

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ**

**МЕТОДИЧНІ ВКАЗІВКИ
для СРС та навчальний матеріал
з англійської мови для студентів III курсу
денної форми навчання**

**Спеціальність: «Менеджмент» і «Публічне управління та
адміністрування»**

Одеса - 2018

Методичні вказівки для СРС та навчальний матеріал з англійської мови для студентів III курсу денної форми навчання.

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ПЕРЕДМОВА

Методичні вказівки для СРС та навчальний матеріал з англійської мови призначені для студентів III курсу денної форми навчання зі спеціальностей «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 6 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 аудиторної роботи 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 англомовну 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 WHAT IS MANAGEMENT?

Management is the process of coordinating people and other resources to achieve the goals of the organization. As we saw in Chapter 1, most organizations make use of four kinds of resources: material, human, financial, and informational.

Material resources are the tangible, physical resources an organization uses. For example, General Motors uses steel, glass, and fiberglass to produce cars and trucks on complex machine-driven assembly lines. A college or university uses books, classroom buildings, desks, and computers to educate students. And the Mayo Clinic uses beds, operating room equipment, and diagnostic machines to provide health care.

Perhaps the most important resources of any organization are its human resources—people. In fact, some firms live by the philosophy that their employees are their most important assets. One such firm is Southwest Airlines. Southwest treats its employees with the same respect and attention that it gives its passengers. Southwest selectively seeks employees with upbeat attitudes and promotes from within its own ranks 80 percent of the time. And when it's time for making decisions, everyone who will be affected is encouraged to get involved in the process. In an industry in which deregulation, extreme price competition, and fluctuating fuel costs killed off Eastern and Pan Am, Southwest keeps on growing and making a profit because of its valuable employees.

Financial resources are the funds the organization uses to meet its obligations to investors and creditors. A 7-Eleven convenience store obtains money from customers at the check-out counters and uses a portion of that money to pay its suppliers. Citicorp, a large New York bank, borrows and lends money. Your college obtains money in the form of tuition, income from its endowments, and state and federal grants. It uses the money to pay utility bills, insurance premiums, and professors' salaries.

Finally, many organizations increasingly find they cannot afford to ignore information. External environmental conditions—including the economy, consumer markets, technology, politics, and cultural forces are all changing so rapidly that a business that does not adapt will probably not survive. And, to adapt to change, the business must know what is changing and how it is changing. Most companies gather information about their competitors to increase their knowledge about changes in their particular industries and learn from other companies' failures and successes.

It is important to realize that the four types of resources described above are only general categories of resources. Within each category are hundreds or thousands of more specific resources. It is this complex mix of specific resources—and not simply

"some of each" of the four general categories—that managers must coordinate to produce goods and services.

Another interesting way to look at management is in terms of the different functions managers perform. These functions have been identified as planning, organizing, leading and motivating employees, and controlling. We look at each of these management functions in the next section.

Exercise 1. Answer the following questions:

1. Define what management is.
2. What resources do more organizations use?
3. What resource is the most important one?
4. These four types of resources are only general ones, aren't they? Why?
5. Does a healthy firm (one that is doing well) have to worry about effective management? Explain.
6. Do you think people are really as important to an organization as this chapter seems to indicate?

TEXT B BASIC MANAGEMENT FUNCTIONS

After Walt Disney died in 1972, his well-known company struggled with stagnating profits and squabbling management. In 1984, to recover the magic for which it was once known, the Walt Disney Company hired a new management team led by Michael Eisner and Frank Wells. The new team's plan was to focus on competing with top Hollywood studios by increasing all types of production. Eisner believed that creativity could be best achieved through teamwork, a goal he facilitated by reorganizing the studio into creative units comprised of writers and producers. As important to Disney's turnaround as planning and organization were Eisner's positive attitude, contagious enthusiasm, and ability to encourage creativity, just the leadership style Disney needed to revitalize itself. Eisner also instituted the necessary control measures to ensure the organization worked steadily toward its goals. The management changes implemented at Disney have proven successful. Since 1984, the organization's market value has risen from \$2 billion to more than \$28 billion, and Disney has been recognized by Business Month as one of the five best-managed companies in America.

Management functions like those described above do not occur according to some rigid, preset timetable. Managers don't plan in January, organize in February, lead and motivate in March, and control in April. At any given time, managers may engage in a number of functions simultaneously. However, each function tends to lead naturally to others. Figure 6.2 provides a visual framework for a more detailed discussion of the four basic management functions. How well managers perform these key functions determines whether a business is successful.

PLANNING Planning, in its simplest form, is establishing organizational goals and deciding how to accomplish them. It is often referred to as the "first" management

function because all other management functions depend on planning. Organizations like MasterCard, Houston Community Colleges, and the U.S. Secret Service begin the planning process by developing a mission statement.

