4. The storm already (die) away, but very far off the thunder still (mutter). 5. I already (go) into the bed and (fall asleep) when my mother (knock) at the door and (ask) me to get up. 6. By the time the guests (come), she still (not be ready). 7. I (not listen), so I missed what she (say). 8. By 9 o'clock he (finish) work. He (go) outside. The rain (stop) but it (be) rather cool. 9. By the time I (come) the shop already (close). 10. Hardly we (leave) when our bicycle (break) down.

Exercise 27. Complete the sentences with the verbs from the box using the Past Perfect Continuous Tense:

consider	burn
drive	hope
quarrel	rain
practice	write

work	try
------	-----

1. He ____ the car for many hours before he came to the crossroads. 2. The pianist ____ the passage hour after hour till he mastered it. 3. When I met her, her eyes were red. She and Mike again ____ . 4. When I came, they ____ this question for more than an hour. 5. It was evening and he was tired because he ____ since dawn. 6. He ____ to get her on the phone for 15 minutes before he heard her voice. 7. By 12 o'clock they ____ a composition for two hours. 8. The fire ____ for some time before a fire brigade came. 9. I ____ to meet her for ages when I bumped into her by chance. 10. When I left home, it was raining, and as it ____ since morning, the streets were muddy.

Exercise 28. Open the brackets and use the proper tense:

1. When he (arrive), I (live) in London for a week. 2. We (read) while he (eat). 3. When Jack (phone) me, I (write) a letter. 4. When my friend (come), I (do) an exercise for an hour. 5. The library (close) by the time I (get) there. 6. I (drive) home when I (hear) the news on the radio. 7. They always (have) loud parties which (go on) till the early hours. 8. We (walk) for some hours before we (realize) that we (lose) our way. 9. No sooner I (complain) that I (not hear) from them for a long time than the letter (come). 10. The concert was a great success. When the pianist (finish) his part, the audience (applaud) the orchestra for some minutes.

Exercise 29. Translate into English:

1. Ми подивилися п'єсу до того, як обговорили її. 2. Ми подивилися п'єсу, а потім обговорили її. 3. Я був в Лондоні в минулому році. Раніше я там не бував. 4. Йому не подобався лист, який він намагався написати вже дві години. Слова здавалися йому непереконливими (unconvincing). 5. Коли ми прийшли, він уже вернувся і щось писав у своєму кабінеті (study). 6. Він закінчив свою роботу в саду і сидів на терасі (terrace). Вечір був теплий, і сонце тільки-но зайшло. 7. Вона пропрацювала з нами тільки два місяці, але довела, що вона досвідчений юрист (lawyer). 8. Йшов дуже сильний сніг, і я не зміг розібрати (make out) номера трамвая. Коли я вже проїхав (cover) кілька зупинок (tram stops), я зрозумів, що їхав в неправильному напрямку. 9. Я дзвонила вам з 4-ї години, але не змогла додзвонитися (get): ваша лінія була весь час зайнята. 10. Два тижні йшли дощі: нарешті три дні тому встановилася (set in) хороша погода.

Зверніть увагу на відмінності у вживанні майбутнього неозначеного, майбутнього тривалого, майбутнього доконаного та майбутнього доконано-тривалого часів.

Майбутній неозначений час вживається у таких випадках.

1) Коли ми повідомляємо про факти або дії в майбутньому, на здійснення яких ми не можемо вплинути: *It will be Monday tomorrow.*

2) Коли ми повідомляємо про дії або події в майбутньому, але не впевнені, що вони відбудуться (чи ще не прийняли остаточного рішення): *I think Ill buy a new camera.*

3) Якщо ми прийняли рішення в момент мовлення: *Im tired. I'll do to bed earlier today.*

4) Коли ми виражаємо надії, побоювання, страхи, загрози, прогнози відносно майбутнього, даємо обіцянки і т. ін. Як правило, в таких випадках вживаються слова *hope, believe, think, expect, know, promise, (be) afraid, (be) sure, perhaps, probably, etc.:* *Im sure he will help you. He will probably come home late.*

Майбутній тривалий час вживається у таких випадках.

1) Якщо дія відбуватиметься у певний момент у майбутньому: *At this time next week we will be skiing in the mountains.*

2) Якщо дія обов'язково відбудеться у майбутньому, тому що ця дія повсякденна або є результатом попередньої домовленості: *I'll be speaking to John tomorrow. (We will definitely meet.)*

3) Якщо ми дуже ввічливо цікавимося планами співрозмовників для того, щоб їх про щось попросити або запропонувати щось для них зробити: *Will you be going shopping? Can you buy a loaf of bread for me?*

Майбутній доконаний час вживається для вираження дій, котрі завершаться до певного моменту у майбутньому: *He will have finished his work by 6 o'clock.*

Майбутній доконано-тривалий час вживається для вираження дій, котрі відбуватимуться протягом якогось часу до певного моменту у майбутньому: *He will have been working as a surgeon for twenty-five years by the end of this year.*

Exercise 30. Here is the forecast of the life in the 21st century. Complete the sentences with the words from the box:

forbid	start
be	use
live	have
elect	work
take	replac
over	e

1. People ____ on the moon. 2. Children ____ school at the age of three.
3. Computers ____ teachers. 4. People ____ 4 hours a day. 5. Houses and factories ____ solar energy. 6. Americans ____ a woman president. 7. **Robots** ____ most jobs.
8. There will be a law, which ____ having more than two children. 9. Six weeks ____ a normal **annual** holiday. 10. Great Britain ____ a black Prime Minister.

Exercise 31. Fill in the blanks with shall or will:

1. Tomorrow it ____ be cold and wet. 2. He ____ **be** fifty in June. 3. It's too dark to go. I ____ call a **taxi**. 4. ____ I give you a lift? 5. ____ you help me with this bag? 6. I ____ beat you if you do it again. 7. ____ I close **the** window? 8. ____ you close the window? 9. There is **a car** pulling down. – Oh, that ____ be John. 10. I doubt if **he** ____ come soon. 11. ____ we go on with our work? 12. Don't worry, I ____ not be late. 13. I suppose you ____ be pretty busy tomorrow.

Exercise 32. Open the brackets and use either the Future Indefinite or the Present Continuous Tense:

1. I've bought a typewriter, I (learn) to type. 2. No, I (not eat) meat any more. I am a vegetarian. 3. What's wrong? – I've got a flat tyre. – No problem. I (help) you. 4. I (punish) you if you continue doing it. 5. **The** forecast says it (rain). 6. You (air) the room? – Certainly. 7. Nick, my TV set is again out of order. – O.K. I (fix) it. 8. I suppose he (come). 9. He (help) you if you ask him. 10. What you (do) this evening? 11. He (be) busy tomorrow. He (service) his car. 12. Lucy (not go) anywhere this summer. Her son (go) to college. 13. Ann is very angry with him. I am afraid she (not stay) here another minute. 14. I (give) you another piece of cake? – No, thanks, that (do). 15. You (help) me with this bag? 16. I (send) the letter? 17. I am afraid, it (be) difficult for you to stay there so long. 18. Where we (meet)? Victoria Station (be) all right? 19. In the 21st century people (fly) to Mars and other planets. 20. I (go) to the country for the weekend. – I (go) with you. 21. You (turn down) the radio, please?

Exercise 33. Open the brackets and put the Future or the Present Indefinite Tense:

1. I (accompany) you with pleasure as soon as I (finish) my report. 2. The performance (be) a great success if he (play) the leading role. 3. If this time (be) convenient for you, we (meet) tomorrow. 4. We (not complete) the work this week in case he (get) ill. 5. We (not start) till he (arrive). 6. Provided he (leave) now, he (miss) the rush hour. 7. We (not be able) to carry out the experiment unless he (help) us. 8. You may take my dictionary as long as you (give) it back on Friday. 9. As soon as he (return) from the beach, we (have) dinner. 10. I (phone) you when she (come). 11. Providing that he (work) hard, he will finish his work on Thursday. 12. She has two keys in her bag in case she (lose) one. 13. Unless he (come), we (not go) to the country. 14. He (remind) you of your promise in case you (forget) it. 15. As soon as the lake (get frozen), she (go skating). 16. When you (turn) on the right, you (see) an old oak. 17. If she (keep) her promise, they (be) rich. 18. Unless you (look) at the picture at some distance, you (not see) the details. 19. Providing that nothing (happen), I (return) in two weeks. 20. If the wind (blow) from the west, it (rain). 21. If you (get) there before me, wait till I (come). 22. Provided all (go) well, I (graduate) in June. 23. He (not go) for a walk until he (do) his lessons. 24. He (not catch) the train unless he (leave) immediately. 25. We (not wait) till he (make up his mind).

Exercise 34. Open the brackets and use the proper tense, either the Future or the Present Indefinite paying attention to *when* and *if*:

1. We'll go swimming if it (be) a nice day tomorrow. 2. I wonder if it (rain) tomorrow. 3. You'll get wet if you (not take) an umbrella. 4. I don't know when he (come back). 5. I doubt if he (join) us. He is very busy. 6. She will serve the table when he (come). 7. I'll be grateful to you if you (lend) me this sum of money. 8. I am not sure if he (follow) my advice. 9. I wonder if I (solve) this problem without anybody's help. 10. He supposes that they will buy the house if it (be) in good condition. 11. I am sure that when he (come) he will apologize for his rudeness. 12. I wonder if you (invite) the Browns if they (be) here on Sunday? 13. It's hard to say if she (find out) everything. 14. I don't know when she (go) to see them. 15. We will discuss the terms of the contract when he (come). 16. I will not deal with him if he (be) so stubborn!

Exercise 35. Choose the right variant:

1. He ____ here till he ____ everything.
 - a) will stay, doesn't do
 - b) will stay, does
 - c) stays, will do
 - d) stays, will not do
2. In case the weather ____ good, they ____ fishing.
 - a) will be, will go
 - b) is, go
 - c) will be, go
 - d) is, will go
3. Unless he ____ , we ____ to the theatre.
 - a) doesn't come, won't go
 - b) comes, won't go
 - c) won't come, don't go
 - d) doesn't come, don't go
4. I can't decide if I ____ you till I ____ when they ____ .
 - a) will join, will know, will leave
 - b) will join, know, will leave
 - c) join, will know, leave
 - d) join, will know, will leave
5. I ____ you the keys to the car as long as you ____ the speed.
 - a) will give, won't exceed
 - b) give, won't exceed
 - c) will give, don't exceed
 - d) give, don't exceed
6. I don't know if they ____ new people. If they ____ , I ____ you of it.
 - a) will hire, will, will inform
 - b) hire, do, inform
 - c) hire, will, will inform
 - d) will hire, do, will inform
7. I ____ anywhere till my son ____ all his exams.
 - a) won't go, doesn't take

b) don't go doesn't take

c) won't go, takes

d) won't go, will take

8. If she ____ and we ____ at home, ask her when she ____ the magazine.

a) phones, are not, will bring

b) will phone, will not be, will bring

c) phones, will not be, brings

d) will phone, will not be, brings

9. I ____ the article when I ____ home and ____ you up when it ____ ready.

a) will translate, will come, will ring, will be

b) will translate, come, will ring, is

c) will translate, will come, ring, will be

d) translate, will come, ring, is

10. He ____ me the book providing I ____ it not later than Saturday.

a) will give, will return

b) give, return

c) will give, return

d) give, will return

Exercise 36. Translate into English:

1. Вони будуть дивитися фільм, як тільки діти ляжуть спати. 2. Як тільки він прийде, я йому все розкажу. 3. Я з ним поговорю до твого приїзду, але я не впевнений, чи дослухається він моїх порад. 4. Я буду вам дуже вдячний (grateful), якщо ви продиктуєте (dictate) мені цю статтю. 5. З вашого боку буде дуже нерозумно, якщо ви не скористаєтеся цією можливістю. 6. Потяг прибуває через годину. Якщо ви поїдете на машині, ви зустрінете її. 7. Як тільки ви його побачите, запитайте його, коли він їде і чи зайде він до нас перед від'їздом. 8. Запитайте їх, чи не дадуть вони мені пилосос (vacuum cleaner), якщо мені потрібно буде почистити килим. 9. Ось вам моя адреса на той випадок, якщо ви вирішите приїхати до Києва. 10. Мені відправити лист? - Так. Коли ви підете додому, киньте його в поштову скриньку (mailbox). 11. Я впевнений, ви полюбите її, як тільки вона почне працювати з вами. 12. Ми детально (in detail) обговоримо це питання до того, як він прийде. 13. Якщо він не отримає книгу в неділю, він не зможе підготуватися до доповіді. 14. Я з ним поговорю, коли він прийде, але я не знаю, чи прийде він сьогодні. 15. Я не знаю, коли я отримаю від неї відповідь, але як тільки я її отримаю, я відразу ж вам зателефоную.

Exercise 37. Put the verbs into the Future Continuous Tense making all necessary changes:

Example: At 6 o'clock in the morning he always sleeps. — He will be sleeping at 6 o'clock in the morning tomorrow.

1. It is 5 o'clock. She is having a music lesson. 2. He is working in the garden now. 3. It is eleven o'clock. Ben is lying on the beach. 4. It's 10 o'clock. Nick and

Tom are playing tennis. 5. It's dinnertime. We're standing in the queue to enter the canteen. 6. She is out. She always goes shopping during the break. 7. It's eight o'clock. He is speaking with his partner on the telephone. 8. Granny is cooking supper. 9. His little sister is eating porridge this morning. 10. It's no use inviting Tom for a walk. He is watching a football match.

Exercise 38. Open the brackets and use either the Future Indefinite or the Future Continuous Tense:

1. He has come home from school late today. So he can't go for a walk: he (do) his homework after dinner. 2. Today is Sunday and it is not raining. We (have) tea out in the garden. 3. The big stores (have) their summer sales soon. 4. The weather is warm today. We (have) a walk out in the garden. 5. I'm leaving now, but I suppose I (see) you in the evening. 6. There is a party at Betsy's house tonight. So I (meet) you in the evening. 7. It's awful to think I (work) this time next week. 8. Wait a little, I (phone) for a taxi. 9. I'm very tired. I think I (go) to bed earlier today. 10. We (play) chess in half an hour. 11. When you come, he still (work) at his report. 12. Tomorrow at this time we (go) to Scotland. 13. Can you imagine that in five days we (cross) the Atlantic on our way home. 14. What you (do) if I come at five? – I (watch) TV. 15. If they arrive at 7, I still (sleep). I usually get up at 8.

Exercise 39. Join the following sentences with *if, when, after, while, etc.*:

Example: *I'll go for a holiday. I'll not be busy. – I'll go for a holiday when I am not busy.*

1. He'll be back early in August. His holiday will finish. 2. He'll have a good time. The sea will be warm. 3. I'll be quite free. I'll graduate from college. 4. He will come to my birthday party. He will not forget. 5. The German students will be having their oral test. The English students will be writing their examination paper. 6. He will not go for a walk. He will not have breakfast. 7. You will be packing our things. I'll be making arrangements on the phone. 8. We'll come at 2 o'clock. They will be preparing for the test. 9. You'll phone at 3. I'll be having a long-distance call and the line will **be** engaged. 10. They'll see the sights. They'll go home.

Exercise 40. Translate into English:

1. Якщо погода буде гарною, завтра в цей час ви будете перетинати Ла-Манш. 2. Не дзвоніть мені з 3-ї до 5-ї. Я буду працювати. 3. Дівчатка зараз будуть грати в волейбол, а хлопчики - в футбол. 4. Коли ти прийдеши до нього, він буде фарбувати стелю (ceiling). Він ремонтує (refurbish) квартиру. 5. Боюсь, я буду зайнятий в цей час. Ми будемо зустрічати японську делегацію. 6. Коли ми прийдемо додому, мама все ще буде готувати обід. 7. Невже я завтра буду летіти на літаку в Америку? 8. Боюся, коли ви прийдете, вони будуть йти звідси. 9. Ми завтра будемо обідати о третій, а не о другій. 10. Ваш малюк ще буде спати, якщо я прийду о третій?

Exercise 41. Complete the sentences with the verbs from the box in the Future Perfect Tense:

go	tidy up
pack	learn
type	buy
paint	receive
cook	see

1. She ____ an urgent paper for the conference. 2. Bob ____ his room by his mother coming. 3. He already ____ a portrait for the exhibition. 4. Peter ____ dinner by the time his wife comes. 5. She ____ a wedding dress by the time her wedding takes place. 6. They ____ by the time we come here. 7. I ____ a letter by the end of the week. 8. The train is to leave at nine o'clock. They ____ their suitcase by that time. 9. I ____ the film by 9 o'clock. 10. She ____ the new words for the spelling test, which her teacher is going to give tomorrow.

Exercise 42. Open the brackets and put the verbs into the Future Indefinite, the Future Perfect, the Present Indefinite or the Present Perfect Tense:

1. By 8 o'clock they (have) dinner. 2. By the end of the week he (finish) the translation. 3. Before you (come) I (do) all the work. 4. She (look) through the article by 12 o'clock. 5. They (receive) our letter by Monday. 6. By the time we (get) to the forest the rain (stop). 7. I think he (answer) the letter by this time. 8. We (begin) to work after we (read) all the instructions. 9. We (not do) anything until he (take) necessary steps. 10. The committee (prepare) the plan by tomorrow. 11. I suppose when my letter (reach) you I already (return) from my voyage. 12. He (pass) an exam after he (learn) all the material. 13. I am afraid they (not discuss) all the questions by the time they (come). 14. We (not be able) to start the experiment before we (obtain) the necessary data. 15. The secretary already (look) through all the papers before the boss (come). 16. My train (leave) by the time you (come) to the station.

Exercise 43. Translate into English:

1. Боюся, на той час, коли ви прийдете з грошима, вони вже все розпродадуть. 2. Зателефонуйте мені після того, як ви прочитаєте книгу. 3. Ми зробимо всі вправи до його приходу, а потім всі разом поїдемо на каток (skating rink). 4. Я напишу йому після того, як побачуся з його батьками. 5. Наш завод випустить (produce) новий автомобіль до кінця року. 6. Не знаю, чи напише він статтю до першого вересня. Якщо вона буде готова до цього часу, ми її надрукуємо. 7. Я вже піду в театр, якщо ви прийдете так пізно. 8. Боюсь, ви запізнитесь. Вони вже закінчать переговори (talks) до 5-ої години. 9. На жаль, ви його не застанете. До того часу він вже поїде на вокзал. 10. До неділі вони закінчать ремонт (repair) і переїдуть на нову квартиру.

Exercise 44. Open the brackets and use the Future Perfect Continuous Tense:

1. They already (rehearse) for an hour when we come. 2. I (work) in this company for 10 years next April. 3. By next year he (write) the novel for three years. 4. The thieves are sure that they (drive) for 6 hours when the police discover the robbery in the morning. 5. They (study) for 3 hours when you come.

Exercise 45. Find and correct the mistakes if any (pay attention to the use of tenses):

1. After graduating from the institute I came to St. Petersburg. I am working here since then. 2. I have just left the house when you phoned me. 3. By the time I came to the country cottage my friends have already left. 4. When I came, my friend was sitting on the sofa and was reading a newspaper. 5. It has rained since morning and I am afraid, it won't stop by Saturday. 6. He will work at his new book during his holiday. 7. The woman who speaks with my sister is my neighbour who is living opposite us. 8. They were looking for the money since morning but they couldn't find it anywhere. 9. Yesterday when I came to see my friend he was having supper. He has just come home. 10. After he has finished the picture he will invite his friends to look at it.

Exercise 46. Choose the right variant:

1. When ____ Ann last? – I ____ her since she ____ to another city.
 - a) have you seen, haven't seen, has moved
 - b) did you see, didn't see, moved
 - c) did you see, haven't seen, moved
 - d) have you seen, didn't see, has moved
2. Our train ____ at 8 o'clock. If you ____ at 5, we ____ our things.
 - a) leaves, come, will pack
 - b) will leave, will come, will be packing
 - c) is leaving, will come, are packing
 - d) leaves, come, will be packing
3. They ____ to build a new McDonalds in several days and ____ it by the end of the year.
 - a) will start, will finish
 - b) are starting, will have finished
 - c) start, will be finishing
 - d) start, are finishing
4. I ____ the performance for twenty minutes when my friend ____ at last. His car ____ on his way to the theatre.
 - a) was watching, had come, had broken down
 - b) had been watching, came, had broken down
 - c) watched, came, broke down
 - d) have been watching, had come, has broken
5. Look, what he ____ on the blackboard. He ____ three mistakes.
 - a) is writing, has made
 - b) has written, had made
 - c) has been writing, is making

d) writes, made

6. What ____ if the rain ____ by evening? It ____ since yesterday. I wonder when it ____.

a) will we do, doesn't stop, is pouring, will stop

b) are we doing, hasn't stopped, had been pouring, stops

c) shall we have done, won't have stopped, was pouring, will be stopping

d) shall we do, hasn't stopped, has been pouring, will stop

7. What ____ when I ____ ? – We ____ the article which Mary ____ just ____ . I ____ to read it for a long time.

a) did you do, was coming in, were reading, has brought, have wanted

b) were you doing, came in, were reading, had brought, had wanted

c) had you been doing, came in, read, brought, had been wanting

d) have you done, have come in, have read, has brought, wanted

8. It ____ dark, it's time for the children to go home. They ____ in the yard for the whole evening.

a) got, play

b) has got, are playing

c) is getting, have been playing

d) gets, played

9. I haven't heard you come into the room. When ____? – I ____ long ago. You ____ and I ____ to disturb you.

a) did you come, came, were reading, was not wanting

b) did you come, came, were reading, did not want

c) have you come, have come, have been reading, don't want

d) were you coming, was coming, read, haven't wanted

10. I ____ till Father ____ . He ____ his key and I will have to wait for him.

a) won't be leaving, will come, had lost

b) won't leave, will come, has lost

d) won't leave, comes, has lost

d) aren't leaving, comes, loses

Exercise 47. Translate into English (revision):

1. Він стояв біля вікна і думав про своє майбутнє. 2. Я бачив його давно. Я бачив його недавно. Я не бачив його давно. 3. Це сталося до того, як ми туди приїхали. 4. Вони зробили все можливе (do one's best) до того, як прийшов лікар. 5. Я сподіваюся, тобі буде все зрозуміло, коли ти одержиш листа. 6. До 9-ої години він закінчив роботу і вийшов на вулицю. Вітер ущух (fall), але було досить прохолодно. Він повільно йшов, намагаючись ні про що не думати. 7. Я не бачив тебе цілу вічність. Як справи, які новини? 8. Ви помилилися. Ви передаєте мені сіль, а не гірчицю (mustard). 9. Ми зупинилися, тому що якийсь чоловік підходив до нас. 10. Я прийшов, щоб попрощатися з вами. Завтра в цей час я буду плисти (sail) до острова Пасхи (Easter). 11. Куди ти поклав ключ? Я ніде не можу його знайти. 12. Він не бачив мене, бо щось писав. 13. Нарешті я зробив свою домашню роботу і тепер вільний. 14. Хтось стоїть біля наших дверей. Мені

здається, він підслуховує (overhear). 15. Якщо вона не отримає ніяких звісток від брата на цьому тижні, вона пошле телеграму. 16. До того часу, коли ми дісталися до будинку, сніг припинився, а місяць яскраво сяяв на темному небі. Ми втомилися, тому що йшли три години. 17. Ти коли-небудь чув, як добре вона говорить англійською? Кажуть (they say), вона вчить його вже три роки. 18. Що ти будеш робити завтра о третій годині? Якщо ти будеш вільний, ми прийдемо до тебе.

ПАСИВНИЙ СТАН ДІЄСЛІВ (THE PASSIVE VOICE)

Пасивний стан дієслів в англійській мові вживається, коли дія важливіша, ніж її виконавець; коли виконавець дії невідомий; коли ми звертаємо увагу на виконавця дії. Також пасивний стан вживається для підкреслення ввічливості та офіційності ситуації.

Наприклад:

The animals on the farm are fed three times a day. (виконавець дії невідомий та неважливий)

This poem was written by Robert Burns. (звертаємо увагу на виконавця дії)

All the participants will be sent invitation cards. (підкреслюємо офіційність ситуації)

Дієслова у пасивному стані в англійській мові вживаються у неозначених часах (теперішній, минулий, майбутній), тривалих часах (теперішній та минулий), завершених часах (теперішній, минулий, майбутній), у сполученні з модальними дієсловами.

Пасивний стан дієслів неозначених часів (Simple Tenses) утворюється приєднанням допоміжного дієслова *to be* у відповідному часі до основного дієслова у третій формі (для неправильних дієслів) або із закінченням *-ed* (для правильних).

to be + V₃ (Ved)

Заперечна та питальна форми речень з дієсловами пасивного стану утворюються з використанням відповідних форм допоміжного дієслова *to be*.

Для утворення **пасивного стану дієслів теперішнього неозначеного часу** (The Present Simple Passive) вживаються форми допоміжного дієслова *to be* теперішнього часу (*am/is/are*).

I + am + V₃ (Ved) Am + I + (Ved)?

He/she/it + is + V₃ (Ved) Is + he/she/it + V₃ (Ved)?

We/you/they + are + (Ved) Are + you/we/they + V₃ (Ved)?

I + am not + V₃ (Ved)

He/she/it + is not (isn't) + V₃ (Ved)

We/you/they + are not (aren't) + V₃ (Ved)

Пасивний стан дієслів у теперішньому неозначеному часі вживається, якщо дії є регулярними, повторюються або мова йде про загальновідомі факти. Характерні обставини часу : *always, usually, often, every day (month, etc.), sometimes, seldom, rarely, never.*

Наприклад:

*Bread is **baked** in an oven. Bread **isn't baked** in a frying pan.*

*Is the dog **fed** regularly? — Yes, it is./No, it isn't.*

Пасивний стан дієслів у минулому неозначеному часі утворюється за допомогою форм минулого часу допоміжного дієслова *to be (was/were)*.

