

ПЕРЕДМОВА

Методичні вказівки для СРС та навчальний матеріал з англійської мови призначені для студентів II курсу денної форми навчання зі спеціальності «Менеджмент і Публічне управління та адміністрування».

Мета запропонованих методичних вказівок — розвинути навички читання, аналізу, перекладу текстів, а також їх переказу на матеріалі наукової літератури за фахом.

Методичні вказівки складаються з 4 уроків, в яких подано відповідний граматичний матеріал за програмою, а також тексти, які відібрані з оригінальної науково-популярної та наукової літератури.

Тексти А та В призначені для аудиторній роботі студентів: для читання, усного перекладу, аналізу елементів тексту, анотування та переказу; тексти С тематично пов'язані з текстами А та В, призначені для СРС та тематично-письмового перекладу з подальшою перевіркою на занятті, уточненням значень окремих лексичних одиниць та переказу.

Лексичні вправи призначені для вивчення та закріплення лексичного матеріалу кожного уроку та охоплюють лексику основних текстів. Вони можуть бути використані також для контролю (самоконтролю) засвоєння лексичного матеріалу уроку. Під час виконання лексичних вправ рекомендується не тільки підбирати українські або англійські еквіваленти наведених слів та словосполучень, але й знаходити у тексті або складати самостійні речення з зазначеними словами, звертаючи увагу на багатозначність слів.

Граматичні вправи спрямовані на аналіз найскладніших граматичних явищ англійської мови, розвиток навичок орієнтування у граматичній структурі англійського речення, що сприяє вірній інтерпретації текстів, усної мови та матеріалів наукової літератури.

Після вивчення даного курсу студенти повинні знати і вміти:

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

LESSON 1

TEXT A WHY STUDY BUSINESS?

Education is a unique purchase – one of the few things you can buy that will last your lifetime. It can't rust, corrode, break down, or wear out. Education can't be stolen, burned, repossessed, or destroyed. Education is a purchase that becomes a permanent part of you. Once you have it, no one can take it away.

To Become a Better-Informed Consumer and Investor. The world of business surrounds us. You cannot buy a home from a building contractor, a new Trans Am from the local Pontiac dealer, a Black & Decker sander at the Home Depot, a pair of jeans at the Gap, or a hot dog from a street vendor without entering a business transaction. These and thousands of similar transactions describe the true nature of the American business system.

Because you will no doubt engage in business transactions almost every day of your life, one very good reason for studying business is to become a more fully informed consumer. Your knowledge of business will enable you to make intelligent buying decisions and to spend your money more wisely. This same basic understanding of business will also make you a better-informed investor

For Help in Choosing a Career. What do you want to do with the rest of your life? Someplace, sometime, some-one has probably asked you that same question. And like many people, you may find it a difficult question to answer. Deciding what kind of career you want to devote your life to can be both daunting and puzzling, especially when you don't know what all the possibilities are. This business 'course' will introduce you to a wide array of employment opportunities. In private enterprise, these range from small, local businesses owned by one individual to large companies like American Express and Marriott International that are owned by thousands of stockholders. There are also employment opportunities with federal, state, county, and local governments and with not-for-profit organizations like the Red Cross and Save the Children. One thing to remember as you think about what your ideal career might be is that a person's, choice of a career is ultimately just a reflection of what he or she values and holds most important. Because people have different values, they choose different careers; what will give one individual personal satisfaction may not satisfy another. For example, one person may dream of becoming a millionaire before age of 30. Another may choose a career that has more modest monetary rewards but that provides the opportunity to help others. One person may be willing to work long hours and seek additional responsibility in order to get promotions and pay raises. Someone else may prefer a less demanding job with little stress and more free time. What you choose to do with your life will be based on what you feel is most important.

To be a Successful Employee. Deciding on the type of career you want is only a first step. To get a job in your chosen field and to be successful at it, you will have to develop a plan, or road map, that ensures you have the skills and knowledge the job requires. Today's employers are looking for job applicants who can *do something*, not just fill a spot on an organizational chart. You will be expected to have both the technical skills needed to accomplish a specific task and the ability to work well with many types of people in a culturally diverse work force. These skills, together with a working knowledge of the business system, can give you an inside edge when you are competing against other job applicants.

But don't underestimate your part in making your dream a reality. It will take hard work, dedication, perseverance, and time management to achieve your goals. Time management is especially important because it will help you accomplish the tasks that you consider most important. As an added bonus, it is also a skill that employers value. Employers will also be interested in any work experience you may have had in cooperative work/school programs, during summer vacations, or in part-time jobs during the school year. These Brings can make a difference when it is time to apply for the job you really want.

To start Your Own Business. Some people prefer to work for themselves, and they open their own businesses, To be successful, business owners must possess many of the same skills that successful employees have. And they must be willing to work hard and put in long hours. Unfortunately, many small-business firms fail; 70 percent of them fail within the first five years.

Exercise 1. Answer the following questions:

1. What can you say about education?
2. Does it help in our everyday life?
3. What factors affect a person's choice of careers?
4. What reasons would you give if you were advising someone to study business?

Exercise 2. Exploring Business:

WILL YOU BE SUCCESSFUL IN RUNNING YOUR OWN BUSINESS?

Thinking of Starting a Business? Ask Yourself These Questions: For each question, check the answer that comes closest to expressing your feelings. Be honest.

Are you a self-starter?

1. I do things on my own. Nobody has to tell me to get going.
2. If someone gets me started, I keep going all night.
3. Easy does it. I don't put myself out until I have to.

How do you feel about other people?

1. I can get along with just about anybody.
2. I have plenty of friends; I don't need more.
3. Most people irritate me.

Can you lead others?

1. I can get most people to go along when I start something.
2. I can give the orders if someone tells me what we should do.
3. I let someone else get things moving.

Can you take responsibility?

1. I like to take charge of things.
2. I'll take over if I have to, but I'd rather let someone else be responsible.
3. There's always some eager beaver around wanting to show how smart he is. I say, let him.

How good an organizer are you?

1. I'm usually the one to get things lined up when the group wants to do something.
2. I do all right unless things get too confused.
3. I just take things as they come.

How good a worker are you?

1. I don't mind working hard for something I want.
2. I'll work hard for a while, but when I've had enough, that's it.
3. I can't see that hard work gets you anywhere.

Can you make decisions?

1. I can make up my mind in a hurry if I have to.
2. I can if I have plenty of time.
3. I don't like to be the one who has to decide things.

Can people trust what you say?

1. You bet they can.
2. I try to be on the level most of the time, but sometimes I just say what's easiest.
3. Why bother if the other fellow doesn't know the difference?

Can you stick with it?

1. If I make up my mind to do something, I don't let anything stop me.
2. I usually finish what I start.
3. If it doesn't go right immediately, I quit.

Now count the checks you made. Count the checks beside the first answer, second answer, and third answer to each question.

If most of your checks are beside the first answers, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points you're weak on. If many checks are beside the third answer, not even a good partner will be able to shore you up.

TEXT B BUSINESS: A DEFINITION

Business is the organized effort of individuals to produce and sell for a profit, the goods and services that satisfy society's needs. The general term *business*, refers to all such efforts within a society (as in "American business") or within an industry (as in "the steel business"). However, a business is a particular organization, such as American Airlines, Inc., or Cracker Barrel Old Country Store. To be successful, a business must perform three activities. It must be organized. It must satisfy needs. And it must earn a profit.

The Organized Effort of Individuals. For a business to be organized, it must combine four kinds of resources: material, human, financial, and informational. *Material* resources include the raw materials used in manufacturing processes, as well as buildings and machinery. For example, Sara Lee Corporation needs flour, sugar, butter, eggs, and other raw materials to produce the food products it sells worldwide. In addition, this Chicago-based company needs human, financial, and informational resources. *Human* resources are the people who furnish their labor to the business in return for wages. The *financial* resource is the money required to pay employees, purchase materials, and generally keep the business operating. And *information* is the resource that tells the managers of the business how effectively the other resources are being combined and used.

Today, businesses are usually classified as one of three specific types. *Manufacturing businesses* are organized to process various materials into tangible goods, such as delivery trucks or towels. *Service businesses* produce services, such as haircuts or legal advice. And some firms – called *marketing intermediaries* – are organized to buy products from manufacturers and then resell them. Sony Corporation is a manufacturer that produces stereo equipment, among other things. These products may be sold to a marketing intermediary such as Kmart Corporation, which then resells them to consumers in its retail stores. Consumers are individuals who purchase goods or services for their own personal use.

Satisfying Needs. The ultimate objective of every firm must be to satisfy the needs of its customers. People generally don't buy goods and services simply to own them; they buy products to satisfy particular needs. People rarely buy an automobile solely to store it in a garage; they do, however, buy automobiles to satisfy their need for transportation. Some of us may feel this need is best satisfied by an air-conditioned BMW with stereo compact-disc player, automatic transmission, power seats and windows, and remote-control side mirrors. Others may believe a Ford Escort with a stick shift and an AM radio will do just fine. Both products are available to those who want them, along with a wide variety of other products that satisfy the need for transportation. (To see how one firm

in the transportation industry—Southwest Airlines—satisfies the needs of its customers, read the Exploring Business boxed feature.)

When firms lose sight of their customers' needs, they are likely to find the going rough. This is especially true for firms involved in international trade when they are not sure who their customers are or what their customers want. But when businesses understand their customers' needs and work to satisfy those needs, they are usually successful. Arkansas-based Wal-Mart Stores, Inc., provides the products its customers want and offers excellent prices. This highly successful discount-store organization continues to open new stores in the United States, Brazil, Canada, China, Hong Kong, and Mexico.

Business Profit. A business receives money (sales revenue) from its customers in exchange for goods or services. It must also pay out money to cover the expenses involved in doing business. If the firm's sales revenue is greater than its expenses, it has earned a profit. More specifically, **profit** is what remains after all business expenses have been deducted from sales revenue. (A negative profit, which results when a firm's expenses are greater than its sales revenue, is called a *loss*.)

The profit earned by a business becomes the property of its owners. So, in one sense, profit is the reward business owners receive for producing goods and services that consumers want. Profit is also the payment that business owners receive for assuming the considerable risks of ownership. One of these is the risk of not being paid. Everyone else - employees, suppliers, and lenders — must be paid before the owners. And if there is no profit, there can be *no* payments to owners. A second risk that owners run is the risk of losing whatever they have put into the business. A business that cannot earn a profit is very likely to fail, in which case the owners lose whatever money, effort, and time they have invested.

To satisfy society's needs, and make a profit, a business must operate within the parameters of a nation's economic system. In the next section, we describe two different types of economic systems and how they affect not only businesses but also the people within a nation.

Exercise 1. Answer the following questions:

1. Give the definition of business.
2. When can we say that the business is successful one?
3. Describe the four resources that must be combined to organize and operate a business. How do they differ from the economist's factors of production?
4. What distinguishes consumer from other buyers of goods and services?
5. Describe the relationship among profit, business risk, and the satisfaction of customers' needs.

Exercise 2. Discuss the questions:

1. To be successful, most businesses use material, financial, human and informational resources. Robert Galvin, chairman of Motorola's executive committee, has said that people are his firm's most important asset. Do you think human resources are really that important?
2. Motorola's state-of-the-art training programs cost both time and money. As the stockholder in this corporation, would you feel this is a good use of corporate assets? Why or why not?
3. Motorola's recruiters look for people who can think creatively and use their mental agility in decision making. In your own words, describe what you think "creative thinking" and "mental agility" mean. Why would these traits be important to a firm like Motorola?
4. Ones hired, Motorola employee are not just encouraged to develop professionally to reach their career potential; they are expected to do so. Would you want to work for a company like Motorola? Explain your answer.

TEXT C TYPES OF ECONOMIC SYSTEMS

Economics is the study of how wealth is created and distributed. By wealth we mean anything of value, including the products produced and sold by business. How wealth is distributed simply means "who gets what.". The way in which people deal with the creation and distribution of wealth determines the kind of economic, or economy, that a nation has. Over the years, the economic systems of the world have differed in essentially two ways: (1) the ownership of the factors of production and (2) how they answer four basic economic questions that direct a nation's economic activity. **Factors of production** are the resources used to produce goods and services. There are four such factors:

- *Natural resources*—elements in their natural state that can be used in the production process. Typical examples include crude oil, forests, minerals, land, water, and even air.

- *Labor*—human resources such as managers and workers. Labor as a factor of production includes both the number and the skills and abilities of workers and managers that can be employed to produce goods and services.

- *Capital*—money, facilities, equipment, and machines used in the operation of organizations. While most people think of capital as just money, it can also be the manufacturing equipment on a Ford automobile assembly line or a computer used in the corporate offices of Ace Hardware.

- *Entrepreneurship*—the willingness to take risks and the knowledge and ability to use the other factors of production efficiently. An entrepreneur is a

person who risks his or her time, effort, and money to start and operate a business.

A *nation's economic system*—capitalistic or command economy—significantly affects all the economic activities of its individuals and organizations. This far-reaching impact becomes more apparent when we consider that a country's economic system provides answers to four basic economic questions.

1. What goods and services—and how much of each - will be produced?
2. How will these goods and services be produced?
3. For whom will these goods and services be produced?
4. Who owns and who controls the major factors of production?

Capitalism is an economic system in which individuals own and operate the majority of businesses that provide goods and services. Capitalism stems from the theories of the eighteenth-century Scottish economist Adam Smith. In his book *Wealth of Nations*, published in 1776, Smith argued that a society's interests are best served when the individuals within that society are allowed to pursue their own self-interest.

In other words, Smith believed that each person should be allowed to work toward his or her own economic gain, without interference from government; government should leave the economy to its citizens. The French term *laissez faire* describes Smith's capitalistic system and implies that there shall be no interference in the economy. Loosely translated, it means "let them do" (as they see fit).

Smith's *laissez-faire* capitalism is based on four fundamental issues. First, Smith argued that the creation of wealth is property the concern of private individuals, not of government. Hence the resources used to create wealth must be owned by private individuals. Second, Smith argued that the owners of resources should be free to determine how these resources are used. They should also be free to enjoy the income, profits, and other benefits they might derive from the ownership of these resources. Third, Smith contended that economic freedom ensures the existence of competitive markets that allow both sellers and buyers to enter and exit as they choose. This freedom to enter or leave a market at will has given rise to the term market economy. A market economy (sometimes referred to as a free-market economy) is an economic system in which individual-, and businesses make the decisions about what to produce and what to buy, and market determines how much is sold and at what prices. Finally, in Smith's view, the role of government should be limited to providing defense against foreign enemies, ensuring internal order, and furnishing public works and education. With regard to the economy, government should act only as rule maker and umpire.

Command Economies. Before we discuss how to measure a nation's economic performance, we look quickly at another economic system called a command economy. (A command economy is an economic system in which the

government decides what goods and services will be produced, how they will be produced, who gets available goods and services, and what prices will be charged. In this type of economic system, the government owns virtually all resources. The answers to all four basic economic questions are determined, at least to some degree, through centralized government planning. Today, two types of economic systems—socialism and communism—serve as examples of command economies.

Socialism. In a socialist economy, the key industries are owned and controlled by the government. Such industries usually include transportation, utilities, communications, and industries producing important materials such as steel. (Banking, too, is considered extremely important to a nation's economy. In France, the major banks are nationalized, or transferred to government control.) Land and raw materials may also be the property of the state in a socialist economy. Depending on the country, private ownership of real property (such as land and buildings) and smaller businesses is permitted to varying degrees. People usually may choose their own occupations, but many work in state-owned industries.

What to produce and how to produce it are determined in accordance with national goals, which are based on projected needs and the availability of resources—at least for government-owned industries. The distribution of goods and services—who gets what—is also controlled by the state to the extent that it controls rents and wages. Among the professed aims of socialist countries are the equitable distribution of income, the elimination of poverty, the distribution of social services (such as medical care) to all who need them, and elimination of the economic waste that supposedly accompanies capitalistic competition. Britain, France, Sweden, and India are democratic countries whose economies include a very visible degree of socialism. Other, more authoritarian countries may actually have socialist economies; however, we tend to think of them as communist because of their almost total lack of freedom.

Communism. If Adam Smith was the father of capitalism, Karl Marx was the father of communism. In his writings during the mid-nineteenth century, Marx advocated a classless society whose citizens together owned all economic resources. All workers would then contribute to this communist society according to their ability and would receive benefits according to their need.

Since the breakup of the Soviet Union and economic reforms in China and most of the eastern European countries, the best remaining examples of communism are North Korea and Cuba. Today these so-called communist economies seem to practice a strictly controlled kind of socialism. Almost all economic resources are owned by the government. The basic economic questions are answered through centralized state planning, which sets prices and wages as well. In this planning, the needs of the state generally outweigh the needs of individual citizens. Emphasis is placed on the production of goods the government needs rather than on the products that consumers might want, so there are fre-

quent shortages of consumer goods. Workers have little choice of jobs, but special skills or talents seem to be rewarded with special privileges. Various groups of professionals (bureaucrats, university professors, and athletes, for example) fare much better than, say, factory workers.

Exercise 1. Answer the following questions:

1. What is capitalism?
2. What is a market economy?
3. What are the four basic economic questions? How are they answered in a capitalist economy?
4. Describe the four main ingredients of a laissez-faire capitalist economy.
5. What types of economic systems serve as examples of command economies?

Exercise 2. Discuss the questions:

1. Does an individual consumer really have a voice in answering the basic economic questions?
2. Is gross domestic product a reliable indicator of a nation's standard of living? What might be a better indicator?
3. In our business system, how is government involved in answering the four basic economic questions? Does government participate in the system or interfere with it?

TEXT D

TYPES OF COMPETITION

Our free-market economic system ensures that businesses make the decisions about what to produce, how to produce it, and what price to charge for the product. Mattel Inc., for example, can introduce new versions of its famous Barbie doll, license the Barbie name, change the doll's price and method of distribution and attempt to produce and market Barbie in other countries. Our system also allows customers the right to choose between Mattel's products and those produced by competitors.

Competition like that between Mattel and other toy manufacturers is a necessary and extremely important by-product of a free-market economy. Because many individuals and groups can open businesses, there are usually a number of firms offering similar products. In other words, business firms must compete with each other for sales. Business **competition**, then, is essentially a rivalry among businesses for sales to potential customers. In a free-market economy, competition works to ensure the efficient and effective operation of business. Competition also ensures that a firm will survive only if it serves its customers well. Economists recognize four different degrees of competition, ranging from

ideal, complete competition to no competition at all. These are pure competition, monopolistic competition, oligopoly, and monopoly.

Pure (or perfect) competition is the complete form of competition. **Pure comp tition** is the market situation in which there are many buyers and sellers of a product, and no single buyer or seller is powerful enough to affect the price of that product. Note that this definition includes several important ideas. First, we are discussing the market for a single product—say, bushels of wheat. Second, all sellers offer essentially the same product for sale; a buyer would be just as satisfied with seller A's wheat as with that offered by seller B or seller Z. Third, all buyers and sellers know everything there is to know about the market (including, in our example, the prices that all sellers are asking for their wheat). And fourth, the overall market is not affected by the actions of any one buyer or seller.

When pure competition exists, every seller should ask the same price that every other seller is asking. Why? Because if one seller wanted 50 cents more per bushel of wheat than all the others, that seller would not be able to sell a single bushel. Buyers could and would do better by purchasing wheat from the competition. On the other hand, a firm willing to sell below the going price would sell all its wheat quickly. But that seller would lose sales revenue (and profit), because buyers are actually willing to pay more.

In pure competition, then, sellers and buyers as well must accept the going price. But who or what determines this price? Actually, everyone does. The price of each product is determined by the actions of all buyers and all sellers together, through the forces of supply and demand.

The Basics of Supply and Demand The supply of a particular product is the quantity of the product that producers are willing to sell at each of various prices. Producers are rational people, so we would expect them to offer more of a product for sale at higher prices and to offer less of the product at lower prices.