An organization's **mission** is a statement of the basic purpose that makes this organization different from others. MasterCard International's mission is to become "the world's best and most preferred way to pay." Houston Community College System's mission is to provide an education for local citizens. The mission of the Secret Service is to protect the life of the president. Once an organization's mission has been described in a mission statement, the next step is to develop organizational goals and objectives, usually through strategic planning. Strategic planning is the process of establishing an organization's major goals and objectives and allocating the resources to achieve them.

■ **Establishing Goals and Objectives** A goal is an end result that the organization is expected to achieve over a one-to-ten-year period. For example, the goal of Host Marriott Services Corporation, a leading food, beverage, and retail concessionaire that operates through licensing agreements with firms like Burger King, Starbucks, and Taco Bell, is to achieve revenues of \$2 billion within the next five years. An **objective** is a specific statement detailing what the organization intends to accomplish over a shorter period of time. Compared with goals, objectives have a much narrower time frame—usually one year or less. For McDonald's, one objective might be to increase sales of french fries by 5 percent over the next nine months. Sears, Roebuck might adopt the objective of increasing sales by 7 percent this year. A twelve-month objective for IBM might be to reduce the average delivery time for personal computers to retailers by four days.

Goals and objectives can deal with a variety of factors, such as sales, company growth, costs, customer satisfaction, and employee morale. Whereas a small manufacturer may focus primarily on sales objectives for the next six months, Exxon Corporation may be more interested in goals for the year 2000. Finally, goals are set at every level of the organization. Every member of the organization—the president of the company, the head of a department, and an operating employee at the lowest level—has a set of goals he or she hopes to achieve.

The goals developed for these different levels must be consistent with one another. However, it is likely that some conflict will arise. A production department, for example, may have a goal of minimizing costs. One way to do this is to produce only one type of product and offer "no frills." Marketing, on the other hand, may have a goal of maximizing sales. And one way to implement this goal is to offer prospective customers a wide range of products with many options. As part of his or her own goal setting, the manager who is ultimately responsible for both departments must achieve some sort of balance between conflicting goals. This balancing process is called optimization.

The optimization of conflicting goals requires insight and ability. Faced with the marketing-versus-production conflict just described, most managers would probably not adopt either viewpoint completely. Instead, they might decide on a reasonably diverse product line offering only the most widely sought-after options. Such a compromise would seem to be best for the organization as a whole.

■ **Establishing Plans to Accomplish Goals and Objectives** Once goals and objectives have been set for the organization, managers must develop plans for achieving them. A **plan** is an outline of the actions by which the organization intends to accomplish its goals and objectives. Just as it has different goals and objectives, the organization also develops several types of plans.

An organization's **strategy** is its broadest set of plans, developed as a guide for major policy setting and decision making. These plans are set by the board of directors and top management and are generally designed to achieve the long-term goals of the organization. Thus, a firm's strategy defines what business the company is in or wants to be in and the kind of company it is or wants to be. When the U.S. Surgeon General issued a report linking smoking and cancer, top management at Philip Morris Companies recognized that the company's very survival was being threatened. Executives needed to develop a strategy to diversify into nontobacco products.

In addition to strategies, most organizations also employ several narrower kinds of plans. A **tactical plan** is a smaller-scale plan developed to implement a strategy. Most tactical plans cover a one-to-three-year period. If a strategic plan will take five years to complete, the firm may develop five tactical plans, one covering each year. Tactical plans may be updated periodically as conditions and experience dictate. Their more limited scope permits them to be changed more easily than strategies. In an attempt to fulfill its strategy of diversification, Philip Morris developed individual tactical plans to purchase several nontobacco-related companies such as General Foods, Kraft Foods, and Miller Brewing.

An **operational plan** is a type of plan designed to implement tactical plans. Operational plans are usually established for one year or less and deal with how to accomplish the organization's specific objectives. Assume that after Philip Morris purchased Kraft Foods, managers adopted the objective of increasing sales of Kraft's Cheez Whiz by 5 percent the first year. A sales increase of this size does not just happen, however. Management must develop an operational plan that describes certain activities the firm can undertake over the next year to bring about the increased sales. Specific components, of the Kraft Cheez Whiz operational plan might include newspaper and television advertising, reduced prices, and coupon offers—all designed to increase consumer sales.

Regardless of how hard managers try, sometimes business activities don't go as planned. Today most corporations also develop contingency plans along with strategies, tactical plans, and operational plans. A **contingency plan** is a plan that

outlines alternative courses of action that may be taken if the organization's other plans are disrupted or become ineffective. Remember that one reason for Philip Morris's purchase of Kraft was to diversify into nontobacco products. If it became impossible to purchase Kraft, Philip Morris could fall back on contingency plans to purchase other nontobacco companies.