I/he/she/it + was + V₃ (Ved)

You/we/they + were + V₃ (Ved)

I /he/she/it + was not (wasn't) + V₃ (Ved)

You/we/they + were not (weren't) + V₃ (Ved)

Was + I/he/she/it + V₃ (Ved)?

Were + you/we/they + V₃ (Ved)?

Пасивний стан дієслів у минулому неозначеному часі вживається, якщо дії сталися і завершилися в певний момент у минулому або йдеться про події чи загальновідомі факти, які мали місце у минулому. Характерні обставини часу: *yesterday, last day (month, etc.), ago.*

Наприклад:

*This house **was built** 5 years ago. This house **wasn't built** 3 years ago. **Was this garage built** 5 years ago? — Yes, it was./No, it wasn't.*

Пасивний стан дієслів майбутнього неозначеного часу (The Future Simple Passive) утворюється за допомогою форми майбутнього часу допоміжного дієслова *to be (will be)*.

I/you/he/she/it/we/they + will be + V₃ (Ved)

I/you/he/she/it/we/they + will not (won't) be + V₃ (Ved)

Will + I/you/he/she/it/we/they + be + V₃ (Ved)?

Пасивний стан дієслів майбутнього неозначеного часу вживається, якщо дії стануться в певний час і в майбутньому. Характерні обставини часу : *tomorrow, next day (month, etc.), in an hour (week, etc.).*

Наприклад:

*Your room **will be cleaned** in an hour. Your room **won't be cleaned** in an hour.*

*Will your room **be cleaned** in an hour? — Yes, it will./No, it won't.*

Для утворення пасивного стану дієслів теперішнього тривалого (**The Present Continuous Passive**) і минулого тривалого часів (**The Past Continuous Passive**) вживаються форми допоміжного дієслова *to be* у теперішньому (*am/is/are*) або минулому часі (*was/were*), дієслово *to be* із закінченням *-ing* та основне дієслово у третій формі (для неправильних дієслів) або із закінченням *-ed* (для правильних). Питальні та заперечні речення утворюються за допомогою форм дієслова *to be*.

I + am + being + V₃ (Ved)
He/she/it + is + being + V₃ (Ved)
You/we/they + are + being + V₃ (Ved)

Наприклад:

*The test **is being written** now.*
*The test **isn't being written** now.*
*Is the test **being written** now?*
*What **is being written** now?*

I/he/she/it + was + being + V₃ (Ved)
You/we/they + were + being + V₃ (Ved)

Наприклад:

*Dinner **was being cooked** at 3 o'clock yesterday.*
*Dinner **wasn't being cooked** at 3 o'clock yesterday.*
*Was dinner **being cooked** at 3 o'clock yesterday?*
*What **was being cooked** at 3 o'clock yesterday?*

Пасивний стан дієслів теперішнього тривалого часу вживається, якщо дія над об'єктом відбувається у момент мовлення. Пасивний стан дієслів минулого тривалого часу вживається для вираження дії, яка відбувалася над об'єктом в певний момент у минулому або упродовж певного часу у минулому.

Для утворення пасивного стану дієслів теперішнього (**The Present Perfect Passive**), минулого (**The Past Perfect Passive**) та майбутнього доконаного (**The Future Perfect Passive**) часів вживаються форми допоміжного дієслова *to have*: у теперішньому (*have/has*), минулому (*had*) або майбутньому часі (*will have*), дієслово *to be* у третій формі (*been*) та основне дієслово у третій формі (для неправильних дієслів) або із закінченням *-ed* (для правильних). Питальні і заперечні речення утворюються за допомогою відповідних форм дієслова *to have*.

Пасивний стан дієслів теперішнього завершеного часу вживається, якщо дія над об'єктом нещодавно завершилася (точний час закінчення дії невідомий) і результат є в наявності

I/you/we/they + have been + V₃ (Ved)
He/she/it + has been + V₃ (Ved)

Наприклад:

*The article **has been read** by Monday.*

*The article **hasn't been read** by Monday.*

Пасивний стан дієслів минулого завершеного часу вживається, якщо дія над об'єктом завершилася до певного моменту або початку іншої дії в минулому.

I/you/he/she/it/we/they + had been + V₃ (Ved)

Наприклад:

*We **had been told** about it by 5 o'clock yesterday.*

*We **hadn't been told** about it by 5 o'clock yesterday.*

***Had** we been told about it by 5 o'clock yesterday?*

*By what time **had** we **been told** about it yesterday?*

Пасивний стан дієслів майбутнього завершеного часу вживається, якщо дія над об'єктом завершиться до певного моменту в майбутньому.

I/you/he/she/it/we/they + will + have been + V₃ (Ved)

Наприклад:

*The article **will have been typed** by 2 o'clock tomorrow.*

*The article **won't have been typed** by 2 o'clock tomorrow.*

***Will** the article **have been typed** by 2 o'clock tomorrow?*

Exercise 48. Match the beginning of the sentence on the left with its ending on the right:

) The experiment	) been held recently?
) The mail	) was erected three hundred years ago.
) These machines	) was being looked for everywhere.
) When can the new equipment	) will be described in several journals.
) It's a pity the concert	) are made and contracts are signed in this office.
) Are the orders	) is being designed by several well-known architects.
) If we use the old methods, a lot of time	) were built with very simple tools many years ago.
) Something important	) was not recorded.

No decisions	are going to be tested again.
10) This monument	have been taken yet.
11) Offers	was being discussed, so I sat down to listen.
12) Have any interesting exhibitions or fairs	may be wasted and very little be achieved.
13) All these little wooden houses	always fulfilled in time?
14) The future church	is usually brought at 9 a.m.
15) The lost dog	be installed?

Exercise 49. Change the following sentences into the Passive Voice:

A) using the Indefinite Tenses (give two forms where possible):

Example: Tom gave her a book. – She was given a book. The book was given to her.

1. He broke my watch. 2. The teacher explained the rule to the students. 3. He often asks me to help them. 4. They usually do written exercises in class. 5. She will make a new discovery soon. 6. Steve will make a report at the conference. 7. They play tennis all year round. 8. His friends never forgave his betrayal. 9. The manager offers me several jobs. 10. They will promise you much, but don't imagine they will give you everything. 11. His parents regularly sent him parcels with fruit from their garden. 12. They will give me a leave in July if there is no urgent work. 13. The Spanish government offered Columbus three ships. 14. They usually send their children to camp for summer. 15. The officer charged him with a very important mission. 16. I'm sure we'll settle the matter easily. 17. The policeman fined the driver for exceeding the speed limit. 18. Somebody calls her every day. 19. We request the passengers leaving for London to register. 20. The manager will sign contracts tomorrow.

B) using the Indefinite Tenses (pay attention to prepositions):

Example: She looks after him well. – He is well looked after (by her).

1. We sent for the police. 2. They speak much about this book. 3. They often laugh at him. 4. They listened to our conversation very attentively. 5. I think they will wait for us only in a week. 6. Nobody took notice of his late arrival. 7. We looked through all the advertisements very attentively. 8. He was a brilliant speaker, and whenever he spoke, the audience listened to him with great attention. 9. They will look after him in hospital much better. 10. Everybody looked at her new dress with interest.

11. She sent them for a taxi. 12. People will talk much about the successful performance of the young actress. 13. They always make fun of him. 14. The teacher pointed out gross mistakes in the translation. 15. He referred to very interesting plans. 16. They agreed upon Monday as the most suitable day. 17. He did not touch upon this question unfortunately. 18. They spoke to him about his promotion yesterday.

C) using the Continuous Tenses:

Example: *They are solving a difficult problem now. – The problem is being solved now.*

1. Don't come in! The professor is examining students. 2. Can I read the article? – No, the secretary is typing it. 3. We had to hurry. They were waiting for us. 4. It was noisy. Nobody was listening to him. 5. Does he realize that they are laughing at him? 6. Look at this man. I think he is following us. 7. Listen carefully! He is giving a very interesting talk. 8. The waiter is serving us rather fast. 9. The secretary was looking through morning mail. 10. The interpreter is translating their conversation rather well. 11. The briefing is in full swing. The correspondents are interviewing the participants of the conference. 12. The company was developing a new project. 13. You can't watch the film now. The mechanic is fixing the TV set.

D) using the Perfect Tenses:

Example: *They have already brought the medicine. – The medicine has already been brought.*

1. We have repaired our house lately. 2. When the fire brigade came, the fire had destroyed the building. 3. The athlete has shown much better results since this coach trains him. 4. I will have answered all the business letters by noon. 5. The president of the board has signed the document. 6. Is she washing the floor? – No, she has already washed it. 7. By his arrival they had repaired his car. 8. He has booked the tickets and the clerk will have brought them by 2 o'clock. 9. They had painted the house by his arrival. 10. The police haven't found the reason for the accident yet. 11. Have you touched anything here? 12. The sociologist has interviewed a lot of students. 13. Have they tested all the machines? 14. The flood has caused considerable damage. 15. John will have received the papers by tomorrow.

E) using modal verbs:

Example: *He can do this work. – The work can be done (by him).*

1. She can find a job easily. 2. The matter is urgent. They should phone her immediately. 3. The boss wants Mr. Black. You must find him. 4. I can make an interesting offer to you. 5. He's got a pay rise and now they can buy a new house. 6. You must send the document as quickly as possible. 7. The weather is warm. She may plant the flowers. 8. The document is of great importance. He must show it to us. 9. He must give back the book on Sunday. 10. Their kitchen is large and they can use

it as a dining room. 11. Ecologists say that we should take care of our planet. 12. You must send for the doctor immediately. 13. The lecture is over. You may ask questions. 14. You should avoid the center of town during rush hours. 15. They agreed that the club should raise membership fee.

Exercise 50. Choose the correct grammar form to translate a predicate:

1. Цей будинок був побудований в минулому році.

- a) was being built
- b) has been built
- c) was built

2. Зараз тут будується новий супермаркет

- a) is being built
- b) is building
- c) is built

3. На цьому тижні викладач пояснив (викладачем був пояснений) новий матеріал.

- a) had been explained
- b) was explained
- c) has been explained

4. Нову будівлю інституту вже побудували, коли я поступила на екологічний факультет.

- a) was built
- b) has been built
- c) had been built

5. Студентів екзаменують двічі на рік.

- a) are being examined
- b) is examined
- c) are examined

6. «Ви були неуважні, коли пояснювалося це правило», - сказав викладач.

- a) was explained
- b) had been explained
- c) was being explained

7. Квіти вже политі.

- a) are watered
- b) have been watered
- c) were watered

8. Такі столи роблять з дорогого дерева.

- a) are being made

- b) have been made
- c) are made

9. Цей фільм ніколи не показували по телевізору.

- a) has never been shown
- b) was never shown
- c) had never been shown

10. Мою квартиру відремонтують до суботи.

- a) will be repaired
- b) will have been repaired
- c) is being repaired

11. Списки все ще друкуються.

- a) are typed
- b) are being typed
- c) have been typed

12. Їх ще не запросили.

- a) were not invited
- b) had not been invited
- c) have not been invited

13. Вам повідомлять про це завтра.

- a) will be informed
- b) will have been informed
- c) are informed

14. Коли я увійшов, обговорення було перервано.

- a) had been interrupted
- b) was interrupted
- c) has been interrupted

15. Земля була покрита снігом.

- a) was being covered
- b) was covered
- c) had been covered

Exercise 51. Open the brackets and use the verb in the appropriate form of the Passive Voice:

1. The first draft resolution (not discuss) yesterday; it (withdraw) long before the beginning of the meeting. 2. He is not in town; he (send) on a special mission. 3. Don't come into the compartment; the berth (fix) now. 4. A new underground line (construct) now. They say one of its stations (build) in my street. 5. He wants to know when the final decision (take). The activities of the committee and their delays already

much (speak) about. 6. It was three o'clock. We (tell) to hurry up because we (wait). 7. Do you believe that such a problem can (solve)? 8. It must (do) without delays. 9. On September 9, 1850, California (admit) to the Union as the thirty-first state. 10. Don't speak in a loud voice: we (listen) to. 11. The plan (approve)? – No, it (discuss) now. – How long it (discuss)? 12. By the time he arrives everything (settle). 13. Not all the necessary things (buy) for our trip that's why the departure (postpone). 14. The money (lend) to him two months ago, but it (not give) back yet. 15. The business day was in high gear: the mail (look) through, documents (type), letters (answer), talks (hold). 16. Wait a minute. The table (lay). 17. Dynamite (invent) by Alfred Bernhard Nobel. 18. This exercise may (write) with a pencil. 19. This work (do) before you went to Moscow? 20. If you (ask) about it, will you be able to answer?

Exercise 52. Find and correct the mistakes if any:

1. Don't bring the article today. It will be being typed only tomorrow. 2. The South Pole was discovered by Amundsen in 1912. 3. The book which was written last month is discussing a lot. It has been written a lot of articles about. 4. When I came, an experiment was been holding in the lab. 5. Do you know that this house was belonged to Mr. Brown? 6. What new buildings have been built in your town since I was there? 7. The building was collapsed during the earthquake. 8. Have you seen him? Has he been changed much? 9. Do you know that you are following? 10. I hope this journal can find at the library.

Exercise 53. Translate into English using the Passive Voice:

1. На жаль, на конференції такі питання не порушувалися (touch upon). 2. Хто вам сказав, що угода (agreement) підписана? 3. Тут розмовляють тільки англійською. 4. Їй дозволили займатися спортом. 5. Відвідувачів приймають щодня. 6. Бетті не дозволяють приходити сюди. 7. У лікарні за ним доглядали погано. 8. За ним уже послано? - Так, йому подзвонили і веліли прийти о восьмій. 9. На нашій вулиці будують новий кінотеатр. 10. Не говори це, а то (otherwise) над тобою сміятимуться. 11. Мені ще нічого про це не говорили. 12. Ми поїдемо завтра за місто, якщо буде дощ? - Так, ми повинні туди поїхати, нас там будуть чекати. 13. Ця будівля була тільки-но побудована, коли ми приїхали сюди. 14. До вечора робота була закінчена. 15. Коли ми повернулися, нам розповіли багато цікавих новин.

НЕПРЯМА МОВА (REPORTED SPEECH)

Непряма мова (Reported Speech) — це слова людини, передані іншою людиною. У реченнях з непрямою мовою лапки не вживаються, на відміну від речень із прямою мовою (Direct Speech). При трансформації речень з прямою мовою у речення з непрямою мовою особові та присвійні займенники змінюються відповідно до змісту:

He says, «I need a computer».— He says that he needs a computer. She says, «This is my dictionary».— She says this is her dictionary. У реченнях з непрямою мовою вживаються дієслова *say* та *tell*. *Say* вживається, якщо ми вказуємо або не вказуємо людину, до якої звертаємось. *Tell* вживається тільки тоді, коли ми вказуємо людину, до якої звертаємось:

She said to me, «I have no time».— She said that she had no time. She said to me/told me that she had no time.

У деяких випадках вживається тільки *say* або *tell*. Зверніть увагу на правила вживання дієслів *say* та *tell* з деякими словосполученнями.

Say вживається у таких словосполученнях: *say good morning/afternoon etc., say something, say one's prayers, say a few words, say so, etc.*

Tell вживається у таких словосполученнях: *tell the truth, tell a lie, tell somebody the time, tell somebody one's name, tell a story, tell a secret, tell somebody the way, tell one from another, etc.*

У реченнях з непрямою мовою часто вживається сполучник *that*, але його можна випустити:

He said, «I watch TV every evening».— He said that he watched TV every evening. He said he watched TV every evening.

Exercise 54. Choose the correct item:

1. Diana *says/tells* that she has already washed the dishes. 2. Can you *say/tell* me what time the train departs? 3. The child came up to his mother and *said/told*, something in a quiet voice. 4. He *said/told* «good night» and left the room. 5. Can you *say/tell* this girl from her sister? 6. Who *said/told* you I won a lottery? 7. I know Nick very well. He always *says/tells* the truth. 8. Sue *said/told* me about the meeting yesterday.

Exercise 55. Complete the sentences with *say* or *tell* in the correct form:

1. Julia's children always ... «good morning» to the neighbours. 2. Everybody knows that it's very difficult to ... the twins one from another. 3. Little Sarah ... her prayers and went to bed. 4. What's wrong with Jim? He didn't ... a word yesterday. 5. I didn't understand what she ... to me. 6. Could you ... me the way to the hospital, please? 7. I promise I will never ... your secret to anybody. 8. Dave didn't hear what I ... him. 9. «Wash these apples», the woman ... to her daughter. 10. I don't know that boy. Can you ... me his name?

Якщо у словах автора в реченнях з прямою мовою дієслово-присудок стоїть у теперішньому часі, то після перетворення прямої мови на непряму час дієслів не змінюється:

They say, «We are playing chess».— They say (that) they are playing chess.

She says, «I bought some ice cream».— She says (that) she bought some ice cream.

Якщо у словах автора в реченнях із прямою мовою дієслово- присудок стоїть у минулому часі, то після перетворення прямої мови на непряму час дієслів змінюється таким чином:

Direct Speech	Reported Speech
<u>Present Simple:</u> <i>She said, «I get up at seven o'clock».</i>	<u>Past Simple:</u> <i>She said that she got up at seven o'clock.</i>
<u>Present Continuous:</u> <i>He said, «I am watching a film».</i>	<u>Past Continuous:</u> <i>He said he was watching a film.</i>
<u>Past Simple:</u> <i>He said, «I got a letter».</i>	<u>Past Perfect:</u> <i>He said he had got a letter.</i>
<u>Present Perfect:</u> <i>She said, «I have cooked dinner».</i>	<u>Past Perfect:</u> <i>She said she had cooked dinner.</i>
<u>Future Simple:</u> <i>She said, «I will meet you».</i>	<u>Future-in-the-Past:</u> <i>She said she would meet me.</i>
<u>Present Perfect Continuous:</u> <i>She said, «I have been working for 3 hours».</i>	<u>Past Perfect Continuous:</u> <i>She said she had been working for 3 hours.</i>

Модальні дієслова та дієслово *to be* змінюються на відповідні форми минулого часу (окрім дієслів *should, could, might*). *He said, «I **can ride** a bike».— He said he **could ride** a bike. She said, «I **am hungry**».— She said she **was hungry**. The teacher said, «You **should learn** the poem by heart».— The teacher said we **should learn** the poem by heart.*

Минулий тривалий та минулий доконаний часи, як правило, не змінюються у непрякій мові:

*They said, «We **were dancing**».— They said that they **were dancing**.*

Exercise 56. Circle the correct item:

1. Sue says she *wants/wanted* to go to bed earlier today. 2. Mark said he *will/would* pack his rucksack in the morning. 3. The secretary said that the boss *is/was* waiting for us. 4. The policeman says that there *is/was* no parking here. 5. The nurse said that the injured man *have/had* just come to. 6. The shop assistant says that he *has/had* already packed our purchase. 7. A little boy said that he *can/could* play football very well. 8. Jessica says that she *will/would* be in her room. 9. Tony said that

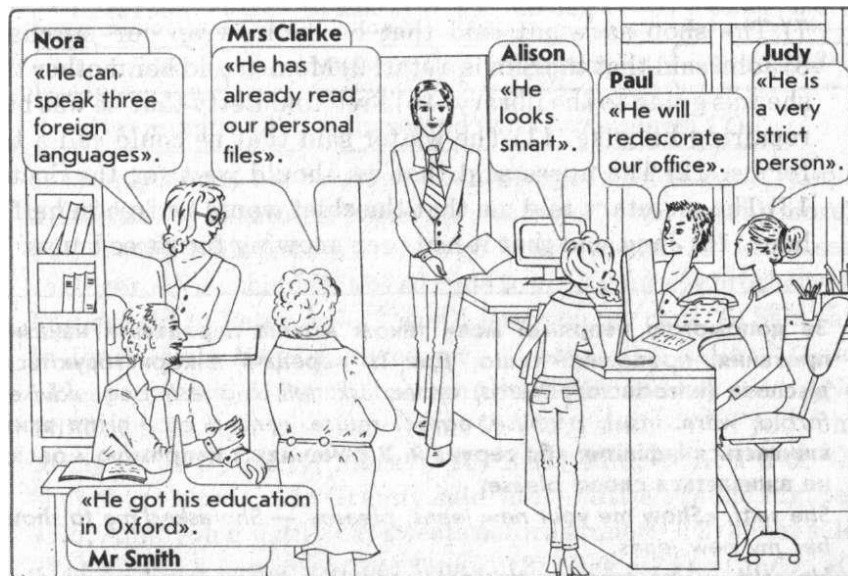
he *has/had* been washing his car for twenty minutes. 10. Andy said that his parents *will/would* return in a week.

Exercise 57. Report the statements:

1. Vicky says, «I always have a shower in the morning». 2. Tom said, «My brother trains in the gym three times a week». 3. Jane said, «I'm preparing for my test». 4. Mike says, «I have watched this film twice already». 5. Nick said, «Tim and Peter are waiting for me at the metro». 6. Victor said, «My brother can't drive very well». 7. The doctor said, «You should take these tablets three times a day after meals». 8. The woman said, «My daughter is two years old and she can speak». 9. My father said, «I have just bought three tickets for the concert». 10. Alice said, «I have been cleaning your room for two hours, Bob». 11. Granny said to Ben, «Your hands are very dirty». 12. Max said to Fred, «You can use my calculator». 13. Ella said, «I will iron your shirt in some minutes, Den». 14. Brian said, «We didn't meet Phil in the supermarket». 15. Cathy said to us, «I'll explain everything a bit later». 16. We said, «We weren't discussing a new project at that time». 17. Roger said, «My boss wants me to go to Brussels». 18. Mr Jackson said, «I have bought a new car for my son».

Exercise 58. Report what the staff said about their new boss Mr Roberts:

Example: *Judy said Mr Roberts was a very strict person.*



Якщо в реченнях з прямою мовою йдеться про загальновідомі факти, то після перетворення прямої мови на непряму граматичний час дієслів не змінюється: *The teacher said, «There are seven days in a week».— The teacher said that there are seven days in a week.*

Exercise 59. Report the statements:

1. Sam said, «The Earth moves round the Sun». 2. Molly said, «The cheetah is the fastest animal in the world». 3. Nick said, «The Pyramids are in Egypt». 4. Greg

said, «Cows eat grass». 5. Den said, «Birds can fly». 6. Ella said, «Ancient Romans spoke Latin». 7. Ann said, «A man can't live without air». 8. Susan said, «Archimedes lived in Syracuse». 9. Jack said, «Leonardo Da Vinci painted The Mona Lisa». 10. Olga said, «Ostriches can't fly».

Exercise 60. Rewrite the following sentences in direct speech:

1. Eddy said that he had already made his bed. 2. Helen said that her friend was speaking on the phone. 3. The teacher said that dolphins are mammals. 4. The woman said that Nick had just left the house. 5. Nelly told me that she would do the ironing later. 6. The policeman said that we had to answer some questions. 7. The shop assistant said that he could wrap our purchase. 8. John said that the Sun is a star. 9. Monica told her mother that she was going to the library. 10. Fred told Betty that he was busy repairing his bike. 11. The waiter said that he could call a taxi for us. 12. The nurse said that we should wait for the doctor. 13. The secretary told me that the chief would be free in half an hour. 14. Jane said that it had been snowing for three hours.

За допомогою непрямої мови також можна передавати накази, прохання, пропозиції тощо. Для їх передачі використовуються дієслова (Introductory Verbs) *order, ask, tell, suggest, beg, advise, forbid, warn, insist, promise, agree, refuse, remind etc.*, після яких вживається інфінітив або герундій. У реченнях з непрямою мовою не вживається слово *please*:

She said, «Show me your new jeans, please».— She asked me to show her my new jeans.

He said, «Give me your driving licence!».— He ordered me to give him my driving licence.

She said, «Don't touch that vase».— She asked not to touch that vase.

He said, «Let's have a glass of juice».— He suggested having a glass of juice.

Exercise 61. Report the statements:

1. Tony said, «Don't switch the light off, John». 2. Suzie said to Linda, «Show me the photos, please». 3. Mother said to Cathy, «Wash the dishes and sweep the floor». 4. Pam said to her husband, «Don't be late for supper». 5. The teacher said to us, «Keep silent, please». 6. The doctor said to Alan, «Open your mouth and show me your tongue». 7. The customs officer said to Dave, «Give me your passport, please». 8. The farmer said to us, «Don't be afraid of the dog». 9. A woman said to her daughter, «Don't drink cold lemonade». 10. Isabel said to Jerry, «Help me with my suitcase, please».

Exercise 62. Report the statements, using the verbs:

to promise (2)

to remind (2)

to suggest (2)

1. Wendy said to her brother, «Don't forget to meet Aunt Polly!» 2. A little boy said to his father, «I really won't tell lies any more!» 3. Ben said to his friends, «Let's go to the cinema». 4. Linda said to Roger, «You shouldn't be so rude to your younger brother». 5. Father said to Peter, «No, I won't lend you my car». 6. Sam said to Jane, «Help me with my project, please». 7. A little girl said, «Please, please, Mummy, buy me that doll!» 8. Lucy said, «No, I didn't take your camera, Nick». 9. Vicky said, «Will you come to my birthday party, Mark?» 10. Betty said, «OK, I'll do the shopping, Mum». 11. Granny said to her little granddaughter, «No, Ann, you mustn't eat sweets before dinner!» 12. Janet said, «Let's have a cup of coffee, Tina». 13. Nick said to Cindy, «Of course, I'll phone you». 14. The teacher said to the pupils, «Don't forget to bring your essays!» 15. A man said to the policeman, «No, I didn't see people in black masks».