The demand for a particular product is the quantity that buyers are willing to purchase at each of various prices. Buyers, too, are usually rational, (so we would expect them as a group to buy more of a product when its price is low and to buy less of the product when its price is high. This is exactly what happens when the price of wheat rises dramatically. People buy other grains or do without and reduce their purchases of wheat. They buy more wheat only when the price drops.

The Equilibrium, or Market Price There is always one certain price at which the demanded quantity of a product is exactly equal to the produced quantity of that product. Suppose producers are willing to supply 2 million bushels (of wheat at a price of \$5 per bushel, and buyers are willing to purchase 2 million bushels at a price of \$5 per bushel. In other words, supply and demand are in balance, or in equilibrium, at the price of \$5. Economists call this price the equilibrium price because the quantity demanded is exactly equal to the quantity supplied. If suppliers produce 2 million bushels, then no one who is willing to pay \$5 per bushel will have to go

without wheat, and no producer who is willing to sell at \$5 per bushel will be stuck with unsold wheat.

In theory and in the real world, market prices are affected by anything that affects supply and demand. The demand for wheat, for example, might change if researchers suddenly discovered that it offered a previously unknown health benefit. Then buyers would demand more wheat at every price. Or, the supply of wheat might change if new technology permitted the production of greater quantities of wheat from the same amount of acreage. In that case, producers would be willing to supply more wheat at each price. Other changes that can affect competitive prices are shifts in buyer tastes, the development of new products, and fluctuations in income due to inflation or recession.

Pure competition is quite rare in today's world. Some specific markets (such as auctions of farm products) may come close, but no real market totally exhibits perfect competition. Many real markets, however, are examples of monopolistic competition.

Exercise: Formulate 10 questions to the text and ask your classmates to answer them.

GRAMMAR EXERCISES

The Infinitive

Full or bare Infinitive

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

1. He made me (do) it all over again.
2. She can (sing) quite well.
3. He will be able (swim) very soon.
4. I used (live) in a caravan.
5. You ought (go) today. It may (rain) tomorrow.
6. You needn't (say) anything, just nod your head and he will (understand).
7. I want (see) the house where our president was born.
8. He made her (repeat) the message.
9. May I (use) your phone? – You needn't (ask) for permission; you can (use) it whenever you like.
10. If you want (get) there before dark you should (start) at once.
11. I couldn't (remember) his address.
12. You'll be able (do) it yourself when you are older.

13. Would you like (go) now or shall we (wait) till the end?
14. They won't let us (leave) the Customs shed till our luggage has been examined.
15. How dare you (open) my letters!
16. He didn't dare (argue) with his boss.
17. I used (smoke) forty cigarettes a day.
18. Will you help me (move) the bookcase?
19. He wouldn't let my baby (play) with his gold watch.
20. They refused (accept) the bribe.
21. He is expected (arrive) in a few days.
22. Please let me (know) your decision as soon as possible.
23. He made us (wait) for hours.
24. Could you (tell) me the time, please?
25. We must (send) him a telegram.
26. I let him (go) early as he wanted (meet) his wife.
27. Where would you like (have) lunch?
28. You can (leave) your dog with us if you don't (want) (take) him with you.
29. I'd like him (go) to a university but I can't (make) him (go).
30. We could (go) to a concert, unless you'd prefer (visit) a museum.
31. You seem (know) this area very well.
32. Yes, I used (live) here.
33. The kidnappers told the parents (not inform) the police, and the parents didn't dare (disobey).
34. Need I (come)? I'd much rather (stay) at home.
35. You can (take) a horse to water but you can't (make) him (drink).
(proverb)
36. I'm sorry (disappoint) you but I can't (let) you (have) any more money till the end of the month.

Full or bare Infinitive

II. Insert **to** where necessary before the Infinitives in brackets. (In some of the sentences a Present Participle could be used instead of an Infinitive. These alternatives will be noted in the key.)

1. It is easy (be) wise after the event.
2. Do you (wish) (make) a complaint?
3. We don't (want) anybody (know) that we are here.
4. If you can't (remember) his number you'd better (look) it up.
5. I want her (learn) Esperanto; I think everybody ought to (know) it.
6. He is said (be) the best surgeon in the country.
7. Visitors are asked (not feed) the animals.

8. Could I (see) Mr Pitt, please?
I'm afraid Mr Pitt isn't in. Would you like (speak) to his secretary?
9. It's better (travel) hopefully than (arrive), (proverb)
10. He should (know) how (use) the film projector, but if he doesn't you had better (show) him.
11. He was made (sign) a paper admitting his guilt.
12. I heard the door (open) and saw a shadow (move) across the floor.
13. He tried (make) me (believe) that he was my stepbrother.
14. As we seem (have missed) the train we may as well (go) back to the house.
15. I felt the house (shake) with the explosion.
16. He told me (try) (come) early.
17. Before he let us (go) he made us (promise) (not tell) anyone what we had seen.
18. Would you (like) (come) in my car? -
No, thanks, I'd rather (walk).
19. I advised him (ask) the bus conductor (tell) him where (get) off.
20. It is better (put) your money in a bank than (keep) it under your bed in an old stocking.
21. He doesn't even bother (read) letters, let alone (answer) them.
22. The bank robbers made the cashier (show) them how (open) the safe.
23. If you knew he was wrong, why didn't you (say) something? -
I didn't like (say) anything because he always gets angry if you contradict him.
24. It's better (be) sure than sorry.
25. What do you (want) me (tell) him? -
Tell him that any time he cares (call) I shall be delighted (discuss) the matter with him.
26. Did you remember (give) him the money? -
No, I didn't, I still have it in my pocket; but I'll (see) him tonight and I promise (not forget) this time.
27. I saw the driver (open) his window and (throw) a box into the bushes.
28. That is far too heavy for one person (carry); let me (help) you.
29. I was afraid (pick) up the revolver as I don't know how (handle) firearms.
30. I saw the plane (crash) into the hill and (burst) into flames.
31. There is nothing (do) but (wait) till somebody comes (let) us out.
32. He heard a cock (crow) in a neighbouring village.
33. You may as well (tell) us the truth. It will (be) easy (check) your story.
34. The American said he had seen nine presidents (come) and (go). -
He must (be) a very old man.
35. It is up to you (learn) the laws of your own country.
36. Would you rather (be) more stupid than you look or (look) more stupid than you are?

Infinitive represented by **to**

III. In each of the following pairs of sentences an Infinitive used in the first sentence is repeated in the second. Read the sentences, expressing this second Infinitive by **to** only. Note that where the second Infinitive has an object, this word/phrase must be omitted.

Why didn't you tell me the truth the first time? -
I meant to tell you the truth but I was too frightened.
I meant to but I was too frightened.

1. Did you visit the Pyramids? -
No, I wanted to visit them but there wasn't time.
2. Why do you wear dark glasses? -
I have to wear them; I have weak eyes.
3. Do you smoke? -
No, I used to smoke but I don't now.
4. Would you like to go to the theatre tonight? - Yes, I'd love to go to the theatre.
5. Why didn't you pay the bill for him? - I offered to pay it but he refused.
6. Have you put the car in the garage? -
No, but I'm just going to put it there.
7. I want you two to apologize to each other.-
Well, I am willing to apologize if he apologizes first.
8. Did you reserve seats on the train? -
No, I tried to reserve them but they had all been booked already.
9. Did you answer the letter? -
No, I intended to answer it but I'm afraid I forgot.
10. Why didn't you hit him? - I was afraid to hit him.
11. I'd love to spend a night in a haunted room. - I'd hate to spend a night in a haunted room.
12. Why didn't you ask your father for the money? - I didn't like to ask him.
13. Did you get a chance to fly the aeroplane yourself? -
No, I wanted to fly it but the pilot wouldn't let me.
14. Why doesn't he punish his boys when they disobey him? -
He often threatens to punish them but he never actually does so.
15. Why didn't he repair the car himself? - He wasn't able to repair it.
16. I used to drink whisky with my meals.-
I used to drink whisky with my meals also but I don't now.
17. Did you buy sausages? -
No, I meant to buy them but I forgot.
18. Why doesn't he try again? - He doesn't want to try again.
19. You should visit the Prado when you are in Madrid. - Yes, I intend to visit it.
20. Why doesn't he play games? -
His mother doesn't want him to play games.

21. You ought to stop work now. - Yes, I am just going to stop.
22. Why do some jockeys carry extra weights? -
They are obliged to carry them by the regulations.
23. Did he help you? -
No, I asked him to help me but he said he hadn't time.
24. You should have thanked her before you left. -
I meant to thank her but when I was going I couldn't find her anywhere.
25. Why did she put parsley in the soup? - I told her to put it in.
26. Why didn't he report it to the police? -
He was afraid to report it. He didn't think they'd believe him.
27. Why did he drive so fast? -
He had to drive fast; otherwise he'd have missed his train.
28. You used to like rice pudding. -
Yes, I know I used to like it but I don't now.
29. Why didn't you buy the car? -
I was advised not to buy it.
30. I hope the children won't go near the water. - I warned them not to go near it.
31. Why are we trying to get planning permission? -
We have to get planning permission. It is the law.
32. I meant to work hard. -
I know you meant to work hard but you didn't.
33. Do the boys tidy their own rooms? -
They are supposed to tidy them but they don't always.
34. Why didn't he call the police. -
He wasn't able to call them. His telephone line had been cut.
35. Why did you move your car? -
The policeman told me to move it.
36. Why did you bring your mother-in-law? I particularly asked you not to bring her.

too/enough/so...as with infinitive

IV. Combine each of the following pairs of sentences into one sentence using **too/enough** with infinitive.

It is very cold. We can't go out.

It is too cold for us to go out.

He is strong. He can carry it.

He is strong enough to carry it.

Rewrite numbers 3, 20, and 35 using **so...as** with Infinitive (**enough** with infinitive could also be used here, while **so...as** could replace **enough** in numbers 9, 24, and 29. These alternatives are given in the key.)

1. You are very young. You can't have a front-door key.
2. It is very cold. We can't bathe.
3. Would you be very kind and answer this letter by return?
4. I am rather old. I can't wear that kind of hat.
5. The ladder wasn't very long. It didn't reach the window.
6. He hadn't much money. He couldn't live on it. (*Omit it.*)
7. He was furious. He couldn't speak.
8. The fire isn't very hot. It won't boil a kettle.
9. Tom was very foolish. He told lies to the police.
10. You are quite thin. You could slip between the bars.
11. He is very ill. He can't eat anything.
12. Our new car is very wide. It won't get through those gates.
13. The floor wasn't strong. We couldn't dance on it. (*Omit it.*)
14. I was terrified. I couldn't move.
15. The bull isn't big. He couldn't harm you.
16. The coffee isn't strong. It won't keep us awake.
17. The river is deep. We can't wade it. (*Omit it.*)
18. He is lazy. He won't get up early.
19. He won't get up early so he never catches the fast train.
20. Would you be very good and forward my letters while I am away?
21. The ice is quite thick. We can walk on it. (*Omit it.*)
22. He was very drunk. He couldn't answer my question.
23. It is very cold. We can't have breakfast in the garden.
24. He was extremely rash. He set off up the mountain in a thick fog.
25. We aren't very high. We can't see the summit.
26. You aren't very old. You can't understand these things.
27. He was very snobbish. He wouldn't talk to any of us.
28. The package is very thick. I can't push it through the letterbox. (*Omit it.*)
29. She was very mean. She never gave to charity.
30. He is very impatient. He never listens to anyone.
31. I was very tired. I couldn't walk any further.
32. It's not very dark. We can't see the stars dearly.
33. It was very hot. You could fry an egg on the pavement.
34. The oranges were very bitter. We couldn't eat them. (*Omit them.*)
35. Would you be very kind and turn down the radio a little?
36. He is very selfish. He wouldn't put himself out for anyone.

Various Infinitive Constructions

V. Replace the group of words in italics by an Infinitive or an Infinitive construction.

It is important *that he should understand* this.

It is important for him to understand this.

He was the first man *who arrived*.

He was the first man to arrive.

1. The captain was the last man *who left* the ship.
2. He got to the top *and was very disappointed when he found* that someone else had reached it first.
3. *The committee have decided to send you* to Paris. (You (go) to Paris, *omit* The committee have decided to send.)
4. Would you be *very kind and* lend me your umbrella?
5. There are a lot of sheets *that need mending*.
6. I was astonished *when I heard* that he had left the country.
7. It is better *that he should hear* it from you.
8. *I was rude* to him, *which was stupid*. (It was stupid...)
9. If he had another child *with whom he could play* he would be happier.
10. It is necessary *that everyone should know* the truth.
11. There was no place *where we could sit*.
12. He put his hand into his pocket *and was astonished when he found* that his wallet wasn't there.
13. *He rushed* into the burning house, *which* was very brave of him. (It was very brave...)
14. I can't go to the party; I have nothing *that I can wear*.
15. *It is expected that he will broadcast* a statement tonight. (He is expected...)
16. I want a kitchen *where (= in which) I can cook*.
17. He reached the station exhausted *and was very disappointed when he learnt* that the train had just left.
18. Haven't you anything *with which you could open it*?
19. *It seems that the crime was committed* by a left-handed man. (The crime seems... Use perfect infinitive passive)
20. Is *it likely that he will arrive* before six? (Is he...)
21. I was *on the point of leaving* the house when the phone rang.
22. *This is the plan: someone will meet you* at the station... (You...(be met) at the station)
23. She is anxious *that they should have* every possible advantage.
24. *It is said that* he was a brilliant scientist. (He is said ...)
25. The strikers decided *that the strike should continue*.
26. Would you *be very kind and translate* this for me?
27. It is advisable *that we should leave* the house separately.
28. *You signed* the document without reading it, *which was very stupid*. (It was stupid...)
29. *It is said that she has* a frightful temper. (She ...)

30. He was the first man *who swam* the Channel.
31. *They believe that he is* honest. (He...)
32. *It appears that he was killed* with a blunt instrument. (He appears... *Use passive infinitive*)
33. He was the only one *who realized* the danger.
34. *It is said that the earth was* originally part of the sun. (The earth...)
35. He took out his spare wheel and *was very disappointed when he discovered* that that tyre was also punctured.
36. *It is said that the murderer is hiding* in the woods near your house.

Perfect Infinitive used with auxiliary verbs

VI. Use the Perfect Infinitive of the verb in italics with the appropriate auxiliary verb. Phrases in bold type should not be repeated, but their meaning should be expressed by the auxiliary + perfect infinitive.

It is possible that he *telephoned* while we were out.
He may have telephoned while we were out
 You (*thank*) him for his present **but you didn't**.
You should have thanked him for his present

1. I realized that my house was on fire.- That (*be*) a terrible moment.
2. I saw a ghost last night. -You (*not see*) a ghost; there aren't any ghosts. You (*dream*) it.
3. **It is possible that** a child *broke* the window.
4. You *carried* it yourself, **which was not necessary**.
5. I've had a toothache for two days.- You (*go*) to the dentist when it started.
6. There (*be*) motor-cycle races on the sands but as it is so wet they have been cancelled.
7. As I was standing in the hall your dog bit me. - It (*not be*) my dog; he was with me all day. It (*be*) my brother's dog.
8. I feel terribly ill today. - You (*not eat*) those mushrooms yesterday. Mushrooms don't agree with you.
9. I wonder why he didn't answer?- **Possibly** he didn't *understand* the question.
10. I *gave* him a tip, **which was not necessary**.
11. The prisoner (*escape*) this way, for here are his footprints.
12. You *lied* to him, **which was wrong**.
13. I didn't recognize the voice at the other end of the line.- It (*be*) my elder sister; she is often at home at that time. It (*not be*) my youngest sister as she is abroad.
14. Someone (*cook*) a meal here lately; the stove is still hot.
15. I've brought my own sandwiches.- You (*not bring*) them. I have enough for two.

16. The burglar went straight to the safe although it was hidden behind a picture.- Someone (*tell*) him where it was.
17. The president (*unveil*) the statue, but he is ill so his wife is doing it instead.
18. The plane is late; I wonder what has happened?- **Possibly** it *was* delayed by fog.
19. I have never met him.- You (*meet*) him; he lives next door to you.
20. I (*do*) it. (**It was my duty to do it, but I didn't.**)
21. He (*not catch*) the 9.20 train because he didn't leave home till 9.25.
22. I *opened* it, **which was unnecessary.**
23. The police were here while we were out.- Someone (*betray*) us.
24. I *drove* at 80 miles an hour, **which was wrong.**
25. When I was your age I (*climb*) that mountain, (**but I didn't**).
26. If a policeman had seen me climbing through your window he (*ask*) me what I was doing.
27. He said that censorship of news was ridiculous and it (*abolish*) years ago. (passive verb)
28. You *boiled* so many eggs; **but** there are only four of us.
29. She (*play*) the chief part in the film, but she quarrelled with the director, so he engaged someone else.
30. This poem (*be*) written by Keats, **but I am not certain.**
31. He (*take*) off his hat in the theatre, (**but he didn't**).
32. People used to walk twenty miles to do their shopping.- They (*have*) a lot of energy in those days.
33. One day he went for a walk up a mountain and never came back. — He (*fall*) over a precipice.
34. I just pressed lightly on the pane and my hand went through.- The glass (*be*) very thin.
35. You *translated* it into French, **which wasn't necessary.**
36. You *looked* at the new moon through glass. It is most unlucky.

Perfect infinitive used with auxiliaries and some other verbs

VII. Instructions: as for the previous exercise, but where two verbs in italics are placed side by side, put the second verb into the Perfect Infinitive and the first into an appropriate tense.

This palace (*say*) (*build*) in three years.

This palace is said to have been built in three years.

1. She (*marry*) my brother but she was killed in a plane crash a month before the wedding date.
2. You *repeated* it, **which was unnecessary.**
3. There (*seem*) (*be*) a fight here. Everything is smashed to bits.

4. We (*set*) out today, but the weather is so bad that we decided to postpone our start till tomorrow.
5. I thought they were mushrooms. – You (*not eat*) them unless you were sure. They (*be*) poisonous.
6. He learnt the language in six months. — He (*work*) very hard.
7. I *brought* my umbrella, **which was unnecessary**.
8. I (*like*) (*bathe*) but there wasn't time.
9. I've forgotten the address. I (*write*) it down (**but I didn't**).
10. If I'd known your house was so cold I (*not come*).
11. You (*tell*) me you were going camping! If I'd known I (*go*) with you. – But it rained all the time. You (*not like*) that, would you?
12. Who gave you my address? – I don't remember. It (*be*) Tom. – It (*not be*) Tom; he doesn't know it.
13. You *bought* flowers **but** we have plenty in the garden.
14. After two years of his teaching she knew absolutely nothing. — He (*not be*) a good teacher.
15. My sister has just come back from abroad. She (*seem*) (*enjoy*) her trip very much.
16. Life (*be*) very uncomfortable in the Stone Age.
17. You (*stand*) still when you were being photographed, (**but you didn't**).
18. I (*go*) to a foreign university but the war prevented it.
19. I (*like*) (*photograph*) it but I had no more film.
20. There (*be*) a bad accident here. Look at all the broken glass.
21. **It is possible that** prehistoric cave drawings *were* connected with religion.
22. I have been driving for 20 years. – You (*not drive*) for 20 years. You are only 30 now.
23. It (*take*) years to dig the Suez Canal.
24. He walked past me without speaking. – He (*not recognize*) you. He is very short-sighted.
25. I (*like*) (*go*) to the match but the tickets were all sold.
26. He says he saw you at the theatre yesterday. – He (*not see*) me. I wasn't there.
27. This picture may be a fake; on the other hand it (*be*) painted by one of the Dutch masters.
28. **It is possible that** the fire in the ship *was started* by a bomb.
29. She walked 300 miles, carrying her child. – She (*have*) great courage.
30. **It is possible that** he (*read*) it in the papers. – He (*not read*) it. He can't read. Someone (*tell*) him.
31. I told them to meet me under the clock but they didn't turn up. **Perhaps** they *were waiting* under the wrong clock. There are two in the station.
32. He told me his name was Johnson. – You (*mishear*) him. His name is Jones.
33. I said that I couldn't find my pen and he said that **perhaps** somebody *had borrowed* it.