Exercise 1. Answer the following questions:

1. What are the basic management functions? Describe them.
2. What is often referred to as the "first" management function? Why?
3. What is the difference between goal and objective?
4. How do a strategy, a tactical plan, and an operational plan differ? What do they all have in common?
5. What do they all have in common?

Exercise 2. Researching Different Careers

A successful career requires planning. Without a plan, or roadmap, you will find it very difficult, if not impossible, to reach your desired career destination. The first step in planning is to establish what your career goal is. You must then set objectives and develop plans for accomplishing those objectives. This kind of planning takes time, but it will pay off later.

Assignment: Complete the following statements: 1. My career goal is to

This statement should encapsulate what you want to accomplish over the long run. It may include the type of job you want and the type of business or industry you want to work in. Examples include

- My career goal is to work as a top manager in the food industry.
- My career goal is to supervise aircraft mechanics.
- My career goal is to win the top achievement award in the advertising industry.

2. My career objectives are to

Objectives are benchmarks along the route to a career destination. They are more specific than a career goal. A statement about a career objective should specify what you want to accomplish, when you will complete it, and any other details that will serve as criteria against which you can measure your progress. Examples include

- My objective is to be promoted to supervisor by January 1, 20xx.
- My objective is to enroll in a management course at Main College in the spring semester, 20xx.
- My objective is to earn an A in the management course at Main College in the spring semester, 20xx.
- My objective is to prepare a status report by September 30 covering the last quarter's activities by asking Charlie in Quality Control to teach me the procedures.

3. Exchange your goal and objectives statements with another class member. Can your partner interpret your objectives correctly? Are the objectives concise and complete? Do they include criteria against which you can measure your progress? If not, discuss the problem and rewrite the objective.

TEXT C ORGANIZING THE ENTERPRISE

After goal setting and planning, the second major function of the manager is organization. **Organizing** is the grouping of resources and activities to accomplish some end result in an efficient and effective manner. Consider the case of an inventor who creates a new product and goes into business to sell it. At first, she will probably do everything herself—purchase raw materials, make the product, advertise it, sell it, and keep her business records up-to-date. Eventually, as business grows, she will find that she needs help. To begin with, she might hire a professional sales representative and a part-time bookkeeper. Later she might need to hire full-time sales staff, other people to assist with production, and an accountant. As she hires new personnel, she must decide what each person will do, to whom that person will report, and generally how that person can best take part in the organization's activities. We discuss these and other facets of the organizing function in much more detail in the next chapter.

LEADING AND MOTIVATING The leading and motivating function is concerned with the human resources within the organization. Specifically, **leading** is the process of influencing people to work toward a common goal: **Motivating** is the process of providing reasons for people to work in the best interests of the organization. Together, leading and motivating are often referred to as **directing**.

We have already noted the importance of an organization's human resources. Because of this importance, leading and motivating are critical activities. Obviously, different people do things for different reasons—that is, they have different motivations. Some are primarily interested in earning as much money as they can. Others may be spurred on by opportunities to get ahead in an organization. Part of the manager's job, then, is to determine what factors motivate workers and to try to provide those incentives in a way that encourages effective performance.

Quite a bit of research has been done on both motivation and leadership. Research on motivation has yielded very useful information. Research on leadership has been less successful. In spite of decades of study, no one has discovered a general set of personal traits or characteristics that makes a good leader. Later in this chapter, we discuss leadership in more detail.

CONTROLLING ONGOING ACTIVITIES Controlling is the process of evaluating and regulating ongoing activities to insure that goals are achieved. To see how controlling works, consider a rocket launched by NASA to place a satellite in orbit.

Do NASA personnel simply fire the rocket and then check back in a few days to find out whether the satellite is in space? Of course not. The rocket is constantly monitored, and its course is regulated and adjusted as needed to get the satellite to its destination.

The control function includes three steps . The first is setting standards with which performance can be compared. The second is measuring actual performance and comparing it with the standard. And the third is taking corrective action as necessary. Notice that the control function is circular in nature. The steps in the control function must be repeated periodically until the goal is achieved. For example, suppose that United Airlines establishes a -goal of increasing its profit by 12 percent next year. To ensure that this goal is reached, United's management might monitor its profit on a monthly basis. After three months, if profit has increased by 3 percent, management might be able to assume that plans are going according to schedule. Probably no action will be taken. How-ever, if profit has increased by only 1 percent after three months, some corrective action would be needed to get the firm on track. The particular action that is required depends on the reason for the small increase in profit.

Exercise 1. Answer the following questions:

1. What is the organizing ?
2. What exactly does a manager organize, and for what reason?
3. What is the process of influencing people to work toward a common goal?
4. Why do people have to be motivated?
5. Why are leadership and motivation necessary in a business in which people are paid for their work?
6. Are leading and motivating often referred to as directing?
7. What steps does the control function include?
8. Explain the steps involved in the control function.