Exercise 63. Report what Mrs Lane told her daughter to do. Use appropriate introductory verbs:

Example: *Mrs Lane told her daughter to make the beds.*

1. Make the beds.
2. Wash the dishes.
3. Walk the dog.
4. Don't forget to buy bread and sausages.
5. Send this letter, please.
6. Remember to buy fresh newspapers.
7. Don't watch TV all day.
8. Dust the furniture.
9. Don't forget to vacuum the carpet in the living room.
10. Don't open the door to anyone.



Для того, щоб передати непрямою мовою запитання, використовуються слова *ask, wonder, want to know*. У питальних реченнях із непрямою мовою (загальних запитаннях) підрядна та головна частини поєднуються за допомогою слів *if* чи *whether* і граматичні часи змінюються відповідно до правил. У підрядних реченнях такого типу порядок слів прямий (як у розповідному реченні). Знак питання в кінці речень з непрямою мовою не ставиться. Наприклад: *Bob said, «Do you have lunch at school, Mike?» — Bob asked if/ whether Mike had lunch at school.*

Kate said, «Did you finish your report, Jane?» — Kate wondered if/ whether Jane had finished her report.

Exercise 64. Report the questions:

1. Julia said, «Do you know that boy, Nelly?» 2. Colin said to Eddy, «Will you go on the excursion?» 3. The doctor said to Molly, «Have you taken the temperature?»

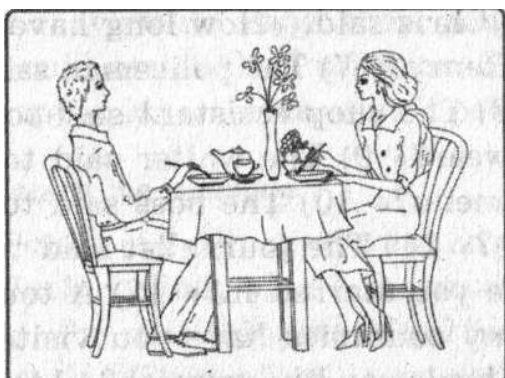
4. The teacher said to Peter, «Did you translate the text?» 5. The shop assistant said to us, «Can I help you?» 6. The child said to his mother, «May I watch the cartoons?» 7. Martin said, «Does your father work in the bank, Bill?» 8. Carol said, «Is Ann taking a shower, Mummy?» 9. The manager said, «Have you typed the text of that document, Linda?» 10. Sheila said, «Have you been waiting for a long time, Den?» 11. Tim said, «Were you surfing the Net all day, Henry?» 12. Victor said to me, «Did you answer all the questions?» 13. Alice said, «Will you help me to move the sofa, Jack?» 14. Richard said, «Can you play basketball, Ted?» 15. The teacher said, «Are you disappointed with the results of your test, Bill?» 16. The policeman said to the driver, «Were you speeding?» 17. Isabel said to her husband, «Have you booked a room in the hotel?» 18. Gordon said to his sister, «Did you mend my jeans?» 19. Jessica said, «Are the girls still playing in the park?» 20. The boss said to the secretary, «Have you read my note?» »

Exercise 65. What did the customs officer ask Brian about! Report the question:

1. Can I see your passport, please?
2. Have you got anything to declare?
3. Did you buy anything in the Duty Free shop?
4. Have you been to our country before?
5. Will you stay in the hotel?
6. Do you often travel?
7. Is this your hand luggage?
8. Could you open your suitcase, please?
9. Is this your camera?
10. May I see your ticket, please?



Exercise 66. Report the joke:



Last week at a dinner party the hostess asked Mr Baker to sit next to Mrs Jones. Mrs Jones was busy eating. Mr Baker tried to make a conversation.

-A nice day, isn't it? – he said.

-No, I don't think so, – the woman answered.

-A new play is coming to «The Globe» soon.

Are you going to see it? – Mr Baker said.

-No, – the woman answered.

-Will you spend your holidays abroad? – Mr

Baker asked.

-No, – the woman answered.

-Do you like travelling? – Mr Baker asked again.

-No, – the woman answered.

-Are you enjoying your dinner? – asked Mr Baker in despair.

-Young man,- said the woman,- if you eat more and talk less, we'll both enjoy our dinner.

Для того, щоб передати непрямою мовою спеціальні запитання, головна та підрядна частини речення поєднуються за допомогою відповідного питального слова (*when, what, where, which, how*), граматичний час у підрядній частині змінюється за правилами. У підрядних реченнях такого типу порядок слів прямий (як у розповідному реченні). Знак питання в кінці речень з непрямою мовою не ставиться:

Den said, «Where are you going, Nick?» — Den asked where Nick was going.

Ann said, «Why did you buy those flowers, Alex?» — Ann wondered why Alex had bought those flowers.

Exercise 67. Report the questions:

1. Jack said to me, «Why did you do that?» 2. Janet said, «Where are you going on Sunday, Kate?» 3. A woman said, «How much does that magazine cost?» 4. Tom said to his wife, «What will you cook for supper?» 5. Mother said to her daughter, «What time did the film finish?» 6. Chris said, «How long have you been working as a manager, Henry?» 7. The policeman said to me, «What is your name?» 8. The shop assistant said to the woman, «What size do you wear?» 9. The waiter said to us, «Have you already read the menu?» 10. The boss said to his secretary, «Why are you late?» 11. The journalist said to an actor, «How many films have you starred in?» 12. A tourist said to the guide, «How many countries have you visited?» 13. A girl said to a doctor, «Why do you like your job?» 14. Ron said, «How many foreign languages can you speak, Angela?» 15. Janet said, «Where will Olga wait for us, Victor?» 16. Roy said, «Whose umbrella did you take, Max?» 17. Tina said to the workers, «When will you finish decorating the living room?» 18. A doctor said to Nick, «How did you hurt your leg?» 19. Eddy said, «Why are you fixing the old bike, Phil?» 20. Ted said, «What do you want for dessert, Kate?»

Exercise 68. Report the dialogue:

Mrs Mills: Can I help you?

Andrew: Well, I'm interested in taking a computer course.

Mrs Mills: We have a course starting on the 1st of February.

Andrew: That sounds fine. How long is the course?

Mrs Mills: It lasts for three months with classes every Monday and Thursday.

Andrew: And how much does it cost?

Mrs Mills: It's £250. That includes books and classes.

Andrew: OK. Can I enrol?

Mrs Mills: Yes, of course. I'll just take your details.

Exercise 69. Students of Professor Higgins were going to have their first English exam and they asked the Professor a lot of questions about it. Write the exact words of the students:

Brian asked the Professor what time the exam would start. Alice wanted to know how many questions every exam card included. Nick asked if the students could use dictionaries during the exam. Sally wondered what rules they should revise before the exam. Mark wanted to know how much time the students would have to get ready with the answers. Diana asked if they would know their marks at once. Nigel wondered who would assist the Professor. Sam wanted to know what would happen if somebody didn't pass the exam.

Exercise 70. Report the dialogue:

Paul: I really need some advice, Jack. Can you help me?

Jack: Well, what's the problem?

P: I'm thinking of getting a new job. What should I do?

J: First of all, you can look in the job section of the newspapers.

P: That's a good idea. I'll do that.

J: You can also write to companies you want to work for and ask if they need any staff.

P: That's excellent advice. Thank you, Jack.

Обставини місця та часу у реченнях з непрямою мовою змінюються таким чином:

here — there;

this — that;

these — those;

now — then, at that time;

today — that day;

tonight — that night;

yesterday — the day before, the previous day;

tomorrow — the next day, the following day;

last week/month, etc. — the week/month before, the previous week/month;

next week/month, etc. — the next week/month, the following week/month;

an hour ago — an hour before/earlier.

Наприклад:

Ben said, «I'll phone you tomorrow».— Sen said that he would phone me the following day/the next day.

Exercise 71. Report the sentences:

1. George said to his business partner, «I'll go to the bank tomorrow». 2. Patrick said to Molly, «We may visit aunt Mary tonight». 3. Sam said to Peter, «I didn't see Ella at the university yesterday». 4. Gordon said to Tim, «I've been very busy these days». 5. The secretary said, «A bank manager sent us a letter this morning». 6. Nelly said, «Where did you spend last weekend, Jane?» 7. Alex said to us, «We won't go out this evening». 8. Laura said to her sister, «I'll get my diploma next week». 9. Monica

said to her husband, «Denny is playing football with his friends now». 10. Jean said to me, «The performance began half an hour ago».

Exercise 72. Write the exact words of the film star and the journalist:

Last Tuesday a journalist from a popular magazine interviewed the famous film star Amy. The journalist asked Amy how long she had been a star in the soap opera «Dangerous Love». Amy said that she had been starring for two years. The journalist wondered when she had started acting. Amy answered she had started performing when she had been very young. She added that by the time she had been nine, she could sing and dance and had had her first job singing in a TV commercial. The journalist asked if it had been difficult to get the role in «Dangerous Love». Amy said it had been a real exam for her. The journalist wondered if Amy had any advice for other young actors and actresses. Amy said that they had to be very determined and needed a lot of patience. They couldn't expect to get the work immediately. The journalist wanted to know about Amy's plans for the next year. Amy said she was still acting in «Dangerous Love» and she was going to have a part in the following Steven Spielberg movie.

Exercise 73. Find mistakes and correct them:

1. Nick said he is going to the station. 2. Jill asked if had Mark sent a letter to his uncle. 3. The secretary asked if I could say my name. 4. Pam said that she had got a parcel this morning. 5. Jane wondered where Henry would go tomorrow. 6. Den asked where was my friend from. 7. Mary said that she has already fed the cat. 8. The doctor said I can go out. 9. Sam wanted to know where Nick is going. 10. Dolly asked who Monica had met yesterday.

Exercise 74. Complete the sentences with *say* or *tell* in the correct form:

1. Stuart looked at me but ... nothing. 2. «I'd like to ... you a story about two brothers», a man ... to children. 3. These children must be twins. I can't ... one boy from the other. 4. Emily always ... her prayers before the meals. 5. Mike ... me he was hungry. 6. Betty ... «good morning» to her pupils and started the lesson. 7. Could you ... us the way to the nearest metro station, please? 8. A woman ... to her nephew, «I'm glad to see you». 9. Can you ... me the time? 10. Would you like to ... a few words to your aunt?

Exercise 75. Choose the correct item:

1. Peter says that they *have/had* decided to spend their holidays in the village. 2. Olga asked where we *will/would* go the following month. 3. Jane said she *didn't finish/hadn't finished* her project yet. 4. Pamela *said/asked* if her parents could give her a piece of advice. 5. Tom said he had bought the milk *yesterday/the day before*. 6. The doctor asks if Ella *is/was* taking the temperature at the moment. 7. Ron said that his wife *is/was* still cooking. 8. Henry asks if you *can/could* meet him at the airport.

9. Michael said he had got his driving licence *two years ago/two years before*. 10. The guide asked if anybody had already visited *this/that* city before.

Exercise 76. Report the sentences:

1. Dolly said to her teacher, «I have written an essay». 2. Mother said, «Do you like your new jacket, Den?» 3. Alison said to Den, «Have you ever been to the British Museum?» 4. The artist said to children, «Don't touch the wet paint». 5. Susan said, «Did you return the books to the library yesterday, Nick?» 6. The waiter said, «Your pizza will be ready in ten minutes». 7. The policeman said, «Show me your driving licence!» 8. Sarah said, «Will you take the children to the swimming pool tomorrow, Jack?» 9. The teacher said to me, «What are you looking at?» 10. The receptionist said, «Can I help you, Mr Franks?»

Exercise 77. Mrs Roberts was seeing her son off at the station. Write her exact words:

Mrs Roberts asked Mike to be careful. She said that she had put two warm sweaters into Mike's suitcase. She reminded her son to ask the conductor to wake him up at 7 o'clock the next morning. She asked her son to phone her the next day. She wondered if Mike had taken his camera. She said that Mike's uncle would meet him at the station. She asked Mike to give her regards to Mike's aunt and uncle.

Exercise 78. Find mistakes and correct them:

1. Susan told me that she needs my help. 2. He said that he wanted to buy this picture. 3. Alice promised don't to be late for the party. 4. I asked the guide if the hotel is near the city centre. 5. Peter said that he has washed the car. 6. Amanda asked if Ron- will give her a lift the next day. 7. Tom said that he had sent the invitations yesterday. 8. Martin said he lost the key from his flat the day before. 9. Vicky said she was starting her new job next week. 10. Sheila asked when had the train arrived.

Exercise 79. Translate into English paying attention to the sequence of tenses:

1. Я знав, що вона ще не прочитала листа. 2. Вона вважала, що ананаси ростуть на деревах. 3. Він сказав нам, що розплатився з боргами (pay one's debts) більше місяця тому. 4. Вона сказала, що пише цей твір (composition) вже три години. 5. Вона не знала, чи успішно закінчилася (be a success) операція. 6. Том подзвонив в поліцію і сказав, що всі його речі вкрадені. 7. Капітан наказав всім піднятися на борт (get aboard). 8. Вони не знали, чи будуть опубліковані результати їх досліджень. 9. Я думав, що він працює, і не увійшов до кімнати. 10. Він попросив, щоб вона не турбувалася. 11. Я не знаю, коли він приїде в Одесу. 12. Вони поцікавилися, чи бував я коли-небудь за кордоном (abroad). 13. Він сказав їм, що вони не повинні говорити про це зараз. 14. Наш гід (guide) розповів нам, що замок (castle) був зведений в XIV столітті. 15. Я сподіваюся, що новий міст буде побудовано в наступному році.

Exercise 80. Translate into English paying attention to the sequence of tenses in the clauses of time and condition:

1. Я знав, що коли вони повернуться, вони обов'язково подзвонять нам. 2. Він сказав мені, що вони не поїдуть туди, поки не дізнаються адреси. 3. Вона сказала, що зустріла приятеля, з яким вчилася в школі. 4. Вона сказала мені, що навряд чи впізнає район, бо він сильно змінився. 5. Він запитав, що я буду робити, коли вийду на пенсію (retire). 6. Він сказав, що як тільки документи будуть отримані, їх надішлють нам. 7. Медсестра (nurse) сказала, що ми зможемо поговорити з лікарем тільки після того, як він огляне хворого (examine a patient). 8. Він запитав мене, чи є якась надія, що я змінюся. 9. Кореспондентам повідомили, що проблема цін ще обговорюється і що, як тільки вона буде вирішена, контракт буде підписано. 10. Він сказав, що пройшло п'ять років з тих пір, як вони одружені. 11. Він нагадав (remind) мені, що коли ми були студентами, ми завжди допомагали один одному. 12. Професор сказав, щоб я не приходив, поки не вивчу весь матеріал.

LESSON 3

TEXT A HUMAN RESOURCES MANAGEMENT: AN OVERVIEW

The human resource is not only unique and valuable; it is also an organization's most important resource. It seems logical that an organization would expend a great deal of effort to acquire and make full use of such a resource, and most organizations do. That effort is known as human resources management, or HRM. It has also been called *staffing* and *personnel management*.

Human resources management consists of all the activities involved in acquiring, maintaining, and developing an organization's human resources. As the definition implies, HRM begins with acquisition-getting people to work for the organization. Next, steps must be taken to keep these valuable resources. (This is important; after all, they are the only business resources that can leave the organization at will.) Finally, the human resources should be developed to their full capacity to contribute to the firm. Each of the three phases of HRM-acquiring, maintaining, and developing human resources - consists of a number of related activities. Acquisition, for example, includes planning, as well as the various activities that lead to hiring new personnel. Altogether, this phase of HRM includes five separate activities They are:

Human resources planning- determining the firm's future human resources needs .

Job analysis - determining the exact nature of the positions to be filled .

Recruiting - attracting people to apply for positions in the firm.

Selection - choosing and hiring the most qualified applicants.

Orientation - acquainting new employees with the firm .

Maintaining human resources consists primarily of motivating employees to remain with the firm and to work effectively . The aspects of maintaining human resources:

Employee relations-increasing employee job satisfaction through satisfaction surveys, employee communication programs, exit interviews, and fair treatment.

Compensation - rewarding employee effort through monetary payments .

Benefits - providing rewards to ensure employee well-being.

The development phase of HRM is concerned with improving employees skills and expanding their capabilities. The two important activities within this phase are:

Training and development - teaching employees new skills, new jobs, and more effective ways of doing their present jobs.

Performance appraisal -assessing employees' current and potential performance levels.

RESPONSIBILITY FOR HRM

In general, human resources management is a shared responsibility of line managers and staff HRM specialists. In very small organizations, the owner is usually both a line manager and the staff HRM specialist. He or she handles all or most HRM activities. As the firm grows in size, a human resources manager is generally hired to take over most of the staff responsibilities. As growth continues, additional staff positions are needed. In firms as large as, say, Disney, HRM activities tend to be very highly specialized. There may be separate groups to deal with compensation, added as training and development programs, and the other staff activities .

Specific HRM activities are assigned to those who are in the best position to perform them. Human resources planning and job analysis are usually done by staff specialists, with input from line managers. Similarly, recruiting and selection are generally handled by staff experts, although line managers are involved in the actual hiring decisions. Orientation programs are usually devised by staff specialists, and the orientation itself is carried out by both staff specialists and line managers. Compensation systems (including benefits) are most often developed and administered by the HRM staff . However, line managers recommend pay increases and promotions. Training and development activities are usually the joint responsibility of staff and line managers. Performance appraisal is the job of the line manager, although HRM staff personnel design the firm's appraisal system in most organizations.

Exercise1. Answer the following questions:

1. What resource is unique, valuable and the most important resource? Why?
2. List the three main HRM activities and their objectives.
3. In general, on what basis is responsibility for HRM divided between line and staff managers?

TEXT B HUMAN RESOURCES PLANNING

Human resources planning is the development of strategies to meet the firm's future human resources needs. The starting point for this planning is the organization's overall strategic plan. From this, human resources planners can forecast the firm's future demand for human resources. Next, the planners must determine whether the needed human resources will be available; that is, they must anticipate the supply of human resources within the firm. Finally, they have to take steps to match supply with demand.

FORECASTING HUMAN RESOURCES DEMAND

Planners should base forecasts of the demand for human resources on as much relevant information as they can gather. The firm's overall strategic plan will provide information about future business ventures, new products, and projected expansions or contractions of particular product lines. Information on past staffing levels, evolving technologies, industry staffing practices, and projected economic trends can also be very helpful.

HRM staff use all this information to determine both the number of employees the firm will require and their qualifications-including skills, experience, and knowledge. Planners use a wide range of methods to forecast specific personnel needs. For example, with one simple method, personnel requirements are projected to increase or decrease in the same proportion as sales revenue. Thus, if a 30 percent increase in sales volume is projected over the next two years, a 30 percent increase in personnel requirements would be expected for the same period. (This method can be applied to specific positions as well as to the work force in general. It is not, however, a very precise forecasting method.) At the other extreme are elaborate, computer-based personnel planning models used by some large firms such as Exxon Corporation.

FORECASTING HUMAN RESOURCES SUPPLY

The forecast of the supply of human resources must take into account both the present work force and any changes or movements that may occur within it. For example, suppose planners project that in five years a firm that currently employs 100 engineers will need to employ a total of 200 engineers. Planners can not simply assume they will have to hire 100 engineers over the next five years during that period, some of the firm's present engineers are likely to be promoted, leave the firm, or move to other jobs within the firm. Thus, planners might project the supply of engineers in five years at 87, which means that firm will have to hire a total of 113 (or more) new engineers. When forecasting supply planners should analyze the organization's existing employees to determine who can be retrained to perform the required tasks.

Two useful techniques for forecasting human resources supply are the replacement chart and the skills inventory. A **replacement chart** is a list of key personnel and their possible replacements within the firm. The chart is maintained to ensure that top management positions can be filled fairly quickly in the event of an unexpected death, resignation, or retirement. Some firms also provide additional training for employees who might eventually replace top managers.

A **skills inventory** is a computerized data bank containing information on the skills and experience of all present employees. It is used to search for candidates to fill new or newly available positions. For a special project, a manager might be seeking a current employee with an engineering degree, at least six years of experience, and fluency in French. The skills inventory can quickly identify employees who possess such

qualifications. A skills inventory is useful when assessing whether a company can do a specific project. For example, after tripling its sales in the last twelve years, Leading Lady, a manufacturer of maternity wear based in Beachwood, Ohio, installed a Piecework Apparel Computer (PAC) system to handle the increase in business. One of the important features of the system is that it enables Leading Lady to build a skills inventory of its employees. The company can, for the first time, look at a computer printout to determine if it can accept and process an order with a given staff. The skills inventory cuts down on the uncertainty and margin of error that the company had to deal with in the past.

MATCHING SUPPLY WITH DEMAND

Once they have forecasts of both the demand for personnel and the firm's supply of personnel, planners can devise a course of action for matching the two. When demand is predicted to be greater than supply, plans must be made to recruit and select new employees. The timing of these actions depends on the types of positions to be filled. Suppose we expect to open another plant in five years. Along with other employees, a plant manager and twenty-five maintenance workers will be needed. We can probably wait quite a while before we begin to recruit maintenance personnel. However because the job of plant manager is so critical, we may start searching for the right person for that position immediately.

When supply is predicted to be greater than demand, the firm must take steps to reduce the size of its work force. Several methods are available, although none of them is especially pleasant for managers or discharged employees. When the oversupply is expected to be temporary, some employees may be *laid off* dismissed from the work force until they are needed again.

Perhaps the most humane method for making personnel cutbacks is through attrition. *Attrition* is the normal reduction in the work force that occurs where employees leave the firm. If these employees are not replaced, the work force eventually shrinks to the point where supply matches demand. Of course, attrition may be a very slow process—often too slow to really help the firm.

Early retirement is another option. Under early retirement, people who are within a few years of retirement are permitted (or encouraged) to retire early. Work force, may not reduce the staff enough.

As a last resort, unneeded employees are sometimes simply *fired*. However, because of its negative impact, this method is generally used only when absolutely necessary.

Exercise 1. Answer the following questions:

1. What is human resources planning?
2. How is a forecast of human resources demand related to the firm's organizational planning?
3. What must the forecast of the supply of human resources take into account?
4. How do human resources managers go about matching the firm's supply of workers with its demand for workers?
5. How accurately managers plan for the future human resources needs?

Exercise2. Developing Critical Thinking Skills:

Suppose you are the manager of the six supervisors described in the following list. They have all just completed two years of service with you and are eligible for an annual raise. How will you determine who will receive a raise and how much each will receive?

- Joe Garcia has impressed you by his above-average performance on several difficult projects. Some of his subordinates, however, do not like the way he assigns jobs. You are aware that several family crises have left him short of cash.

- Sandy Vance meets her goals, but you feel she could do better. She is single, likes to socialize, and at times she arrives late for work. Several of her subordinates have low skill levels, but Sandy feels she has adequately explained their duties to them. You believe Sandy may care more about her friends than about coaching her subordinates. Her workers never complain and appear to be satisfied with their jobs.

- Paul Steiberg is not a good performer, and his work group does not feel he is an effective leader. You also know his group is the toughest one to manage. The work is hard and dirty. You realize it would be very difficult to replace him, and you therefore do not want to lose him.

- Anna Chen runs a tight ship. Her subordinates like her and feel she is an excellent leader. She listens to them and supports them. Recently, her group won the TOP (The Outstanding Performance) Award. Anna's husband is CEO of a consulting firm, and as far as you know, she is not in financial need.

- Jill Foster has successfully completed every assignment. You are impressed by this, particularly since she has a very difficult job. You recently learned that she spends several hours every week on her own taking classes to improve her skills. Jill seems to be motivated more by recognition than by money.

- Fred Hammer is a jolly person who gets along with everyone. His subordinates like him, but you don't think he is getting the job done to your expectations. He has missed a critical delivery date twice, and this cost the firm over \$5,000 each time. He recently divorced his wife and is having an extremely difficult time meeting his financial obligations.

Assignment

1. You have \$25,000 available for raises. As you think about how you will allot the money, consider the following:

- a. What criteria will you use in making a fair distribution?
- b. Will you distribute the entire \$25,000? If not, what will you do with the remainder?

2. Prepare a four-column table in the following manner:

- a. In column 1, write the name of the employee.
- b. In column 2, write the amount of the raise.
- c. In column 3, write the percentage of the \$25,000 the employee will receive.
- d. In column 4, list the reasons for your decision.

TEXT C CULTURAL DIVERSITY IN HUMAN RESOURCES

Today's work force is made up of many types of people. Firms can no longer safely assume that every employee walking in the door has similar beliefs or expectations. Whereas North American white males may believe in challenging authority, Asians tend to respect and defer to it. In Hispanic cultures, people often bring music, food, and family members to work, a custom that US. businesses have traditionally not allowed. A job applicant who won't make eye contact during an interview may be rejected for being unapproachable, when according to her culture, she was just being polite.

As a larger number of women, minorities, and immigrants enter the US work force, the workplace is growing more diverse. It is estimated that by 2005 women had made up about 48 percent of the US workforce, and African Americans and Hispanics had each account for about 11 percent. Hispanics continue to be the fastest growing population in the United States.

Cultural, or workplace, diversity refers to the differences among people in a work force due to race, ethnicity, and gender. Increasing cultural diversity is forcing managers to learn to supervise and motivate people with a broader range of value systems. The flood of women into the work force, combined with a new emphasis on participative parenting by men, has brought many family-related issues to the workplace. Today's more educated employees also want greater independence and flexibility. In return for their efforts, they want both compensation and a better quality of life.

Although cultural diversity presents a challenge, managers should view it as an opportunity rather than a limitation. When properly managed, cultural diversity can provide competitive advantages for an organization. A firm that manages diversity properly can develop cost advantages over firms that do not manage diversity well. Moreover, organizations that manage diversity creatively are in a much better position to attract the best personnel. A culturally diverse organization may gain a marketing edge because it understands different cultural groups. Proper guidance and management of diversity in an organization can also improve the level of creativity. Workers who bring fresh viewpoints to problem solving and decision making may enliven these processes substantially.