34. I (*like*) (*ask*) a question but I was sitting so far back that I didn't think I'd be heard.
35. There (*be*) a fort here at one time. You can see where the foundations were.
36. The dinosaur (*be said*) (*be*) rather a stupid animal.

VIII. Translate into English; using stable word combinations with the Infinitive.

Запам'ятайте такі сталі словосполучення з інфінітивом:

- to cut a long story short** — коротше кажучи
to tell (you) the truth — по правді кажучи
to say nothing of — не кажучи вже про
to put it mildly — м'яко кажучи
to say the least of it — щонайменш
to begin with — почнемо з того, що

Запам'ятайте такі речення:

- The book leaves much to be desired.** — Книга залишає бажати кращого.
He is difficult to deal with. — З ним складно мати справу.
He is hard to please. — Йому складно догодити.
She is pleasant to look at. — На неї приємно дивитись.

1. Для початку вона відчинила всі вікна.
2. З моїм сусідом дуже складно мати справу.
3. По правді кажучи, я дуже стомився.
4. Його поведінка залишає бажати кращого.
5. Мяко кажучи, ви мене здивували.
6. На цих дітей приємно дивитись.
7. Коротче кажучи, вони побралися.
8. Вам складно догодити.
9. Щонайменше, ми були обурені.
10. Мяко кажучи, вона була не ввічлива.
11. Ваша робота залишає бажати кращого.
12. По правді кажучи, я не люблю бокс.
13. Вашій сестрі важко догодити.
14. Почнемо з то, що я зайнятий.
15. На нього було приємно дивитися.
16. Коротше кажучи, він не здав екзамен.
17. Ми всі були раді, не кажучи про маму: вона сказала, що це найщасли-
вий день в її житті.
18. Твій твір залишає бажати кращого.
19. Це дуже дивно, щонайменше.

IX. Translate into English using stable word combinations with the Infinitive.

Зверніть увагу на відсутність сполучника **щоб** перед інфінітивом обставини цілі:

To get this book, you must go to the library.

Щоб отримати цю книгу, Ви повинні піти в бібліотеку.

Запам'ятайте такі речення:

I have nothing to read.

Мені нічого читати.

She has nobody to speak to.

Їй ні з ким поговорити.

What is to be done?

Що робити?

Who is to blame?

Хто винен?

I am not to blame.

Я не винен.

To see is to believe.

Бачити – означає вірити.

He was the first (last) to come.

Він прийшов першим (останнім).

It is out of the question to go there.

Не може бути і мови про те, щоб йти туди.

1. Їм не було чого їсти.
2. Хто винен?
3. Коротше кажучи, він не зробив урок.
4. В нашій сім'ї мама завжди прокидається першою.
5. На неї приємно подивитися.
6. Щоб перекласти цю статтю, ви повинні використати словник.
7. Мені нікуди їхати влітку.
8. Про те, щоб купатись в цій річці, не могло бути і мови.
9. Йому було ні з ким обговорити цю проблему.
10. Вчора мій товариш прийшов останнім в клас.
11. Щоб отримати гарну оцінку, ви повинні старанно попрацювати.
12. З нею важко мати справу.
13. Що робити?
14. Почнемо з того, що він хворий.
15. Щоб прочитати Діккенса в оригіналі, ви повинні добре знати мову.
16. М'яко кажучи, він не правий.
17. Вона була не винна.
18. Дитинні ні з ким гратися.
19. Бачити – означає вірити.
20. Щоб встигнути на поїзд, ви повинні поспішити.
21. Не може бути і мови про купівлю машини в цьому році.

X. Translate into English using the Infinitive.

1. Я радий, що розповів вам цю історію.
2. Я радий, що мені розповіли цю історію.
3. Я хочу познайомити вас з цією артисткою.
4. Я хочу, щоб мене познайомили з цією артисткою.
5. Я радий, що зустрів її на станції.
6. Я радий, що мене зустріли на станції.
7. Ми дуже щасливі, що запросили його на вечірку.

8. Ми дуже щасливі, що нас запросили на вечірку.
9. Він буде радий відвідати цю відому картинну галерею.
10. Він був радий, що відвідав цю відому картинну галерею.
11. Діти люблять, коли їм розказують казки.
12. Я не розраховував зупинитись на цій станції.
13. Я не очікував, що мене зупинять.
14. Я жалкую, що завдав вам стільки клопоту.
15. Він не любить, коли йому брешуть.
16. Я згадав, що вже зустрів це слово в якійсь книзі.
17. Мені дуже шкода, що я пропустив цю цікаву лекцію.
18. Вона щаслива, що слухала концерт видатного італійського скрипаля.
19. Вона рада, що була присутня на лекції.
20. Він дуже задоволений, що закінчив свою книгу.
21. Наші спортсмени пишаються тим, що виграли кубок.
22. Я тільки хочу, щоб мені дозволили допомогти вам.
23. Я був вдячний, що мені дали кімнату з великим вікном.
24. Він був щасливий, що повернувся додому.
24. Він був щасливий, що він знову вдома.
26. Мені шкода, що перебив Вас.
27. Я шкодую, що не застала вас вдома.

The Participle

I. Translate into Ukrainian, paying attention to the Participle:

1. The boy lay sleeping when the doctor came. 2. The broken arm was examined by the doctor. 3. While being examined, the boy could not help crying. 4. Having prescribed the medicine, the doctor went away. 5. The medicine prescribed by the doctor was bitter. 6. The dress bought at the department store was very beautiful. 7. While using a needle, you should be careful not to prick your finger. 8. While crossing the street, one should first look to the left and then to the right. 9. People watching a performance are called an audience. 10. Being very ill, she could not go to school. 11. The first rays of the rising sun lit up the top of the hill. 12. The tree struck by lightning was all black and leafless. 13. Being busy, he postponed his trip. 14. The door bolted on the inside could not be opened. 15. Having been shown the wrong direction, the travellers soon lost their way. 16. The room facing the garden is much more comfortable than this one. 17. Having descended the mountain, they heard a man calling for help. 18. Flushed and excited, the boy came running to his mother. 19. He stood watching the people who were coming down the street shouting and waving their hands.

II. Choose the correct form of the Participle:

1. a) The girl (writing, written) on the blackboard

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

III. Use Participles to join sentences:

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

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

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

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

These participle constructions are more common in written English:

1. I knew that he was poor. I offered to pay his fare.
2. We barricaded the windows. We assembled in the hall.
3. She became tired of my complaints about the programme. She turned it off.
4. He found no one at home. He left the house in a bad temper.
5. She hoped to find the will. She searched everywhere.
6. The criminal removed all traces of his crime. He left the building.
7. He realized that he had missed the last train. He began to walk.
8. He was exhausted by his work. He threw himself on his bed.
9. He had spent all his money. He decided to go home and ask his father for a job.
10. He escaped from prison. He looked for a place where he could get food.
11. She didn't want to hear the story again. She had heard it all before.
12. They found the money. They began quarrelling about how to divide it.
13. She entered the room suddenly. She found them smoking.
14. I turned on the light. I was astonished at what I saw.
15. We visited the museum. We decided to have lunch in the park.
16. He offered to show us the way home. He thought we were lost.
17. He found his revolver. He loaded it. He sat down facing the door.
18. She asked me to help her. She realized that she couldn't move it alone.
19. He fed the dog. He sat down to his own dinner.
20. He addressed the congregation. He said he was sorry to see how few of them had been able to come.
21. He thought he must have made a mistake somewhere. He went through his calculations again.
22. I have looked through the fashion magazines. I realize that my clothes are hopelessly out of date.
23. The tree had fallen across the road. It had been uprooted by the gale.
24. People were sleeping in the next room. They were wakened by the sound of breaking glass.
25. I knew that the murderer was still at large. I was extremely reluctant to open the door.
26. He stole the silver. He looked for a place to hide it.
27. We were soaked to the skin. We eventually reached the station.
28. I sat in the front row. I used opera glasses. I saw everything beautifully.
29. One evening you will be sitting by the fire. You will remember this day.
30. I didn't like to sit down. I knew that there were ants in the grass.
31. She believed that she could trust him absolutely; She gave him a blank cheque.
32. Slates were ripped off by the gale. They fell on people passing below.

33. The lion found his cage door open. He saw no sign of his keeper. He left the cage and walked slowly towards the zoo entrance.
34. The government once tried to tax people according to the size of their houses. They put a tax on windows.
35. I had heard that the caves were dangerous. I didn't like to go any further without a light.
36. She wore extremely fashionable clothes. She was surrounded by photographers and pressmen. She swept up to the microphone.

IV. Translate into English, using the Participle:

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

V. Translate into English, using the Participle:

1. Хлопчик, який пробігав повз будинок, несподівано зупинився.

2. Будучи дуже зайнятим, він почув мене не одразу.
3. Граючись в саду, діти не помітили, що стало темно.
4. Підійшовши до дверей, він відчинив їх.
5. Том підійшов до дівчинки, яка сміялась.
6. Він поклав на стіл зім'ятий лист.
7. Дівчинка, що плакала, була голодна.
8. Почувши кроки, він підняв голову.
9. Бабуся дивилася на дітей, що грались у дворі.
10. Вона любить дивитись на дітей, що грають.
11. Зробивши уроки, діти пішли гуляти.
12. Лежачи на дивані, він читав книгу.
13. Після того, як дитина принесла іграшки в кімнату, вона почала гратися.
14. Оскільки не було шансу втекти, грабіжник був заарештований на місці злочину.
16. Оскільки залишилося мало часу, вони зупинили таксі, щоб дістатися до театру вчасно.
17. Оскільки погода змінилася, ми вирішили залишитися там, де були.
18. Оскільки вся необхідна підготовка була зроблена з високою секретністю, армія почала атаку.

LESSON 2

TEXT A MONOPOLISTIC COMPETITION

Monopolistic competition is a market situation in which there are many buyers along with a relatively large number of sellers. The various products available in a monopolistically competitive market are very similar in nature, and they are all intended to satisfy the same need. However, each seller attempts to make its product somewhat different from the others by providing unique product features, an attention-getting brand name, unique packaging, or services such as free delivery or a "lifetime" warranty. For example, Hanes originally differentiated L'eggs pantyhose from numerous competing brands through unique branding and packaging.

Product differentiation is a fact of life for the producers of many consumer goods, from soaps to clothing to personal computers. An individual producer like Hanes sees what looks like a mob of competitors, all trying to chip away at its market. By differentiating each of its products from all similar products, the producer obtains some limited control over the market price of its product. For example, the prices of various brands of pantyhose vary because of materials used in manufacturing, brand recognition, and pricing. Under pure competition,

the price of all pantyhose brands would simply be the equilibrium price of all similar pantyhose products.

An **oligopoly** is a market situation (or industry) in which there are few sellers. Generally, these sellers are quite large, and sizable investments are required to enter into their market. For this reason, oligopolistic industries tend to remain oligopolistic. Examples of oligopolies are the American automobile, car rental, and farm implement industries.

Because there are few sellers in an oligopoly, each seller has considerable control over price. At the same time, the market actions of each seller can have a strong effect on competitors' sales. If General Motors, for example, reduces its automobile prices, Ford, Chrysler, and even foreign manufacturers usually do the same to retain their market shares. If one firm raises its price, the others may wait and watch the market for a while, to see whether their lower price tag gives them a competitive advantage, and then eventually follow suit. As a result, similar products eventually have similar prices. In the absence of much price competition, product differentiation becomes the major competitive weapon; this is very evident in the advertising of the major American auto manufacturers. For instance, when General Motors began offering low-interest financing for all of its cars, Ford and Chrysler also launched competitive financing deals.

A **monopoly** is a market (or industry) with only one seller. Because only one firm is the supplier of a product, it would seem that it has complete control over price. However, no firm can set its price at some astronomical figure just because there is no competition; the firm would soon find it had no customers or sales revenue, either. Instead, the firm in a monopoly position must consider the demand for its product and set the price at the most profitable level.

Classic examples of monopolies in the United States are public utilities. Each utility firm operates in a **natural monopoly**, an industry that requires a huge investment in capital and within which any duplication of facilities would be wasteful. Natural monopolies are permitted to exist because the public interest is best served by their existence, but they operate under the scrutiny and control of various state and federal agencies.

A legal monopoly – sometimes referred to as a *limited monopoly* – is created when the federal government issues a copyright, patent, and trademark. A copyright, patent, or trademark exists for a specific period of time and can be used to protect the owners of written materials, ideas, or product brands from unauthorized use by competitors that have not shared in the time, effort, and expense required for their development. Because Microsoft owns the copyright on its popular Windows software, it enjoys a limited monopoly position. Competitors cannot take the windows software, change the name, and sell it as their product.

Except for natural monopolies and monopolies created by copyrights, patents, and trademarks, federal laws prohibit both monopolies and attempts to form monopolies. A recent amendment to the Sherman Antitrust Act of 1890 made any such attempt a criminal offense, and the Clayton Antitrust Act of 1914

prohibited a number of specific actions that could lead to monopoly. The goal of these and other antitrust laws is to ensure the competitive environment of American business and thereby to protect American consumers.

Exercise 1. Answer the following questions:

1. Identify and compare the four forms of competition.
2. Explain how the equilibrium, or market price, of a product is determined.
3. Discuss this statement: "Business competition encourages efficiency of production and leads to improved product quality."

Exercise 2. Developing critical thinking skills:

Under capitalism, competition is a driving force that allows the market economy to work, affecting the supply of goods and services in the marketplace and the prices consumers pay for those goods and services. Have you thought about how competition of goods and services in the marketplace has a daily impact on your life and your buying habits? Let's see how competition works by pretending you want to buy a new car.

Assignment

1. Brainstorm the following questions:
 - a. How will you decide on the make and model of car and how to finance it?
 - b. How is competition at work in this scenario?
 - c. What are the pros and cons of competition as it affects the buyer?
2. Record your ideas.
3. Write a summary of the key points you learned about how the competition works in the marketplace.

TEXT B

CONSUMERISM

Consumerism consists of all activities undertaken to protect the rights of consumers. The fundamental issues pursued by the consumer movement fall into three categories: environmental protection, product performance and safety, and information disclosure. Although consumerism has been with us to some extent since the early nineteenth century, the consumer movement became stronger in the 1960s. It was then that President John F. Kennedy declared that the consumer was entitled to a new "bill of rights."

The Six Basic Rights of Consumers President Kennedy's consumer bill of rights asserted that consumers have a right to safety, to be informed, to choose, and to be heard. Two additional rights added in the last decade are the right to consumer education and to courteous service. These six rights are the basis of much of the consumer-oriented legislation that has even passed during the last thirty-five years. These rights also provide an effective outline of the objectives and accomplishments of the consumer movement.

- *The Right to Safety.* The consumers' right to safety means that tire products they purchase must be safe for their intended use, must include thorough and explicit directions for proper use, and must be tested by the manufacturer to ensure product quality and reliability. There are several reasons why American business firms must be concerned about product safety. Federal agencies such as the Food and Drug Administration and the Consumer Product Safety Commission have the power to force businesses that make or sell defective products to take corrective actions. Such actions include offering refunds, recalling defective products, issuing public warnings, and reimbursing consumers — all of which can be expensive. Business firms should also be aware that consumers and the government have been winning an increasing number of product-liability lawsuits against sellers of defective products. Moreover, the amount of the awards in these suits has been steadily increasing, rearing the outcome of numerous lawsuits filed around the nation, tobacco giants Philip Morris and R. J. Reynolds, which for decades had denied that cigarettes cause illness, began negotiating in 1997 with state attorneys general, plaintiffs' lawyers, and anti-smoking activists. The tobacco giants proposed sweeping curbs on their sales and advertising practices and the payment of hundreds of billions of dollars in compensation. Yet another major one for improving product safety is the consumer's demand for safe products, people will simply stop buying a product they believe is unsafe or unreliable.

- *The Right to Be Informed.* The right to be informed means that consumers must have access to complete information about a product before they buy it. Detailed information about ingredients and nutrition must be provided on food containers, information about fabrics and laundering methods must be attached to clothing, and lenders must disclose the true cost of borrowing the money they make available to customers who purchase merchandise on credit.

In addition, manufacturers must inform consumers about the potential dangers of using their products. Manufacturers that fail to provide such information can be held responsible for personal injuries suffered because of their products. For example, Maytag provides customers with a lengthy booklet that describes how they should use an automatic clothes washer. Sometimes such warnings seem excessive, but they are necessary if user injuries (and resulting lawsuits) are to be avoided.

- *The Right to Choose.* The right to choose means that consumers must have a choice of products, offered by different manufacturers and sellers, to satisfy a particular need. The government has done its part by encouraging competition through antitrust legislation. The greater the competition, the greater the choice available to consumers.

Competition and the resulting freedom of choice provide additional benefits for customers by reducing prices. For example, when electronic calculators were initially introduced, they cost over \$200. Thanks to intense competition and

technological advancements, calculators today can be purchased for less than \$10.

- *The Right to Be Heard.* This fourth right means that someone will listen and take appropriate action when customers complain. Actually, management began to listen to consumers after World War II, when competition between businesses that manufactured and sold consumer goods increased. One way firms got a competitive edge was to listen to consumers and provide the products they said they wanted and needed. Today businesses are listening even more attentively, and many larger firms have consumer relations departments that can be easily contacted via toll-free phone numbers. Other groups listen, too. Most large cities and some states have consumer affairs offices to act on citizens' complaints.

- *Additional Consumer Rights.* In 1975 President Gerald Ford added to the consumer bill of rights the right to consumer education, which entitles people to be fully informed about their rights as consumers. In 1994 President Bill Clinton added a sixth right: the right to service, which entitles consumers to convenience, courtesy, and responsiveness from manufacturers and sellers of consumer products.

Exercise1: Answer the following questions:

1. What is consumerism ?
2. Describe and give an example of each of the six basic rights of consumers.
3. Discuss the factors that led to the consumer movement and list some of its results.

TEXT C

BUSINESS ETHICS DEFINED

Ethics is the study of right and wrong and of the morality of the choices individuals make. An ethical decision or action is one that is "right" according to some of behavior. **Business ethics** is the application of moral standards to business situations. Recent court cases involving unethical behavior have helped business ethics a matter of public concern. In one such case, Copley Pharmaceutical, Inc., pled guilty to federal criminal charges (and paid a \$10.65 million fine) for falsifying drug manufacturers' reports to the Food and Drug Administration. In another much-publicized case, the federal government launched an on the ethics of the Joe Camel advertising campaign of R. J. Reynolds o Company. Donna Shalala, Secretary of Health and Human Services, has her view of those ethics quite plainly: " The Clinton Administration is committed to kicking Joe

Camel and others who glamorize tobacco products out of children's lives. Each day, 3,000 young people become regular smokers, and will have their lives cut short as a result of smoking."

Ethical issues often arise out of a business's relationship with investors, customers, employees, creditors, or competitors. Each of these groups has specific and usually exerts pressure on the organization's managers. For example, investors want management to make sensible financial decisions that will sales, profits, and returns on their investments. Customers expect a firm's products to be safe, reliable, and reasonably priced. Employees demand to be fairly in hiring, promotion, and compensation decisions. Creditors require accounts to be paid on time and the accounting information furnished by the firm to be accurate. Competitors expect the firm's competitive practices to be fair and honest.

Businesspeople face ethical issues every day, and some of these issues can be difficult to assess. Although some types of issues arise infrequently, others occur regularly. Let's take a closer look at several ethical issues.

Fairness and honesty in business are two important ethical concerns. Besides obeying all laws and regulations, businesspersons are expected to refrain from knowingly deceiving, misrepresenting, or intimidating others. The consequences of failing to do so can be expensive. Recently, for example, the German automobile firm of Bayerische Motoren Werke AG (BMW) received a court order to pay \$2 million to a U.S. buyer because it had failed to inform him that his car paint had been damaged and retouched. Testimony showed that about one thousand other Americans had also unknowingly bought touched-up BMW's.