GRAMMAR EXERCISES

ТЕПЕРІШНІЙ НЕОЗНАЧЕНИЙ ЧИ ТЕПЕРІШНІЙ ТРИВАЛИЙ ЧАС ? (THE PRESENT SIMPLE TENSE OR THE PRESENT CONTINUOUS TENSE ?)

<p>THE PRESENT SIMPLE вживається в наступних випадках 1. Для вираження постійних дій чи станів:</p>	<p>THE PRESENT CONTINUOUS вживається в наступних випадках. 1. Для вираження дій, які відбуваються в момент мови і ще не закінчились:</p>
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<p>He works in the bank.</p> <p>2. Для вираження дій, що повторюються, особливо якщо використовуються прислівники, що вказують на частоту дій: They often go out for supper.</p> <p>3. Коли мова йде про загальновідомі факти, закони природи і т. д. : The sun rises in the east.</p> <p>4. Коли мова йде про розклад (в тому числі про розклад майбутніх подій): The train departs at seven o'clock. The seminar begins at 11 p.m. tomorrow.</p> <p>5. У коментарях спортивних подій, вистав, переказах сюжетів художніх творів і т. д. : He acts brilliantly in this play. Обставини часу, які вживаються в цьому часі: always, every, often, usually, sometimes, rarely, seldom, from time to time, never, etc.</p>	<p>We are listening to music now.</p> <p>2. Для опису тимчасових ситуацій: He is working hard these days.</p> <p>3. Для опису ситуацій, що змінюються, особливо з дієсловами to become, to get, to grow, to increase, to change: It is getting colder.</p> <p>4. Коли мова йде про дії, заплановані на найближче майбутнє і які обов'язково відбудуться: You are flying to Paris next week.</p> <p>5. У поєднанні зі словом always для вираження роздратування і критики: He is always boasting! Обставини часу, які вживаються в цьому часі: now, at the moment, today, at present, tonight, etc.</p>
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I. Read the sentences and explain the usage of the Present Simple or the Present Continuous Tense.

1) This TV programme starts at 5.30 p.m. 2) The Sharons are looking for a babysitter. 3) Dick seldom visit« his aunt. 4) Susan's elder brother runs a small café. 5) Tom is always chewing a gum! 6) She sings perfectly in this opera. 7) My parents are celebrating their wedding anniversary next Saturday. 8) Money doesn't buy health. 9) Dean is getting better after his illness. 10) They are having tea in the dining room.

II. Circle the correct item.

1) Mary usually *takes/is taking* a bath in the evening. 2) The bus *arrives/is arriving* in Odessa at eight o'clock in the evening. 3) The Harrods *stay/are staying* in a luxurious hotel at present. 4) Helen usually *cooks/is cooking* breakfast at 7 o'clock. 5) Pam *moves/is moving* to a new flat in three days. 6) In a new film «Alice

in Wonderland» Alice *wins/is winning* the final battle and *saves/is saving* the inhabitants of the country from the power of the Red Queen. 7) Henry *picks/is picking* me up at eight o'clock tomorrow. 8) Skill *comes/is coming* with practice. 8) Monica *always argues/is always arguing* with me! 10) Today we *go/are going* to the Museum of Fine Arts. 11) My friend *lives/is living* in a private house. 12) At the end of the book the main character *explains/is explaining* everything to his girlfriend and they *go/are going* on a journey together. 13) This plant *produces/is producing* office furniture. 14) The Johnsons *visit/are visiting* us next Sunday. 15) You *always wear/are always wearing* dirty shoes!

III. Complete the sentences with the correct time expressions from the box.

every day usually always often at the moment
tomorrow afternoon today never

1) Check all the facts by tomorrow morning. We are having an important press conference 2) Rick ... goes to McDonald's because he hates fast food. 3) She takes a bus to work 4) My younger brother is ... hiding my slippers! 5) Steve is typing some documents 6) They ... have lunch in this café. 7) Betty ... drinks milk for supper, but... she is drinking apple juice.