Because cultural diversity creates challenges along with these advantages, it is important for an organization's employees to know how to cope with it. To accomplish that goal, numerous U.S. firms are taking action to train their managers to respect and manage diversity, according to one recent study. Diversity training programs may include recruiting minorities, training minorities to be managers, training managers to view diversity positively, teaching English as a second language, providing mentoring programs, and facilitating support groups for immigrants. At Xerox Corporation, managers are held accountable for the number of minorities employed at every level in every division. Corning rotates new minorities through different jobs during their first five years with the firm. Before they are assigned permanent positions at Digital Equipment Corporation, minorities work at one of DEC's two multicultural plants, which provide comfortable learning environments. Procter & Gamble uses a mentoring to help

minorities adjust to the corporate environment. Levi Strauss considers an effective diversity program a common-sense "aspirational" goal, along with teamwork, trust, recognition, ethics, openness, and empowerment. To show employees the seriousness of the company's commitment to these goals, managers' bonus pay, which can be two-thirds of their compensation, is tied directly to their behavior toward the company's "aspirational" goals.

As is the case with many organizational goals, a diversity program will be successful only if it is systematic and ongoing and has a strong, sustained commitment from top leadership. Cultural diversity is here to stay. Its impact in organizations is widespread and will continue to grow within corporations. Management must learn to overcome the obstacles and capitalize on the advantages associated with the varying viewpoints and backgrounds of culturally diverse human resources.

Exercise 1. Answer the following questions:

1. Why is cultural diversity in human resources so important nowadays?
2. What does it mean?
3. How does increasing cultural diversity affect managers ?
4. May a culturally diverse organization gain a marketing edge? Why?
5. When will a diversity program be successful?

Exercise 2. Read, translate and discuss the following text:

Outstanding Diversity Programs

From the Chrysler Corporation to the Central Intelligence Agency, diversity programs are flourishing in American organizations. According to a recent survey by the American Management Association, half of all U.S. employers have established some kind of formal initiative to promote and manage cultural diversity. Although demographics isn't the only reason for the growth of these programs, it is a compelling one. By the year 2050, minorities will make up over 50 percent of the American population. In addition, an increasing number of organizations have come to believe that diversity, like quality and customer service, is a competitive edge. A more diverse work force provides a wider range of ideas and perspectives and fosters creativity and innovation.

Avenues for encouraging diversity include recruiting at historically black colleges and universities, training and development, mentoring, and revamped promotion review policies. To get out the message about their commitment to diversity, many organizations establish diversity councils made up of employees, managers, and executives. Although many Fortune 500 companies are making diversity part of their strategic planning process, some programs stand out from the crowd.

At Texas Instruments, strategies for enhancing diversity include an aggressive recruiting plan, diversity training, mentoring, and an incentive compensation program that rewards managers for fostering diversity. Each business unit has a diversity manager who implements these strategies and works closely with the company's Diversity Network. The network provides a forum for employees to share ideas, solicit support, and build coalitions.

Convinced that strengthening diversity is a business imperative, Du Pont has established several programs to achieve that goal. In addition to training workshops and mentoring, Du Pont has established over 100 multicultural networks through which employees share work and life experiences and strive to help women and minorities reach higher levels of leadership and responsibility within the organization. Over half of Du Pont's new hires for professional and managerial positions are minorities and women.

Disney World's director of diversity wants theme park guests to see themselves reflected in the diversity of Disney's employees. Working to attract diverse employees, Disney hopes to convince them that the organization understands, respects, and values who they are. By holding a variety of diversity celebrations every year including Dr. Martin Luther King's Birthday, Asian-Pacific American Heritage Month, Hispanic Heritage Month, Disability Awareness Month, and Native American Heritage Month Disney opens the door to this kind of understanding.

What do we learn from strong, successful diversity programs such as these, as well as similar programs at Microsoft, Sara Lee, Xerox, and S.C. Johnson Wax? First, they can go a long way toward eliminating prejudice in the workplace and removing barriers to advancement. Second, to be more than just the latest corporate buzzword, diversity programs require commitment from the top and a culture that supports an inclusive environment.

Exercise 3. Improving Communication Skills:

Workplaces in the United States are becoming more culturally diverse. Employees from other countries bring their customs, traditions, values, and language with them to the workplace. It can be difficult for some employees who have worked in a business for a long time to adjust to the changes that accompany cultural diversity. The work environment may become tense and full of distrust and hostility as conflicts erupt among employees. This appears to be the situation at the Zire Company, which manufactures fence posts from recycled plastic. As the company's human resources manager, you are faced with the job of changing this environment into one that encourages cooperation, trust, and mutual respect among employees.

Assignment

1. Putting yourself in the role of the Zire Company's human resources manager, address the following questions:

- a. What are the issues and problems associated with cultural diversity in your company?
- b. What benefits and opportunities could this diversity have for your company?
- c. How can you encourage employees to be more understanding and have greater empathy toward workers who are different from themselves?

2. On the basis of your answers to these questions, prepare a plan for creating an environment that will foster cooperation, trust and mutual respect among the employees of the Zire Company.

TEXT D JOB ANALYSIS

There is no sense in trying to hire people unless we know what we are hiring them for. In other words, we need to know the exact nature of a job before we can find the right person to do it.

Job analysis is a systematic procedure for studying jobs various to determine their elements and requirements. Consider the position of clerk, for example. In a large corporation, there may be fifty kinds of clerks positions. They all may be called "clerks," but each position may differ from the others in the activities to be performed, the level of proficiency required for each activity, and the particular set of qualifications that the position demands. These distinctions are the focus of job analysis.

The job analysis for a particular position typically consists of two parts a job description and a job specification. A **job description** is a list of the elements that make up a particular job. It includes the duties the jobholder must perform, the working conditions under which the job must be performed, the jobholder's responsibilities (including number and types of subordinates, if any), and the tools and equipment that must be used on the job.

A **job specification** is a list of the qualifications required to perform a particular job. Included are the skills, abilities, education, and experience the jobholder must have. When attempting to hire the editor of the *St. Louis Post-Dispatch*, Pulitzer Publishing Company carefully crafted a job specification so that it would a basis for comparing candidates. Pulitzer wanted to find an editor who would meet the criteria the company expected: a person whose background and experiences strongly reflected journalistic integrity.

The job analysis is not only the basis for recruiting and selecting new employees, for either existing positions or new ones, it is also used in other areas of human resources management, including evaluation and the determination of equitable compensation levels.

Exercise 1. Answer the following questions:

1. Do we need to know the exact nature of a job before we can find the right person to do it?
2. What is job analysis?
3. Explain the objectives and uses of job analysis.
4. How are a job analysis, job description, and job specification related?

Exercise 2. Building Team Skills:

The New Therapy Company is soliciting a contract to provide five nursing homes with physical, occupational, speech, and respiratory therapy. The therapists will float among the five nursing homes. The therapists have not yet been hired, but the nursing homes expect them to be fully trained and ready to go to work in three months. The previous therapy company lost its contract because of high staff turnover due to "burnout" (a common problem in this type of work), high costs, and low-quality care.

The nursing homes want a plan specifying how the New Therapy Company will meet staffing needs, keep costs low, and provide high-quality care.

Assignment

1. Working in a group, discuss how the New Therapy Company can meet the three-month deadline and still ensure that the care its therapists provide is of high quality. Also discuss the following:

- How many of each type of therapist will the company need?
- How will it prevent therapists from "burning out"?
- How can it retain experienced staff and still limit costs?
- Are promotions available for any of the staff? What is the career ladder?
- How will the company manage therapists at five different locations? How will it keep in touch with them (computer, voice mail, monthly meetings)? Would it make more sense to have therapists work permanently at each location rather than rotate among them?
- How will the company justify the travel costs? What other expenses might it expect?

2. Prepare a plan for the New Therapy Company to present to the nursing homes.

GRAMMAR EXERCISES

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.)

Exercise 1. 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.

Exercise 2. Match two parts of the sentences:

) If you don't understand this rule,	) you shouldn't eat with dirty hands.
) What colour do you get	) he'll be late for the meeting.
) She always goes to bed early	) if you give me your phone number.
) If you don't want to have a stomachache,	) if she is tired.
) People wear warm clothes	) we'll go fishing.
) I'll phone you	) I'll explain it to you.

) The baby can't fall asleep	) if you have some free time tomorrow?
) If Nick misses this bus,	) if you make such a noise.
) What will you do	) when you mix red and yellow?
0) If my father repairs the boat,	) when the weather is cold.

Exercise 3. Put the verbs in brackets into the Present Simple or the Future Simple Tense:

1. We ... (*to order*) a pizza if Dolly ... (*not to cook*) supper. 2. If you... (*not to be*) careful, you ...(to *burn*) yourself. 3. When Tony ... (*to finish*) school, he ... (*to continue*) his study at the college. 4. If Mary ... (*to have*) a toothache, she should go to the dentist. 5. The snow ... (*to melt*) when the sun ... (*to shine*). 6. If you .. (*not to pay*) the electricity bill, they ... (*to cut*) it off. 7. Sue .. (*not to go*) to the mountains until she ... (*to pass*) her exams. 8. We ... (*to have*) lunch when you ... (*to be*) hungry. 9. Polly .. (*to feel*) better if she ... (*to keep*) to a diet. 10. When Helen ... (*to have*) any problems, she always ... (*to ask*) her mother for help.

Якщо підрядне речення (If-clause) стоїть першим, воно відокремлюється комою: *She will finish the work soon if we help her. If we help her, she will finish the work soon.*

Exercise 4. Rewrite the sentences as in the example:

Example: *Granny prepares a cake. We have tea. (if) — If granny prepares a cake, we'll have tea.*

1. Sally is angry. We don't phone her, (*if*) 2. You feel better. You stop smoking, (*when*) 3. Father comes home. We have supper, (*as soon as*) 4. Brian doesn't buy the tickets. We don't go to the concert, (*if*) 5. I tell you all the news. You phone me tomorrow morning, (*if*) 6. We don't know the marks. The teacher checks our tests, (*until*) 7. I don't go to the seaside. Eddy agrees to go with me. (*unless*) 8. Gordon earns more money. He gets a promotion, (*when*) 9. Julia finishes reading a report. She has a break for lunch, (*as soon as*) 10. You don't set the alarm. You oversleep, (*if*)

В умовних реченнях першого типу в підрядній частині також можуть вживатись теперішній тривалий (The Present Continuous Tense), теперішній доконаний (The Present Perfect Tense) та теперішній доконано-тривалий (The Present Perfect Continuous Tense) часи, відповідно до їх правил вживання та якщо цього вимагає зміст речення: *If you are still doing your homework, we won't go to the cinema. If you have done your homework, we'll go to the cinema. If she has been cleaning the flat for two hours already, we should help her.*

Exercise 5. Put the verbs in brackets into the Present Continuous, the Present Perfect or the Present Perfect Continuous Tense:

1. We'll miss the train if you ... (*not to pack*) the suitcase yet. 2. If Stuart ... (*still to wait*) for me, I'll catch a taxi. 3. If Susan ... (*still to sleep*), I won't wake her. 4. If Tony ... (*to work*) on this project for a week now, we should help him. 5. We can have dinner if Cindy ... (*already to lay*) the table. 6. We should stop the boys if they ... (*still to fight*). 7. If the taxi ... (*not to arrive*) yet, I'll wait for it outdoors. 8. Jane should take a break if she ... (*to prepare*) for her exam for more than two hours now. 9. Unfortunately, we can't have a picnic if it ... (*still to rain*). 10. If they ... (*not to repair*) your car yet, I can give you a lift.

Unless часто вживається у реченнях замість *if not*. У цьому випадку заперечна частка *not* не потрібна. Але не можна вживати *unless* у питальних реченнях: *We won't have a break unless we finish (if we don't finish) our project. What will she do if she doesn't get a diploma? NOT: unless she gets a diploma.*

Exercise 6. Complete the sentences with *if* or *unless*:

1. ... you promise to return home at eleven o'clock, I won't let you go to the party. 2. They will be able to launch the new medicine, ... they sign this contract. 3. Martin won't start his own business ... he gets a loan from the bank. 4. I won't talk to you again ... you tell me the truth. 5. What will you do ... Max doesn't meet you? 6. ... I tell you everything, you won't be surprised. 7. Sheila won't go to Rome ... she buys a plane ticket. 8. You will continue making mistakes ... you learn all the rules. 9. How will Jerry find information for his project ... the Internet doesn't work? 10. Where will Sam buy flowers ... all the shops are closed?

Exercise 7. Rewrite the sentences as in the example:

Example: *If you don't send a message, we'll worry about you. — Unless you send a message, we'll worry about you. Unless Dave finishes the picture, he won't exhibit it. — If Dave doesn't finish the picture, he won't exhibit it. .*

1. I will feel bored if you don't come to my birthday party. 2. You won't know anything about the state of his health unless you speak to the doctor. 3. We won't plan our weekend if we don't watch the weather forecast. 4. Emma will be upset if she doesn't speak to you. 5. I won't spend the money unless I buy a new computer. 6. Unless the police catch the thief, we won't get our jewellery back. 7. We won't go on holiday if we can't take our dog with us. 8. Margaret won't start her job if she doesn't find a babysitter.

9. I won't go shopping unless you give me money. 10. Andy won't leave the house if he doesn't find the key.

Exercise 8. Use the sentences to make up a chain story as in the example:

a) Example: *If Nick joins a tennis club, he will train a lot. If trains a lot, he...*

Nick will join a tennis club

He will train a lot

He will take part in the Wimbledon tournament

He will win a cup

He will become a famous sportsman

He will get a lot of money

He will start his own business

He will become rich

He will marry a beautiful and clever girl

He will buy a big house

He will have many children

He will be happy

b) Use the sentences of part A and write what happens if Nick doesn't join a tennis club.

c) Write your own chain stories, using the first sentences: *If I enter university...*, and *If I don't enter university...*

Exercise 9. Translate into English:

1. Моя бабуся завжди готує щось смачне; коли ми приїжджаємо відвідати її.
2. Ти даси мені диск з іншим фільмом, коли я подивлюся цей? 3. Ви можете зателефонувати мені, якщо у вас будуть якісь питання.
4. Поки Том не пообідає, йому не можна їсти цукерки.
5. Якщо Ганна вже написала реферат, ми запросимо її піти з нами у кіно.
6. Що ти будеш робити, якщо не купиш квитки на поїзд?
7. Якщо ти ще готуєш вечерю, я подивлюсь новини по телевізору.
8. У тебе будуть проблеми зі здоров'ям, якщо ти обідатимеш у ресторанах швидкого харчування.
9. Ти допоможеш мені, коли звільнишся? — Так, якщо я швидко виконаю свою роботу, я допоможу тобі.
10. Поки він не отримає вищу освіту, він не зможе розпочати власну справу.

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.)*

Exercise 10. 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.

Exercise 11. Write down the sentences as in the example, using the rules of the second conditionals:

Example: *Alex has my phone number. He phones me.— If Alex had my phone number, he would phone me.*

1. We don't have to go to school tomorrow. I play computer games all day. 2. John doesn't phone Carol every day. He doesn't like her. 3. I win the lottery. I travel around the world. 4. Paul has a camera. He lends it to us. 5. I visit the Eiffel Tower. I go to France. 6. Betty opens her own restaurant. She is a skilled cook. 7. Ben can drive. We go to the seaside by car. 8. I wake up half an hour earlier. I watch that TV programme. 9. Sheila has enough money. She buys that pretty dress. 10. I meet Brad Pitt. I ask for his autograph.

Exercise 12. Put the verbs in brackets into the correct tense. (Use the second conditional):

1. If we ... (*not to sell*) our cottage house in the village, we ... (*to spend*) summer there. 2. Janet ... (*to learn*) how to type if she ... (*to have*) time. 3. If I... (*to need*) your help, I... (*to ask*) you for it. 4. If Angela ... (*to go*) to bed earlier, she ... (*not to look*) so tired. 5. They ... (*not to have*) difficulties getting to our place if it ... (*not to snow*). 6. If we ... (*to have*) enough petrol, the car ... (*not to stop*) in such a deserted place. 7. Colin ... (*to bring*) you a present if he ... (*to know*) about your birthday. 8. We ... (*not to order*) a pizza if Dolly ... (*not to burn*) the meat. 9. If Rosie ... (*to get*) a good mark, her parents ... (*to allow*) her to go to the disco. 10. If Sandra ... (*to know*) Italian, she ... (*can*) work as an interpreter.

Exercise 13. Use your ideas to complete the sentences:

1. If I had an opportunity to travel, I... 2. If I were the Minister of Education, I...
 3. If I woke up on a desert island I... 4. If I had my own car, I... 5. If I met an alien from
 another planet, I... 6. If I were older, I... 7. If I studied harder, I... 8. If I could travel in
 time...

Умовні речення другого типу вживаються для висловлювання порад:

If I were you, I would eat more fruit. (На вашому місці я би їв більше фруктів.)

Форма ***were*** вживається для всіх осіб в умовних реченнях.

Exercise 14. Give your friends advice in the following situations. Start with the words «If I were you...»:

1. My parents don't allow me to go to a disco because they think I'll come home too late.
 2. My granny thinks my clothes look horrible. 3. I haven't enough time for studying and house chores.
 4. My parents don't understand me. 5. My mother doesn't like my friends.
 6. My parents don't give me money to buy the clothes that I like. 7. I'm always late for school.
 8. My parents think I'm too young to ride a motorbike. 9. My parents think I should study medicine, and I want to become a journalist.
 10. I don't have many friends.

Exercise 15. Match the problems with the solutions and write the sentences to give advice as in the example:

Example: *I'm afraid I will fail my exam.— If I were you. I would study harder.*

I'm afraid I will fail my exam. )	) Find a part-time job.
My mother hasn't cooked anything for) dinner.	) Exercise more.
My jeans are too small for me. )	) Take a taxi.
I don't understand this rule. )	) Study harder.
My parents don't give me enough) pocket money.	) Take an aspirin.
My mobile phone is broken. )	) Order a pizza for dinner.
I'm afraid I'll be late for the train. )	) Join computer courses.
I've got a terrible headache. )	) Buy new jeans.
I've put on weight. )	) Save money to buy a new mobile phone.

0) I can't use the Internet.) Ask your friend to explain it.
------------------------------	----------------------------------

Exercise 16. Translate into English:

1. Якби у мене зараз були гроші, я би купив морозива. 2. Ми б не запізнались, якби зараз прийшов автобус. 3. На вашому місці я би спочатку вислухав його. 4. Якби ти планував свій робочий день, у тебе вистачало б часу на відпочинок. 5. Я би сфотографував тебе, якби у мене був зараз фотоапарат. 6. Якби ти знав німецьку, ти би переклав нам це речення. 7. На вашому місці я би порадився з батьками. 8. На вашому місці я би не поспішав із висновками. 9. Я би показав тобі, як грати в цю гру, якби у мене зараз був комп'ютер. 10. На вашому місці я би сказав правду.

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
Would/could/might + have + V ₃ (Ved)	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.)

Exercise 17. 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.

Exercise 18. Put the verbs in brackets into the correct tense. (Use the third conditional):

1. We ... (*not to get*) lost in this city if we ... (*to buy*) a map. 2. I ... (*to drink*) a cup of coffee in the morning if I ... (*to have*) time. 3. If you ... (*to take*) a pain killer, you ... (*to feel*) much better. 4. If Jack ... (*to drive*) carefully, he ... (*to avoid*) the accident.

5. Linda ... (*to win*) the competition if she ... (*to train*) more. 6. If I... (*to see*) that film, I... (*to describe*) you my impressions of it. 7. Sally ... (*to join*) us in our trip to the mountains if her parents ... (*to allow*) her to go with us. 8. If you ... (*not to leave*) the meat on the table, the cat ... (*not to eat*) it. 9. If my friends ... (*to have*) any problems, I... (*to help*) them. 10. If Diana ... (*to close*) the window, the parrot... (*not to fly*) away.

Exercise 19. Read the story and rewrite it as in the example, using the third conditional:

Example: *If Dave hadn't gone to bed very late, he would have heard the alarm clock. ...*

Dave went to bed very late yesterday. He didn't hear the alarm clock in the morning so he overslept. He didn't have time for breakfast, so he felt very hungry soon. He left his wallet at home and didn't have money to buy a hamburger. He felt sleepy and didn't work well. He made some mistakes in his calculations and his chief was very angry with him. At the end of the working day Dave was exhausted and went straight home. His girlfriend was very disappointed because Dave didn't meet her after work and they didn't go to the cinema.

Exercise 20. Translate into English:

1. Якби ви вчасно викликали лікаря, ситуація не була б такою поганою. 2. Якби ти попросив мене раніше, я би вже купив квитки на літак. 3. Якби ти не залишив парасольку дома, ми б не намокли. 4. Якби Лінда купила ту сукню, вона б одягла її на вечірку. 5. Якби Бен дав мені свій номер телефону вчора, я б йому зателефонував. 6. Я би вас зустрів на вокзалі, якби моя машина не зламалась. 7) Том би не проспав, якби попросив батька розбудити його. 8. Я би пограв з вами в теніс учора, якби почувався краще. 9. Якби мама залишила мені гроші, я би купив хліб і молоко. 10. Якби ми помітили щось незвичайне, ми б розповіли вам.

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	Коли йдеться про бажання змінити теперішню ситуацію.

	вільного часу. На жаль, я не маю вільного часу.)	
I wish (if only)	<p>+ <i>subject</i> + <i>could</i> + <i>bare infinitive</i>:</p> <p><i>I wish/if only she could take part in the conference.</i></p> <p>(Я би хотів, щоб вона взяла участь у конференції. На жаль, вона не може взяти участь у конференції.)</p>	<p>Коли йдеться про бажання, які не можуть реалізуватись через певні теперішні обставини, висловлюється жаль з цього приводу</p>
I wish (if only)	<p>+ <i>subject</i> + <i>would</i> + <i>bare infinitive</i>:</p> <p><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.)</p>	<p>Коли висловлюється побажання щодо майбутнього.</p>
I wish (if only)	<p>+ <i>Past Perfect</i>:</p> <p><i>I wish/if only I had bought that camera.</i> (На жаль, я не купив той фотоапарат.)</p>	<p>Коли йдеться про бажання, які неможливо було реалізувати у минулому, або висловлюється жаль щодо того, що сталося чи не сталося у минулому.</p>

У реченнях такого типу **were** вживається для всіх осіб.

Exercise 21. Jane doesn't like her life. Write what she wishes:

Example: *I wish my days weren't so busy.*

My days are too busy. I don't want to get up so early. My mother makes me eat porridge for breakfast. I have too many lessons at school. My teachers give me too much homework. I have to prepare for my exams. I have no time to meet my friends. I want to have a new computer and the Internet.

Exercise 22. Max wants to change his future life. Write about his wishes:

Example: *I wish my parents would give me more pocket money.*

I want my parents to give me more pocket money. I want my father to teach me to drive. I don't want my mother to make me tidy my room every week. I don't want to study Maths. I want to find a job for summer. I want to go to the seaside with my friends. I want my parents to buy me new jeans and a T-shirt. I want my parents to give me a puppy for my birthday.

Exercise 23. Andrew regrets some things in his past life. Write about his wishes:

Example: *I wish I had studied well at school.*

I didn't study at school well. I failed my final exams. I didn't get a higher education. I found a poorly-paid job. I quarrelled with my best friend. My boss didn't give me a promotion. My wife left me. I didn't spend much time with my son.

Exercise 24. Match two parts of the sentences:

) If we had a lot of money,	a) if he had known about our problems.
) I wish my parents	b) I would have told him about the meeting.
) You will catch a cold	c) we won't start the concert.
) If I were you,	d) as soon as she gets a message from her brother.
) If he had called earlier,	e) would send me to study abroad.
) Peter would have offered us his help	f) hadn't spent so much money.
) Ann will tell us everything	g) we would buy a house in France.
) If only I	h) when you heat it.
) If the musicians haven't arrived yet,	i) if you don't put on your warm sweater and a hat.
0) Chocolate melts	j) I would ask the boss for a day off.

Exercise 25. Put the verbs in brackets into the correct tense:

1. If Den manages to buy the tickets, we ... (*to go*) to the concert tonight. 2. You wouldn't have broken my cup if you ... (*to be*) more careful. 3. If I were you, I ... (*to*

call) the dentist for an appointment. 4. If we lived near the sea, I ... (*to go*) swimming every day. 5. If only I... (*not to leave*) my driving licence in the office yesterday. 6. If you were famous, people in the streets ... (*to recognize*) you. 7. I wish I ... (*to be*) at home now. 8. Your parents will be happy if you ... (*to get*) a scholarship. 9. Jack wishes he ... (*to find*) a better job in the near future. 10. Pamela ... (*to paint*) the shelf if you had bought paint for it.

Exercise 26. Match two parts of the sentences:

) If you keep food in the fridge	) would tell me what is wrong with him.
) She would have come to dinner	) he won't find a good job.
) Jane would lose weight	) if we had invited her.
) If I were you, I	) the burglars wouldn't have got in.
) I wish Alex	) he would understand the words of this song.
) Unless Mark graduates from university	) wouldn't travel on my own.
) If you had locked the door,	) it stays fresh longer.
) When the guests arrive,	) we will greet them at the door.
) If he knew English well,	) if she attended the gym regularly.

Exercise 27. Circle the correct item:

1. I will read this article when I *have/will have* time. 2. Mum *worried/would worry* if you didn't call. 3. If I were you, I *didn't/ wouldn't* complain. 4. If Dolly *didn't leave/hadn't left* in such a hurry, she would have remembered to switch off the light.

5. What will they do *if/unless* the weather is good tomorrow? 6. If only I *wasn't/hadn't been* so rude to her yesterday! 7. *If/Unless* we pay the bill, they will cut off the phone. 8. If Jim didn't like his job, he *did/would do* something else. 9. Jane *will/would* walk the dog if she comes home early. 10. I wish I *can I could* invite all my friends for my birthday party.