Organizational Relationships A businessperson may be tempted to place his or her personal welfare above the welfare of others or the welfare of the organization. Relationships with customers and coworkers often create ethical problems. Unethical behavior in these areas includes taking credit for others' ideas or work, not meeting one's commitments in a mutual agreement, and pressuring others to behave unethically.

Conflict of interest results when a businessperson takes advantage of a situation for his or her own personal interest rather than for the employer's interest. Such conflict may occur when payments and gifts make their way into business deals. A wise rule to remember is that anything given to a person that might unfairly influence that person's business decision is a bribe, and all bribes are unethical.

Communications Business communications, especially advertising, can present ethical questions. False and misleading advertising is illegal and unethical, and it can infuriate customers. Sponsors of advertisements aimed at children must be especially careful to avoid misleading messages. Advertisers of health-related products must also take precautions to guard against deception when using such descriptive terms as "low fat," "fat free," and "light." In fact the Federal Trade Commission has issued guidelines on the use of these labels.

Exercise 1. Formulate 10 questions to the text and ask your classmates to answer them.

Exercise 2. Read, think it over and write down:

Business ethics has been at the heart of many discussions over the years and continues to trouble employees and shareholders. Stories about dishonesty and wrongful behavior in the workplace appear on a regular basis in newspapers and on the national news.

Assignment

Prepare a written report on the following:

1. Why can it be so difficult for people to do what is right?
2. What is your personal code of ethics? Prepare a code outlining what you believe is morally right. The document should include guidelines for your personal behavior.
3. How will your code of ethics affect your decisions about
 - a. the types of questions you should ask in a job interview?
 - b. selecting a company in which to work?

TEXT D FACTORS AFFECTING ETHICAL BEHAVIOR

It is possible for an individual with strong moral values to make ethically questionable decisions in a business setting? What factors affect a person's inclination to make either ethical or unethical decisions in a business organization?

Although the answers to these questions are not entirely clear, three general sets of factor do appear to influence the standards of behavior in an organization. The sets consist of individual factors, social factors, and opportunity.

Several individual factors influence the level of ethical behavior in an organization. How much an individual knows about an issue is one factor: a decision with a greater amount of knowledge regarding a situation may take steps to avoid ethical problems, whereas a less-informed person may unknowingly take action that leads to an ethical quagmire. An individual's moral values and central value-related attitudes also clearly influence his or her business behavior. Most people join organizations to accomplish personal goals. The types of personal goals an individual aspires to and the manner in which these goals are pursued have a significant impact on that individual's behavior in an organization.

A person's behavior in the workplace is, to some degree, determined by cultural norms, and these social factors vary from one culture to another. For example, in some countries it is acceptable and ethical for customs agents to receive gratuities for performing ordinary, legal tasks that are a part of their jobs, whereas in other countries these practices would be viewed as unethical and perhaps illegal. The actions and decisions of coworkers is another social factor believed to shape a person's sense of business ethics. For example, if your

coworkers make long-distance telephone calls on company time and at company expense, you might view that behavior as acceptable and ethical because everyone does it. The moral values and attitudes of "significant others"—spouses, friends, and relatives, for instance—can also affect an employee's perception of what ethical and unethical behavior in the workplace.

Opportunity refers to the amount of freedom an organization gives an employee to behave unethically if he or she makes that choice. In some organizations, certain company policies and procedures reduce the opportunity to be unethical. For example, at some fast-food restaurants, one employee takes your order and receives your payment and another fills the order. This procedure reduced the opportunity to be unethical because the person handling the money is not dispensing the product, and the person giving out the product is not handling the money. The existence of an ethical code and the importance management places on this code are other determinants of opportunity. The degree of enforcement of company policies, procedures, and ethical codes is a major force affecting opportunity. When violations are dealt with consistently and firmly, the opportunity to be unethical is reduced.

Now that we have considered some of the factors believed to influence the level of ethical behavior in the workplace, let's explore what can be done to encourage ethical behavior and to discourage unethical behavior.

Exercise 1. Formulate 10 questions to the text and ask your classmates to answer them.

Exercise 2. Building Team Skills:

A firm's code of ethics outlines the kind of behavior expected within the organization and serves as a guideline for encouraging ethical behavior in the workplace. It reflects the rights of the firm's workers, shareholders, and consumers.

Assignment

1. Working in a team of four, find a code of ethics for a business firm.
2. Analyze the code of ethics you have chosen and answer the following questions:
 - a. What does the company's code of ethics say about the rights of its workers, shareholders, consumers, and suppliers? How does the code reflect the company's attitude toward competitors?
 - b. As an employee in this company, how would you personally interpret the code of ethics? How might the code influence your behavior within the workplace? Give several examples.

TEXT E ENCOURAGING ETHICAL BEHAVIOR

Most authorities agree there is room for improvement in business ethics. A more problematic question is, Can business be made more ethical in the real world? The majority opinion on this issue suggests that government, trade associations, and individual firms can indeed establish acceptable levels of ethical behavior.

The government can encourage ethical behavior by legislating more stringent regulations. But rules require enforcement, and the unethical businessperson frequently seems to "slip something by" without getting caught. Increased regulation may help, but it surely cannot solve the entire ethics problem.

Trade associations can and often do provide ethical guidelines for their members. These organizations, which operate within particular industries, are in an excellent position to exert pressure on members that sloop to questionable business practices. However, enforcement and authority vary from association to association. And because trade associations exist for the benefit of their members, harsh measures may be self-defeating.

Codes of ethics that companies provide to their employees are perhaps the most effective way to encourage ethical behavior. A **code of ethics** is a written guide to acceptable and ethical behavior as defined by an organization; it outlines uniform policies, standards, and punishments for violations. Because employees know what is expected of them and what will happen if they violate the rules, a code of ethics goes a long way toward encouraging ethical behavior. However, codes cannot possibly cover every situation. Companies must also create an environment in which employees recognize the importance of complying with the written code. Managers must provide direction by fostering communication, actively modeling and encouraging ethical decision making, and training employees to make ethical decisions.

During the 1980s, an increasing number of organizations created and implemented ethics codes, in a recent survey of Fortune 1000 firms, 93 percent of the companies that responded reported having a formal code of ethics. Some companies are now even taking steps to strengthen their codes. For example, to strengthen its accountability, the Healthcare Financial Management Association recently revised its code to designate contact persons who handle reports of ethics violations, to clarify how its board of directors should deal with violations of business ethics, and to guarantee a fair hearing process. S.C. Johnson & Son, makers of Pledge, Drano, Windex, and many other household products, is another firm that recognizes it must behave in ways the public perceives as ethical; its code includes expectations for employees and its commitment to consumers, the community, and society in general. Included in the ethics code of electronics giant Texas Instruments are issues relating to policies and procedures; laws and regulations; relationships with customers, suppliers, and competitors; conflicts of interest; handling of proprietary information; and code enforcement. For an

example of a code of ethics, see NCR Corporation's code in Figure below. (NCR is the world leader in manufacturing automated teller machines and bar code scanners.)

Assigning an ethics officer who coordinates ethical conduct gives employees someone to consult if they aren't sure of the right thing to do. An ethics officer meets with employees and top management to provide ethical advice, establishes and maintains an anonymous confidential service to answer questions about ethical issues, and takes action on ethics-code violations.

NCR

Code of Ethics and Standards of Conduct

NCR Corporation believes in the highest ethical standards.

We use NCR Shared Values to direct our behavior, guide our decisions, and achieve our business objectives.

▶ *Commitment to Excellence*

We are committed to uncompromising excellence. We set ever-higher standards and work together to continuously improve. To achieve best-in-class performance, we embrace creativity, encourage a growth-oriented culture, and apply innovation in our processes, ideas, products, and services.

▶ *Accountability for Success*

We take personal ownership for the success of our company. We are accountable for the resources entrusted to us. We perceive profit as the means to fuel new solutions for our customers, create opportunities for each other, and reward the financial trust of our shareholders - while applying all of our Shared Values.

▶ *Respect for Each Other*

We base our working relationships upon trust and respect. To be successful, we team globally across boundaries, valuing individual differences. We communicate openly and candidly with each other and extend out team spirit to partners, customers, and the communities in which we live and work.

▶ *Customer Dedication*

We are dedicated to serving customers by leading our industry in understanding and anticipating customer needs. We create long-term customer relationships by consistently delivering quality, innovation, and value that meet or exceed expectations.

▶ *Highest Standards of Integrity*

We are honest and ethical in all of our business dealings. We keep our commitments and admit our mistakes. We know our company's reputation is built upon our conduct. We make the NCR name worthy of trust

Exercise 1. Answer the following questions:

1. Why might an individual with high ethical standards act less ethically in business than in his or her personal life?
2. How would an organizational code of ethics help ensure ethical business behavior?
3. When a company acts in an ethically questionable manner, what types of problems are caused for the organization and its customers?
4. How can an employee take an ethical stand regarding a business decision when his or her superior has already taken a different position?

Exercise 2. Developing Critical Thinking Skills:

Recently an article entitled, "Employees Coming to Terms with Moral Issues on the job" appeared in a big city newspaper. It posed the following situations:

- You are asked to work on a project you find morally wrong.
- Important tasks are left undone because a coworker spends more time planning a social event than working on a proposal.
- Your company is knowingly selling defective merchandise to customers.

Unfortunately, many employees currently are struggling with such issues. The moral dilemmas that arise when employees find their own ethical values incompatible with the work they do every day are causing a lot of stress in the workplace, and, furthermore, these dilemmas are not being discussed. There exists an ethics gap. You may have already faced a similar situation in your workplace.

Assignment

1. In small groups with your classmates, discuss your answers to the following questions:
 - a. If you were faced with any of the above situations, what would you do?
 - b. Would you complete work you found morally unacceptable, or would you leave it undone and say nothing?
 - c. If you spoke up, what would happen to you or your career? What would be the risk?
 - d. What are your options?
 - e. If you were a manager rather than a lower-level employee, would you feel differently and take a different approach to the issue? Why?
2. In a written report, summarize what you learned from this discussion.

GRAMMAR EXERCISES
The Gerund

I. Put the verbs in brackets into the Gerund:

1. He gave up (gamble).

2. Try to avoid (make) him angry.
3. Stop (argue) and start (work).
4. The children prefer (watch) TV to (read).
5. I am against (make) any complaints.
6. It's no use (cry) over spilt milk, (proverb)
7. I suggest (hold) another meeting next week.
8. He finished (speak) and sat down.
9. He was fined for (drive) without lights.
10. It is difficult to get used to (eat) with chopsticks.
11. If you can't turn the key try (put) some oil in the lock.
12. He lost no time in (get) down to work.
13. You can't make an omelette without (break) eggs, (proverb)
14. We are looking forward to (read) your new book.
15. They escaped by (slide) down ropes made of blankets.
16. They don't allow (smoke) in here.
17. He is thinking of (leave) his job and (go) to America.
18. After (read) this article you will give up (smoke).
19. If you put your money into that business you risk (lose) every penny.
20. Imagine (live) with someone who never stops (talk).
21. Is there anything here worth (buy)?
22. He was accused of (leak) classified information to the press.
23. You'd better consult your lawyer before (decide) to buy the property.
24. I don't enjoy (go) to the dentist.
25. Would you mind (put) your pet snake somewhere else?
26. The hostages were rescued without a shot (be) fired.
27. By (work) day and night he succeeded in (finish) the job in time.
28. He has a scheme for (make) grass grow in winter.
29. I don't feel like (work); what about (go) to a disco instead?
30. Would you mind (write) your name and address on the back of the cheque?
31. If a thing is worth (do) at all it is worth (do) well, (proverb)
32. I hate (borrow) money.
33. He was furious at (be) mistaken for an escaped convict.
34. After (talk) for ten minutes I succeeded in (convince) him that there was no danger.
35. I remember (read) a review of that book and (think) I'd like to get it.
36. As a result of (listen) at keyholes he learnt many facts which he had no hesitation in (use) to his own advantage.

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

1. I am looking forward to (see) you.
2. He dreads (have) to retire.
3. I arranged (meet) them here.

4. He urged us (work) faster.
5. I wish (see) the manager.
6. It's no use (wait).
7. He warned her (not touch) the wire.
8. Don't forget (lock) the door before (go) to bed.
9. My mother told me (not speak) to anyone about it.
10. I can't understand her (behave) like that.
11. He tried (explain) but she refused (listen).
12. At dinner she annoyed me by (smoke) between the courses.
13. You are expected (know) the safety regulations of the college.
14. He decided (disguise) himself by (dress) as a woman.
15. I am prepared (wait) here all night if necessary.
16. Would you mind (show) me how (work) the lift?
17. After (walk) for three hours we stopped to let the others (catch up) with us.
18. I am beginning (understand) what you mean.
19. He was fined for (exceed) the speed limit.
20. The boys like (play) games but hate (do) lessons.
21. I regret (inform) you that your application has been refused.
22. I couldn't help (overhear) what you said.
23. Mrs Jones: I don't allow (smoke) in my drawing-room. – Mrs Smith: I don't allow my family (smoke) at all.
24. He surprised us all by (go) away without (say) 'Good-bye'.
25. Please go on (write); I don't mind (wait).
26. He wore dark glasses (avoid) (be) recognized.
27. Before (give) evidence you must swear (speak) the truth.
28. I tried (persuade) him (agree) with your proposal.
29. Your windows need (clean); would you like me (do) them for you?
30. Would you mind (shut) the window? I hate (sit) in a draught.
31. I can't help (sneeze); I caught a cold yesterday from (sit) in a draught.
32. Do stop (talk); I am trying (finish) a letter.
33. His doctor advised him (give up) (jog).
34. My watch keeps (stop). – That's because you keep (forget) (wind) it.
35. Without (realize) it, he hindered us instead of (help) us.
36. People used (make) fire by (rub) two sticks together.

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

1. He hates (answer) the phone, and very often just lets it (ring).
2. If you go on (let) your dog (chase) cars he'll end by (be) run over.
3. I prefer (drive) to (be driven).
4. I advise you (start) (look) for a flat at once.
5. Would you mind (lend) me £5? I forgot (cash) a cheque.
6. (Lie) on this beach is much more pleasant than (sit) in the office.

7. She likes her children (go) to the dentist every six months.
8. By (neglect) (take) ordinary precautions he endangered the life of his crew.
9. An instructor is coming (show) us how (use) the aqualung.
10. I have no intention of (go) to that film; I couldn't bear (see) my favourite actress in such a dreadful part.
11. I suggest (telephone) the hospitals before (ask) the police (look) for him.
12. After (hear) the conditions I decided (not enter) for the competition.
13. Some people seem (have) a passion for (write) to the newspapers.
14. He expects me (answer) by return but I have no intention of (reply) at all.
15. I tried (explain) to him but he refused (listen) and went on (grumble).
16. By (offer) enormous wages he is persuading men (leave) their present jobs and (work) for him.
17. He postponed (make) a decision till it was too late (do) anything.
18. Imagine (have) (get up) at five a.m. every day!
19. Try (forget) it; it isn't worth (worry) about.
20. There is no point in (remain) in a dangerous place if you can't do anything (help) the people who have (stay) there.
21. The horse won't be well enough (run) in tomorrow's race. He doesn't seem (have recovered) from his long journey.
22. At first I enjoyed (listen) to him but after a while I got tired of (hear) the same story again and again.
23. It is usually easier (learn) a subject by (read) books than by (listen) to lectures.
24. It wouldn't be safe (start) down now; we'll have (wait) till the mist clears.
25. After (discuss) the matter for an hour the committee adjourned without (have reached) any decision,
26. It's not much use (have) a bicycle if you don't know how (ride) it.
27. He didn't dare (leave) the house because he was afraid of (meet) someone who might (recognize) him.
28. I distinctly remember (pay) him. I gave him £2.
29. Did you remember (give) him the key of the safe? - No, I didn't. I'll go and do it now.
30. Please forgive me for (interrupt) you but would you mind (repeat) that last sentence?
31. I know my hair wants (cut) but I never have time (go) to the hairdresser's.
32. He made a lot of money by (buy) tickets in advance and (sell) them for twice the price on the day of the match.
33. She rushed out of the room without (give) me a chance (explain).
34. He keeps (ask) me the time and I keep (tell) him (buy) himself a watch.
35. He has a theory that it is possible (tell) the time in daylight by (look) into a cat's eyes.
36. I'd hate (be) beside a volcano when it started (erupt).

IV. Use Gerund or Infinitive:

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

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

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

I didn't like saying it

usually means 'I said it, unwillingly', but

I didn't like to say it

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

Put the verbs in brackets into Gerund or Infinitive:

1. I used (ride) a lot but I haven't had a chance (do) any since (come) here. – I ride sometimes. Would you like (come) with me next time?
2. Most people prefer (spend) money to (earn) it.
3. I resented (be) unjustly accused and asked him (apologize).
4. It isn't good for children (eat) too many sweets.
5. I didn't feel like (work) so I suggested (spend) the day in the garden.
6. Why do you keep (look) back? Are you afraid of (be) followed?
7. Do you remember (post) the letter? – Yes, I do; I posted it in the letter-box near my gate.
8. Did you remember (lock) the door? – No, I didn't. I'd better (go) back and (do) it now.
9. You still have a lot (learn) if you'll forgive my (say) so.
10. It's no use (try) (interrupt) him. You'll have (wait) till he stops (talk).
11. I'm for (do) nothing till the police arrive. They don't like you (move) anything when a crime has been committed.
12. He didn't like (leave) the children alone in the house but he had no alternative as he had (go) out to work.
13. Why didn't you drink it? – I didn't like (drink) it as I didn't know what it was.
14. I'm very sorry for (be) late. It was good of you (wait) for me.
15. I keep (try) (make) mayonnaise but I never succeed. – Try (add) the yolk of a hard-boiled egg.
16. Do you feel like (go) to a film or would you rather (stay) at home?

17. She told me (look) through her correspondence and (take) out any letters that you had written her. I didn't like (look) through someone else's letters but I had (do) as she said.
18. He took to (get up) early and (walk) noisily about the house.
19. I liked (listen) to folk music much better than (listen) to pop.
20. The car began (make) an extraordinary noise so I stopped (see) what it was.
21. You'll never regret (do) a kind action.
22. He decided (put) broken glass on top of his wall (prevent) boys (climb) over it.
23. He annoyed me very much by (take) the piece of cake that I was keeping (eat) after my supper.
24. He kept (ring) up and (ask) for an explanation and she didn't know what (do) about him.
25. We got tired of (wait) for the weather (clear) and finally decided (set) out in the rain.
26. He made me (repeat) his instructions (make) sure that I understood what I was (do) after he had gone.
27. I suggest (leave) the car here and (send) a breakdown van (tow) it to the garage.
28. She apologized for (borrow) my sewing-machine without (ask) permission and promised never (do) it again.
29. I didn't mean (offend) anyone but somehow I succeeded in (annoy) them all.
30. She claimed (be able) (tell) the future by (gaze) into her crystal ball.
31. He never thinks of (get) out of your way; he expects you (walk) round him.
32. You don't need (ask) his permission every time you want (leave) the room.
33. The police accused him of (set) fire to the building but he denied (have been) in the area on the night of the fire.
34. I left my door open. Why didn't you walk in? – I didn't like (go) in when you weren't there.
35. It's much better (go) to a hairdresser than (try) (save) time by (cut) your own hair.
36. I'd rather (earn) my living by (scrub) floors than (make) money by (black-mail) people.

V. Translate into English, using the Gerund:

1. Припиніть розмовляти!
2. Ми закінчили працювати над цією проблемою.
3. Продовжуйте співати.
4. Ви не проти, якщо я відчиню вікно?
5. Він заперечував свою участь в злочині.
6. Я дуже люблю малювати.