IV. Put the verbs in brackets into the Present Simple or the Present Continuous Tense.

1) John often ... (*to send*) e-mail letters to his friends abroad. 2) Paul ... (*to write*) an e-mail letter to his friend in Canada now. 3) Margaret ... (*to look*) for a better job at the moment. 4) We ... (*to attend*) language courses three times a week. 5) The secretary ... (*to be*) busy now. She ... (*to prepare*) the documents for the conference. 6) My elder brother ... (*always to make fun*) of me! 7) The professor ... (*not to examine*) patients now. He ... (*to give*) a lecture to the students at the moment. He usually ... (*to examine*) the patients in the morning. 8) The article ... (*to contain*) the results of important researches in medicine. 9) You never ... (*to tell*) me about your problems at school. I'm a bit surprised that you ... (*to ask*) me for a piece of advice now. 10) Most oils ... (*to boil*) at 200—300°C. 11) ... the musicians ... (*to have*) lunch now? — No, they They ... (*to rehearse*) in the assembly hall. They ... (*to perform*) some new songs at the concert tomorrow. 12) ... doctors ... (*to use*) antibiotic drugs to fight viruses? — No, antibiotic drugs ... (*not to work*) against viruses. Doctors usually ... (*to prescribe*) antibiotics against bacterial infections. 13) Max ... (*always to play*) pranks on his classmates! 14) ... you ... (*to wait*) for a ferry? — Yes, we The ferry ... (*to arrive*) at four o'clock. 15)... Peter and Tim ... (*to go*) fishing next Thursday? — Yes, They often ... (*to go*) fishing together. And they always ... (*to invite*) me to join them.

V. Put the verbs in brackets into the Present Simple or the Present Continuous Tense.

1) What ... you ... (*to do*) tonight, Ron? — Nick and I ... (*to go*) to the stadium to watch a football match. We sometimes ... (*to watch*) football matches together.— And what time ... the match ... (*to start*)? — Well, it... (*to start*) at half past six. 2)... you ... (*to look*) for somebody, Janet? — Oh, yes, I... (*to look*) for Daniel. We usually ... (*to have*) lunch together.— I... (*not often to see*) him in the office at this time.— You see, Tom, Daniel ... (*to work*) at a very important project these days, so he usually ... (*to work*) in the laboratory. But he ... (*not to work*) there at the moment. 3) ... Alan ... (*to wait*) for a bus? He ... (*usually not to take*) a bus to get to the university. — You're right, usually his elder brother Sam ... (*to give*) him a lift, but these days Sam ... (*to repair*) his car. Something ... (*to be*) wrong with its engine. 4) ... Sarah ... (*often to speak*) that way? — Unfortunately! And she ... (*always to complain*) of the lack of money! 5) Who ... our chief ... (*to talk*) to over there? — He ... (*to talk*) to the new manager of the finance department. He always ... (*to instruct*) new employees personally. 6) Who usually ... (*to help*) you to choose clothes, Jess? You always ... (*to look*) so smart! — Well, sometimes I ... (*to choose*) clothes myself and sometimes I ... (*to ask*) my cousin Laura for a piece of advice. To my mind, clothes ... (*to make*) the man. 7) Where ... David and Helen ... (*to hurry*) to? — They ... (*to go*) to the railway station right now to meet a delegation from Spain. They ... (*to hurry*) because the train ... (*to arrive*) at nine o'clock and there ... (*not to be*) much time left. 8) Mr and Mrs Harris ... (*to quarrel*) again! — Oh, they ... (*always to quarrel*) with each other! 9) Where ... her parents ... (*to work*)? — Her father ... (*to work*) in a bank and her mother ... (*to look*) for a job at the moment. 10) How often ... Matthew ... (*to train*) in the tennis court? — He usually ... (*to train*) three times a week. But this week he ... (*to prepare*) for an international competition so he ... (*to work*) very hard.

VI. Translate into English.

1) Де Марк? - Він у спортзалі. - Що він там робить? - Він допомагає тренеру підготувати зал до змагань. 2) Ваш син завжди повертається додому так пізно? - Ні, він зазвичай закінчує роботу о сьомій годині, але в ці дні він готує звіт для наукової конференції. 3) О котрій годині ми приїжджаємо до Львова? - Поїзд прибуває о сьомій годині вечора. 4) Ваша мама дуже добре готує. Я так багато їм сьогодні! 5) Навіщо ти прасуєш це плаття? - Я збираюся надіти його сьогодні на вечірку. 6) Що вона шукає? - Вона шукає ключ від своєї машини. Вона завжди десь залишає свої ключі! 7) Ви завжди зупиняєтеся в цьому готелі, коли приїжджаєте в наше місто? - Не завжди. Зараз я зупинився у друзів. 8) Де працює Ольга? - Вона працює в туристичному агентстві. Але в цьому місяці вона відвідує курси з менеджменту. 9) Для кого вона замовляє квитки? - Для свого начальника. Він летить до Берліна в наступний понеділок. Він часто їздить у відрядження. 10)

Чому ти посміхаєшся? - Я спостерігаю за маленькими дітьми. Вони завжди роблять щось кумедне.