Exercise 28. Put the verbs in brackets into the correct tense:

1. If you touch a hot frying pan, you ... (*to burn*) your finger. 2. If Jack had closed the door, the dog ... (*not to run*) away. 3. Helen could live by herself if she ... (*to be*) older. 4. If only my parents ... (*to buy*) me a new bike for my next birthday. 5. When water ... (*to boil*), it produces steam. 6. If I were you, I... (*not to drive*) a car in such

weather. 7. If Brian ... (*to hear*) any news, he would have phoned us immediately. 8. If the bus arrived half an hour earlier, we ... (*to be*) in time for the seminar. 9. Sam ... (*not to lose*) his wallet if he hadn't put it into the pocket. 10. Nora ... (*to be*) surprised if Gordon brought her a bouquet of flowers.

Exercise 29. Find mistakes and correct them:

1. If you won't water these flowers, they will fade. 2. They won't start the wedding party unless the groom and the bride don't arrive. 3. If Tina can skate, we would go to the skating rink. 4. If Henry wouldn't laugh so loudly, the baby wouldn't wake up. 5. If I were you, I will consult a lawyer. 6. Den would have bought you that medicine if you told him about it. 7. What will Frank do unless he doesn't pass his driving test? 8. I wish Chris will finish building his cottage house next year. 9. She will help us with this project if she worked in our group. 10. If only my teachers hadn't give us so much homework to do every day!

Exercise 30. Translate into English:

1. Ми б влаштували пікнік, якби наші друзі приїхали завтра. 2. Якби у нього зараз були всі факти, він би змінив свою точку зору. 3. Він би вчора приєднався до нас, якби його начальник дозволив йому піти з роботи раніше. 4. Що ти будеш робити, коли у тебе закінчатся гроші? 5. На жаль, вони не приїдуть сьогодні. 6. На вашому місці я би не продавав цю машину. 7. Як би я хотів уміти кататись на ковзанах! 8. Шкода, що вам не подобається така музика. 9. Якби вона вчора отримала наше повідомлення, вона б одразу приїхала. 10. Ви би не впізнали її, якби зараз її зустріли.

Exercise 31. Use the subjunctive mood in the following sentences:

Example: *I will be glad to meet you again. — I would be glad to meet you again.*

1. I will apologize to him for being late. 2. Everybody will be glad to go there. 3. I'll eat something sweet. 4. It does not make much difference. 5. I won't go to Egypt in summer. 6. She will do her best to improve the situation. 7. He will give you a different answer. 8. Nobody blames them. 9. Do you find it inconvenient? 10. He will warn you of the danger. 11. A true friend will never fail you. 12. They will accept the invitation for Sunday. 13. I will never agree to it. 14. A wise man will find a way out of the situation. 15. It will be interesting to find out who is right.

Exercise 32. Open the brackets and use the subjunctive mood:

Example: *Why didn't you tell me? I (close) the window long ago. I would have closed the window long ago.*

1. In your place I (arrange) everything yesterday. 2. At that time he (take) the necessary steps. 3. Why did you wash up? I (do) it myself. 4. She (buy) the dress, but she had no money. 5. He (advise) them what to do, but he couldn't get in touch with

them. 6. We (go) to the country rain or shine, but he was busy last weekend. 7. I (come) to see him last week, but I got ill and had to stay in bed. 8. It (be) important then but not now. 9. They (take) a taxi, but there was none. 10. Why didn't you ask them to discuss your problem then? They (not postpone) it.

Exercise 33. Choose the right variant:

1. I would (have brought/bring) the book, but you did not tell me you needed it. 2. It would (be/have been) wise of you to consult a dentist twice a year. 3. I think nobody would (object/have objected) to having a party tomorrow. 4. I did not know that it was so important for you. I would (do/have done) it long ago. 5. In your place I wouldn't (argue/have argued) with her yesterday. She is your boss. 6. Last year he wouldn't (say/have said) so of John. 7. I wouldn't (worry/have worried) about it now. Everything will clear up soon. 8. We would (stay/have stayed) for an hour, but it is rather late. 9. We did not know that we would come to the lake. We would (take/ have taken) our rods. 10. I would (go/have gone) to sea, but my father wanted me to be a lawyer.

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 said? – 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.	I, he, she, it was to read. You, we, they were to read	

		He, she, it is to read		
Ought to Should	Моральни й 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.

Obligation and Likelihood

Must

Exercise 34. Open the brackets and fill in the blanks with the appropriate forms of the verbs *must, have to or be to*:

1. You ____ (not tell) him about it. It's a secret. 2. It looks like rain. You ____ (take) your raincoats. 3. You ____ (not talk) so loudly here. 4. In his youth he ____ (work) from morning till night to earn his living. 5. He ____ (wait) at the station till it stopped raining. 6. The secretary informed us when the manager ____ (come). 7. They ____ (leave) on Saturday, but because of the delay with their visas they ____ (book) tickets for Monday. 8. They ____ (not tell) him anything about it before they get further instructions. 9. He ____ (leave) for London that night. 10. ____ I (do) it all by myself? 11. It was too late to change their plans and they ____ (put up) with it. 12. You ____ (not prepare) all this work, I will help you. 13. Stay here till she is free. I think you ____ (not wait) long. 14. We ____ (conduct) a series of experiments this week. 15. Remember that we ____ (be) at this place not later than noon.

Exercise 35. Choose the correct variant:

1. His German is very poor. He must (study/be studying/have studied) very hard. 2. His German is very good, he must (study/be studying/have studied) very hard. 3. His German has considerably improved, he must (study/be studying/have studied) hard during his holiday. 4. He must (study/be studying/have been studying) German these two years, his German is rather rich and fluent. 5. She must (have taken/be taking/have been taking) a bath at that moment that's why she did not answer your call. 6. She must (be/be being/have been) at home now, we saw her leaving the office. 7. She must (be/be being/have been) at home, she can't go away because there is no one to look after her sick mother. 8. You must always (think/be thinking/have thought) twice before you say anything. 9. Now he must (think/ be thinking/have thought) of what she has said. 10. He knows they are coming. They must (write/be writing/ have written) to him of their arrival in due time. 11. She must (play/be playing/have been playing) the piano now. 12. The foreigner must (understand/understood/have understood) me, for he nodded his head. 13. Where is Sara? I haven't seen her for a long time. — She must (stay/be staying/have stayed) at her friends'. She wanted to spend July with them. 14. He must (get/be getting/ have got) all he needed, otherwise he would have come again. 15. We must (meet/have met/have been meeting) somewhere before.

Exercise 36. Open the brackets and use the proper infinitive after the verb *must*:

1. Look! All people in the street are going with their umbrellas up. It must (rain). 2. He has changed his job. He must (follow) your advice. 3. He must (fall) ill. Otherwise he would have come to the party. 4. Where is Michael? He must (be) here by now. He lives in the country. He must (miss) the train. 5. What a dreadful noise! What is the matter? Our neighbors must (quarrel) again. 6. Nobody must (notice) that he was not used to speaking in public. 7. The criminal must (be) very careful. He did not leave any fingerprints. 8. We are late, I am afraid. Ann must (wait) for us. 9. He must (forget) that he promised to come. 10. They must (write) a composition for two hours. They must (be) tired. 11. You must (misunderstand) me, I did not want to hurt your feelings. 12. Nobody must (see) him enter. Everybody startled when he came in. 13. I hear someone's steps outside. She must (go). 14. You may find him in the garden. He must (read). 15. It is impossible to change anything. One must (take) things as they are.

Exercise 37. Paraphrase the following sentences using the verb *must*:

Example: *I am sure they have changed the time. They must have changed the time.*

1. They are in Greece. I am sure they are enjoying themselves. 2. She is an experienced teacher. I am certain she has been working at school for at least twenty years. 3. They have probably finished painting the house. 4. I feel sure she is at home. 5. Probably they have already crossed the frontier. 6. She is sure he is playing cards with his friends. 7. She is not very young, as she seems to be. I think she is nearly forty. 8. I think you have visited this place before. 9. He has to do a very urgent task. I feel sure he is working now. 10. He is so absent-minded. I am sure he left the letter unanswered. 11. You know he is a good tennis player. He is no doubt has won this match. 12. I shan't bother you any longer; no doubt you feel tired of my talking after a tiring day. 13. It is clear that they are expecting somebody. 14. She was obviously upset by something; I never saw her so nervous. 15. The youth is probably reading something funny. He is smiling all the time.

Exercise 38. Choose the right variant:

1. He wants us to obey him. We ____ exactly what he says.
 - a) have to do
 - b) must to do
 - c) are to do
2. Mrs. Sparred ____ very beautiful when she was young. She has a fine face.
 - a) was to be
 - b) must have been
 - c) must be
3. You ____ so late. You should leave after dinner.
 - a) are not to stay
 - b) must not have stayed
 - c) must not stay
4. Something ____ . He ____ at seven.
 - a) must happen, must come
 - b) must have happened, had to come
 - c) must have happened, was to have come
5. Yesterday's rain spoiled my shoes completely and ____ new ones.
 - a) had to buy
 - b) must have bought
 - c) was to buy
6. Which of them ____ the documents?
 - a) must have brought
 - b) have to bring
 - c) was to bring
7. The only thing he knew for certain was that he ____ them.
 - a) must not meet
 - b) hasn't to meet
 - c) is not to meet

8. You can't come in. You ____ a catching disease like that.

- a) must not have
- b) don't have to have
- c) aren't to have

9. There ____ a garden once.

- a) was to be
- b) must have been
- c) must be

10. We ____ in. The weather is changing.

- a) must go
- b) must have gone
- c) are to go

Exercise 39. Translate into English using the verb *must* and its equivalents:

1. Він, мабуть, чув про це. 2. Цей будинок, мабуть, побудовано на початку століття. 3. Ви не повинні припиняти роботу, поки ви її не закінчите. 4. У них, ймовірно, зараз урок. 5. Не журися, він, мабуть, зробив це випадково. 6. Він, ймовірно, зараз спить. 7. Я шукаю цей будинок ось уже півгодини і ніде не можу його знайти. Певно, мабуть вона дала мені неправильну адресу. 8. Мені не довелося робити це креслення. 9. Він, ймовірно, не встиг закінчити роботу до п'ятниці і був змушений витратити на неї всі вихідні, тому що її потрібно було закінчити до понеділка. 10. Вона, либонь, не полила сад. Земля дуже суха. 11. Вибору не було, і їм довелося погодитись. 12. Вона, мабуть, чекає нас вдома. 13. Вона повинна чекати нас вдома. 14. Їй, напевно, не сказали, що ми вже повернулися. 15. Їй довелося вибачитися, хоча це і було неприємно.

Need

Exercise 40. Open the brackets and give the correct form of the verb after *need*:

1. The vegetable garden needs (water). 2. The TV needs to be (fix). 3. They need (come) here at three o'clock. 4. The cottage needs to be (repair). 5. She needs (prepare) harder for her exams. 6. The lawn needs (cut). 7. You need (book) a ticket beforehand. 8. Granny needs to be (look after). 9. The walls need to be (paper). 10. I need (get) this book somewhere.

Exercise 41. Complete the sentences with the words from the box. Pay attention to the use of the particle *to*:

Example: *All is agreed and understood between us, so you needn't ____ about it any more. — All is agreed and understood between us, so you needn't worry about it any more.*
You don't need ____ there. You don't need to go there.

worry	leave
carry	come
talk	help

tell phone	go ask
---------------	-----------

1. You needn't ___ here by yourself. You may send someone else. 2. She doesn't need ___ bags by herself: there are porters at the station. 3. You don't need ___ about her; she is quite able to take care of herself. 4. I don't need ___ you how important it is. 5. I needn't ___ him. He will tell me everything himself. 6. You needn't ___ me again, I never forget my promise. 7. She doesn't need ___ to the library; I have got this book. 8. They needn't ___ for the airport so early; I will give them a lift. 9. I can do it by myself. You needn't ___ me. 10. You don't need ___ to her. I have already told her everything.

Exercise 42. Choose the right variant:

1. He says I (mustn't/needn't) do it. He has already done it. 2. You (needn't/mustn't) carry your driving license with you. 3. I can show my student's card, and I (mustn't/needn't) pay to get in. 4. I've hurt my knee and the doctor says I (mustn't/needn't) play football for two weeks. 5. Copies (needn't/mustn't) be done without permission. 6. He is a very discreet person, you (needn't/ mustn't) be afraid of telling him anything. 7. He (needn't/mustn't) be said twice. 8. You (needn't/mustn't) answer the question if you don't want to. 9. It's a nonsmoking carriage. You (needn't/mustn't) smoke here. 10. She (needn't/mustn't) go to bed so late. Has she forgotten the doctor's instructions?

Exercise 43. Open the brackets and fill in the blanks with either *didn't need (to)* or *needn't have (done)*:

1. You ___ (go) into so many details. The report was too long. 2. She got up late because she was alone and she ___ (cook) breakfast for the whole family. 3. We ___ (hurry): she wasn't ready yet. 4. He ___ (return) to the office so he took a taxi and went home. 5. I ___ (take) a bus because Martin gave me a lift. 6. We ___ (come) so early. Now we must wait. 7. She ___ (go) shopping so she went straight home. 8. You ___ (make) this remark. I am sure he felt hurt. 9. She was on holiday and she ___ (wake up) early. 10. He ___ (spend) so much money. Does he remember that he's got three children?

Exercise 44. Translate into English using the verb *need*:

1. Даремно ти сказав Майку про це. 2. Його не треба про це питати. 3. Мені потрібна ваша допомога. 4. Даремно ти вчив текст напам'ять (by heart); учитель його не питав. 5. Увечері температура впала, і він вирішив, що йому не потрібно йти до лікаря. 6. Хіба ти не бачиш, що йому треба підстригтися? 7. Даремно він відмовився від запрошення. 8. Ви купили машину тільки рік тому. Невже її треба фарбувати? 9. Мені треба налагодити (fix) комп'ютер. 10. Джону не треба було їхати в Лондон, і він вирішив провести вихідні в Брайтоні.

Should /Ought

Exercise 45. Match the parts of the sentences:

1) My room is in a mess and my friends are coming to visit me tonight.	a) He should always turn them on in the dark otherwise he may have an accident.
2) You haven't paid your monthly rent yet. Friday is the last day you can do it.	b) You ought to go on a diet.
3) Tom drives the car without headlights.	c) You should ring her up and apologise.
4) Anna's library book is due today.	d) She ought to give up smoking.
5) I've put on weight recently.	e) He should go to the dentist's.
6) I am afraid, I was rude to Kate yesterday.	f) You ought to put it in order.
7) I've got urgent work and my computer doesn't work.	g) You should record the film. Have you got a VCR?
8) He has a bad toothache.	h) You ought to go to the bank till Friday and pay it.
9) I have a test tomorrow but there is a film on TV I've wanted to see so much.	i) You should phone Nick. He's got clever fingers.
10) She has a bad cough but she goes on smoking.	j) She ought to return her books today if she doesn't want to pay a fine.

Exercise 46. Read the situations and write sentences with *should* (*shouldn't*) *have* or *ought to* (*ought not to*) *have*:

Example: *He had a test this morning. — He didn't do it well. He should have studied more last night:*

1. She didn't take a taxi. She was late for the wedding. 2. I didn't eat at home. Now I'm hungry. 3. She bought a TV set last month. Now she regrets doing that. Her children watch it day and night. 4. He signed a contract without reading it thoroughly. Now he has discovered that he has no right to make any amendments there. 5. Mary sold her house. That was a mistake because now she spends a lot of money to rent an apartment. 6. I enjoyed the party last night a lot. Why didn't you come? 7. The driver in front of

me stopped suddenly and I smashed into the back of his car. It was not my fault. 8. The boy went out without the doctor's permission. Now he is much worse. 9. When we arrived at the hotel there were no free rooms. We hadn't reserved one. 10. It was not a good idea for Tom and Mary to get married. Now they quarrel all days long.

Exercise 47. Choose the right variant:

1. She looks bad. She should (be/have been) more careful about her health. 2. You shouldn't (miss/have missed) the chance. It was a brilliant opportunity for you. 3. I think the policeman was right. She shouldn't (exceed/have exceeded) the speed. 4. I ought to (bring/have taken) the opera glasses. Now I see nothing. 5. It seems to me that he is a hot-temper person and often flies into a rage because of mere trifles. He should (control/have controlled) his temper. 6. They should (clear/have cleared) up the problem long time ago. 7. I ought not to (stay/have stayed) there long. The party was a failure. 8. You should (shave/have shaved) this beard of yours! 9. She should (be/have been) more attentive. Didn't she see a car on the right? 10. It's a secret. You ought not to (reveal/have revealed) it to anybody.

Exercise 48. Choose the right variant:

1. Don't argue with her, you ____ her age.
 - a) need respect
 - b) have to respect
 - c) ought to respect
 - d) are to respect
2. You ____ it long ago.
 - a) must do
 - b) should have done
 - c) needn't have done
 - d) are to do
3. This is serious; you ____ at it.
 - a) haven't to laugh
 - b) should not laugh
 - c) don't have to laugh
 - d) must not have laughed
4. There ____ an interesting concert last night, but I didn't feel well and ____ home.
 - a) had to be, had to stay
 - b) should be, was to stay
 - c) must be, ought to stay
 - d) was to be, had to stay
5. According to the rules a football player ____ the ball with his hands.
 - a) must not touch
 - b) need not touch
 - c) don't have to touch
 - d) must not have touched
6. The situation was dangerous. You ____ frightened.

- a) should have got
- b) must have got
- c) have to get
- d) need have got

7. We ____ to write and thank them for their hospitality.

- a) must not forget
- b) must not have forgotten
- c) shouldn't forget
- d) don't have to forget

8. Why ____ I know where he is?

- a) should
- b) must
- c) need
- d) ought

9. They ____ more polite.

- a) need have been
- b) should have been
- c) must have been
- d) are to have been

10. You ____ so much noise or you'll wake up the baby!

- a) must not make
- b) must not have made
- c) needn't have made
- d) don't have to make

Exercise 49. Open the brackets and fill in the blanks with *must, have to, be to, should, need, ought to* (in some cases you may have several variants):

1. He ____ (not go) to court because the case was dismissed. 2. If I'm late, I'll ____ (take) a taxi. 3. The young ____ (respect) the old age. 4. The conversation grew awkward. She felt that something ____ (do), or else the party would break up. 5. They ____ (meet) tomorrow, so you ____ (not make) an appointment to see him. 6. You ____ (have) a visa to enter a foreign country. 7. You ____ (try) and be more punctual. 8. Why are you so late? I ____ (change) a tyre. 9. You ____ (not shout), I am not deaf. 10. They ____ (cross) the English Channel now.

Exercise 50. Translate into English using modal verbs:

1. Тобі слід було зателефонувати йому вчора. 2. Йому не слід було говорити з нею таким тоном (tone). Його тон, мабуть, і образив (hurt) її. 3. Це повинно було статися. Всім відома його забудькуватість (forgetfulness). 4. Вона повинна була з'ясувати все до того, як починати роботу. Тепер їй потрібно багато переробляти. 5. Їй слід було принести всі документи давним давно. Тепер занадто пізно. 6. Дітям не можна дивитись фільми жахів. 7. Мені їх проводити (see off)? – Ні, не потрібно. Мені доведеться зробити це самому. 8. У чужій країні необхідно

пристосовуватися (adapt oneself) до нових умов життя. 9. Даремно ти купив це пальто. 10. Ми, мабуть, не помітили його в цьому натовпі (crowd). 11. Нам не треба було поспішати, тому ми вирішили піти пішки. 12. Чому я повинен це робити?

Ability, Likelihood and Permission

Can, Could

Exercise 51. Fill in the blanks with *can/can't* or *be (not) able to* in the proper form:

1. He ___ speak English rather fluently, but that time he say a word. 2. He has never ___ speak in public. 3. I used to ___ speak German very well. 4. You ___ marry her, but you ___ make her love you. 5. I ___ do it on Friday, but I ___ do it next week. 6. ___ you give me a lift to the station, please? 7. I used ___ eat a kilo of sweets for supper. 8. I have never ___ ride a bicycle. 9. You ___ see him at the meeting. He was ill. 10. I'd like ___ ski very well. 11. Luckily I ___ find a taxi. 12. I ___ drive when I was fifteen. 13. I ___ hear somebody running. 14. He did not want to go there, but we ___ persuade him. 15. She sighed. I ___ feel her hands shaking.

Exercise 52. Open the brackets with *could* (expressing a possibility) or *could have* (expressing a possibility that did not happen) and make all necessary changes:

1. A car is pulling up. It could (be) Lucy. 2. He could (get) a credit, but he did not prepare all the documents in time. 3. Why didn't you ask me? I could (do) it for you. 4. He could (be) there tomorrow. 5. They could (be) there yesterday. 6. Why are you so depressed? He could (tell) a lie. 7. You should have told us about your delay. We could (cancel) our meeting. 8. He could (do) it if he tries. 9. Somebody has called on you today. It could (be) a friend of mine. 10. I think he could (commit) a crime, but he's got an alibi. 11. The train arrives at 11.30. She could (come) at noon. 12. Yesterday I saw him driving at a very high speed. He could (crash).

Exercise 53. Express your surprise and disbelief using *can/could*:

A) in interrogative sentences:

Example: *He is working now. Can/Could he be working now?*

1. He was at the party yesterday. 2. They are in Germany. 3. He has broken his leg. 4. They were sent to prison. 5. She got married. 6. He studies at Cambridge University. 7. She has been practicing the violin for five years. 8. He has made an interesting report. 9. He has won a lot of money in the casino. 10. They will go to the Canaries next summer. 11. He has passed his English exam. 12. She will be forty in June. 13. She is stubborn. 14. He was a cruel man.

B) in negative sentences.

Example: *He bought a new car. He can't/ couldn't have bought a car.*

1. You are mistaken. 2. They forgot about the meeting. 3. He is writing a new novel now. 4. She has bought a new fur coat. 5. He had an accident. 6. Mary will invite the Jones to her place for the weekend. 7. They upset our plans. 8. She wastes a lot of time. 9. Mr. Fox is a reliable person. 10. She is making a cruise now.

Exercise 54. Translate into English:

1. Не може бути, щоб він був удома вчора в цей час. 2. Невже він сказав вам про це? 3. Можливо, він і заходив до них, коли був у Києві. 4. Він міг би зробити це, але не захотів. 5. Невже він відмовився їхати туди? 6. Не може бути, щоб він спав зараз. 7. Не може бути, щоб вони поїхали, не попрощавшись з нами. 8. Не може бути, щоб вона вам так відповіла. 9. Він міг би приїхати завтра. 10. Не може бути, що він зіткнувся (collide) з іншою машиною. Він такий обережний водій. 11. Навряд чи він забув про свою обіцянку, я нагадувала йому про це вчора. 12. Він не міг прочитати цю книгу так швидко, вона занадто складна для нього. 13. Вони змогли б піднятися на вершину, але їм перешкодила погода. 14. Навряд чи вони одружаться; вони занадто різні люди. 15. Хіба міг хто-небудь подумати, що він виграє матч?

May, Might

Exercise 55. Paraphrase the following sentences using the verb *may/might*:

1. Under the law you are allowed to make one photocopy for your personal use but you can't make multiple copies. 2. This is possibly the reason why they have refused to join us. 3. Perhaps I will have to take her to hospital; it is possible she has broken her arm in the accident. 4. It is possible he did not have her phone number. 5. When the World Cup was shown on TV, I was allowed to stay up late and watch it. 6. Perhaps your friend will help you, but I don't believe it. 7. Maybe they did not know that the problem was so urgent. 8. Would you mind my smoking here? 9. Why didn't you come? I needed your help badly. 10. Perhaps she has made a 206 mistake, but I am not sure of it. She is a very punctual person.

Exercise 56. Fill in the blanks with *may/might* or *can could* and make all necessary changes:

1. You ____ (warn) me about it beforehand. 2. The weather is changing. It ____ (start) raining. 3. No, he ____ (not hear) your name. We tried to speak in a whisper. 4. He ____ (not hear) your name. That's why he did not say anything. 5. She ____ (not notice) us. We were standing too far away. 6. She ____ (not notice) us though we were standing beside her. 7. ____ I use your name as a referee? 8. She ____ (not hear) the news, that's why she looks as if nothing had happened. 9. She ____ (not hear) the news, nobody ____ tell her about it. 10. The professor says that I ____ (rewrite) the essay. 11. ____ I use your phone? 12. He ____ (help) them when they were in trouble.
13. ____ he (say) it? No, it's not like him. He is a man of few words.

Exercise 57. Choose the right variant:

1. I don't like the way you study. I think you ____ harder!
a) might have worked
b) might work
c) could work
d) could have worked
2. Let's wait a little. He ____ .
a) may have come
b) could have come
c) may come
d) might have come
3. She ____ of the plan herself. Somebody has suggested it to her.
a) can't have thought
b) may not have thought
c) can't think
d) may not think
4. They ____ our telegram, that's why they did not meet us.
a) couldn't have received
b) can't have received
c) may not have received
d) may not receive
5. She ____ my letter! Don't be so angry with her. She ____ it by mistake.
a) may not read, may do
b) cannot read, can do
c) might not have read, can't have done
d) can't have read, might have done
6. He ____ it. I don't believe you.
a) is not able to say
b) might not say
c) can't have said
d) might not have said

Exercise 58. Fill in the blanks with the modal verbs making necessary changes (you may have several variants):

1. He is in the garden. He ____ (read) a newspaper in the summerhouse.
2. Her son ____ (get) into trouble yesterday. I've seen him today and he looked quite happy and gay.
3. I don't remember him well but it seems to me he ____ (be) in charge of the Finance department last year.
4. He ____ already (get) used to driving on the left. He has been living in London for a year.
5. He ____ (receive) an emergency call, that's why he is out.
6. They ____ (not take up) this problem. It has been already solved.
7. Where is Mr. Black? He ____ (receive) a foreign delegation. They ____ (come) at two o'clock.
8. Why haven't the Smiths arrived yet? They ____ (lose) their way. They don't know the road well.
9. You ____ (introduce) me to your wife long ago.
10. He ____ (buy) a new car. He is deeply in debt.
11. He ____ (buy) a new car, but I am not sure.
12. They

___ already (arrive). Look, the windows are open. 13. Where is John? He ___ (smoke) in the corridor. 14. I think for your children's sake you ___ (do) it. 15. You ___ (buy) this book for me. You know I have wanted to have it. 16. A wife ___ (obey) her husband, the Bible says. 17. You ___ (wait) for me, I knew the road well and found my way myself. 18. Judging by his papers on the writing table he ___ (work) for several hours. 19. ___ it (be) Nick? He has changed a lot. 20. They ___ (not know) of the plane's delay, otherwise they did not come at 2 o'clock.