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

VI. Translate into English, using the Gerund:

1. Дякую Вам, що Ви прислали такі гарні квіти.
2. Його звинуватили в тому, що він продав важливі державні секрети.
3. Шум в сусідній кімнаті заважав мені думати.
4. Я думаю про те, щоб поїхати на південь влітку.
5. Хлопчик заперечував, що його постійно сварять і наказують.
6. Я наполягаю на тому, щоб поговорити з ним.
7. Я з нетерпінням чекав зустрічі з братом.
8. Мені щось не хочеться сьогодні грати в шахи.
9. Їй вдалося зробити дуже вдалий переклад цього важкого тексту.
10. Він завжди готовий допомогти людям.

11. Він був дуже радий, що йому допомогли в скрутній ситуації.
12. Після того, як дітям дозволили вийти з кімнати, вони зразу ж вибігли на вулицю і почали гратися.
13. Роблячи цей експеримент, вони нашттовхнулися на деякі дуже цікаві явища.
14. Здається, йому було дуже соромно, що він був неуважним до свого сина.
15. На цю роботу не варто влаштовуватися.
16. Годинник потребує ремонту.
17. Машину треба помити.
18. Чи Ви не проти, щоб його оглянув кардіолог ?
19. Він не показував вигляду, що впізнав мене.
20. Вона не показувала вигляду, що була здивована.

NON – FINITE FORMS OF THE VERB

I. Use Infinitive or Gerund or Present Participle:

This exercise includes examples of both **-ing** forms, the gerund and the present participle. Either present participle or infinitive without to can be used after verbs of the senses. Put the verbs in brackets into a correct form. When more than one form is possible it will be noted in the key.

1. When the painter felt the ladder (begin) (slip) he grabbed the gutter (save) himself from (fall).
2. The snow kept (fall) and the workmen grew tired of (try) (keep) the roads clear.
3. He offered (lend) me the money. I didn't like (take) it but I had no alternative.
4. What was in the letter? – I don't know. I didn't like (open) it as it wasn't addressed to me.
5. Do you remember (read) about it? – No, at that time I was too young (read) newspapers.
6. Did you remember (book) seats for the theatre tomorrow? – Yes, I have the tickets here. Would you like (keep) them? I am inclined (lose) theatre tickets.
7. Try (avoid) (be) late. He hates (be) kept (wait).
8. I didn't know how (get) to your house so I stopped (ask) the way.
9. I wish my refrigerator would stop (make) that horrible noise. You can't hear anyone (speak).
10. This book tells you how (win) at games without actually (cheat).
11. The gunman began (fire). He felt a bullet (graze) his cheek.

12. He heard the clock (strike) six and knew that it was time for him (get) up.
13. I can hear the bell (ring) but nobody seems (be coming) (open) the door.
14. Did you advise him (go) to the police? – No, I didn't like (give) any advice on such a difficult matter.
15. He wanted (put) my chameleon on a tartan rug and (watch) it (change) colour.
16. It is easy (see) animals on the road in daylight but sometimes at night it is very difficult (avoid) (hit) them.
17. The fire seems (be) out. – It can't be quite out. I can hear the wood (crackle).
18. I caught him (climb) over my wall. I asked him (explain) but he refused (say) anything, so in the end I had (let) him (go).
19. When at last I succeeded in (convince) him that I wanted (get) home quickly he put his foot on the accelerator and I felt the car (leap) forward.
20. I'm not used to (drive) on the left. – When you see everyone else (do) it you'll find it quite easy (do) yourself.
21. It is pleasant (sit) by the fire at night and (hear) the wind (howl) outside.
22. There was no way of (get) out of the building except by (climb) down a rope and Ann was too terrified (do) this.
23. We heard the engines (roar) as the plane began (move) and we saw the people on the ground (wave) good-bye.
24. It's no good (write) to him; he never answers letters. The only thing (do) is (go) and (see) him.
25. Why did you go all round the field instead of (walk) across it? – I didn't like (cross) it because of the bull. I never see a bull without (think) that it wants (chase) me.
26. The people in the flat below seem (be having) a party. You can hear the champagne corks (thud) against their ceiling.
27. I don't like (get) bills but when I do get them I like (pay) them promptly.
28. Ask him (come) in. Don't keep him (stand) at the door.
29. The boys next door used (like) (make) and (fly) model aeroplanes, but they seem to have stopped (do) that now.
30. I knew I wasn't the first (arrive), for I saw smoke (rise) from the chimney.
31. We watched the men (saw) the tree and as we were walking away heard it (fall) with a tremendous crash.
32. I hate (see) a child (cry).
33. We watched the children (jump) from a window and (fall) into a blanket held by the people below.
34. It is very unpleasant (wake) up and (hear) the rain (beat) on the windows.
35. He saw the lorry (begin) (roll) forwards but he was too far away (do) anything (stop) it.
36. There are people who can't help (laugh) when they see someone (slip) on a banana skin.

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

1. 'I was lonely at first,' the old man admitted, 'but after a time I got used to (live) alone and even got (like) it.'
2. Before trains were invented people used (travel) on horseback or in stage coaches. It used (take) a stage coach three days (go) from London to Bath.
3. I meant (buy) an evening paper but I didn't see anyone (sell) them.
4. Tom: I want (catch) the 7 a.m. train tomorrow. – Ann: But that means (get) up at 6.00; and you're not very good at (get) up early, are you?
5. He accepted the cut in salary without complaint because he was afraid (complain). He was afraid of (lose) his job.
6. She remembers part of her childhood quite clearly. She remembers (go) to school for the first time and (be) frightened and (put) her finger in her mouth. And she remembers her teacher (tell) her (take) it out.
7. Did you remember (lock) the car? – No, I didn't. I'd better (go) back and (do) it now.
8. No, I didn't move the bomb. I was afraid (touch) it; I was afraid of (be) blown to pieces!
9. Next time we go (house-hunt), remember (ask) the agent for clear directions. I wasted hours (look) for the last house.
10. Tom: Let's (go) for a swim. – Ann: I'm not particularly keen on (swim). What about (go) for a drive instead?
11. The hunters expected (be paid) by the foot for the snakes they caught. This meant (take) the snakes out of the sack and (measure) them. They seemed (expect) me (do) it; but I wasn't particularly anxious (be) the first (die) of snakebite.
12. After (spend) two days (argue) about where to go for their holidays, they decided (not go) anywhere.
13. He is talking about (give) up his job and (go) (live) in the country.
14. I was just about (leave) the office when the phone rang. It was my wife; she wanted me (call) at the butcher's on my way home.
15. He said, 'I'm terribly sorry to (keep) you (wait).' – I said, 'It doesn't matter at all/ but he went on (apologize) for nearly five minutes!'
16. The lecturer began by (tell) us where the island was, and went on (talk) about its history.
17. My father thinks I am not capable of (earn) my own living, but I mean (show) him that he is wrong.
18. Tom: I can't get my car (start) on cold mornings. – Jack: Have you tried (fill) the radiator with hot water? That sometimes helps.
19. Did he manage (carry) the trunk upstairs? – No, he didn't. He isn't strong enough (move) it, let alone (carry) it upstairs.

20. Jack: Don't forget (take) a hacksaw with you. – Ann: What's a hacksaw? And why should I (take) one with me? – Jack: It's a tool for (cut) metal. You see, Tom is bound (get) into trouble for (take) photographs of the wrong things, and you'll be arrested with him. With a hacksaw you'll be able (saw) through the bars of your cell and (escape).
21. Peter: Wouldn't it be better (ask) Tom (leave) his camera at home? Jack: It would be no good (ask) Tom (do) that. It would be like (ask) a woman (travel) without a handbag.
22. I've got the loaf; now I'm looking for a breadknife (cut) it with. – I saw Paul (sharpen) a pencil with the breadknife a minute ago.
23. We stopped once (buy) petrol and then we stopped again (ask) someone the way.
24. When I caught them (cheat) me, I stopped (buy) petrol there and started (deal) with your garage instead.
25. Do you feel like (dine) out or would you rather (have) dinner at home? – I'd like (go) out. I always enjoy (have) dinner in a restaurant.
26. Your hair needs (cut). You'd better (have) it done tomorrow—unless you'd like me (have) a go at it for you.
27. I tried (convince) him that X was perfectly capable of (manage) on my own, but he insisted on (help) me.
28. Jack: I don't mind (travel) by bus, but I hate (stand) in queues. – Tom: I don't care for (queue) either; and you waste so much time (wait) for buses. I think it's better (go) by tube, or taxi.
29. He took to (follow) me about and (criticize) my work till I threatened (hit) him.
30. I have (stay) here; I'm on duty. But you needn't (wait); you're free (go) whenever you like.
31. In Animal Farm the old pig urged the animals (rebel) against man but he warned them (not adopt) man's habits.
32. There is no point in (arrive) half an hour early. We'd only have (wait). – I don't mind (wait). It's better (be) too early than too late.
33. I always try (come) in quietly but they always hear me (go) upstairs. It is impossible (climb) an old wooden staircase at night without (make) a noise.
34. If you agree (work) for me I'll see about (get) you a work permit.
35. We'd better (start) early. We don't want (risk) (get) caught in a traffic jam.
36. He suggested (call) a meeting and (let) the workers (decide) the matter themselves.

III. Use Gerund or Infinitive or Present Participle:

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

1. We suggested (sleep) in hotels but the children were anxious (camp) out.

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

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

36. Let's (swim) across. – I'm not really dressed for (swim). What's wrong with (go) round by the bridge?

LESSON 3

TEXT A CONCERN FOR THE ENVIRONMENT (PART 1)

The social consciousness of responsible business managers, the encouragement of a concerned government, and an increasing concern on the part of the public have led to a major effort to reduce environmental pollution, conserve natural resources, and reverse some of the worst effects of past negligence in this area.

Pollution is the contamination of water, air, or land through the actions of people in an industrialized society. For several decades, environmentalists have been warning us about the dangers of industrial pollution. Unfortunately, business and government leaders either ignored the problem or weren't concerned about it until pollution became a threat to life and health in America. Today Americans expect business and government leaders to take swift action to clean up our environment – and to keep it clean.

Effects of Environmental Legislation. As in other areas of concern to our society, legislation and regulations play a crucial role in pollution control. The laws outlined reflect the scope of current environmental legislation: laws to promote clean air, clean water, and even quiet work and living environments. Of major importance was the creation of the Environmental Protection Agency (EPA), the federal agency charged with enforcing laws designed to protect the environment.

When they are aware of a pollution problem, many firms respond to it rather than wait to be cited by the EPA. But other owners and managers take the position that environmental standards are too strict. (Loosely translated, this means that compliance with present standards is too expensive.) Consequently, it has often been necessary for the EPA to take legal action to force firms to install anti-pollution equipment and clean up waste storage areas.

Experience has shown that the combination of environmental legislation, voluntary compliance, and EPA action can succeed in cleaning up the environment and keeping it clean. However, much still remains to be done.

TEXT B CONCERN FOR THE ENVIRONMENT (PART 2)

Water Pollution Although the quality of our nation's rivers, lakes, and streams has improved significantly in recent years, many of these surface waters

remain severely polluted. Currently, one of the most serious water-quality problems results from the high level of toxic pollutants found in these waters. The EPA estimates that 554.7 million pounds of toxic materials were discharged to surface waters in just one year.

Among the serious threats to people posed by water pollutants are respiratory irritation, cancer, kidney and liver damage, anemia, and heart failure. Toxic pollutants also damage fish and other forms of wildlife. In fish, they cause tumors or reproductive problems; shellfish and wildlife living in or drinking from toxin-infested waters have also suffered genetic defects.

The task of water cleanup has proved to be extremely complicated and costly because of pollution runoff and toxic contamination. And yet, improved water quality is not only necessary; it is also achievable. Consider Cleveland's Cuyahoga River. A few years ago the river was so contaminated by industrial wastes that it burst into flames one hot summer day! Now, after a sustained community cleanup effort, the river is pure enough for fish to thrive in.

Another serious issue is acid rain, which is contributing significantly to the deterioration of coastal waters, lakes, and marine life in the eastern United States. Acid rain forms when sulfur emitted by smokestacks in industrialized areas combines with moisture in the atmosphere to form acids that are spread by winds. The acids eventually fall to the earth in rain, which finds its way into streams, rivers, and lakes. The acid rain problem has spread rapidly in recent years, and experts fear the situation will worsen if the nation begins to burn more coal to generate electricity. To solve the problem, investigators must first determine where the sulfur is being emitted. The expenses that this vital investigation and cleanup entail are going to be high. The human costs of having ignored the problem so long may be higher still.

Air Pollution. Usually two or three factors combine to form air pollution in any given location. The first factor is large amounts of carbon monoxide and hydrocarbons emitted by motor vehicles concentrated in a relatively small area. The second is the smoke and other pollutants emitted by manufacturing facilities. These two factors can be partially eliminated through pollution-control devices on cars, trucks, and smokestacks.

A third factor that contributes to air pollution – one that cannot be changed – is the combination of weather and geography. The Los Angeles basin, for example, combines just the right weather and geographic conditions for creating dense smog. Los Angeles has strict regulations regarding air pollution. Even so, Los Angeles still struggles with air pollution problems because of uncontrollable conditions.

How effective is air pollution control? The EPA estimates that the Clean Air Act and its amendments will eventually result in the removal of 56 billion pounds of pollution from the air each year, thus measurably reducing lung disease, cancer, and other serious health problems caused by air pollution. Other authorities note that we have already seen improvement in air quality. A number

of cities have cleaner air today than they did twenty-five years ago. Numerous chemical companies have recognized that they must take responsibility for operating their plants in an environmentally safe manner; some now devote considerable capital to purchasing antipollution devices. However, air levels of sulfur dioxide and nitrogen dioxide – the main components of acid rain – continue to increase.

TEXT C CONCERN FOR THE ENVIRONMENT (PART 3)

Land Pollution Air and water quality may be improving, but land pollution is still a serious problem in many areas. The fundamental issues are (1) how to restore damaged or contaminated land at a reasonable cost and (2) how to protect unpolluted land from future damage.

The land pollution problem has been worsening over the past few years, as modern technology has continued to produce increasing amounts of chemical and radioactive waste. U.S. manufacturers produce an estimated 40 to 60 million tons of contaminated oil, solvents, acids, and sludges each year. Service businesses, utility companies, hospitals, and other industries also dump vast amounts of wastes into the environment.

Individuals in the United States contribute to the waste disposal problem, too. A shortage of landfills, owing to stricter regulations, makes garbage disposal a serious problem in some areas. Incinerators help solve the landfill shortage problem, but they bring with them their own problems. They reduce the amount of garbage but also leave tons of ash to be buried – ash that often has a higher concentration of toxicity than the original garbage. Other causes of land pollution include strip-mining of coal, nonselective cutting of forests, and the development of agricultural land for housing and industry.

To help pay the enormous costs of cleaning up land polluted with chemicals and toxic wastes, Congress created a \$1.6 billion Superfund in 1980. Originally, money was to flow into the Superfund from a tax paid by 800 oil and chemical companies that produce toxic waste. The EPA was to use the money in the Superfund to finance the cleanup of hazardous waste sites across the nation. To replenish the Superfund, the EPA had two options: it could sue companies guilty of dumping chemicals at specific waste sites, or it could negotiate with guilty companies and thus completely avoid the legal system. During the 1980s, officials at the EPA came under fire because they preferred negotiated settlements. Critics referred to these settlements as "sweetheart deals" with industry. They felt the EPA should be much more aggressive in reducing land pollution. Of course, most believe that cleanup efficiency and quality might be improved if companies were more involved in the process.

Since the Superfund was established, the EPA has identified 1,270 toxic waste sites, but only 49 have been completely cleaned. Much of the \$12 billion spent by the EPA has been on lawsuits to force companies to pay for cleanups.

Noise Pollution Excessive noise caused by traffic, aircraft and machinery can do physical harm to human beings. Research has shown that people who are exposed to loud noises for long periods of time can suffer permanent hearing loss. The Noise Control Act of 1972 established noise emission standards for aircraft and airports, railroads, and interstate motor carriers. The act also provided funding for noise research at state and local levels.

Noise levels can be reduced by two methods. The source of noise pollution can be isolated as much as possible. (Thus, many metropolitan airports are located outside the cities.) And engineers can modify machinery and equipment to reduce noise levels. If it is impossible to reduce industrial noise to acceptable levels, workers should be required to wear earplugs to guard against permanent hearing damage.

Who Should Pay For a Clean Environment? Governments and businesses are spending billions of dollars annually to reduce pollution – over \$35 billion to control air pollution, \$25, billion to control water pollution, and \$12 billion to treat hazardous wastes.

To make matters worse, much of the money required to purify the environment is supposed to come from already depressed industries, such as the chemical industry. And a few firms have discovered it is cheaper to pay a fine than to install expensive equipment for pollution control.

Who, then, will pay for the environmental cleanup? Many business leaders offer one answer—tax money should be used to clean up the environment and to keep it clean. They reason that business is not the only source of pollution, so business should not be forced to absorb the entire cost of the cleanup. Environmentalists disagree. They believe the cost of proper treatment and disposal of industrial wastes is an expense of doing business. In either case, consumers will probably pay a large part of the cost either as taxes or in the form of higher prices for goods and services.

Exercise 1: Answer the following questions:

1. What is pollution?
2. Describe the major types of pollution, their causes and their cures.
3. How do business contribute to each of the four forms of pollution? How can they avoid polluting the environment?
4. Our environment can be cleaned up and kept clean. Why haven't we simply done so?
5. To what extent should the blame for the vehicular air pollution be shared by manufacturers, consumers and government?

Exercise 2. Find out and discuss the following questions:

1. What environmental issues are there in your home city?
2. What environmental hot-spots do you have in your area?
3. What can we do to preserve environment as:
 - a. owners and managers of the firm?
 - b. ordinary people?

TEXT D THE BASIS FOR INTERNATIONAL BUSINESS

International business encompasses all business activities that involve exchanges across national boundaries. Thus, firm is engaged in international business when it buys some portion of its input from, or sells some portion of its output to, an organization located in a foreign country. (A small retail store may sell goods produced in some other country. However, because it purchases these goods from American distributors, it is not engaged in international trade.)

Absolute and Comparative Advantage Some countries are better equipped than others to produce particular goods or services. The reason may be a country's natural resources, its labor supply, or even customs or a historical accident. Such a country would be best off if it could specialize in the production of such products, because it can produce them most efficiently. The country could use what it needed of these products and then trade the surplus for products it could not produce efficiently on its own.

Saudi Arabia has thus, specialized in the production of crude oil and petroleum products; South Africa, in diamonds; and Australia, in wool. Each of these countries is said to have an absolute advantage with regard to a particular product. An **absolute advantage** is the ability to produce a specific product more efficiently than any other nation.

One country may have an absolute advantage with regard to several products, whereas another country may have no absolute advantage at all. Yet it is still worthwhile for these two countries to specialize and trade with each other. To see why this is so, imagine you are the president of a successful manufacturing firm, and you can accurately type ninety words per minute. Your assistant can type eighty words per minute but would run the business poorly. You thus have an absolute advantage over your assistant in both typing and managing. But you cannot afford to type your own letters because your time is better spent in managing the business. That is, you have a comparative advantage in managing. A **comparative advantage** is the ability to produce a specific product more efficiently than any other product.

Your assistant, on the other hand, has a comparative advantage in typing because he or she can do that better than managing the business. So you spend your time managing, and you leave the typing to your assistant. Overall, the

business is run as efficiently as possible, because you are each working in accordance with your own comparative advantage.

The same is true for nations, Goods and services are produced more efficiently when each country specializes in the products for which it has a comparative advantage. Moreover, by definition, every country has a comparative advantage in some product. The United States has many comparative advantages in research and development, high technology industries, and identifying new markets, for instance.

Exporting and Importing. Suppose the United States specializes in producing corn. It will then produce a surplus of corn, but perhaps it will have a shortage of wine. France, on the other hand, specializes in producing wine but experiences a shortage of corn. To satisfy both needs—for corn and for wine—the two countries should trade with each other. The United States should export corn and import wine. France should export wine and import corn.

Exporting is selling and shipping raw materials or products to other nations. The Boeing Company, for example, exports its airplanes to a number of countries for use by their airlines.