Пам'ятайте, що деякі дієслова (як правило, які передають стан, а не дії) не вживаються в теперішньому тривалому часі, натомість вони вживаються в теперішньому неозначеному часі:

to agree, to be, to believe, to belong, to cost, to consist, to contain, to depend, to feel, to forget, to have (= to possess), to hate, to hear, to hope, to include, to know, to like, to love, to mean, to need, to prefer, to realize, to remember, to recognize, to see, to seem, to smell, to sound, to suppose, to taste, to think, to understand, to want, to wish, etc.

Приклад:

He hates cold tea. This book doesn't cost much.

VII. Circle the correct sentence.

1. a) This car belongs to my father.
b) This car is belonging to my father.
2. a) The students listen to a lecture at the moment.
b) The students are listening to a lecture at the moment.
3. a) I know this woman. She is my neighbour.
b) I'm knowing this woman. She is my neighbour.
4. a) Mother is baking a pie. She needs some apples for it.
b) Mather is baking a pie. She is needing some apples for it.
5. a) What do you do now?
b) What are you doing now?
6. a) Where does your cousin live?
b) Where is your cousin living?
7. a) Dick spends most of his time in the gym.
b) Dick is spending most of his time in the gym.
8. a) I'm thirsty. I want a glass of water.
b) I'm thirsty. I'm wanting a glass of water.
9. a) Do you enjoy our party?
b) Are you enjoying our party?
10. a) Now my sister prefers coffee to tea.
b) Now my sister is preferring coffee to tea.

VIII. Complete the sentences with the verb in brackets in the Present Simple or the Present Continuous Tense as in the example.

Example: Why ... you ... so much sugar into the cup?

I ... sweet tea. (*to hate, to put*) — Why are you putting so much sugar into the cup? I hate sweet tea.

1) Anna ... her English at the moment. To know a foreign language well she ... a lot of practice, (*to practise, to need*) 2) Fred ... so loudly because his granny ... well, (*not to hear, to speak*) 3) Jane ... to be late for her classes so she ... to school now. (*to hurry, not to want*) 4) Who ... Bred ... to? I ... this girl, (*not to know, to wave*) 5) I ... very attentively but I ... any familiar faces at this photo, (*to look, not to see*) 6) We ... some new dances for our school concert. I ... everybody will be impressed by our performance, (*to rehearse, to hope*) 7) I often ... to buy something at the supermarket, so my mother ... a shopping list for me now. (*to write, to forget*) 8) Who ... you ... apples for? — For my younger sister. She ... only red apples, (*to like, to choose*)

IX. Put the verbs in brackets into the Present Simple or the Present Continuous Tense.

- ... (*to be*) everything ready for the party, Jessica?
- Almost everything. Dolly and Alice ... (*to set*) the tables right now.
- I ... (*to believe*) they ... (*to remember*) to put the flowers on the tables.
- Of course, they
- And what... Mike ... (*to do*)?
- He ... (*to choose*) the music. He ... (*to want*) everybody to feel relaxed at the party.
- Good. ... Rosemary ... (*still to cook*)!
- Yes, she... (*to cook*) something very delicious and ... (*to hope*) to surprise all the guests.
- Oh, her dishes ... (*to smell*) very tasty! By the way, ... you ... (*to know*) Molly's phone number? I... (*to need*) to remind her our address. I ... (*to be*) afraid she ... (*not to remember*) it.
- It... (*to be*) OK. I have just spoken to her. She ... (*to go*) to our place right now.
- Jessica, dear, tell Mike to muffle the music. It ... (*to seem*) to me it ... (*to play*) too loudly. ... you ... (*not to think*) so?
- Oh, I ... (*to agree*) with you. I ... (*not to hear*) what you ... (*to tell*) me.
- Listen! Somebody ... (*to ring*) the doorbell! The guests ... (*to come*)! Let's meet them!

X. Choose the correct form to complete the sentences.

What Is the Solar System?

The Solar System is made up of all the planets that orbit the Sun. In addition to the planets, the Solar System also 1) ... of moons, comets, asteroids, minor planets, dust and gas.

Everything in the Solar System 2)... around the Sun. The Sun 3) ... around 98% of all the material in the Solar System. The larger the object is, the more gravity

it has. Because the Sun is so large, its powerful gravity 4) ... all the objects in the Solar System towards it. At the same time, these objects, which 5) ... very rapidly, try to fly away from the Sun into the emptiness of outer space and the Sun 6) ... to pull them inward. So the objects 7) ... trapped half-way in between. Scientists 8) ... about the number of planets in the Solar System. Some of them 9)... that there are nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Others 10)... that Pluto can't be considered as a planet, it is just the largest member of a distinct population called the Kuiper belt. There are a lot of other points the scientists 11) ... about nowadays. Perhaps you'll find the answers to these questions?