Exercise 59. Find and correct the mistakes if any:

1. I must not dress in my best. When I came, everybody was wearing jeans and T-shirts. 2. He must have known that she needed his help. 3. He had to have an accident in the thick fog. 4. You should phone her long ago. I am sure she is looking forward to your call. 5. With your knowledge of the language you may read the article. 6. I may not imagine Mary teaching students. She used to be so impatient. You know time changes people. She is able to become quite different. 7. I am sure you might have done it much better. You did not try. 8. I was so angry, I must have thrown my boot at him. 9. May you do me a favour, please? 10. May I ask you to do me a favour, please?

Exercise 60. Translate into English using the modal verbs:

1. Що тут відбувається? Не могли б ви сказати, в чому справа? -- Певно, поліція ловить небезпечного злочинця (criminal), і тому тут не можна пройти. 2. Він міг би пояснити мені з самого початку, як це важливо. 3. Тобі слід поквапитися. Ми можемо запізнитися. 4. Який нудний фільм я подивився! Не варто було ходити в кіно, я міг би подивитися що-небудь по телевізору. 5. Тобі слід було б сісти на дієту (go on a diet) ще півроку тому. Подивися на себе! Ти погладшала (gain) на 3 кілограми. Тобі не можна їсти солодке. 6. Невже вона загубила мій номер телефону? 7. Чому він мовчить (keep silence)? -- Може бути, він не почув ваше запитання. Чи не могли б ви його повторити? 8. Ти повинен поважати (respect) своїх батьків. 9. Напевно, він сьогодні не прийде. Уже восьма година, а він повинен був прийти о сьомій. 10. Навряд чи вони вже повернулись. Вони там вперше і можуть затриматися (stay long).

LESSON 4

TEXT A **RECRUITING, SELECTION, AND ORIENTATION**

In an organization with jobs waiting to be filled, HRM personnel need to (1) find candidates for those jobs and (2) match the right: candidate with each job. Three activities are involved: recruiting, selection, and (for new employees) orientation.

RECRUITING

Recruiting is the process of attracting qualified job applicants. Because it is a vital link in a costly process (the cost of hiring an employee can be several thousand dollars), recruiting needs to be a systematic rather than haphazard process. One goal of recruiters is to attract the "right number" of applicants, number is enough to allow a good match

between applicants and open positions, but not so many that matching them requires too much time and effort. For example, if there are five open positions and five applicants, the firm essentially has no choice. It must hire those five applicants (qualified or not), or the positions will remain open. At the other extreme, if several hundred job seekers apply for the five positions, HRM personnel will have to spend weeks processing their applications.

Recruiters may seek applicants outside the firm, within the firm, or both. The source used depends on the nature of the position, the situation within the firm, and sometimes the firm's established or traditional recruitment policies.

External Recruiting External recruiting is the attempt to attract job applicants from outside the organization. Among the means available for external recruiting are Internet Web sites, newspaper advertising, recruiting on college campuses and in union hiring halls, using employment agencies, soliciting the recommendations of present employees and conducting "open houses" in which potential employees are invited to visit the firm for a closer look. In addition, many people who are looking for work simply apply at the firm's employment office.

Clearly, it is best to match the recruiting means with the kind of applicant being sought. For example, private employment agencies most often handle professional people, whereas public employment agencies (operated by state or local governments) are usually more concerned with operations personnel. Hence, we might approach a private agency if we were looking for a vice president, but we would be more inclined to contact a public agency if we wanted to hire a machinist.

The primary advantage of external recruiting is that it enables the firm to bring in people with new perspectives and varied business backgrounds. It may also be the only way to attract applicants with the required skills and knowledge. A disadvantage of external recruiting is that it is often expensive, especially if private employment agencies must be used. External recruiting may also provoke resentment among present employees.

Internal Recruiting Internal recruiting means considering present employees as applicants for available positions. Generally, current employees are considered for promotion to higher-level positions. However, employees may also be considered for transfer from one position to another at the same level.

Promoting from within provides strong motivation for current employees and helps the firm retain quality personnel. General Electric, Exxon, and Eastman Kodak are companies dedicated to promoting from within. The practice of *job posting*, or informing current employees of upcoming openings, may be a company policy or be required by a union contract. The primary disadvantage of internal recruiting is that promoting a current employee leaves another position to be filled. Not only does the firm still incur recruiting and selection costs, but also it must now train two employees instead of one.

In many situations, it may be impossible to recruit internally. For example, a new position may be such that no current employee is qualified to fill it. Or the firm may be growing so rapidly there is no time to go through the reassigning of positions that promotion or transfer require.

SELECTION

Selection is the process of gathering information about applicants for a position and then using that information to choose the most appropriate applicant. Note the use of the

word *appropriate*. In selection, the idea is not to hire the person with the "most" qualifications but rather to choose the applicant with the qualifications that are most appropriate for the job. The actual selection of an applicant often is made by one or more line managers who have responsibility for the position being filled. However, HRM personnel usually help the selection process by developing a pool of applicants and expediting the assessment of these applicants. Common means of obtaining information about applicants' qualifications are employment applications, tests, interviews, references, and assessment centers.

Employment Applications Just about everyone who applies for anything must submit an application. **You probably filled one out to apply for admission to your school.** An employment application is useful in collecting factual information on a candidate's education, work experience, and personal history. The data obtained from applications are usually used for two purposes: to identify applicants who are worthy of further scrutiny and to familiar interviewers with their backgrounds.

Many job candidates submit resumes to prospective employers, and some firms require them. A *resume* is a one or two-page summary of the candidate background and qualifications. It may include a description of the type of applicant is seeking. A *résumé* may be sent to a firm to request consideration for the available jobs, or it may be submitted along with an employment application.

In recent years, HRM experts have developed a technique to determine the relative importance of information provided on applications and *résumés*. Current employees are asked which factors in their own backgrounds most strongly relate to their current jobs. Then these factors are given extra weight in assessing new applicants' qualifications to perform similar jobs.

Employment Tests Tests administered to job candidates usually focus on aptitudes, skills, abilities, or knowledge relevant to the jobs that are to be performed. Such tests (basic computer skills tests, for example) indicate how well the applicant will do on the job. Occasionally companies use general intelligence or personality tests, but these are seldom helpful in predicting specific job performance.

At one time, a number of companies were criticized for using tests that were biased against members of certain minority groups-in particular, African Americans. The test results were, to a great extent, unrelated to job performance. Today a firm must be able to prove that a test is not discriminatory by demonstrating that it accurately measures one's ability to perform on the job. Applicants who believe they have been discriminated against through an invalid test may file a complaint with the Equal Employment Opportunity Commission (EEOC)

Interviews The employment interview is perhaps the most widely used selection technique. Job candidates are usually interviewed by at least one member of the HRM staff and by the person for whom they will be working. Candidates for higher-level jobs may also meet with a department head or vice president and may have several additional interviews.

Interviews provide an opportunity for the applicant and the firm to learn more about each other. Interviewers can pose problems to test the candidate's abilities. They can probe employment history more deeply and learn something about the candidate's attitudes and motivation. The candidate, meanwhile, has a chance to find out more about the job and the people with whom he or she would be working.

Unfortunately, interviewing may be the stage at which discrimination enters the selection process. For example, suppose a female applicant mentions that she is the mother of small children. Her interviewer may assume she would not be available for job-related travel even though that may not be the case. In addition, interviewers may be unduly influenced by such factors as appearance. Or they may ask different questions of different applicants, so that it becomes impossible to compare candidate's qualification.

Some of these problems can be solved through better interviewer training and the use of structured interviews. In a *structured interview*, the interviewer asks only a prepared set of job-related questions. The firm may also consider using several different interviewers for each applicant, but that solution is likely to be a costly one.

References A job candidate is generally asked to furnish the names of references people who can verify background information and provide personal evaluations of the candidate. Naturally, applicants tend to list only references who are likely to say good things about them. Thus, personal evaluations obtained from references may not be of much value. However, references are often contacted to verify such information as previous job responsibilities and the reason an applicant chose to leave a former job.

Assessment Centers A newer selection technique is the assessment center, which is used primarily to select current employees for promotion to higher-level management positions. Typically, a group of employees is sent to the center for two or three days. While there, they participate in activities designed to simulate the management environment and to predict managerial effectiveness. Trained observers (usually managers) make recommendations regarding promotion possibilities. Although this technique is gaining popularity, the expense involved limits its use to larger organizations.

ORIENTATION

Once all the available information about job candidates has been collected and analyzed, those involved in the selection decide which candidate they would like to hire. A job offer is extended to the candidate. If it is accepted, the candidate becomes an employee and starts to work for the firm.

Soon after a candidate joins the firm, he or she goes through the firm's orientation program. **Orientation** is the process of acquainting new employees with the organization. Orientation topics range from such basic items as the location of the company cafeteria to concerns about various career paths within the firm. The orientation itself may consist of a half-hour informal presentation by a human resources manager. Or it may be an elaborate program involving dozens of people and lasting several days or weeks.

Exercise 1. Answer the following questions:

1. What are the advantages and disadvantages of external recruiting? Of internal recruiting?
2. In your opinion, what are the two best techniques for gathering information about job candidates?
3. Why is orientation an important HRM activity?
4. Describe the processes recruiting, employee selection, and orientation.

Exercise 2. Researching Different Careers

A résumé provides a summary of your skills, abilities, and achievements. It may also include a description of the type of job you want. A well-prepared résumé indicates you know what your career objectives are, shows that you have given serious thought to your career, and tells a potential employer what you are qualified to do. The way a résumé is prepared can make a difference in whether you are considered for a job.

Assignment

1. Prepare a résumé for a job you want.

- First, determine what your skills are and decide which skills are needed to do this particular job.

- Decide which type of format—chronological or functional—would be most effective in presenting your skills and experience.

- Keep the résumé to one page, if possible—definitely no more than two pages. (Portfolio items may be attached for certain types of jobs, such as artwork.)

2. Have several people review the résumé for accuracy.

3. Ask your instructor to comment on your résumé.

TEXT B COMPENSATION AND BENEFITS

An effective employee reward system must (1) enable employees to satisfy their basic needs, (2) provide rewards comparable to those offered by other firms, (3) be distributed fairly within the organization, and (4) recognize that different people have different needs.

The firm's compensation system can be structured to meet the first three of these requirements. The fourth is more difficult in that it must take into account many variables among many people. Most firms offer a number of benefits that, taken together, generally help provide for employees' varying needs.

COMPENSATION DECISIONS

Compensation is the payment employees receive in return for their labor. Its importance to employees is obvious. And, because compensation may account for up to 80 percent of a firm's operating costs, it is equally important to management. The firm's compensation system—the policies and strategies that determine employee compensation—must therefore be carefully designed to provide for employee needs while keeping labor costs within reasonable limits. For most firms, designing an effective compensation system requires three separate management decisions—about wage level, wage structure, and individual wages.

Wage Level Management must first position the firm's general pay level relative to pay levels of comparable firms. In other words, will the firm pay its employees less than, more than, or about the same as similar organizations? Most firms choose a pay level near the industry average. A firm that is not in good financial shape may pay less than the going rate. Large, prosperous organizations, by contrast, may pay a little more than average to attract and retain the most capable employees.

To determine what the average is, the firm may use wage surveys. A **wage survey** is a collection of data on prevailing wage rates within an industry or a geographic area. Such surveys are compiled by industry associations, local governments, personnel associations, and (occasionally) individual firms.

Wage Structure Next management must decide on relative pay levels for all the positions within the firm. Will managers be paid more than secretaries? Will secretaries be paid more than custodians? The result of this set of decisions is often called the firm's *wage structure*.

The wage structure is almost always developed on the basis of a job evaluation. **Job evaluation** is the process of determining the relative worth of the various jobs within a firm. Most observers would probably agree that a secretary should make more money than a custodian, but how much more? Twice as much? One and one-half times as much? Job evaluation should provide the answers to such questions

A number of techniques may be used to evaluate jobs. The simplest is to rank all the jobs within the firm according to their value to the firm. Of course, if there are more than a few jobs, this technique loses its simplicity very quickly. A more frequently used method is based on the job analysis. Points are allocated to each job for each of its elements and requirements, as set forth in the job analysis. For example, "college degree required" might be worth 50 points, whereas the need for a high school education might count for only 25 points. The more points a job is allocated, the more important it is presumed to be (and the higher its level in the firm's wage structure).

Individual Wages Finally, the specific payments individual employees will receive must be determined. Consider the case of two secretaries working side by side. Job evaluation has been used to determine the relative level of secretarial pay within the firm's wage structure. However, suppose one secretary has fifteen years of experience and can accurately type 80 words per minute. The other has two years of experience and can type only 55 words per minute. In most firms these people would not receive the same pay. Instead, a wage range would be established for the secretarial position. In this case, the range might be \$7 to \$9.50 per hour. The more experienced and proficient secretary would then be paid an amount near the top of the range (say, \$8.90 per hour), the less experienced secretary would receive an amount that was lower but still within the range (say, \$7.75 per hour).

Two wage decisions actually come into play here. First the employee's initial rate must be established. It is based on experience, other qualifications, and expected performance. Later the employee may be given pay increases based on seniority and performance.

COMPARABLE WORTH

One reason women in the work force are paid less than men may be that a certain proportion of women occupy female-dominated jobs-nurses, clerk typists, and medical records analysts, for example-that require education, skills, and training equal to higher-paid positions but that are undervalued by economic system. **Comparable worth** is a concept that seeks equal compensation for jobs that require about the same level of education, training, and skills. Several states have enacted laws that require equal pay for comparable work in government positions. Critics of comparable worth argue that the market has determined the worth of these jobs and that laws should not be enacted to tamper with the pricing mechanism of the market. The Equal Pay Act does not address the issue of comparable worth. Critics also argue that artificially inflating salaries for female-dominated occupations encourages women to keep these jobs rather than to seek out other higher-paying jobs.

TYPES OF COMPENSATION

Compensation can be paid in a variety of forms. Most forms of compensation fall into the following categories: hourly wage, weekly or monthly salary, commissions, incentive payments, lump-sum salary increases, and profit sharing.

Hourly Wage. An hourly wage is a specific amount of money paid for each hour of work. People who earn wages are paid their hourly wage for the first forty hours worked in any week. They are then paid one and one-half times their hourly wage for time worked in excess of forty hours. (That is, they are paid "time and a half" for overtime.) Workers in retailing and fast-food chains, on assembly lines, and in clerical positions are usually paid an hourly wage.

Weekly or Monthly Salary A salary is a specific amount of money paid for an employee's work during a set calendar period, regardless of the actual number of hours worked. Salaried employees receive no overtime pay, but they do not lose pay when they are absent from work (within reasonable limits). Most professional and managerial positions are salaried .

Commissions A commission is a payment that is a percentage of sales revenue. Sales representatives and sales managers are often paid entirely through commissions or through a combination of commissions and salary.

Incentive Payments An incentive payment is a payment in addition to wages, salary, or commissions. Incentive payments are really extra rewards for outstanding job performance. They may be distributed to all employees or only to certain employees within the organization. Some firms distribute incentive payments to all employees annually. The size of the payment depends on the firm's earnings and, at times, on the particular employee's length of service with the firm. Firms sometimes offer incentives to employees who exceed specific sales or production goals a practice called *gain sharing*.

To avoid yearly across-the-board salary increases some organizations individually reward outstanding workers through merit pay. This pay-for-performance approach allows management to control labor costs while encouraging employees to work more efficiently. An employee's merit pay depends on his or her achievements relative to those of others.

Lump-Sum Salary Increases In traditional reward systems, an employee who receives an annual pay increase is given part of the increase in each pay period. For example, suppose an employee on a monthly salary gets a 10 percent annual pay hike. He or she actually receives 10 percent of the former monthly salary added to each month's paycheck for a year. Companies that offer lump-sum salary increases give the employee the option of taking the entire pay raise in one lump sum at the beginning of the year. The employee then draws his or her "regular pay for the rest of the year. The lump-sum payment is typically treated as an interest-free loan that must be repaid if the employee leaves the firm during the year. B. F. Goodrich, Aetna Life and Casualty, and Timex have all offered variations of this plan.

Profit Sharing Profit sharing is the distribution of a percentage of the firm's profit among its employees. The idea is to motivate employees to work effectively by giving them a stake in the company's financial success. Some firms-including Sears, Roebuck have linked their profit-sharing plans to employee retirement programs; that is, employees receive their profit-sharing distributions, with interest, when they retire.

Continental Airlines' success in making one of the fastest turnarounds in corporate history has been attributed to its Go Forward plan, which is based on profit sharing. With the philosophy that "everyone wins or nobody wins," the airline sets aside 15 percent of its pretax income for profit sharing. This successful program has enabled Continental to improve operational performance and achieve financial success.

EMPLOYEE BENEFITS

An **employee benefit** is a reward in addition to regular compensation that is provided indirectly to employees. Employee benefits consist mainly of services (such as insurance) that are paid for partially or totally by employers, and employee expenses (such as college tuition) that are reimbursed by employers. Currently the average cost of these benefits is 28 percent of an employee's total compensation, which includes wages plus benefits. Thus, a person who received total compensation of \$40,000 a year earned \$28,000 in wages and received an additional \$11,200 in benefits.

Types of Benefits Employee benefits take a variety of forms. *Pay for time not worked* covers such absences as vacation time, holidays, and sick leave. *Insurance packages* may include health, life, and dental insurance for employees and their families. Some firms pay the entire cost of the insurance package and others share the cost with the employee. The costs of *pension and retirement programs* may also be borne entirely by the firm or shared with the employee.

Some benefits are required by law. For example, employers must maintain *workers' compensation insurance*, which pays medical bills for injuries that occur on the job and provides income for employees who are disabled by job-related injuries. Employers must also pay for *unemployment insurance* and contribute to each employee's federal Social Security account.

Other benefits provided by employers include tuition-reimbursement plans, credit unions, child care, company cafeterias that sell reduced-price meals, exercise rooms and other recreational facilities, and broad stock option plans that are available to all employees, not just top management.

Eddie Bauer, the well-known clothing retailer based in Redmond, Washington, offers its employees a well-developed generous benefits program. The company's belief that employees shouldn't confuse having a career with having a life is reflected in its Working Solutions program. Employees are expected to put in a day's work for a day's pay, but they are encouraged to do it in a manner that does not cause them to neglect their families or themselves. In addition to the traditional benefits of sick days, paid vacations, holidays, and health insurance, the company has a casual dress code, subsidies for parental leave, alternate transportation options, and flexible work schedules, including job sharing, a compressed workweek, and telecommuting. The company also offers a referral service for child and elderly care.

Flexible Benefit Plan Through a flexible benefit plan, an employee receives a predetermined amount of benefit dollars and may allocate these dollars to various categories of benefits in the mix that best fits his or her needs.

Some flexible benefit plans offer a broad array of benefit options including health care, life insurance, accidental death and dismemberment coverage for worker and dependents, long-term disability, vacation, retirement savings and dependent care. Other firms offer limited options, primarily in health and life insurance and retirement plans.

Although the cost of administering flexible plans is high, a number of organizations, including Quaker Oats and Coca-Cola, have implemented this option for several reasons. Because employees' needs are so diverse, flexible plans help firms offer benefit packages that more specifically meet their employees' needs. Flexible plans can, in the long run, help a company contain costs because a specified amount is allocated to cover the benefits of each employee. Furthermore, organizations that offer flexible plans with many choices may be perceived as being employee-friendly. Thus, they are in a better position to attract and retain qualified employees.

Exercise 1. Answer the following questions:

1. Are employee benefits really necessary? Why?
2. Explain how the three wage-related decisions result in a compensation system
3. How is a job analysis used in the process of job evaluation?
4. Discuss the primary elements of employee compensation and benefits
5. Suppose you have just opened a new Ford auto sales showroom and repair shop. Which of your employees would be paid wages, which would receive salaries, and which would receive commissions?

TEXT C TRAINING AND DEVELOPMENT

Both training and development are aimed at improving employees' skills and abilities. However, the two are usually differentiated as either employee training or management development. **Employee training** is the process of teaching operations and technical employees how to do their present jobs more effectively and efficiently. **Management development** is the process of preparing managers and other professionals to assume increased responsibility in both present and future positions. Thus, training and development differ in who is being taught and the purpose of the teaching. Both are necessary for personal and organizational growth. Companies that hope to stay competitive typically make huge commitments to employee training and development. For example, Motorola spends about \$200 million annually on such programs. Motorola's substantial educational efforts are companywide and range from the basic three R's to technical training, problem solving, and even interpersonal skills. Development of a training program usually has three components: analysis of needs, determination of training and development methods, and creation of an evaluation system to assess the program's effectiveness.

ANALYSIS OF TRAINING NEEDS

When thinking about developing a training program, managers must first determine if training is needed and, if so, what types of training needs exist. At times, what at first appears to be a need for training is actually, upon assessment, a need for motivation. Training needs can vary considerably. For example, some employees may need training to improve their technical skills, or they may need training about organizational procedures. Training might also focus on business ethics, product information, or customer service. Because training is expensive, it is critical that the correct training needs be identified.

TRAINING AND DEVELOPMENT METHODS

A variety of methods are available for employee training and management development. Some of these methods may be more suitable for one or the other, but most can be applied to both.

On-the-job methods: The trainee learns by doing the work under the supervision of an experienced employee.

Simulations: The work situation is simulated in a separate area so that learning takes place away from the day-to-day pressures of work.

Classroom teaching and lectures: You probably already know these methods quite well.

Conferences and seminars: Experts and learners meet to discuss problems and exchange ideas.

Role playing: Participants act out the roles of others in the organization for better understanding of these roles (primarily a management development tool).

EVALUATION OF TRAINING AND DEVELOPMENT

Training and development are very expensive. The training itself costs quite a bit, and employees are usually not working -or are working at a reduced load and pace-during training sessions. To ensure that training and development are cost effective, the managers responsible should evaluate the company's efforts periodically.

The starting point for this evaluation is a set of verifiable objectives that are developed before the training is undertaken. Suppose a training program is expected to improve the skills of machinists. The objective of the program might be stated as follows: "At the end of the training period, each machinist should be able to process thirty parts per hour with no more than one defective part per ninety parts completed." This objective clearly specifies what is expected and how training results may be measured or verified. Evaluation then consists of measuring machinists' output and the ratio of defective parts produced after the training.

The results of training evaluations should be made known to all those involved in the program-including trainees and upper management. For trainees, the results of evaluations can enhance motivation and learning. For upper management, the results may be the basis for making decisions about the training program itself.

Another form of evaluation-performance appraisal-is an equally important part of human resources management.

PERFORMANCE APPRAISAL

Performance appraisal is the evaluation of employees' current and potential levels of performance to allow managers to make objective human resources decisions. The process has three main objectives. First, managers use performance appraisals to let workers know how well they are doing and how they can do better in the future. Second, a performance appraisal provides an effective basis for distributing rewards, such as pay raises and promotions. Third, performance appraisal helps the organization monitor its employee selection, training, and development activities. If large numbers of employees continually perform below expectations, the firm may need to revise its selection process or strengthen its training and development activities.

COMMON EVALUATION TECHNIQUES

The various techniques and methods for appraising employee performance either objective or judgmental in nature.

Objective Methods Objective appraisal methods use some measurable quantity as the basis for assessing performance. Units of output, dollar volume of sales, number of defective products, and number of insurance claims processed are all objective, measurable quantities. Thus, an employee who processes an average of twenty-six insurance claims per week is given a higher evaluation than one whose average is nineteen claims per week.

Such objective measures may require some adjustment for the work environment. Suppose the first of our insurance-claims processors works in New York City and the second works in rural Iowa. Both must visit each client because they are processing homeowners' insurance claims. The difference in their average weekly output may be due entirely to the long distances the Iowan must travel to visit clients. In this case, the two workers may very well be equally competent and motivated. Thus, a manager must take into account circumstances that may be hidden by a purely statistical measurement.

Judgmental Methods Judgmental appraisal methods are used much more frequently than objective methods. They require that the manager judge or estimate the employee's performance level. However, judgmental methods are not capricious. These methods are based on employee ranking or rating scales. When ranking is used, the manager ranks subordinates from best to worst. This approach has a number of drawbacks, including the lack of any absolute standard. Rating scales are the most popular judgmental appraisal technique. A *rating scale* consists of a number of statements; each employee is rated on the degree to which the statement applies. For example, one statement might be, "This employee always does high-quality work." The supervisor would give the employee a rating, from 5 down to 1, corresponding to gradations ranging from "strongly agree" to "strongly disagree." The ratings on all the statement are added to obtain the employee's total evaluation.

Avoiding appraisal errors Managers must be cautious if they are to avoid making mistakes when appraising employees. It is common to overuse one portion of an evaluation instrument, thus overemphasizing some issues and underemphasizing others. A manager must guard against allowing an employee's poor performance on one activity to influence his or her judgment of that subordinate's work on other activities. Similarly, putting too much weight on recent performance distorts an employee's evaluation. For example, if the employee being rated on performance over the last year, a manager should not permit last month's disappointing performance to overshadow the quality of the work done in the first eleven months of the year. Finally, a manager must guard against discrimination on the basis of race, age, gender, religion, national origin, or sexual orientation.