Importing is purchasing raw materials or products in other nations and bringing them into one's own country. Thus, buyers for Macy's department stores may purchase mgs in India or raincoats in England and have them shipped back to the United States for resale»?

Importing and exporting are the principal activities in international trade. They give rise to an important concept called the balance of trade. A nation's **balance of trade** is the total value of its exports minus the total value of its imports, over some period of time. If a country imports more than it exports, its balance of traders negative and is said to be unfavorable. (A negative balance of trade is unfavorable because the country must export money to pay for its excess imports.) In 1996 the United States has imported \$799 billion worth of merchandise and exported \$612 billion worth. It thus had a trade deficit of \$187 billion. A **trade deficit** is a negative balance of trade. However, the United States has consistently enjoyed a large and rapidly growing surplus in services. For example, in 1996 the United States imported \$150 billion worth and exported \$224 billion worth of services, thus creating a favorable balance of \$74 billion.

On the other hand, when a country exports more than it imports, it is said to have a favorable balance of trade. This has consistently been the case for Japan over the last two decades or so.

A nation's **balance of payments** is the total flow of money into the country minus the total flow of money out of the country, over some period of time. Balance of payments is thus a much broader concept than balance of trade. It includes imports and exports, of course. But it also includes investments, money spent by foreign tourists, payments by foreign governments, aid to foreign governments, and all other receipts and payments.

A continual deficit in a nation's balance of payments (a negative balance) can cause other nations to lose confidence in its economy, A continual surplus may indicate that the country encourages exports but limits imports by imposing trade restrictions.

Exercise 1: Answer the following questions:

1. What is international business?
2. Why do firms engage in international trade?
3. What is the difference between an absolute and a comparative advantage in international trade? .How are both types of advantages related to the concept of specialization?
4. Give the definitions of export and import.
5. What is a favorable balance of trade? In what way is it "favorable"?

GRAMMAR EXERCISES

Can, Could, to Be Able to

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

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

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

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

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

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

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

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

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

1. I can easily carry these magazines to the station.
2. He said he could ship the goods in May.
3. When he was young, he could run a mile in less than 5 minutes.
4. He can't have done it, it's very unlike him.
5. Why did you stay at a hotel ? You could have spent the night at my house.
6. I said that he could not have missed the train.
7. If I had received his letter last week, I could have helped him.
8. I could do it tomorrow if I were free.
9. Medical service can also use computer for sending urgent messages to other hospitals throughout the country.

V. Translate sentences into English:

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

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

1. People who polluted water can become ill if they drink polluted water.

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

May, Might, to Be Allowed to

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

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

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

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

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

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

1. You may take any article of ecological law you like.
2. I have told you this so that you may take precautions.
3. She told him that he might go home.

4. If he made haste, he might catch the train.
5. If you had tried harder, you might have succeeded.
6. I may come and see you next summer, but my plans are not fixed.
7. May I have another cup of coffee ?
8. They might come back tonight.
9. They might discuss the evidence that has been presented.
10. They lawyers may also discuss any of the judge's instructions.

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

A)

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

B)

1. Може лектор захворів.
2. У мене не було з собою грошей. Я міг би купити цю книжку з історії края.
3. Я не задоволений твоєю відповіддю. Ти міг би відповісти краще.
4. Ви могли б слухати уважніше.
5. У нашому місті ви можете побачити будинок, що був побудований у 18 ст.
6. Можливо, він вже закінчив університет.

IV. Translate the following sentences paying attention to the modal verbs *may*, *might* and *to be allowed to*:

1. One million species that are alive today may soon become extinct.
2. Plants and other wildlife habitants might not have enough time to adjust to the rapidly changing climate.
3. Water may be found in nature in gaseous, liquid and solid state.
4. If mercury vapor is inhaled, as much as 80%, it may enter the bloodstream.
5. I haven't decided yet where to go for my holiday. I may go to Greece.
6. You look tired. You may go to bed.
7. He is allowed to join the sports section as soon as he is through with his medical examination.
8. The children were allowed to stay at home because of severe frosts.
9. We won't be allowed to leave the country without the visas.

10. The parcel might arrive tomorrow.

Must

I. Translate into Ukrainian:

1. You've been travelling all day. You must be tired.
2. Don't ring him up: he must be very busy.
3. You must not make notes in the books.
4. Tom must stop smoking. If he doesn't, he is going to have serious problems some day.
5. He must have left his reports at home.
6. I must finish this work before going to the computer courses.

II. Change the sentences:

Model: Don't be so lazy. – You mustn't be so lazy.

1. Don't forget to apply for a new passport.
2. Don't forget the international carnet for the car.
3. Don't expect miracles.
4. Don't change your mind again.

III. Complete the sentences using *must (have)...* or *can (have)...*:

*Example: Is he British ? – Yes, he must be British.
Did she see you ? – No, she can't have seen me.*

1. Are they married ? – Yes, they must...
2. Is he serious ? – No, he can't ...
3. Were they in a hurry ? – Yes, they ...
4. Does Ann know a lot of people ? – Yes, she ...
5. Did Tom know about the plan ? – Yes, he...
6. Do they have much money ? – No, he ...
7. Was he driving carefully ? – No, he ...
8. Are they waiting for somebody ? – Yes, they ...

IV. Make the sentences negative:

1. You must have a passport to visit England.
2. I must write to Ann. I promised her.
3. The government really must do something about it.
4. You must tell someone what I said.
5. The baby is asleep. You must shout.

V. Make the sentences interrogative:

1. You must air the room twice a day.
2. We must study well.
3. Every person must go in for sports.
4. You must see the new musical on Broadway.
5. "Must" is for king.
6. All must respect their parents.
7. Congress must pass all laws.
8. He must have left his reports at home.

VI. Translate into English:

A)

1. Студенти повинні виконувати домашні завдання.
2. Тобі не можна їсти морозиво.
3. Я мусив вимкнути телевізор.
4. Ми повинні приходити до інституту вчасно.
5. Нам треба вивчити цю статтю напам'ять ?
6. На екзамені вам не можна користуватись словником.
7. Йому доведеться скласти екзамен у серпні.

B)

1. Очевидно, це трапилось вчора ввечорі.
2. Він, мабуть, зараз готується до екзамену з математики.
3. Він, напевно, знає вашого батька.
4. Він тут уже, мабуть, півтори години.
5. В Одесі, мабуть, йде дощ.
6. Вона загубила ручку і мусила писати олівцем.

VII. Translate the following sentences paying attention to the modal verbs *must, have to*:

1. In order to understand how air pollution affects our body, we must understand exactly what this pollution is.
2. People must take care of Earth.
3. We must find the right way to save land, people and animals.
4. They haven't got much time. They must hurry.
5. There is nobody at home. They must have gone out.
6. I'll have to go now. My friends are waiting.
7. I had to leave the party early last night. I wasn't very well.
8. Applications must be received by the 1st September.

9. He must have been to London before.
10. You've been travelling all day. You must be tired.

Should, Would, Ought to

I) Make the sentences negative:

1. We ought to be listening to this order.
2. I should have said this in her presence.
3. You ought to be done the investigation.
4. We ought to have invited them.
5. She should be more attentive.
6. He ought to know this rule.
7. I should take the children to the doctor.
8. You ought have bought this magazine.
9. They should help her.
10. You ought have gone there.

II) Tell a friend that he (or she) *shouldn't do* the following:

Example: *A: (to speak so loudly). You may attract people's attention.*
 B: You shouldn't speak so loudly. You may attract people's attention.
 C: I never do. (I won't)

1. (to go out without a hat in the rain). You may catch cold.
2. (to take up too much of their time). We are all short of time.
3. (to miss your classes). It'll be difficult to catch up the group.
4. (to visit people when they have flu). It is a catching disease.

III) Advise your friend to do the following or express your disapproval of the following not having done. Use "*should/ shouldn't + Indefinite/ Perfect Indefinite*":

1. Keep regular hours.
2. Get more sleep.
3. Don't worry over trifles.
4. Give up smoking.
5. Avoid hurting other people's feelings.
6. Exercise your mind as well as your body.

IV) Translate into English using the verbs *should* and *ought*:

1. Вам слід би працювати.
2. Вам слід було б зачекати їх.
3. Нам треба було купити квитки заздалегідь.
4. Вам слід дістати цей журнал з екологічного права.

5. Тобі не треба було замикаати дверей.

V) Translate into Ukrainian:

1. Most people would pay more for better health care.
2. If there were no water cycle, there would be no rains.
3. Laboratory experiments should be followed by field experiments of different places.
4. People should have started thinking of careful attitude to nature much earlier.
5. Should the chart be more complete we should not make more soundings in this area.

Have to, Be to

I) Make sentences negative and interrogative:

1. Her father has to wear spectacles.
2. The woman has to go to the police station.
3. You had to return home.
4. They have to live in one room.
5. They had to wait for us.
6. We had to work at night.
7. He has to pay for it.
8. You'll have to take entrance examinations.

II) Translate into Ukrainian:

1. Mike had to write this exercise at the lesson because he had not done it at home.
2. It was Sunday yesterday, so he didn't have to be at work, but he had to do a lot at home.
3. I am sorry I couldn't come the day before. I had to work late.
4. Why do you have to get up early tomorrow ?
5. I have not written the report. I will have to write it on Sunday.
6. We did not have to buy biscuits because granny had baked a delicious pie.

III) Paraphrase the sentences using the modal verb *to be*:

1. We agreed to meet near the court-room.
2. They agreed to discuss this case after dinner.
3. We agreed to spend free time at university's club.
4. It was arranged that I should meet them at the police station.
5. It was arranged that I should go there by plane.

6. It was planned that you should be given this task.
7. The foreign delegation is supposed to arrive on Monday.
8. The conference is supposed to be held in London.
9. The time-table is supposed to be changed next week.
10. The sick man was not allowed to go out.
11. Students are not allowed to talk during lesson.
12. You were not allowed to enter that room.

IV) Translate the following sentences into Ukrainian:

1. We were to get there before the others.
2. He is to come here at five o'clock.
3. Tom was to graduate that year.
4. The train is to leave at 3.
5. Roses are to be planted round the pond.
6. The lecture is to begin at 9.
7. Who is to take care of the children ?
8. I have to go there.
9. We had to wait for our friends.
10. She has to help her mother with the work.
11. According to the order the pupils have to return books to the library.
12. My grandmother has wear glasses as her eyesight is very weak.

Need

I) Make sentences negative:

1. You need have called the police inspector.
2. The need lock the case with secret documents.
3. We need do it again.
4. She need repeat the sentence.
5. I need be afraid.
6. You need do this exercise in written form.
7. She need put on a coat in such weather.
8. I need buy tickets for the evening show.
9. She need take her legal papers with her.
10. They need to take up this problem.

II) Make sentences interrogative:

1. You need have learned these irregular verbs by heart.
2. She need to sent for her attorney.
3. He need to go there himself.
4. I need to explain this rule once more.

5. We need to send for you.
6. She doesn't need to worry about it.
7. They needn't to frighten him.
8. They will need a tape recorder at their conversation.

III. Fill in the blanks with *can, may or must*:

1. ...I come in ?
2. You ... not smoke here.
3. ... I take your book ? – I'm afraid not: I need it.
4. He ... not speak English yet.
5. I have very little time, I ... go.
6. They ... not go to the park today because they are busy.
7. You ... read this text: it is easy enough.
8. What ... we see on this map ?
9. ... you speak Spanish ? – No, unfortunately I...
10. She ... still live in London.
11. He is happy. He ... enjoy life.
12. A fool ... ask more questions than a wise man answer.

IV. Fill in the blanks with *must, can, need, to have to, to be able to*:

1. You ... not come to help them tomorrow: the work is done.
2. ... you help me ?
3. John ... not tell us the rules of the game.
4. ... I return the book to you on Monday ? - I'm afraid I ... not finish it before.
5. It is six o'clock. We... hurry if we don't want to be late.
6. ... you translate this text into English ? – I think I ...
7. How do you feel when you ... take a test ?
8. She ... decorate a room nicely.
9. We ... not afford to pay the bill.
10. Ann ... not go to his birthday party yesterday because she ... go to the doctor.

V. Translate into English using *must, may, can*:

1. Можна мені узяти вашу книгу ?
2. На уроці англійської мови ви повинні говорити тільки англійською.
3. Можна мені задати Вам запитання ? – Будь ласка.
4. Можна тут палити ? – Ні, не можна.
5. Ви повинні прочитати цей текст.
6. Можна мені чашку кави ?
7. Ти не повинен сперечатися з босом.
8. Студенти повинні приходити на заняття вчасно.

9. Діти повинні бути удома зараз.
10. В Англії вам дозволять водити машину, якщо вам 17 років.

VI. Translate the following proverbs and sayings. Give their Ukrainian equivalents:

1. Never put off till tomorrow what you can do today.
2. You never know what you can do till you try.
3. A man can do no more than he can do.
4. Money can't buy everything.
5. One cannot be in two places at once.
6. A good horse cannot be of a bad colour.
7. What is done cannot be undone.
8. Man cannot live by head alone.
9. He who can, does. He who cannot, teaches.
10. Nothing can come out of nothing, nothing can go back to nothing.
11. Little bodies can have great souls.
12. A bird may be known by its song.
13. The remedy may be worse than the disease.
14. May you be successful ! May you live to see this happy day !
15. A fair face may hide a foul heart.
16. The longest day must have an end.
17. If you dance you must pay the fiddler.
18. If Mohammed won't come to the mountain, the mountain must come to Mohammed.
19. What must be must be.
20. Must be seen to be believed.
21. Liars should have good memories.
22. Leave undone those things that one ought to have done.
23. He that would eat the fruit must climb the tree.
24. Do as you would be done by.
25. Have to be seen to be believed.

Conditional sentences: type 1

I. Put the verbs in brackets into the correct tenses:

1. If I see him I (give) him a lift.
2. The table will collapse if you (stand) on it.
3. If he (eat) all that he will be ill.
4. If I find your passport I (telephone) you at once.
5. The police (arrest) him if they catch him.
6. If he (read) in bad light he will ruin his eyes.
7. Someone (steal) your car if you leave it unlocked.
8. What will happen if my parachute (not open)?

9. If he (wash) my car I'll give him £10.
10. If she (need) a radio she can borrow mine.
11. If you (not go) away I'll send for the police.
12. I'll be very angry if he (make) any more mistakes.
13. If he (be) late we'll go without him.
14. She will be absolutely furious if she (hear) about this.
15. If you put on the kettle I (make) the tea.
16. If you give my dog a bone he (bury) it at once.
17. If we leave the car here it (not be) in anybody's way.
18. He'll be late for the train if he (not start) at once.
19. If you come late they (not let) you in.
20. If he (go) on telling lies nobody will believe a word he says.
21. Unless he (sell) more he won't get much commission.
22. If I lend you £10 when you (repay) me?
23. We'll have to move upstairs if the river (rise) any higher.
24. If he (work) hard today can he have a holiday tomorrow?
25. Ice (turn) to water if you heat it.
26. If the house (burn) down we can claim compensation.
27. If you (not like) this one I'll bring you another.
28. Unless you are more careful you (have) an accident.
29. Tell him to ring me up if you (see) him.
30. If I tell you a secret, you (promise) not to tell it to anyone else?
31. If you (not believe) what I say, ask your mother.
32. If he (like) the house will he buy it?
33. If you will kindly sit down I (make) enquiries for you.
34. Unless I have a quiet room I (not be able) to do any work.
35. She won't open the door unless she (know) who it is.
36. Should you require anything else please (ring) the bell for the attendant.

II. Put the verbs in brackets into the correct form:

1. I'll look for your notebook and if I (find) it I (give) you a ring.
2. If you (smoke) in a non-smoking compartment the other passengers (object).
3. I'll wash the glasses in this nice hot water. – No, don't. If you (put) them into very hot water they (crack).
4. If you (see) Tom tell him I have a message for him.
5. If he (win) he (get) £1,000; if he (come) in second he (get) £500.
6. If you (feel) too hot during the night turn down the central heating.
7. Tom: Jack is a translator; he translates 1,000 words a day and gets £100 a week, which he says isn't enough to live on. – Bill: Well, if he (want) more money he (have) to do more work. Advise him to translate 2,000 words a day.
8. If you (finish) with your dictionary I'd like to borrow it.

9. Jack (in canoe): Watch me! I'm going to stand up! – Tom (on the bank): He's an idiot! If he (stand) up in the canoe it (capsize).
10. The lift wasn't working when I was here last. If it still (not work) we (have) to use the stairs.
11. I shan't wake if the alarm clock (not go) off.
12. I shan't wake unless I (hear) the alarm.
13. If you'd like some ice I (get) some from the fridge.
14. He's only sixteen but he wants to leave school at the end of the term. — If he (leave) now he (be) sorry afterwards.
15. I expect it will freeze tonight. – If it (freeze) tonight the roads (be) very slippery tomorrow.
16. That book is overdue. If you (not take) it back to the library tomorrow you (have) to pay a fine.
17. Unless Tom (take) his library book back tomorrow he (have) to pay a fine.
18. You'd better take the day off if you (not feel) well tomorrow.
19. If a driver (brake) suddenly on a wet road he (skid).
20. If you (like) I (get) you a job in this company.
21. If you (like) a job in this company, I'll get you one.
22. My dog never starts a fight. He never growls unless the other dog (growl) first.
23. You can use my phone if yours (not work).
24. If you (not know) the meaning of a word you may use a dictionary.
25. If Jack (refuse) to help we'll have to manage without him.
26. If Jack (not help) we'll have to manage without him.
27. (Tom is putting his coat on.) Ann: If you (go) out would you buy me some cigarettes?
28. Henry can't count. – Why you (employ) him as a cashier if he can't count?
29. The police will test the knife for fingerprints. If your fingerprints are on it you (be) charged with murder.
30. Tom: I hate my job. – Peter: If you (hate) it why you (not change) it?
31. You can ask for a continental breakfast if you (not want) a full breakfast.
32. If you (hear) from Tom could you please let me know?
33. Caller: Could I speak to Mr Jones, please? – Secretary: If you'd wait a moment I (see) if he's in.
34. I'm not expecting any messages, but if someone (ring) while I am out could you say that I'll be back by 6.00?
35. (Notice in a box of chocolates): Every care has been taken with preparation and packing, but if these chocolates (reach) you in a damaged condition please return them to us and we will send you another box.
36. If you (care) to see some of his drawings I (send) them round to your office.

II.

Part 1. Drill: reply to the following sentences as shown in the example:

If Tom meets us at the station we'll be all right.

But what'll we do if he doesn't meet us?

- 1 If he pays me tonight I'll have enough money for the tickets.
- 2 If I get a work permit I'll stay for another six months.
- 3 If I pass this exam I'll go to the university next October.
- 4 If he agrees to let me go on working after marriage I'll marry him (*Use refuse.*)
- 5 I'm going to say to the boss, 'I can't work with Smith. Either I go or he goes. You'll have to choose between us.'
- 6 If I can find a cheap room I'll stay a fortnight.
- 7 Your parachute should open after ten seconds.
- 8 Provided you remember the password you'll be in no danger. (*Use forget.*)
- 9 Tell the police the truth. I'm sure they'll believe you.
- 10 If the baby is a girl we're going to call her Ann.
- 11 If we get a lift we'll be in time.
- 12 If London airport is clear of fog we'll land there.
- 13 If Tom helps us the job will only take half an hour.
- 14 I haven't got a key but Jack will let us in if he is at home.
- 15 If the ice is thick enough we'll be able to walk across the river.
- 16 The sands are quite safe as long as you don't walk on them when the tide is coming in.
- 17 If it's fine tomorrow we'll go for a walk.
- 18 Driver (having just changed a wheel): Well be all right provided we don't have another puncture.

Part 2. Rewrite the following sentences replacing **would like** by **like** and making any necessary changes:

If you'd like to wait you can wait here.

If you like you can wait here or

You can wait here if you like.