- | | | | |
|-----|-----------------|-------------------|--------------------|
| 1) | a) consist: | b) consists: | c) is consisting. |
| 2) | a) revolve: | b) revolves: | c) are revolving. |
| 3) | a) contain: | b) contains: | c) is containing. |
| 4) | a) attracts: | b) is attracting: | c) are attracting. |
| 5) | a) moves: | b) is moving: | c) are moving. |
| 6) | a) try: | b) is trying: | c) are trying. |
| 7) | a) become: | b) becomes: | c) are becoming. |
| 8) | a) still argue: | b) still argues: | c) are still |
| 9) | a) think: | b) thinks: | c) are thinking. |
| 10) | a) believe: | b) is believing: | c) are believing. |
| 11) | a) debate: | b) is debating: | c) are debating. |

XI. Translate into English.

1) Я не розумію, про що ти зараз говориш. 2) Йому потрібна інформація про населення Африки, тому що зараз він пише про це статтю. 3) Він не погоджується з нами. Він вважає, що проблема, яку ми зараз обговорюємо, не надто важлива. 4) Холодніше. Я хочу надіти теплий светр. 5) Скільки коштують ці квіти? 6) Що вона каже? Я нічого не чую. 7) Ти зараз готуєшся до іспитів? Твоє майбутнє залежить від результатів іспитів. 8) Я сподіваюся, він знає нашу адресу.

Деякі дієслова, які зазвичай не вживаються у теперішньому тривалому часі, можуть вживатися в ньому, якщо вони змінюють своє значення. Порівняйте:

ТЕПЕРІШНІЙ НЕОЗНАЧЕНИЙ ЧАС	ТЕПЕРІШНІЙ ТРИВАЛИЙ ЧАС
<i>He has a big bathroom.</i>	<i>He is having a bath.</i>
(= йому належить)	(= він приймає ванну)
<i>I think your idea is really good.</i>	<i>I'm thinking about your sugges</i>
(= я так думаю)	<i>tion.</i> (= я обмірковую)
<i>The meat tastes nice.</i>	<i>She is tasting the meat.</i>
(= м'ясо смачне)	(= вона куштує на смак)
<i>I see she is very upset.</i>	<i>I'm seeing my lawyer today.</i>
(= я розумію)	(= я зустрічаюсь, відвідую)
<i>They come from Spain.</i>	<i>They are coming from Spain.</i>
(= вони народились в Іспанії)	(= вони повертаються з Іспанії)

<i>The rose smells nice.</i> (= у рози приємний запах)	<i>She is smelling the meat.</i> (= вона нюхає)
<i>You look wonderful today.</i> (= ви виглядаєте)	<i>You are looking at the picture.</i> (= ви дивитесь)
<i>I love/enjoy spring.</i> (= люблю взагалі)	<i>I'm loving/enjoying these spring holidays.</i> (= насолоджуюсь зараз)
<i>The box weighs 8 kilos.</i> (= важить)	<i>The salesman is weighing the box.</i> (= зважує)
<i>Peter is very rude.</i> (= взагалі)	<i>Peter is being very rude these days.</i> (= він веде себе(незвичайна поведінка))
<i>This sweater feels soft and pleasant.</i> (= має текстуру)	<i>The woman is feeling the baby's forehead.</i> (= торкається)

XII. Circle the correct item.

1) He *thinks/is thinking* the situation is beyond control. 2) I *think/am thinking* about going to the cinema tonight. 3) The secretary *has/is having* lunch now. 4) My aunt *has/is having* a cottage house near the river. 5) I *see/am seeing* what you mean. 6) Albert *sees/is seeing* his dentist in the afternoon. 7) *Do you enjoy /Are you enjoying* this performance? 8) Little Betty *enjoys/ is enjoying* watching cartoons. 9) This butter *tastes/is tasting* bitter. 10) Why *do you taste/are you tasting* the salad? — It seems to me there isn't enough salt in it. 11) Jessica *is/is being* very lazy these days. 12) Our boss *is/is being* a very polite person. 13) Terry *looks/is looking* very funny in this hat. 14) Jake and Nora *look/are looking* through the documents for the meeting.

XIII. Complete the sentences with the verbs in brackets in the Present Simple or the Present Continuous Tense as in the example.

Example: Eddy ... a new coffee-making machine. He ...

coffee with his friends in the dining room now.

(*to have*) — Eddy has a new coffee-making machine. He is having coffee with his friends in the dining room now.