PERFORMANCE FEEDBACK

No matter which appraisal technique is used, the results should be with the employee soon after the evaluation is completed. The manager should explain the basis for present rewards and should let the employee know what he or she can do to be recognized as a better performer in the future. The information provided to an employee in such discussions is called a *performance feedback interview*.

There are three major approaches to performance feedback interviews: tell-and-sell, tell-and-listen, and problem-solving. In a *tell-and-sell* feedback interview, the superior tells the employee how good or bad the employee's performance has been and then attempts to persuade the employee to accept this evaluation. Since the employee has no

input into the evaluation, the tell-and-sell interview can lead to defensiveness, resentment, and frustration on the part of the subordinate. The employee may not accept the results of the interview and may not be committed to achieving the goals that are set.

With the *tell-and-listen* approach, the supervisor tells the employee what has been right and wrong with the employee's performance and then gives the employee a chance to respond. The subordinate may simply be given an opportunity to react to the supervisor's statements or may be permitted to offer a full self-appraisal, challenging the supervisor's assessment.

In the *problem-solving approach*, employees evaluate their own performances and set their own goals for future performance. The supervisor is more a colleague than a judge and offers comments and advice in a noncritical manner. An active and open dialogue ensues, in which goals for improvement are mutually established. The problem-solving interview is more likely to result in the employee's commitment to the established goals.

To avoid some of the problems associated with the tell-and-sell interview, a mixed approach is sometimes used. The mixed interview uses the tell-and-sell approach to communicate administrative decisions and the problem-solving approach to discuss employee development issues and future performance goals.

Finally, it should be noted that many managers find it difficult to discuss the negative aspects of an appraisal. Unfortunately, they may ignore performance feedback altogether or provide it in a very weak and ineffectual manner. In truth, though, most employees have strengths that can be emphasized to soften the discussion of their weaknesses. An employee may not even be aware of weaknesses and their consequences. If they are not pointed out through performance feedback, they cannot possibly be eliminated. Only through tactful, honest communication can the results of an appraisal be fully utilized.

Exercise 1. Answer the following questions:

1. What is the difference between the objective of employee training and the objective of management development?
2. Why is it so important to provide feedback after a performance appraisal?
3. Explain the purposes and techniques employee training development and performance appraisal.
4. As a manager, what actions would you take if an operations employee with six years of experience on the job refused ongoing training and ignored performance feedback?

Exercise 2. Read, translate and discuss the following article:

PERFORMANCE REVIEW: TOOL FOR SUCCESS?

According to Scott Adams, creator of the comic strip Dilbert the annual performance review is "one of the most frightening and degrading experiences in every employee's life". Adams stories and comic figures poke fun at the workplace, but his characterization of people's feelings about the annual performance review has its serious side. Although a recent study of 137 companies indicates that effective annual performance reviews can help raise profits, most employees of those companies hate them.

In theory, annual performance reviews are constructive and positive interactions between managers and employees working together to attain maximum performance and

strengthen the organization. In reality they often create division, undermine morale and spark anger and jealousy. Thus, although the object of the annual performance review is to improve performance, it often has the opposite result. A programmer at a brokerage firm was stunned to learn at her annual performance review that she was denied a promotion because she wasn't a "team player". What were the data used to make this judgment? She didn't smile in the company photo.

Although this story might sound as if it came straight out of Dilbert, it is a true account, of one woman's experience. By following a few tips and guidelines from industry analysts, this kind of ordeal can be avoided:

- To end the year with a positive and useful performance review, managers and employees must start the year by working together to establish clear goals and expectations.

- It may be helpful to allow employees to submit a list of people associated with the company who will be in a good position to assess their performance at the end of the year, these people may be coworkers, suppliers, or even customers.

- Goals should be measurable but flexible, and everyone should sign off on the plan.

- By checking employees progress at about nine months, managers can give them a chance to correct mistakes and provide guidance to those who need it before the year is out.

- When conducting the review, managers should highlight strengths and weaknesses during the past year and discuss future responsibilities avoiding punishment or blame.

In short when employees leave their performance reviews, they should be focusing on what they can do better in the year ahead, not worrying about what went into their files about the past.

TEXT D THE LEGAL ENVIRONMENT OF HRM

Legislation regarding HRM practices has been passed mainly to protect the rights of employees, to promote job safety, and to eliminate discrimination in the work-place.

NATIONAL LABOR RELATIONS ACT AND LABOR MANAGEMENT RELATIONS ACT

These laws are concerned with dealings between business firms and labor unions. This general area is, in concept, a part of human resources management. However, because of its importance, it is often treated as a separate set of activities.

FAIR LABOR STANDARDS ACT

This act, passed in 1938 and amended many times since, applies primarily to wages. It established minimum wages and overtime pay rates. Many managers and other professionals, however, are exempt from this law. Managers, for example, seldom get paid overtime when they work more than forty hours a week.

EQUAL PAY ACT

Passed in 1963, this law overlaps somewhat with Title VII of the Civil Rights Act (see below). The Equal Pay Act specifies that men and women who are doing equal jobs must be paid the same wage. Equal jobs are jobs that demand equal effort, skill, and responsibility and that are performed under the same conditions. Differences in pay are legal if they can be attributed to differences in seniority, qualifications, or performance.

But women cannot be paid less (or more) for the same work solely because they are women.

CIVIL RIGHTS ACTS

Title VII of the Civil Rights Act of 1964 applies directly to selection and promotion. It forbids organizations with fifteen or more employees to discriminate in those areas on the basis of sex, race, color, religion, or national origin. The purpose of Title VII is to ensure that employers make personnel decisions on the basis of employee qualifications only. As a result of this act, discrimination in employment (especially against African Americans) has been reduced in this country

The Equal Employment Opportunity Commission (EEOC) is charged with enforcing Title VII. A person who believes he or she has been discriminated against can file a complaint with the EEOC. The EEOC investigates the complaint, and if it finds that the person has, in fact, been the victim of discrimination, the commission can take legal action on his or her behalf.

The Civil Rights Act of 1991 facilitates an employee's suing and collecting punitive damages for sexual discrimination. Discriminatory promotion and termination decisions as well as on-the-job issues, such as sexual harassment, are covered by this act.

AGE DISCRIMINATION IN EMPLOYMENT ACT

The general purpose of this act, which was passed in 1967 and amended in 1986, is the same as that of Title VII-to eliminate discrimination. However, as the name implies, the Age Discrimination in Employment Act is concerned only with discrimination based on age. It applies to companies with twenty or more employees. In particular, it outlaws personnel practices that discriminate against people aged forty or older, (No federal law forbids discrimination against people younger than forty, but several states have adopted age-discrimination laws that apply to a variety of age groups.) Also outlawed are company policies that specify a mandatory retirement age. Employers must base employment decisions on ability and not on a number.

OCCUPATIONAL SAFETY AND HEALTH ACT

Passed in 1970, this act is concerned mainly with issues of employee health and safety. For example, the act regulates the degree to which employees can be exposed to hazardous substances. It also specifies the safety equipment that the employer must provide.

The Occupational Safety and Health Administration (OSHA) was created to enforce this act. Inspectors from OSHA investigate employee complaints regarding unsafe working conditions. They also make spot checks on companies operating in particularly hazardous industries, such as chemicals and mining, to ensure compliance with the law. A firm found to be in violation of federal standards can be heavily fined or shut down.

EMPLOYEE RETIREMENT INCOME SECURITY ACT

This act was passed in 1974 to protect the retirement benefits of employees. It does not require that firms provide a retirement plan. However, it does specify that if a retirement plan is provided, it must be managed in such a way that the interests of employees are protected. It also provides federal insurance for retirement plans that go bankrupt.

AFFIRMATIVE ACTION

Affirmative action is not one act but a series of executive orders, issued by the president of the United States. These orders established the requirement for affirmative action in personnel practices. This stipulation applies to all employers with fifty or more employees holding federal contracts in excess of \$50,000. It prescribes that such employers (1) actively encourage job applications from members of minority groups and (2) hire qualified employees from minority groups not fully represented in their organizations. Many firms that do not hold government contracts voluntarily take part in this affirmative action program.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) prohibits discrimination against qualified individuals with disabilities in all employment practices-including job application procedures, hiring, firing, advancement, compensation, training, and other terms and conditions of employment. All private employers and government agencies with fifteen or more employees are covered by the ADA. Defining who is a qualified individual with a disability is, of course, difficult. Depending on how "qualified individual with a disability" is interpreted, up to 43 million Americans can be included under this law. This law also mandates that all businesses that serve the public must make their facilities accessible to people with disabilities.

Not only are individuals with obvious physical disabilities protected under the ADA; also safeguarded are those with less visible conditions such as heart disease, diabetes, epilepsy, cancer, AIDS, and emotional illnesses. Because of this law, many organizations no longer require job applicants to pass physical examinations as a condition of employment. Between July 1992 (when this law went into effect) and October 1996, 72,687 cases were filed with the EEOC, charging discrimination.

Employers are required to provide disabled employees with reasonable accommodation. *Reasonable accommodation* is any modification or adjustment to a job or work environment that will enable a qualified employee with a disability to perform a central job function. Examples of reasonable accommodation include making existing facilities readily accessible to and usable by an individual confined to a wheelchair. Reasonable accommodation might also mean restructuring a job, modifying work schedules, acquiring or modifying equipment, providing qualified readers or interpreters, or changing training programs.

Exercise 1. Answer the following questions:

1. Why are there so many laws relating to HRM practices? Which are the most important laws, in your opinion?
2. Outline the major legislation affecting human resources management.

Exercise 2. Read, translate and discuss the following article:

In the highly competitive software industry, many companies find it difficult to recruit the best employees. Seattle-based WRQ software attracts them by offering beautiful surroundings and people-oriented policies rather than stock options. WRQ

employees enjoy participative management time off to do volunteer work and flexible work schedules. WRQ believes that visiting campuses and using the Internet to advertise positions helps them reach the type of young employees who, value personal time and a less hectic work environment

In an industry in which workers routinely put in thirteen-hour work-days and are on call seven days a week, people who want more time with their children find WRQ an appealing place to work. And in a world in which profits are often, more important than people, those who value social responsibility also find WRQ an appealing place to work. In addition to the time off that employees get to do volunteer work, the company as a whole is committed to several environmental and community organizations. For example, WRQ supports the Nature Conservancy, an organization that works with businesses to preserve threatened animal habitats. The company also supports Childhaven which provides child care and support services for abused children.

Questions

1. WRQ management believes that the quality of work life plays an important role in recruiting and keeping employees. Evaluate WRQ management's position regarding this issue.

2 Does WRQ's support of the Nature Conservancy and Childhaven affect its HRM efforts?

GRAMMAR EXERCISES

ІНФІНІТИВ (INFINITIVE) ТА GERUNDІЙ (GERUND/ING-FORM)

Інфінітив — це неособова форма дієслова, яка тільки називає дію і відповідає на запитання «що робити?», «що зробити!»: *to read, to dance*.

Герундій — це неособова форма дієслова із закінченням *-ing*, що має властивості дієслова та іменника. Як і інфінітив, герундій називає дію. У реченні герундій виконує функції, властиві як дієслову, так і іменнику:

*We like **dancing**.* (Ми любимо танцювати. Або: Ми любимо танці.) *Smoking is dangerous for your health.* (Паління шкідливе для вашого здоров'я.)

В українській мові немає форми, яка б відповідала герундію. Зверніть увагу на правила вживання інфінітива та герундія.

Інфінітив з часткою *to* (Full Infinitive) вживається у таких випадках.

1. Для вираження намірів: *He went **to meet** me.*

2. Після конструкцій *would like, would love, would prefer*: *I'd like **to buy** some ice cream.*

3. Після таких прикметників, як *glad, happy, angry, sorry, pleased* тощо: *I'm glad **to see** you.*

4. Після таких дієслів, як *advise, agree, appear, decide, expect, hope, manage, offer, promise, refuse, seem, want* і т.д.: *We **decided to catch** a taxi.*

5. Після питальних слів, які виконують функцію сполучника (*who, how, what, where, which*): *We don't know **how to get** there.*

6. Зі словами *too, enough*: *He is old **enough to drive** a car.*

Інфінітив без частки *to* (Bare Infinitive) вживається у таких випадках.

1. Після модальних дієслів: *You **must help** your parents.*
2. Після дієслів *make, let, see, hear, feel* + object (додаток): *He **let me take** his camera. Mother **made me clean** my room.*
3. Після структур *had better/would rather*: *We'd **better watch** TV tonight.*

Герундій (Gerund/ing-form) вживається у таких випадках.

1. Як іменник-підмет: ***Walking** is a good exercise.*
2. Після дієслів *love, like, dislike, hate, enjoy* (для вираження уподобань взагалі): *She **hates being** late.*
3. Після дієслова *go*, якщо ми маємо на меті розповісти про фізичну діяльність: *He **went swimming** an hour ago.*
4. Після таких дієслів, як *start, begin, stop, finish, avoid, admit, appreciate, consider, continue, delay, deny, discuss, escape, excuse, forgive, imagine, involve, keep* (= continue), *mention, mind, miss, object to, practise, prevent, save, suggest, understand* і т.д.: *They **continued walking** in silence.*
5. Після таких виразів, як *I'm busy, it's no use, it's (not) worth, it's (no) good, what's the use of, can't help, can't stand, look forward to, in addition to, as well as* і т.д.: ***What's the use of buying** a dishwasher?*
6. Після прийменників: *She left **without taking** her umbrella. They are interested **in taking** this test.*
7. Після дієслів *see, hear, listen, watch*, щоб повідомити про дію, яка ще не завершилась: *She **heard** somebody **speaking**.*

Exercise 1. Choose the correct item.

1) Tom is skilled enough *to do/doing* this job. 2) It started *to rain/raining* an hour ago. 3) Sue prefers *to have/having* lunch in a cafeteria. 4) I hope *to see/seeing* you tomorrow. 5) Mike suggested *to play /playing* bowling in a new club. 6) I don't know where *to go/going*. 7) *To sledge/Sledging* in winter is fun. 8) Sam spent hours *to look/looking* for these facts. 9) They offered *to continue/continuing* the experiment in a modern laboratory. 10) Witty succeeded in *to study/studying* Biology. 11) I would like *to talk/talking* to you. 12) My parents refused *to give/giving* me pocket money. 13) Little Johnny is complaining about *to have/having* a toothache. 14) Molly was happy *to see/seeing* her niece again. 15) Jane can't stand *to listen/listening* to loud music.

Exercise 2. Write the words into the correct column.

Agree, would love, avoid, deny, can, promise, will, mind, offer, may, decide, prefer, like, hope, would prefer, manage, suggest, let, look forward to, can't help, practise, refuse, must, prevent, admit, it's worth, want, happy, forgive.

Followed by Full Infinitive	Followed by Gerund/ing -form	Followed by Bare Infinitive
---	--	---

Exercise 3. Match two parts of the sentences.

- | | |
|--|-------------------------------------|
| 1) Reading detective stories | a) learn this poem by heart. |
| 2) The woman was watching the children | b) to help you. |
| 3) You must | c) is good for your health. |
| 4) I don't know how | d) to understand it. |
| 5) My brother is keen on | e) is her favourite hobby. |
| 6) Eating lots of fresh fruit | f) to see your friend at our party. |
| 7) I don't know why Peter avoids | g) wash your hands before meals. |
| 8) My teacher made me | h) collecting car models. |
| 9) I'm sure she is clever enough | i) playing in the sandpit. |
| 10) We'll be happy | j) speaking to me. |

Exercise 4. Put the verbs in brackets into the correct form.

1) My parents dislike ... (*to spend*) holidays without me. 2) The Thompsons go... (*to ski*) to the mountains every winter. 3) I think you'd better ... (*to phone*) him in the evening. 4) Helen refused ... (*to answer*) my question about her future plans. 5) We saw Greg ... (*to walk*) towards the bus stop. 6) Nick promised ... (*to return*) my MP3 player in a week. 7) Bob is too angry ... (*to listen*) to our explanation. 8) Sarah started ... (*to learn*) French when she was 7. 9) The doctor advised Kate ... (*to keep*) to a diet. 10) Don't bother me. I'm busy ... (*to write*) an essay about my winter holidays.

Exercise 5 . Put the verbs in brackets into the correct form.

1) Alison wants ... (*to take*) her little sister with us. 2) Martin is looking forward to ... (*to meet*) his school friends. 3) Margaret couldn't help ... (*to feel*) that she had made a mistake. 4) You couldn't ... (*to swim*) a year ago. 5) It's no use ... (*to talk*) to Tony. He is too obstinate ... (*to change*) his mind. 6) How did they manage ... (*to book*) a room in this hotel? Any room in this hotel is worth ... (*to pay*) a lot of money. 7) I offered ... (*to help*) Ann with the washing-up. 8) My parents let me ... (*to use*) our cottage house for the party. 9) Do you mind ... (*to wait*) outside? 10) I know that your cousin is fond of ... (*to paint*). I hope ... (*to see*) her pictures at my gallery some day.

Exercise 6 . Put the verbs in brackets into the correct form.

Dear Sir/Madam,

I am writing ... (*to inquire*) about your advertisement in the May edition of «Around The World» magazine. I am interested in ... (*to visit*) Italy and would be grateful if you could ... (*to send*) me further details.

Your advertisement states that the price includes a return flight from Borispol Airport. Will the flight... (*to leave*) in the morning or in the evening? The advertisement also mentions that the price includes seven nights in a five-star accommodation. Will I ... (*to have*) my own room or will I have ... (*to share*)! In addition, ... (*to regard*) the meals that the price includes, I'd like ... (*to know*) if all meals are included in the full cost or if the price only includes breakfast. Finally, could you ... (*to tell*) me whether the tour includes ... (*to visit*) Vatican and if there will be time to go ... (*to shop*).

I look forward to ... (*to hear*) from you. Thank you in advance for your help.

Yours faithfully,

Victor Bondarenko

Exercise 7 . Choose the correct form to complete the sentences.

Millions of people every year visit national parks. 1) ... a national park can 2)... a wonderful way of 3)... a day, but are these parks worthwhile or do they have too many drawbacks?

One major advantage of national parks is that they provide an opportunity for wild animals and other species to be protected and conserved. In addition, national parks make it possible for animals to have more space and freedom than they can 4)... in zoos and allow children to see animals 5) ... freely instead of 6)... behind bars.

However, some people object to 7) ... animals in national parks. They believe that animals should 8) ... in their natural habitats and shouldn't be used as a form of entertainment for visitors to these parks.

All in all, it would 9) ... that national parks do some advantages, but there are also several drawbacks to 10) ... animals in them. Perhaps it is time we started 11)... to protect animals in their natural environments.

- | | | |
|---------------|------------|---------------|
| a) To visit; | b) Visit; | c) Visiting. |
| a) to be; | b) be; | c) being. |
| a) to spend; | b)spend; | c) spending. |
| a)to have; | b) have; | c) having. |
| a) to wander; | b) wander; | c) wandering. |
| a) to live; | b) live; | c) living. |
| a) to keep; | b) keep; | c) keeping. |
| a) to live; | b) live; | c) living. |
| a) to appear; | b) appear; | c) appearing. |
| a) to keep; | b) keep; | c) keeping. |
| a) worked; | b) work; | c) working. |

Exercise 8 . Complete the sentences writing true information about you.

1) In my free time I like 2) I hate 3) I'm good at 4) I don't mind 5) I want ... when I finish school. 6) My friend is interested in 7) I'm thinking of ... in my future.

Після дієслів *to begin, to start, to continue, to intend* можуть вживатись як інфінітив, так і герундій без різниці у значенні: *The child began laughing/to laugh.*

У сполученні з деякими дієсловами вживання інфінітива чи герундія залежить від того, що саме ми хочемо висловити. Зверніть увагу на відмінності у значенні речень залежно від вживання в них інфінітива чи герундія.

Verb + to-infinitive	Verb + ing-form
<p><i>Remember/forget + to-infinitive</i> вживається у значенні «не забути»:</p> <p><i>I must remember to take my notes. It's very important.</i> (Я маю не забути взяти записи.)</p>	<p><i>Remember/forget + ing-form</i> вживається, якщо ми висловлюємо спогади про минуле: <i>I remember taking my son to the Zoo for the first time.</i> (Я пам'ятаю (ніколи не забуду), як повів свого сина до зоопарку вперше.)</p>
<p><i>Regret + to-infinitive</i> вживається, якщо нам шкода про щось говорити (тобто ми маємо повідомити погані новини): <i>I regret to tell you that you have a bad mark in History.</i> (Мені шкода казати, що в тебе погана оцінка з історії.)</p>	<p><i>Regret + ing-form</i> вживається, якщо ми висловлюємо співчуття з приводу того, що трапилось у минулому: <i>I regret telling you about my plans. Everything has changed by now.</i> (Шкода, що я розповів про свої плани, тому що все змінилось.)</p>
<p><i>Stop + to-infinitive</i> вживається у значенні «зупинитись, щоб зробити щось інше»: <i>She stopped to pick up the coin she had dropped.</i> (Вона зупинилась, щоб підібрати монету, яку впустила.)</p>	<p><i>Stop + ing-form</i> вживається у значенні «припинити щось робити»: <i>She stopped reading aloud because her mother asked her to keep silent.</i> (Вона припинила читати вголос, тому що її мама попросила її помовчати.)</p>
<p><i>Go on + to-infinitive</i> вживається у значенні «виконувати іншу, наступну дію»:</p> <p><i>He made himself a sandwich and went on to learn the rules.</i> (Він зробив собі бутерброд і потім пішов учити правила.)</p>	<p><i>Go on + ing-form</i> вживається у значенні «продовжувати щось робити»:</p> <p><i>She asked her son a question, but he went on watching TV and didn't hear her.</i> (Вона запитала сина, але він продовжував дивитись телевізор і не чув її.)</p>

<p><i>Try + to-infinitive</i> вживається у значенні «робити все можливе, намагатись»: <i>I'm trying to find any mistakes in this work.</i> (Я намагаюся знайти якісь помилки в цій роботі.)</p>	<p><i>Try + ing-form</i> вживається у значенні «зробити щось (спробувати), що може допомогти вирішити проблему»: <i>I tried opening the door, but it was locked from inside.</i> (Я спробував відчинити двері, але вони були зачинені зсередини.)</p>
<p><i>Be sorry + to-infinitive</i> вживається у значенні «шкода, на жаль»: <i>I'm sorry to hear that you've failed the exam.</i> (Мені шкода чути, що ти не склав іспит.)</p>	<p><i>Be sorry for + ing-form</i> вживається у значенні «вибачте»: <i>I'm sorry for being late.</i> (Вибачте за моє запізнення.)</p>
<p><i>Mean + to-infinitive</i> вживається у значенні «мати на увазі», висловлювати наміри: <i>I feel in this form. It means think you meant to send our friends invitation cards.</i> (Я гадаю, ти маєш на увазі відправити нашим друзям запрошення.)</p>	<p><i>Mean + -ing form</i> вживається у значенні «це означає»: <i>You have to writing your personal information.</i> (Вам треба заповнити анкету. Це означає написати ваші особисті дані.)</p>

Exercise 9. Choose the correct meaning of the underlined words.

1. We regret to inform you that there are no tickets left for this train.
 - a) Sorry to tell such news.
 - b) Sorry that it happened in the past.
2. The children stopped writing and looked at the teacher.
 - a) Stopped so that they could do something.
 - b) Finished doing something.
3. I'll never forget driving the car without my instructor.
 - a) Not remember.
 - b) Memory of the past.
4. She is trying to send you an e-mail letter.
 - a) Is doing her best.
 - b) Is doing something which may solve the problem.

5. He didn't mean to hurt you.
 - a) Intention to do something.
 - b) Involve.
6. I must remember to take my camera.
 - a) Not to forget.
 - b) Memory of the past.
7. She went on eating without saying a word.
 - a) Did the next thing.
 - b) Continued doing the same thing.

Exercise 10. Choose the correct item.

1) Den stopped *to buy/buying* a bottle of water as it was boiling hot. 2) The child stopped *to cry/crying* and looked at a toy with some sign of interest. 3) Unfortunately, I forgot *to take/taking* my umbrella with me. 4) I'll never forget *to visit/visiting* Asterix Park in France. 5) After finishing his computer courses Tim went on *to study/studying* economy. 6) Ella went on *to write/writing* without looking up at me. 7) I regret *to tell/telling* you that we don't have enough money to pay for the medicine. 8) I regret *to buy/buying* this hat. It looks a bit old-fashioned. 9) Jane means *to open/opening* her own designer house. 10) Julia's greatest wish is to get a ticket for their concert even if it means *to pay/paying* a lot of money. 11) Try *to phone/phoning* Jack one more time. Perhaps he doesn't hear his mobile phone. 12) Peter tried *to start/starting* the engine, but it didn't work.

Exercise 11. Put the verbs in brackets into the correct form.

1) Cindy tried ... (*to catch*) a taxi, but the road was deserted. 2) I'm afraid I forgot ... (*to switch*) off the light in the room. 3) Why don't you try ... (*to exercise*)? It may help you to lose weight. 4) Jack regretted ... (*to stay*) in that hotel as it was too far from the centre of the city. 5) Pam stopped ... (*to buy*) some magazines as she wanted to read something during her trip. 6) Mike can remember ... (*to tell*) you about the changes in our timetable. He told you about it two days ago. 7) Can you stop ... (*to play*) music so loudly? I can't hear the news on TV. 8) Nigel made some notes and went on ... (*to read*) the report. 9) I'm sorry for ... (*to be*) unfair to you and your friends. 10) Sarah will never forget ... (*to fly*) over the Atlantic Ocean.

Exercise 12. Put the verbs in brackets into the correct form.