1. If you'd like a copy of the book I can get you one. (*If you like I...*)
2. If you'd like me to ask if there are any vacancies I will. (*If you like I'll...*)
3. If you'd like to see the photographs I'll bring them round tonight.
4. If you'd like me to give you a hand I will.
5. If you'd like to watch the procession from my balcony you can.
6. If you'd like to see London from the air I'll arrange a helicopter trip for you.
7. You knitted a very nice sweater for Tom. - Yes, if you'd like me to knit you one I will.

8. If you'd like to borrow my car you can.
9. I'll come back and finish it tomorrow if you'd like me to.
10. If you'd like Ann to type it again I'll ask her to.
11. If you'd like an application form I'll get you one.
12. If you'd like me to go with you I will.
13. I'll paint the front door blue if you'd like that.
14. If you'd like to leave the washing-up till tomorrow you can.
15. If you'd like to postpone the trip till next week we'll do that.
16. If you'd like me to ask him to our next party I will.
17. If you'd like to meet the President I will arrange it.
18. If you'd like to go sailing tomorrow we will.

III. Translate into English:

1. Вони будуть здивовані, якщо я зроблю таку помилку.
2. Якщо він не прийде вчасно, чи будемо повинні ми чекати на нього?
3. Якщо я не буду дуже зайнятий, я піду на концерт.
4. Якщо ніхто не прийде нам допомогти, ми повинні будемо зробити цю роботу самі.
5. Якщо ви надягнете окуляри, ви будете бачити краще.
6. Що ми будемо робити, якщо вони запізняться?
7. Чи ви розсердитесь, якщо ми не прийдемо?
8. Чи він дуже засмутиться, якщо я не зателефоную йому?
9. Якщо я прийду додому пізно, я одразу ж ляжу спати.
10. Якщо я житиму в селі, я буду ходити до лісу .
11. Якщо я ходитиму до лісу, я буду збирати гриби.
12. Якщо я захворію, я звернуся до лікаря.
13. Якщо я знайду свою книгу, я буду дуже радий.
14. Якщо я побачу свого друга, я запитав його поради.
15. Якщо ми не купимо кави, ми вип'ємо чаю.

LESSON 4

TEXT A RESTRICTIONS TO INTERNATIONAL BUSINESS

Specialization and international trade can result in the efficient production of want-satisfying goods and services on a worldwide basis. As we have noted, international business is generally increasing. Yet the nations of the world continue to erect barriers to free trade. They do so for reasons ranging from internal

political and economic pressures to simple mistrust of other nations. We examine first the types of restrictions that are applied¹ and then the arguments for and against trade restrictions.

Types of Trade Restrictions. Nations are generally eager to export their products. They want to provide markets for their industries and to develop a favorable balance of trade. Hence, most trade restrictions are applied to imports from other nations.

■ **Tariffs** Perhaps the most commonly applied trade restriction is the customs (or import) duty. An **import duty** (also called a tariff) is a tax levied on a particular foreign product entering a country. The two types of tariffs are revenue tariffs and protective tariffs; both have the effect of raising the price of the product in the importing nations, but for different reasons. Revenue tariffs are imposed solely to generate income for the government. For example, the United States imposes a duty on Scotch whiskey solely for revenue purposes. Protective tariffs, on the other hand, are imposed to protect a domestic industry from competition by keeping the price of competing imports level with or higher than the price of similar domestic products. Because fewer units of the product will be sold at the increased price, fewer units will be imported. Tire French and Japanese agricultural sectors would both shrink drastically if their nations abolished the protective tariffs that keep the price of imported farm products high. Today U.S. tariffs are the lowest in history, with average tariff rates on all imports under 4 percent.

Some countries rationalize their protectionist policies as a way of offsetting an international trade practice called dumping. **Dumping** is exportation of large quantities of a product at a price lower than that of the same product in the home market. Thus, dumping drives down the price of the domestic item.

Recently, for example, the Pencil Makers Association, which represents eight U.S. pencil manufacturers, charged that low-priced pencils from Thailand and the People's Republic of China were being sold in the United States at less than fair value prices. Unable to compete with these inexpensive imports, several domestic manufacturers had to shut down. To protect themselves, domestic manufacturers can obtain an antidumping duty through the government to offset the advantage of the foreign product. In 1997, for example, the U.S. Department of Commerce imposed preliminary antidumping duties on Chinese, Russian, Ukrainian, and South African steel-plate imports.

■ **Nontariff Barriers** is a nontax measure imposed by a government to favor domestic over foreign suppliers. Nontariff barriers.; create obstacles to the marketing of foreign goods in a country and increase costs for exporters. The following are a few examples of government-imposed nontariff barriers:

• An **import quota** is a limit on the amount of a particular good that may be imported into a country during a given period of time. The limit may be set in terms of either quantity (so many pounds of beef) or value (so many dollars' worth of shoes). Quotas may also be set on individual products imported from

specific countries. Once an import quota has been reached, imports are halted until the specified time has elapsed.

- An **embargo** is a complete halt to trading with a particular nation or in a particular product. The embargo is used most often as a political weapon. At present, the United States has import embargoes against Cuba and Iraq—both as a result of extremely poor political relations.

- A **foreign-exchange control** is a restriction on the amount of a particular foreign currency that can be purchased or sold, By limiting the amount of foreign currency importers can obtain, a government limits the amount of goods importers can purchase with that currency. This has the effect-of limiting imports from the country whose foreign exchange is being controlled.

- A nation can increase or decrease the value of its money relative to the currency of other nations. **Currency devaluation** is the reduction of the value of a nation's currency relative to the currencies of other countries.

Devaluation increases the cost of foreign goods, while it decreases the cost of domestic goods to foreign firms. For example, suppose the British pound is worth \$2. Then an American-made \$2,000 computer can be purchased for £1,000. But if the United Kingdom devalues the pound so that it is worth only \$1, that, same computer will cost £2,000. The increased cost, in pounds, will reduce the import of American computers – and all foreign goods – into England.

On the other hand, before devaluation, a £500 set of English bone china costs an American \$1,000. After the devaluation, the set of china will cost only \$500. The decreased cost will make the china – and all English goods – much more attractive to U.S. purchasers.

- Bureaucratic red tape is more subtle than the other forms of nontariff barriers. Yet it can be the most frustrating trade barrier of all. A few examples are unnecessarily restrictive application of standards and complex requirements related to product testing, labeling, and certification.

Another type of nontariff barrier is related to cultural attitudes. Cultural barriers can impede acceptance of products in foreign countries. For example, illustrations of feet are regarded as despicable in Thailand. When customers are unfamiliar with particular products from another country, their general perceptions of the country itself affect their attitude toward the product and help determine whether they will adopt it. Because Mexican cars have not been viewed by the world as being quality products, Volkswagen, for example, may not want to advertise that some of its models sold in the United States are made in Mexico.

Exercise 1: Answer the following questions:

1. List and briefly describe the principal restrictions that may be applied to a nation's imports.

2. The United States restricts imports but, at the same time, supports the WTO and international banks whose objective is to enhance world trade. As a member of Congress, how would you justify this contradiction to your constituents?
3. What effects might the devaluation of a nation's currency have on its business firms? on its consumers? on the debts it owes to other nations?
4. Should imports to the United States be curtailed by, say, 20 percent to eliminate trade deficit? What might happen if this were done?

TEXT B REASONS FOR TRADE RESTRICTIONS

Various reasons are advanced for trade restrictions either on the import of specific products or on trade with particular countries. We have noted that political considerations are usually involved in trade embargoes. Other frequently cited reasons for restricting trade include the following:

- *To equalize a nation's balance of payments.* This may be considered necessary to restore confidence in the country's monetary system and in its ability to repay its debts.

- *To protect new or weak industries.* A new, or infant, industry may not be strong enough to withstand foreign competition. Temporary trade restrictions may be used to give it a chance to grow and become self-sufficient.

The problem is that once an industry is protected from foreign competition, it may refuse to grow and "temporary" trade restrictions will become permanent. For example, a recent report by the General Accounting Office (GAO), the congressional investigative agency, has accused the federal government of routinely imposing quotas on foreign textiles without "demonstrating the threat of serious damage" to U.S. industry. The GAO said the Committee for the Implementation of Textile Agreements sometimes applies quotas even though it cannot prove the textile industry's claims that American companies have been hurt or jobs eliminated.

- *To protect national security.* Restrictions in this category generally apply to technological products that must be kept out of the hands of potential enemies. For example, strategic and defense-related goods cannot be exported to unfriendly nations.

- *To protect the health of citizens.* Products may be embargoed because they are dangerous or unhealthy (for example, farm products contaminated with insecticides).

- *To retaliate for another nation's trade restrictions.* A country whose exports are taxed by another country may respond by imposing tariffs on imports from that country.

- *To protect domestic jobs.* By restricting imports, a nation can protect jobs in domestic industries. However, protecting these jobs can be expensive. For ex-

ample, U.S. consumers spend about \$25 billion a year to protect jobs in the textile and apparel industry—about \$50,000 annually per job. And to protect 9,000 jobs in the U.S. carbon steel industry costs \$6.8 billion, or \$750,000 per job.

Reasons Against Trade Restriction. Trade restrictions have immediate and long-term economic consequences both within the restricting nation and in world-trade patterns. These include:

- *Higher prices for consumer.* Higher prices may result from the imposition of tariffs or the elimination quota restrictions and import protections adds \$25 billion annually to U.S. consumers' apparel costs by directly increasing costs imported apparel.

- *Restriction consumers' choices.* Again, this is a direct result of the elimination of some foreign products from the marketplace and of the artificially high prices that importers must charge for products that are still imported.

- *Misallocation of international resources.* The protection of weak industries results in the inefficient use of limited resources. The economies of both the restriction nation and other nations eventually suffer because of this waste.

- *Loss of jobs.* The restriction of imports by one nation must lead to cutbacks – and the loss of jobs – in the export-oriented industries of other nations. Furthermore, trade protection has a significant effect on the composition of employment. U.S. trade restrictions – whether on textiles, apparel, steel, or automobiles-benefit only a few industries while harming many others, The gains in employment accrue to the protected industries and their primary suppliers, and the losses; are spread across all other industries. A few states gain employment, but many other states lose employment. In 1995 U.S. exports of goods and services created a total of 11 million jobs in the United States. Every \$1 billion in U.S. merchandise exports creates 20,000 American jobs.

Exercise 1: Answer the following questions:

1. What reasons are generally given for imposing trade restrictions?
2. What are the general effects of import restrictions on trade?
3. Do trade restrictions have immediate or long-term economic consequences?

TEXT C METHODS OF ENTERING INTERNATIONAL BUSINESS (PART 1)

A firm that has decided to enter international markets can do so in several ways. We shall discuss several different methods. These different approaches require varying degrees of involvement in international business. Typically, a firm begins its international operations at the simplest level. Then, depending on its goals, it may progress to higher levels of involvement.

Licensing is a contractual agreement in which one firm permits another to produce and market its product and to use its brand name, in return for a royalty or other compensation. For example, Yoplait yogurt is a French yogurt licensed for production in the United States. The Yoplait brand maintains an appealing French image, and in return, the U.S. producer pays the French firm a percentage of its income from sales of the product.

Licensing is especially advantageous for small manufacturers wanting to launch a well-known domestic brand internationally. For example, all Spalding sporting products are licensed worldwide. The licensor, the Questor Corporation owns, the Spalding name but produces no goods itself. The German firm of Lowenbrau has used licensing agreements, including one with Miller in the United States, to increase its beer sales worldwide without committing capital to building breweries.

Licensing thus provides a simple method of expanding into a foreign market with virtually no investment. On the other hand, if the licensee does not maintain the licensor's product standards, the product's image may be damaged. Another possible disadvantage is that a licensing arrangement may not provide the original producer with any foreign marketing experience.

Exporting. A firm may also manufacture its products in its home country and export them for sale in foreign markets. Like licensing, exporting can be a relatively low-risk method of entering foreign markets. Unlike licensing, however, it is not a simple method; it opens up several levels of involvement to the exporting firm.

At the most basic level, the exporting firm may sell its products; outright to an *export/import merchant*, which is essentially a merchant wholesaler. The merchant assumes all the risks of product ownership, distribution, and sale. It may even purchase the goods in the producer's home country and assume responsibility for exporting the goods.

The exporting firm may instead ship its products to an *export/import agent*; which for a commission or fee arranges the sale of the products to foreign intermediaries. The agent is an independent firm—like other agents—that sells and may perform other marketing functions for the exporter. The exporter, however, retains title to the products during shipment and until they are sold.

An exporting firm may also establish its own *sales offices*, or *branches*, in foreign countries. These installations are international extensions of the firm's distribution system. They represent a deeper involvement in international business than the other exporting techniques we have discussed—and thus they carry a greater risk. The exporting firm maintains control over sales, and it gains both experience and knowledge of foreign markets. Eventually, the firm might also develop its own sales force to operate in conjunction with foreign sales offices.

Joint ventures A **joint venture** is a partnership formed to achieve a specific goal or to operate for a specific period of time, a joint venture with an established firm in a foreign country provides immediate market knowledge and ac-

cess, reduced risk, and control over product attributes. However, joint-venture agreements established across national borders can- become extremely complex. As a result, joint-venture agreements generally require a very high level of commitment from all the parties involved.

A joint venture may be used to produce and market an existing product in a foreign nation or to develop an entirely new product. In 1997, for example, Archer Daniels Midland Company (ADM), one of the world's leading food processors, entered into a joint venture with Gruma SA, Mexico's largest corn flour and tortilla company. Besides a 22 percent stake in Gruma, ADM also received stakes in other joint ventures operated by Gruma. One of them will, combine both companies' U.S. com flour operations, which account for about 25 percent of the U.S., market ADM also has a 40 percent stake in a Mexican-wheat flour mill. ADM's joint venture increased its participation in the growing Mexican economy where ADM already produces com syrup, fructose, starch, and wheat flour.

Exercise. Formulate 10 questions to the text and ask your classmates to answer them.

TEXT D METHODS OF ENTERING INTERNATIONAL BUSINESS (PART 2)

Totally Owned Facilities. At a still deeper level of involvement in international business, a firm may develop *totally owned facilities*, that is, its own production and marketing facilities in one or more foreign nations. This *direct investment* provides complete control over operations, but it carries a greater risk than the joint venture. The firm is really establishing a subsidiary in a foreign country. Most firms do so only after they have acquired some knowledge of the host country's markets.

Direct investment may take either of two forms. In the first, the firm builds or purchases manufacturing and other facilities in the foreign country. It uses these facilities to produce its own established products and to market them in that country and perhaps in neighboring countries. Firms such as General Motors, Union Carbide, and Colgate-Palmolive are multinational companies with worldwide manufacturing facilities. Colgate-Palmolive factories are becoming *Euro-factories*, supplying neighboring countries as well as their own local markets.

A second form of direct investment in international business is tire purchase of an existing firm in a foreign country under an arrangement that allows it to operate independently of the parent company. When Sony Corporation (a Japanese firm) decided to enter the motion-picture business in the United States, it chose to purchase Columbia Pictures Entertainment Inc., rather than start a new motion-picture studio from scratch.

Strategic alliances, the newest form of international business structure, are partnerships formed to create competitive advantage on a worldwide basis. They are very similar to joint ventures. The number of strategic alliances is growing at an estimated rate of about 20 percent per year. In fact, in the automobile and computer industries, strategic alliances are becoming the predominant means of competing. International competition is so fierce and the costs of competing on a global basis so high that few firms have all the resources needed to do it alone. Thus individual firms that lack the internal resources essential for international success may seek to collaborate with other companies.

An example of such an alliance is the New United Motor Manufacturing, Inc. (NUMMI), formed by Toyota and General Motors to make Chevrolet Novas and Toyota Tercels. This enterprise united the quality engineering of Japanese cars with the marketing expertise and market access of General Motors.

A *trading company* provides a link between buyers and sellers in, different countries. A trading company as its name implies, is not involved in manufacturing or owning assets related to manufacturing. It buys in one country at the lowest price consistent with quality and sells to buyers in another country. An important function of trading companies is taking title to products and performing all the activities necessary to move the products from the domestic country to a foreign country. For example, large grain-trading companies operating out of home offices in both the United States and overseas control a major portion of the world's trade in basic food commodities. These trading companies sell homogeneous agricultural commodities that can be stored and moved rapidly in response to market conditions. The best-known U.S. trading company is Sears World Trade, which specializes in consumer goods, light industrial items, and processed foods.

Countertrade. In the early 1990s, many developing nations had major restrictions on converting domestic currency into foreign currency. Exporters therefore had to resort to barter agreements with importers. **Countertrade** is essentially an international countertrade an international barter transaction in which goods and services are exchanged for different goods barter transaction and services. Examples include Saudi Arabia's purchase of ten 747 jets from Boeing with payment in crude oil; Philip Morris's sale of cigarettes to Russia in return for chemicals used to make fertilizers; and Iraq's barter of crude oil for warships from Italy.

The volume of countertrade is growing. Some experts predict that at the beginning of the twenty-first century countertrade may account for up to 50 percent of world trade. Given the importance of countertrade as a means of financing world trade, prospective exporters will undoubtedly have to engage in this technique from time to time to gain access to international markets.

Multinational Firms. A **multinational enterprise** is a firm that operates on a worldwide scale without ties to any specific nation or region. The multinational firm represents the highest level of involvement in international business. It is

equally "at home", in most countries of the world. In fact, as far as the operations of the multinational enterprise are concerned, national boundaries exist only on maps. It is, however, organized under the laws of its home country.

Exercise 1: Answer the following questions:

1. The methods of engaging in international business may be categorized as either direct or indirect. How would you classify each of the methods described in this text? Why?
2. In what ways is a multinational enterprise different from a large corporation that does business in several countries?
3. When should a firm consider expanding from strictly domestic trade to international trade? When should it consider becoming further involved in international trade? What factors might affect the firm's decisions in each case?
4. How can a firm obtain the expertise needed to produce and market its products in, for example, the EU?

Exercise2: Developing Critical Thinking Skills:

Suppose you own and operate an electronics firm that manufactures transistors and integrated circuits. As foreign competitors enter the market and undercut your prices, you realize your high labor costs are hindering your ability to compete. You are concerned about what to do and are open for suggestions. Recently, you have been trying to decide whether to move your plant to Mexico where labor is cheaper.

Assignment

1. Questions you should consider in making this decision include the following:
 - a. Would you be better off to build a new plant in Mexico or to buy an existing building?
 - b. If you could find a Mexican electronics firm similar to yours, would it be wiser to try to buy it than to start your own operation?
 - c. What are the risks involved in directly investing in your own facility in a foreign country?
 - d. If you did decide to move your plant to Mexico, how would you go about it? Are there any government agencies that might offer you advice?
2. Prepare a summary of your answers to these questions.

Exercise3: Improving Communication Skills:

Working in a foreign country, even for a short time, can significantly affect your career. While there are benefits, there may also be many obstacles to overcome. How would you deal with the obstacles, and would it be worth the trouble? If you could work in another country for at least three years, how would it affect your career?

Assignment

1. Read newspaper articles and periodicals to find answers to the following questions:
 - a. What would be the benefits of working in a foreign country for a three-year period? How might it advance your career?
 - b. What obstacles might this experience present? How would you deal with them?
2. Compare the benefits with the obstacles and record the findings in your summary.

GRAMMAR EXERCISES **Conditional sentences: type 2**

I. Put the verbs in brackets into the correct tenses:

1. If I had a typewriter I (type) it myself.
2. If I (know) his address I'd give it to you.
3. He (look) a lot better if he shaved more often.
4. If you (play) for lower stakes you wouldn't lose so much.
5. If he worked more slowly he (not make) so many mistakes.
6. I shouldn't drink that wine if I (be) you.
7. More tourists would come to this country if it (have) a better climate.
8. If I were sent to prison you (visit) me?
9. If someone (give) you a helicopter what would you do with it?
10. I (buy) shares in that company if I had some money.
11. If he (clean) his windscreen he'd be able to see where he was going.
12. If you drove your car into the river you (be able) to get out?
13. If you (not belong) to a union you couldn't get a job.
14. If I (win) a big prize in a lottery I'd give up my job.
15. What you (do) if you found a burglar in your house?
16. I could tell you what this means if I (know) Greek.
17. If everybody (give) £1 we would have enough.
18. He might get fat if he (stop) smoking.
19. If he knew that it was dangerous he (not come).
20. If you (see) someone drowning what would you do?
21. I (be) ruined if I bought her everything she asked for.
22. If you slept under a mosquito net you (not be) bitten so often.
23. I could get a job easily if I (have) a degree.
24. If she (do) her hair differently she might look quite nice.
25. If we had more rain our crops (grow) faster.
26. The whole machine would fall to pieces if you (remove) that screw.
27. I (keep) a horse if I could afford it.
28. I'd go and see him more often if he (live) on a bus route.

29. If they (ban) the sale of alcohol at football matches there might be less violence.
30. I (offer) to help if I thought I'd be any use.
31. What would you do if the lift (get) stuck between two floors?
32. If you (paint) the walls white the room would be much brighter.
33. If you (change) your job would it affect your pension?
34. If you knew you had only six weeks to live how you (spend) those six weeks?
35. You wouldn't have so much trouble with your car if you (have) it serviced regularly.
36. I'd climb over the wall if there (not be) so much broken glass on top of it.

II. Put the verbs in brackets into the correct form:

1. Of course I'm not going to give her a diamond ring. If I (give) her a diamond ring she (sell) it.
2. Tom: I woke up to find the room full of smoke; but I knew exactly what to do. – Ann: If I (wake) up to find the room full of smoke I (have) no idea what to do.
3. Ann: I couldn't live without Tom. If he (go) off with another girl I (pine) away and die. But I have complete confidence in Tom.
4. Husband: But I'm not going on a diet. Why should I go on a diet?
Wife: If you (go) on a diet you (lose) weight.
5. If someone (say), 'I'll give you £500 to go into court and swear that this statement is true,' what you (do)?
6. If we (work) all night we (finish) in time; but we have no intention of working all night.
7. You must never blow out a gas light. Do you know what (happen) if you (blow) out a gas light?
8. If I (see) a tiger walking across Hyde Park I (climb) a tree. – That (not be) any use. The tiger (climb) after you.
9. If I (come) across two men fighting with knives I (call) the police. – But this a very peaceful area.
10. Ann: All your clothes are years out of date. Why don't you throw them away?
Mary: Don't be ridiculous! If I (throw) my clothes away I (have) to ask my husband for £ 1,000 to buy new ones.
11. Ann: If you (ask) him for £ 1,000 what he (say)?
12. Mary: He (be) too horrified to speak at first. But when he'd recovered from the shock, he probably (start) talking about a divorce.
13. If someone (ring) my doorbell at 3 a.m. I (be) very unwilling to open the door.
14. If I (see) a python in Piccadilly I (assume) it had escaped from a circus.

15. Tom: The plane was on fire so we baled out. – Ann: I don't think I (have) the nerve to do that even if the plane (be) on fire.
16. We train the children to file out of the classroom quietly, because if a whole Class (rush) at the door someone (get) hurt.
17. Why don't you buy a season ticket? – Because I lose everything . If I (buy) a season ticket I (lose) it.
18. Why don't you bring your car to work? If I (have) a car I (bring) it to work.
19. Jack: They get £150 a week. – Tom: They can't get £150 a week. If they (do) they (not be) striking for £120.
20. Ann: George is fourteen. – Tom: He must be older than that. He's in a full-time job. If he (be) only fourteen he still (be) at school.
21. He is staying at the Savoy in London. – Is he very rich? – I suppose he is. If he (be) a poor man he (not stay) at the Savoy.
22. If I (have) heaps of money I (drink) champagne with every meal.
23. If you (drink) champagne with every meal you soon (get) tired of it.
24. Prime Minister on golf course: I'm not at all worried about the situation. If I (be) worried I not (play) golf at this moment.
25. But I don't want to buy an elephant! – I know that. But where you (go) if you (do) want to buy one?
26. Why don't you get a cat? If you (keep) a cat the mice (not run) about everywhere.
27. What time of year do you think it is in this picture? Summer? – No, it must be winter. If it (be) summer the people (not sit) round that big fire.
28. Tom: Oh yes, I heard the phone ringing. – Peter: Well, if you (hear) the phone ringing why you (not answer) it? (*Be careful; this is not a true conditional sentence*)
29. Your notes are almost illegible. Why don't you type them? If you (type) them they (be) a lot easier to read.
30. If only we (have) a light! It's depressing waiting in darkness!
31. A university degree is a useful thing. If I (have) a university degree I now (sit) in a comfortable office instead of standing at a street corner selling newspapers.
32. I (be) very grateful if you kindly (sign) this document and let me have it back as soon as possible.
33. If the earth suddenly (stop) spinning we all (fly) off it.
34. Why are you so late? — We got stuck in a snowdrift! Luckily a lorry-driver saw us and towed us out. But for him we still (be) there!
35. We didn't exactly break down. We had a puncture. – But if it (be) only a puncture why you (not change) the wheel and come on? (*See 28 above.*)
36. I have no particular desire to win the Football Pools. If I (win) an enormous sum everybody (write) to me asking for money.

III. Rewrite these sentences, using an *if* construction:

He smokes too much; perhaps that's why he can't get rid of his cough.

If he didn't smoke so much he might get rid of his cough or

If he smoked less he might (be able to) get rid of his cough.

1. She is very shy; that's why she doesn't enjoy parties.
2. He doesn't take any exercises; that's why he is so unhealthy.
3. I haven't the right change so we can't get tickets from the machine.
4. They speak French to her, not English, so her English doesn't improve.
5. He doesn't work overtime, so he doesn't earn as much as I do.
6. My number isn't in the directory so people don't ring me up.
7. The police are not armed so we don't have gun battles in the streets.
8. The shops don't deliver now, which makes life difficult.
9. He's very thin; perhaps that's why he feels the cold so much.
10. We haven't any matches so we can't light a fire.
11. It's a pity we haven't a steak to cook over our camp fire.
12. I'm fat; that's why I can't get through the bathroom window.
13. He doesn't help me, possibly because I never ask him for help.
14. I can't drive so we can't take the car.
15. We have no ladder so we can't get over the wall.
16. My friend advised me to sell it. (*My friend said, 'If I ... you I...'*)
17. I haven't much time so I read very little.
18. They don't clean the windows so the rooms look rather dark.
19. He never polishes his shoes, so he never looks smart.
20. He doesn't pay his staff properly; perhaps that's why they don't work well.
21. We haven't got central heating, so the house is rather cold.
22. I have no dog, so I don't like being alone in the house at night.
23. He spends hours watching television; that's why he never has time to do odd jobs in the house.
24. I haven't got a vacuum cleaner; that's why I'm so slow.
25. I don't know his address, so I can't write to him.
26. He never shaves; that's the only reason he looks unattractive.
27. You work too fast; that's why you make so many mistakes.
28. I can't park near my office; that's why I don't come by car.
29. I live a long way from the centre; that's why I am always late for work.
30. I haven't a map so I can't direct you.
31. People drive very fast. That's why there are so many accidents.
32. English people speak very quickly. Perhaps that's why I can't understand them.
33. My house is guarded by two Alsatian dogs. That's the only reason it isn't broken into every night.
34. The flats are not clearly numbered, so it is very difficult to find anyone.
35. You don't wipe your feet, so you make muddy marks all over the floor.

36. I live near my office, so I don't spend much time travelling to work.

IV. A. Translate the sentences with *I wish*:

1. It rains a lot here. I wish it didn't rain so often.
2. It's very crowded here. I wish there weren't so many people.
3. I wish I didn't have to work so hard.
4. I wish I knew Paul's phone number.
5. I wish I had something to read.
6. I wish I knew a lot of foreign languages

B. Write sentences beginning *I wish*:

Example. I don't know many people (and I'm lonely) - *I wish I knew more people.*

1. I don't have a key (and I need one). I wish ...
2. Ann isn't here (and I need to see her).
3. It's cold (and I hate cold weather).
4. I live in a big city (and I don't like it).
5. I can't go to the party (and I'd like to).
6. I have to work tomorrow (but I'd like to have a rest).
7. I don't know anything about cars (and my car has just broken down).
8. I don't have a computer (and I need one).
9. I don't have money to buy this dictionary.
10. I am not interested in politics (and I have to make a report about the new government's policy).

V. Translate into English:

1. Якби ж я жив біля моря, я б купався кожного дня.
2. Якби я був вченим, я б винайшов машину часу.
3. Якби ж був композитором, я б написав красиву музику.
4. Якби ж я був поетом, я б написав довгого вірша.
5. Якби ж я був космонавтом, я б полетів на інші планети.
6. Він би не був таким розумним, якщо б не читав так багато.
7. В мого тата було б більше вільного часу, якби він не дивився так багато телевізійних програм.
8. Якби ж він притримувався правил дорожнього руху, він би не спричинив аварію.
9. Ти б не почувався так погано, якби не палив занадто часто.
10. Якби ж я була відомою співачкою, я б отримувала багато квітів кожного дня.
11. Якби ж ти дав мені свого словника на пару днів, я б переклав цей текст.

12. Якби він не жив в Одесі, ми б не зустрічалися так часто.
13. Якби ж в мене була та рідкісна книга, я б зміг дати її тобі почитати.
14. Твоє здоров'я було б краще, якби ти робив ранкову зарядку.
15. Якщо б він не знав англійську мову, він би не отримав задоволення від поезії Байрона.

VI. Translate into English:

1. Якщо він не здасть свої іспити, він не отримає стипендію.
2. Якби ж ви поклали морозиво в холодильник, воно б не розтануло.
3. Якщо б я знав результати зараз, я б одразу ж зателефонував їй.
4. Ви ніколи не закінчите свою роботу, якщо будете витрачати час даремно.
5. Якщо б у мене був його номер телефону, я б легко улагодив це питання з ним.
6. Якщо він буде читати по десять сторінок кожного дня, то його словник значно збільшиться.
7. Якщо мені вдасться купити ту книгу, я буду дуже радий.
8. Якщо б ти дійсно любив музику, ти б навчився грати на якомусь музичному інструменті.
9. Якщо мій друг не буде дуже зайнятий, він погодиться піти до музею разом з нами.
10. Якщо б собака її не покусала, вона б не пішла до лікарні.
11. Якщо б у мене було більше кишенькових грошей, я б зміг би купити нові книги.
12. Якщо завтра не піде дощ, то нашу гру не скасують.
13. Якщо ти не знатимеш як грати, моя сестра пояснить тобі правила гри.
14. Якби ж у мене було більше вільного часу, я б читав більше книг.
15. Давай замовимо таксі до залізничного вокзалу. Якби ж у нас не було так багато вантажу, ми пішли б пішки.

Conditional sentences: type 3

I. Put the verbs in brackets into the correct tenses:

1. If I had known that you were in hospital I (visit) you.
2. The ground was very soft. But for that, my horse (win).
3. If you (arrive) ten minutes earlier you would have got a seat.
4. You would have seen my garden at its best if you (be) here last week.
5. But for his quickness I (be) killed.
6. I shouldn't have believed it if I (not see) it with my own eyes.
7. If he had slipped he (fall) 500 metres.
8. If he had asked you, you (accept)?
9. If I (had) a map I would have been all right.

10. If I (know) that you were coming I'd have baked a cake.
11. I (offer) to help him if I had realized that he was ill.
12. If you had left that wasp alone it (not sting) you.
13. If I (realize) what a bad driver you were I wouldn't have come with you.
14. If I had realized that the traffic lights were red I (stop).
15. But for the fog we (reach) our destination ages ago.
16. If you had told me that he never paid his debts I (not lend) him the money.
17. If you (not sneeze) he wouldn't have known that we were there.
18. If you (put) some mustard in the sandwiches they would have tasted better.
19. The hens (not get) into the house if you had shut the door.
20. If he had known that the river was dangerous he (not try) to swim across it.
21. If you (speak) more slowly he might have understood you.
22. If he had known the whole story he (not be) so angry.
23. I shouldn't have eaten it if I (know) that there was ginger in it.
24. If I (try) again I think that I would have succeeded.
25. You (not get) into trouble if you had obeyed my instructions.
26. If you hadn't been in such a hurry you (not put) sugar into the sauce instead of salt.
27. If I (be) ready when he called he would have taken me with him.
28. She had a headache; otherwise she (come) with us.
29. If she had listened to my directions she (not turn) down the wrong street.
30. If you (look) at the engine for a moment you would have seen what was missing.
31. Rome (be captured) by her enemies if the geese hadn't cackled.
32. He would have been arrested if he (try) to leave the country.
33. I (take) a taxi if I had realized that it was such a long way.
34. You (save) me a lot of trouble if you had told me where you were going.
35. They would have forced their way into the house if I (not call) for help.
36. If he had put out his pipe before putting it in his pocket he (not burn) a hole in his coat.

II. Rewrite these sentences using an *if* construction:

You didn't tell me we had run out of bread, so I didn't buy any.
If you had told me we had run out of bread I'd have bought some.

1. I didn't see the signal, so I didn't stop.
2. I didn't know your number, so I didn't ring.
3. She didn't know you were in hospital, so she didn't visit you.
4. We only came by bus because there were no taxis.
5. She didn't speak to him, possibly because she was so shy.
6. Landlord: She threatened to set fire to her flat; that's the only reason I asked her to leave.
7. We didn't visit the museum because we hadn't time.

8. I only came up the stairs because the lift wasn't working.
9. We didn't listen carefully; perhaps that's why we made this mistake.
10. We got a lift, so we reached the station in time.
11. You washed it in boiling water; that's why it shrank.
12. We missed the train because we were using an out-of-date timetable.
13. His own men deserted him; that's the only reason why he failed.
14. They were driving very quickly. That's why the accident was so terrible.
15. It was raining. That's the only reason I didn't take the children to the beach.
16. When I bought this house I didn't realize that in summer planes skimmed the roof every five minutes. (*If I (knew)... I (not buy) etc.*)
17. Tom's father was on the Board. That's the only reason he got the job.
18. He wasn't looking where he was going. That's why he was run over.
19. I don't like country life, perhaps because I wasn't brought up in the country.
20. I didn't know he was so quarrelsome. I'm sorry now that I invited him.
21. It rained all the time: Perhaps that's why he didn't enjoy his visit.
22. I didn't work hard at school so I didn't get a good job when I left.
23. They used closed-circuit television. That's how they spotted the shop-lifter.
24. They asked him to leave the dining-room because he wasn't wearing a shirt.
25. It took us a long time to find his house because the streets were not clearly marked.
26. We didn't go by air only because we hadn't enough money.
27. The bus didn't stop because you didn't put your hand up.
28. He turned up at the interview looking so disreputable and unshaven that they didn't give him the job.
29. I didn't know how thin the ice was, so I was walking on it quite confidently.
30. The champion didn't take the fight seriously at first; perhaps that's why he didn't win it.
31. They got the children back alive only because they paid the ransom at once.
32. The examiner read the passage very quickly, so the candidates didn't understand it.
33. They weren't wearing life-jackets; perhaps that's why they were drowned.
34. He didn't get to the top of his profession, perhaps because his wife didn't encourage him.
35. The exit doors were blocked so people couldn't escape from the burning hall.
36. The astronauts didn't walk very far on the moon because they were hampered by the thick dust.

III. Translate into English:

1. Якби в мене вчора не боліла голова, я б прийшла до тебе.
2. Якби ж ти поїхав з нами на рибалку тоді, ти б наловив багато риби.

3. Якби ж я зустрів тебе вчора, я б розповів тобі всі новини.
4. Якби ж ти пішов до бібліотеки минулого тижня, ти б зміг взяти цю книгу.
5. Якщо б моя подруга мала білет вчора, вона б пішла до театру з тобою.
6. Якщо б він попросив мене допомогти, я б зробив роботу сумлінно.
7. Я б переклав текст, якщо б ти приніс словника на минулу пару.
8. Ми б виграли партію в шахи вчора, якби більше тренувались.
9. Якщо б я зайшов до свого друга, я б зустрів багато знайомих людей.
10. Ми б купили багато речей, якби пішли по магазинам.
11. Я б уже давно написала цей твір, якби ти не турбував мене.
12. Якби вона не допомогла мені того вечора, я опинився б у дуже скрутній ситуації.
13. Я б не купив би машину в минулому році, якщо б мій друг не позичив мені гроші.
14. Я б не пішов туди позавчора, якби ти мене не попросив про це.
15. Якби ж вони знали це раніше, вони б вжили заходів.

IV. A. Translate the sentences:

1. I wish I'd known that Gary was ill. I would have gone to see him.
2. I feel sick. I wish I hadn't eaten so much cake.
3. I wish I had studied science instead of languages.
4. The weather was cold while we were away. I wish it had been warmer.
5. I wish I had taken the camera. The view was spectacular!

B. Imagine that you are in these situations. Write a sentence with *I wish*:

1. You've eaten too much and now you feel sick. You say: I wish....
2. There was a job advertised in the newspaper. You decided not to apply for it. Now you think that your decision was wrong. You say: I wish....
3. When you were younger, you didn't learn to play a musical instrument. Now you regret this. You say: I wish....
4. You've painted the door red. Now you think that it doesn't look very nice. You say: I wish ...
5. You are walking in the country. You would like to take some photographs but you didn't bring your camera. You say: I wish....
6. You spent a lot of money on eating in restaurants. Now you have to pay a house rent but you don't have enough money. You say: I wish....
7. You were late for work. Your manager was angry. You say: I wish....

V. A Put the verb into the correct form (*Conditionals*):

1. If you (find) a wallet in the street, what would you do with it?

2. I must hurry. My friend will be annoyed if I (not / be) on time.
3. If the phone (ring) can you answer it?
4. I can't decide what to do. What would you do if you (be) in my position?
5. If you (have) enough money to go anywhere in the world, where would you go?
6. I'm glad we had a map. I'm sure we would have got lost if we (not/have) one.
7. The accident was your fault. If you (drive) more carefully, it wouldn't have happened.
8. I got very wet in the rain. I (not / get wet), if I had an umbrella.

B. Put the verb into the correct form (*I wish*):

1. It's a difficult question. I wish I (know) the answer.
2. I should have listened to you. I wish I (take) your advice.
3. I wish Ann (be) here. She would be able to help us.
4. Aren't they ready yet? I wish they (hurry up).
5. What I said was stupid. I wish I (not / say) anything.
6. It was a terrible film. I wish we (not / go) to see it.
7. You were tired yesterday. I wish you (not / go) to bed so late.
8. We didn't have time to see all around in London last year. I wish we (have) more time.

VI. Translate into English, beginning the sentence with *I wish*:

1. Шкода, він не знає цього правила.
2. Шкода, що в мене немає абонементного квитка до концертного залу на наступну зиму.
3. Шкода, що я не проконсультувався з викладачем, коли я вперше відчув, що математика виявилась занадто складною для мене.
4. Я люблю сонячну погоду. Якби ж було тепло і сонячно цілий рік!
5. Шкода, що я дав поносити Борису свій годинник: він розбив його.
6. Шкода, що ти не робиш домашню роботу кожного дня.
7. Шкода, що ти не поїхав кататися на лижах зі мною минулої зими: я так гарно провів час!
8. Шкода, що я випив так багато кави ввечері: я не міг заснути пів ночі.
9. Краще б я не пропонував цю ідею!
10. Шкода, що я не був на вчорашній вечірці: вона, напевно була веселою.
11. Шкода, що ми не зустрінемося майбутнього літа.
12. Шкода, що я списав його помилки у вправі і отримав незадовільну оцінку.
13. Нажаль, вони вже знають про це.
14. Нажаль, вони ще нічого не знають про це.
15. Шкода, що вони прийшли так пізно.

16. Шкода, що ви не прийшли раніше.
17. Шкода, що він такий легковажний!
18. Шкода, що він не достатньо серйозний.
19. Шкода, що я не прислухався до його поради.
20. Шкода, що я наслідував його приклад.

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