1) Ann didn't know what ... (*to do*) at the weekend until friend phoned her and suggested ... (*to go*) to the cinema to watch a new comedy. 2) Do you remember ... (*to try*) Japanese food for the first time? 3) Henry stopped ... (*to skate*) after he had broken his leg. 4) Pamela isn't slim enough ... (*to become*.) a fashion model. She tries ... (*to keep*) to a diet, but it doesn't help. 5) Yesterday Mary was busy ... (*to clean*) her flat. After washing the windows she went on ... (*to vacuum*) the carpets 6) I'm so sorry for ... (*to*

miss) that lecture. I'm sure it's no use ... (*to ask*) if it was interesting. 7) Do you mind ... (*to have lunch* with me? I hate ... (*to eat*) alone. 8) Is Richard good at (*to speak*) in public? — Oh, yes! I heard him ... (*to make*) a speech last week. It was excellent! 9) Amanda prefers ... (*to spend*) her summer holidays at the seaside. She enjoys ... (*to swim*) and ... (*to sunbathe*). 10) A little boy stopped ... (*to weep*) and said, «I'm so sorry! I didn't mean ... (*to break*) your window».

Exercise 13. Put the verbs in brackets into the correct form.

Dear Nelly,

How are you? I'm writing ... (*to tell*) you the news. I'm busy ... (*to prepare*) for my final exams which are in a week. I feel so tired of ... (*to study*) that I decided ... (*to take*) a break and write you a letter. I can't help ... (*to think*) of the day when I'll leave school and become a student of the university! By the way, I want... (*to find*) a job for summer because I would like ... (*to get*) a driving licence and you can't... (*to get*) one without... (*to attend*) driving courses. Our mother decided ... (*to redecorate*) the living room. She is busy ... (*to find*) wallpapers, new furniture and curtains of the right colour. Dad continues ... (*to work*) on his research project. Your friend Molly started her new job last Monday.... (*to work*) as a travel agent suits her — she loves ... (*to communicate*) with people. She hopes ...(*to stay*) in this job for a couple of years and then she intends ... (*to start*) her own travel agency.

Oh, I almost forgot... (*to tell*) you that we are going to have a party to celebrate the end of my school life. I hope you will ... (*to join*) us.

Write soon and tell all your news, won't you?

Best wishes,

Sheila

Exercise 14. Find mistakes and correct them.

1) Tom ran all the way home without to stop. 2) The teacher made us rewriting our compositions. 3) Kate couldn't sleep and I suggested her to drink a cup of tea with honey. 4) I'm sorry for interrupting, but I'd like asking you a question. 5) Nick promised giving me that disc. 6) Mark stopped to eat junk food because it is unhealthy. 7) Henry tried winning the race. 8) The children couldn't help to speak about their journey. 9) This book is worth to read. 10) I'm glad knowing that you're fine.

Exercise 15. Translate into English.

1) Він ненавидить вчити вірші напам'ять. 2) Вона намагалася заспокоїти дитину, але дівчинка продовжувала плакати, не кажучи ні слова. 3) Боб зупинився, щоб подивитись на годинник. 4) Я дуже радий почути ваш голос і сподіваюся скоро з вами зустрітись. 5) Ми не знаємо, як вирішити цю проблему. 6) Лінда пропонує піти у кіно. Ви не проти приєднатись до нас? 7) Вони почули, як хтось

стукав у двері. 8) Мені шкода, що я витратив усі гроші. Мені б хотілося купити цю футболку. 9) Я ніколи не забуду, як уперше катався на велосипеді. 10) Джулія припинила різати хліб і уважно подивилась на мене. Я не знав, що їй відповісти.

Exercise 16. Choose the correct item.

1) Children enjoy *to play/playing* snowballs in winter. 2) Yesterday I saw Sally *to dance/dancing* with a boy at a disco. 3) My parents will be glad *to know/knowing* that you are getting better. 4) Den goes *to run/running* every morning. 5) Helen advised her husband *to speak/speaking* to his boss. 6) The child denied *to eat/eating* all the chocolates. 7) George offered *to give/giving* me a lift. 8) My father promised *to teach/teaching* me to drive when I finish school. 9) Denny is too short *to reach/ reaching* a doorbell. 10) What's the use of *to go/going* to the swimming pool? 11) Has Sue told you where *to meet/meeting* Vicky? 12) He entered the room without *to knock/knocking* at the door. 13) I would prefer *to have/having* supper at home. 14) My granny loves *to look/looking* at old photos. 15) Alice went *to buy/buying* some fruit for the children.

Exercise 17. Put the verbs in brackets into the correct form.

1) Jim heard the phone ...*(to ring)* but it stopped before he could ... *(to answer)* it. 2) Julia let little Annie ... *(to go)* to the beach because it was warm enough ... *(to swim)*. 3) Tom's sister loves ... *(to look)* after children. 4) You'd better ... *(to ask)* Peter to help you. He knows how ... *(to use)* the Internet. 5) It's no use ... *(to wait)* for a bus. Let's ... *(to catch)* a taxi. 6) My mother makes me ... *(to tidy)* my room twice a week. 7) Pamela was happy ... *(to win)* the prize. 8) My Dad refused ... *(to lend)* me his car. 9) The newspaper offered ... *(to apologise)* for the article. 10) She couldn't help ... *(to cry)* when she saw a mouse in her room.

Exercise 18. Put the verbs in brackets into the correct form.

1) I don't remember ... *(to meet)* you in our office before. 2) I'm sorry, I forgot ... *(to phone)* you yesterday. 3) The firemen are trying ... *(to put)* out the fire. 4) Why don't you try ... *(to add)* some milk to your coffee? 5) We are sorry for ... *(to keep)* you waiting. 6) I'm sorry ... *(to say)* this, but you've failed your exam. 7) Bob stopped ... *(to fill)* up his car before continuing his journey to Cracow. 8) The pupils stopped ... *(to talk)* when the teacher entered the classroom. 9) Alison regretted ... *(to shout)* at her younger sister. 10) I regret... *(to inform)* you that we can't return you the money. 11) The students went on ... *(to write)* the test for another hour. 12) The secretary talked on the phone and went on ... *(to type)* some documents. 13) Being a teacher means ... *(to check)* up a lot of homework. 14) He didn't mean ... *(to offend)* you.

Exercise 19. Find mistakes and correct them.

1) Ron went to the post office buying some stamps. 2) You must to clean your teeth twice a day if you want them to be healthy. 3) Wendy hates to listen to rap music. 4) Fiona regrets to invite Tom to her party. 5) I'll never forget to meet Bruce Willis. 6) The scientists tried finishing the experiment but theycouldn't. 7) Linda often makes me to help her about the house. 8) Is this film worth to watch? 9) I'd like seeing the Tower of London one day. 10) Kate can't stand to watch violent films.

Exercise 20. Translate into English.

1) Маленькі діти дуже люблять дивитися мультфільми. 2) Ви не проти, якщо я приєднаюсь до вас трохи пізніше? 3) Ти не забув покласти брудний одяг у пральну машину? 4) Я ніколи не забуду, як зустрів вас уперше. 5) Том не міг не думати про пропозицію шефа. Він не хотів втрачати можливість отримати таку посаду. 6) Олена не заперечувала, що бачила їх у той вечір. Вона бачила, як вони сідали в машину. 7) Вона жалкувала, що продала будинок у селі, їй подобалось проводити там свої вихідні. 8) Вчитель припинив говорити і подивився на хлопчика. Хлопчик був зайнятий малюванням і нічого не помічав. 9) Ми зупинилися, щоб спитати дорогу, тому що не знали, куди їхати. 10) Він з нетерпінням чекав на моє повернення. Ми були дуже раді знову побачити один одного.

ДІЄПРИКМЕТНИК (THE PARTICIPLE)

Дієприкметник – неособова форма дієслова, що має властивості дієслова і прикметника. В англійській мові є два дієприкметника – дієприкметник теперішнього часу (Present Participle або Participle I) і дієприкметник минулого часу (Past Participle або Participle II).

Дієприкметник теперішнього часу (Participle I) утворюється шляхом додавання суфіксу **-ing** до основи дієслова.

Дієприкметник минулого часу утворюється:

1) у стандартних (правильних) дієслів – шляхом додавання закінчення **-ed** до основи дієслова: solved, asked;

2) у нестандартних (неправильних) дієслів – шляхом змінення форми дієслова: seen, gone, built.

Форми дієприкметника.

Дія	Форми дієприкметника	Active Voice	Passive Voice
-----	----------------------	--------------	---------------

Виражає дію, що є одночасною з дією, яку виражено дієсловом-присудком	Participle I (Indefinite)	asking	being asked
Виражає дію, що є одночасною з дією, яку виражено дієсловом-присудком, а також дію, безвідносну до часу	Participle II (Indefinite)	—	gone, asked
Виражає дію, що передувала дії, яку виражено дієсловом-присудком	Perfect Participle	having asked	having been asked

Функції дієприкметників і способи їх перекладу.

Функція	Приклад	Спосіб перекладу
<i>Participle I (Active)</i>		
1. О значення: а) після іменника	The man reading a book is our teacher.	1) Дієприкметником теперішнього часу активного стану з суфіксами -юч(ий), -юч(а), -юч(е), -уч(ий), -уч(а), -уч(е), -яч(ий), -яч(а), -яч(е), -ач(ий), -ач(а), -ач(е), -л(ий), -л(а), -л(е). 2) Означальним підрядним реченням. Людина, яка читає книгу, наш вчитель.
б) перед іменником	The velocity of the flowing water depends ...	Дієприкметником теперішнього часу активного стану з суфіксами -юч(ий), -юч(а), -юч(е), -уч(ий), -уч(а), -уч(е), -яч(ий), -яч(а), -яч(е), -ч(ий), -ач(а), -ач(е), -л(ий), -л(а), -л(е). Швидкість текучої води залежить від...
2. Обставина частіше із сполучниками (while, when)	(When) translating the article he consulted the dictionary	1) Дієприслівником недоконаного виду з суфіксами -ючи, -учи, -ячи, -ачи. Перекладаючи статтю, він користувався словником.

		<p>2) Обставинним підрядним реченням. Коли він перекладав статтю, він користувався словником.</p> <p>3) Іменником з прийменником “при”. При перекладі статті він користувався словником.</p>
Participle I (Paissive)		
1. Означення	The research being carried out is of great importance.	<p>Означальним підрядним реченням. Дослідження, що проводиться, має велике значення.</p>
2. Обставина (часу, причини)	Being used for different purposes, water is very valuable substance.	<p>1) Обставинним підрядним реченням зі сполучниками “оскільки, так як”. Оскільки вода використовується для різних цілей, вона є дуже цінною речовиною.</p>
Participle II		
1. Означення: а) перед словом б) після слова, що означається	<p>The installed apparatus will help us in our work.</p> <p>Apparatus installed in our laboratory will greatly help us in our work.</p>	<p>1) Дієприкметником пасивного стану з суфіксами -н-, -ен-, -єн-, -т-. Встановлене обладнання допоможе нам в нашій роботі.</p> <p>1) Дієприкметником пасивного стану з суфіксами -н-, -ен-, -єн-, -т-. Обладнання, встановлене у нашій лабораторії, допоможе нам у нашій роботі.</p> <p>2) Підрядним означальним реченням. Обладнання, яке встановлено в нашій лабораторії,...</p>
2. Обставина (часто із сполучниками when, if)	<p>When offered to work abroad, A. Popov refused.</p> <p>When melt ice turns into the water.</p>	<p>1) Обставинним підрядним реченням. Коли А. Попову запропонували працювати за кордоном, він відмовився.</p> <p>2) іменником з прийменником “при”. При таненні лід перетворюється на воду.</p>

Perfect Participle Виражає дію, що передує дії, вираженій дієсловом-присудком.		
Active		
Обставина	Having finished the work he left the laboratory.	<p>1) Дієприслівником доконаного виду. Закінчивши роботу, він пішов з лабораторії.</p> <p>2) Обставинним підрядним реченням із сполучниками “після того як, коли, так як”. Після того як він закінчив роботу, він пішов з лабораторії.</p>
Passive		
Обставина	Having been given all the instructions the students were able to start the experiment.	<p>Обставинним підрядним реченням із сполучниками “після того як, коли, так як”. Після того як студентам дали всі вказівки, вони змогли почати експеримент.</p>

Exercise 21. Open the brackets and use the correct form of Participle I.

1. That night, (go) up to his room he thought of his unpleasant duty. 2. She smiled (remember) the joke. 3. A new road will soon be built (connect) the plant with the railway station. 4. He speaks like a man (take) his opinion of everything. 5. (Not know) that she could trust them she did not know what to do. 6. And (say) this he threw himself back in the armchair. 7. I spent about ten minutes (turn) over the sixteen pages of *The Guardian* before I found the main news and articles. 8. (Be) so far away he still feels himself part of the community. 9. The boy came out of the water (shake) from top to toe. 10. (Support) her by the arm he helped her out of the taxi.

Exercise 22. Paraphrase the following using Participle I where it is possible.

Example: The man who is speaking to Mary is a well-known surgeon. — *The man speaking to Mary is a well-known surgeon.*

1. The woman who is working in the garden is my sister. 2. The man who made a report yesterday came back from the USA. 3. I couldn't ring them up because I did not know their telephone number. 4. We went to see our friends who had just returned from a voyage. 5. The sidewalks were crowded with people who were watching the carnival. 6. He had a massive gold watch, which had belonged to his father. 7. He stood at the counter and hesitated, he did not know what to choose. 8. The conferences, which are held at the University every year, are devoted to ecological problems. 9. Unable to attend the conference that took place a month ago, we asked to send the typewritten reports. 10.

I looked at the people who were lying on the beach. 11. The people who are waiting for the doctor have been sitting here for a long time. 12. The man who phoned you yesterday is waiting for you downstairs.

Exercise 23. Open the brackets and use the correct form of Participle II.

1. She looked at the table. There was a loaf of brown bread (divide) into two halves. 2. There was another pause (break) by a fit of laughing of one of the old men sitting in the first row. 3. The child (leave) alone in the large room began screaming. 4. The centre of the cotton industry is Manchester (connect) with Liverpool by a canal. 5. The story (tell) by the old captain made the young girl cry. 6. He did not doubt that the information (receive) by morning mail was of great interest for his competitors. 7. The equipment (install) in the shop is rather sophisticated. 8. We've got a great variety of products, which are in great demand. Here are some samples (send) to our distributors last month. 9. The methods (apply) in the building of the new metro stations proved to be efficient. 10. She warmed over the dinner that she (cook) yesterday.

Exercise 24. Paraphrase the following using Participle II.

Example: These are only a few of the attempts, which were made to improve the situation. — ***These are only a few of the attempts made to improve the situation.***

1. The new job, which has been offered to me lately, seems to be very interesting. 2. He could not recognize the square, which was rebuilt, while he was away. 3. The news, which you've brought to us, is exciting. 4. The things that are left behind by passengers are usually taken to the Lost Property Office. 5. The animals, which were caught in the morning, struggled furiously. 6. The answer, which had been so long expected, came at last. 7. There was a dead silence in the room, which was broken only by his cough. 8. The sunrays lighted the magnificent house, which was built on the hill. 9. The castle, which was built many years ago, was in good order. 10. The typewriter that was bought a few days ago has gone wrong.

Exercise 25. Open the brackets and use participial constructions with the conjunctions *when, while, as if, as though, if, till, unless*.

Example: When you cross the street, be careful at the crossroads. — ***When crossing the street, be careful at the crossroads.***

1. When he was lying he spoke more quickly than when he was telling the truth. 2. She stood in front of the mirror as if she were speaking to herself. 3. She screamed as though she had been badly hurt. 4. He is a quiet man. He never hurries unless he is pressed for time. 5. While I was waiting for you, I was looking through newspapers and magazines. 6. When he was asked about it, he could say nothing. 7. When the article is translated, it will be typed. 8. While I was crossing the street yesterday, I saw an accident. 9. A promise accounts so little till it is kept. 10. When he was a student he used to study

at the library. 11. He was hesitating whether to take the step, which if it was mistaken, could put him to trouble.

Exercise 26. Open the brackets and use the correct form of Participle

1. (see) so little of the country, I am afraid I cannot answer all your questions. 2. (arrive) two days before the conference he had a lot of time to see Edinburgh. 3. I felt very tired (work) the whole day in the sun. 4. (buy) a pair of gloves we moved to the shoe department. 5. She left (tell) us all she had found out. 6. (get) what he wanted he took his hat and left. 7. By this time (get used) to the atmosphere of the big city, he no longer felt a stranger. 8. I felt refreshed and rested (sleep) for eight hours. 9. (complete) all our preparations we hired a taxi and hurried off. 10. Never (experience) such difficulties she was at a loss.

Exercise 27. Open the brackets and fill in with the proper participle.

1. He fell asleep (exhaust) by the journey. 2. She entered the dining room (accompany) by her husband and her father. 3. A snake (sleep) in the grass will bite if anyone treads upon it. 4. (Fill) his pockets with apples the boy was about to run away when he saw the owner of the garden with a stick in his hand. 5. It was a bright Sunday morning of early summer (promise) heat. 6. When I came home, I found the table (lay). 7. (Judge) by the colour of the sun it should be windy tomorrow. 8. (Arrive) at a big seaport, I started to look for a job. 9. He had received an urgent message (ask) him to telephone Sir Matthew. 10. He looked at groups of young girls (walk) arm in arm. 11. In the wood they sat down on a (fall) tree. 12. (See) from the hill the city looks magnificent. 13. (Not know) where to go he turned to a passer by. 14. (Lock) in her room she threw a fit. 15. (Address) the parcel, I went out at once to post it. 16. She often took care of my little sister (give) me a possibility to play with other boys. 17. (Wash) her face in cold water, she came up to the window and shut it. 18. Paul sat down again, evidently (change) his mind about going.

Exercise 28. Open the brackets and use the correct form of Participle.

1. (see) so little of the country, I am afraid I cannot answer all your questions. 2. (arrive) two days before the conference he had a lot of time to see Edinburgh. 3. I felt very tired (work) the whole day in the sun. 4. (buy) a pair of gloves we moved to the shoe department. 5. She left (tell) us all she had found out. 6. (get) what he wanted he took his hat and left. 7. By this time (get used) to the atmosphere of the big city, he no longer felt a stranger. 8. I felt refreshed and rested (sleep) for eight hours. 9. (complete) all our preparations we hired a taxi and hurried off. 10. Never (experience) such difficulties she was at a loss.

Exercise 29. Open the brackets and fill in with the proper participle.

1. He fell asleep (exhaust) by the journey. 2. She entered the dining room (accompany) by her husband and her father. 3. A snake (sleep) in the grass will bite if anyone treads upon it. 4. (Fill) his pockets with apples the boy was about to run away when he saw the owner of the garden with a stick in his hand. 5. It was a bright Sunday morning of early summer (promise) heat. 6. When I came home, I found the table (lay). 7. (Judge) by the colour of the sun it should be windy tomorrow. 8. (Arrive) at a big seaport, I started to look for a job. 9. He had received an urgent message (ask) him to telephone Sir Matthew. 10. He looked at groups of young girls (walk) arm in arm. 11. In the wood they sat down on a (fall) tree. 12. (See) from the hill the city looks magnificent. 13. (Not know) where to go he turned to a passer by. 14. (Lock) in her room she threw a fit. 15. (Address) the parcel, I went out at once to post it. 16. She often took care of my little sister (give) me a possibility to play with other boys. 17. (Wash) her face in cold water, she came up to the window and shut it. 18. Paul sat down again, evidently (change) his mind about going.

Exercise 30. Choose the right variant.

1. She stayed in her room, _ to come downstairs.
 - a) having locked, refused
 - b) locked, refusing
 - c) locking, having refused
2. She had a good practical knowledge of French as an interpreter for many years in France.
 - a) working
 - b) having worked
 - c) worked
3. When we from our day's outing came into the kitchen, we found dinner ___.
 - a) returned, serving
 - b) having returned, served
 - c) returning, having served
4. ___ by his elbow, Mary listened to their talk.
 - a) supported
 - b) supporting
 - c) having supported
5. ___ their meal they went for a stroll in the park.
 - a) finishing
 - b) finished
 - c) having finished
6. ___ fruits in hothouses are not so rich in colour, taste and vitamins as fruits ___ in natural conditions.
 - a) having grown, grown
 - b) grown, growing
 - c) growing, having grown

7. ___in the reception room he thought over what he would say when he was asked into the office.

- a) waiting
- b) waited
- c) having waited

8. She used to say sharp and words to him.

- a) having wounded
- b) wounded
- c) wounding

9. I admired the grounds and trees the house.

- a) surrounding
- b) having surrounded
- c) surrounded

10. She looked at the scene to the innermost of her heart.

- a) shaking
- b) shaken
- c) having shaken

Exercise 31. Find and correct the mistakes if any.

1. Felt tired and having nothing more to do till he came, she sat into the armchair at the window having looked at the mountains lighting by the sun. 2. On the walls there were some common coloured pictures, framing and glazed. 3. His house was close at hand, a very pleasant little cottage, painted white, with green blinds. 4. It was the hour of sunset, having unnoticed in the cities, so beautiful in the country. 5. Finished breakfast, he stayed for some minutes in the dining room. 6. Mother smiled looking at the children played in the garden. 7. While reading a book, I came across several interesting expressions. 8. Some questions having touched upon in the report are worth considering. 9. Leaving our suitcases we went sightseeing. 10. Hearing her come into the house he went downstairs.

Exercise 32. Translate into English using participles where possible.

1. Будьте уважні, коли ведете машину. 2. На аркуші паперу було кілька рядків, написаних олівцем. 3. Отримавши телеграму, моя сестра одразу ж виїхала в Глазго. 4. Я не знаю людини, яка розмовляє по телефону. 5. Виїхавши ввечері, ми прибули в місто о 6-ій ранку. 6. Отримана звістка схвилювала всіх. 7. Я залишила їй записку, не заставши її вдома. 8. Відчуваючи втому, вони вирішили перепочити. 9. Я не запам'ятав ім'я людини, яка телефонувала вам вчора. 10. Ми сиділи на терасі, насолоджуючись чудовим видом гір, що оточують наш готель.

Exercise 32. (Revision.) Open the brackets and fill in with the proper verbals (infinitives, gerunds or participles). Use prepositions if necessary.

I remember when I was a child (send) (visit) one of our numerous elderly eccentric aunts. She was mad about bees; the garden was full of bees, (hum) like telegraph poles. One afternoon she put on an enormous veil and a pair of gloves, locked us all in the cottage for safety, and went out (try) (get) some honey out of one of the hives. Apparently she did not stupefy them properly, or whatever it is to do, and when she took the lid off, the bees poured out and settled on her. We were watching all this through the window. We didn't know much about bees, so we thought this was all right, until we saw her (fly) round the garden (make) desperate attempts (avoid) the bees, (get) her veil tangled in the rosebushes. Eventually she reached the cottage and flung herself at the door. We couldn't open it because she had the key. We kept (try) (tell) her this, but her screams of agony and the humming of the bees drowned our voices. It was I believe Leslie who had the brilliant idea (throw) a bucket of water over her from the bedroom window. Unfortunately in his enthusiasm he threw the bucket as well. (Drench) with cold water and then (hit) on the head with a large iron bucket is irritating enough, but (fight off) a mass of bees at the same time makes the whole thing extremely trying. When we eventually got her inside she was so swollen as to be almost unrecognizable.

BIBLIOGRAPHY

1. William M. Pride, Robert J. Hughes, Jack R. Kapoor. Fundamentals of business. Sixth edition.- 300 p.
2. Павліченко О.М. Англійська мова. Граматичний практикум. III рівень – 2-е вид., - Х.: Ранок, 2013 – 320с.
3. Романова Л.И. Практическая грамматика английского языка.- 3-е изд. – М.: Айрис-пресс, 2004. – 384 с.
4. Бонк Н.А., Котий Г.А., Лукьянова Н.А. Учебник английского языка. В 2 х ч. – М: Товарищество "Деконт", 1994.
5. Верба Г.В., Верба Л.Г. Довідник з граматики англійської мови: Довідк. вид. – 3-тє вид. – К.: Освіта, 1993. – 320 с.
6. Жималенкова Т.М., Мыльцева Н.А. Универсальный справочник по грамматике английского языка. – М.: «Глосса», 1995.- 235 с.
7. Качалов К.Н., Израилевич Е.Е. Практическая грамматика английского языка. В 2-х т. Т.2. - К.: "Методика", 1995. – 304 с.
8. Клоуз Р.А. Reference Grammar for students of English. – М: "Просвещение", 1979 – 352 с.
9. Шотова-Ніколенко Г. В. Методичні вказівки з граматики англійської мови для студентів ОДЕКУ всіх спеціальностей. – Одеса: ОДЕКУ, 1985. – 49 с.
10. Hornby A.S. Oxford Advanced Learner's Dictionary of Current English. – Oxford University Press, 1974. - 1035 p.
11. Murphy R. Essential Grammar in Use. A selfstudy reference and practice book for elementary students of English. – Cambridge: University press, 1990. – 254 p.
12. Murphy R. Essential Grammar in Use. A selfstudy reference and practice book for intermediate students of English. – Cambridge:University press, 1988. – 272 p.
13. Большой англо-русский словарь. В 2-х томах / Под общ. руковод. И.Р.Гальперина. – М.: «Сов. Энциклопедия», 1972.

Навчальне електронне видання

Шотова-Ніколенко Ганна Василівна
Попович Ірина Іванівна

НАВЧАЛЬНИЙ ПОСІБНИК З АНГЛІЙСЬКОЇ МОВИ

для студентів IV року навчання

Спеціальність – 073 «Менеджмент»,
281 «Публічне управління та адміністрування»

Англійською та українською мовами

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
Свідоцтво суб'єкта видавничої справи
ДК № 5242 від 08.11.2016