1) Why ... you ... the milk? — Because it... sour, (*to smell*) 2) I... nobody near the theatre. Bob can't meet you, he ... his chief at the moment, (*to see*) 3) We ... every episode of this film, it's so funny! Sally ... watching comedies, (*to love*) 4) The customs officer ... his suitcase now. The suitcase ... six kilos, (*to weigh*) 5) Why ... she ... these shoes? — She is afraid they're wet. This scarf ... silky, (*to feel*) 6) Chris ... a driving lesson now. We ... lessons five days a week, (*to have*) 7) What ... he ...? — The chicken ... delicious! (*to taste*) 8) It ... as if it's going to snow! What ... Pam ... at now? (*to look*) 9) Pierre is French, he ... from Marcel. Monica has been on a business trip. She ... from Warsaw now. (*to come*) 10) Little Ben ... too naughty today! Little children ... usually naughty, (*to be*) 11) My parents ... about spending

winter holidays in the mountains. Personally I ... it's a wonderful idea. (*to think*)
12) ... you ... your stay at this hotel? — Oh, yes. I ... staying at comfortable hotels,
(*to enjoy*)

XIV. Put the verb in brackets into the Present Simple or the Present Continuous Tense.

Dear Kate,

I ... (*to write*) from Spain to tell you about my holiday. We ... (*to stay*) in a five-star hotel in the centre of Madrid. Madrid ... (*to look*) fantastic at this time of the year and I ... (*to enjoy*) every minute of our trip! At the moment my mother ... (*to do*) the shopping for souvenirs and my father ... (*to have*) coffee on the balcony. You ... (*to know*) he ... (*to hate*) shopping.

The weather ... (*to be*) rather cool these days and perfect for doing the sightseeing. We ... (*to spend*) most of the days walking around the city and taking photos. We ... (*to think*) about going to Barcelona tomorrow. I ... (*to hope*) to see famous Catedral de Barcelona and my parents ... (*to want*) to visit Gran Teatre del Liceu. Food here ... (*to be*) very tasty. The Spanish ... (*to eat*) lots of vegetables and fruit and they ... (*to cook*) delicious omelets and paella. I ... (*to be*) afraid I've put on weight because I ... (*to eat*) so much here!

We ... (*to leave*) Spain next Friday. I... (*to love*) here so much that I ... (*not to want*) to return home!

See you soon,

Mary

XV. Find mistakes and correct them.

1) Everybody has a great time at the party today. 2) She is wanting to buy some clothes for her little son. 3) The tea is smelling nice. 4) The salesman weighs a cake now. 5) What is this word meaning? 6) I see my estate agent tonight. 7) Mrs Rogers is looking terrific in her evening dress. 8) What does Molly do now? 9) Mark is very generous these days. 10) What is Sam doing? — He is a manager. 11) Where is Henry living? — Not far from our school. 12) The train is leaving at 5 o'clock. 13) His parents are owning a large shop. 14) Your sister always interrupts me! 15) It gets warmer outdoors.

XVI. Translate into English.

1) Ти пізнаєш цього хлопчика? - Ні, я його не знаю. 2) Що твоя сестра зараз робить? - Вона зустрічається зі своєю подругою. Вони разом вечеряють сьогодні. 3) О котрій годині завтра прибуває поїзд? - Він прибуває о десятій годині ранку. 4) Я думаю, ваш друг розповідає щось цікаве. Всі сміються. 5) Ви куштуєте піцу? - Так. Піца дуже смачна. 6) Ви виглядаєте дуже стурбованим. Про що ви думаєте? - Я обмірковую пропозицію мого начальника. 7) Що він зважує? - Він хоче дізнатися, скільки важить цей кавун. 8) Майк щось дуже дбайливий в останні дні! 9) Що ви думаєте про нашу

вечірку? - Нам вона дуже подобається! 10) Невже ти не бачиш, що я дуже зайнятий в останні дні?

XVII. Circle the correct item.

1) The secretary usually *comes/is coming* to the office at 9 a.m. 2) Dave *works/is working* for an advertising company. 3) Jim and Nelly *fly/are flying* to Prague in two days. 4) Roger *always leaves/is always leaving* dirty plates on the table! 5) The seminar *starts/is starting* at ten o'clock. 6) The number of taxes *increases/is increasing* nowadays. 7) The article *contains/ is containing* a lot of useful information. 8) Isabel *works/is working* at a department store at present. 9) Trees *produce/are producing* oxygen. 10) Stuart *seems/is seeming* to be a reliable person. 11) This café *belongs/is belonging* to Tina's parents. 12) She *knows/is knowing* where the children are. 13) Mr Boyle *takes part/is taking part* at the congress these days. 14) Sarah *has/is having* an interview right now. 15) I *think/am thinking* this is a perfect job for you. 16) Miss Lane *has/is having* a small flat in the suburbs. 17) You *look/are looking* very pale. 18) Gordon *thinks/is thinking* of spending a week in Thailand. 19) Our chief *is/is being* very annoyed today. 20) These flowers *smell/are smelling* sweet.

XVIII. Put the verbs in brackets into the Present Simple or the Present Continuous Tense.

1) Where ... you ... (*to drive*) now? — I ... (*to drive*) to Donetsk. My friend ... (*to live*) there. He ... (*to get*) married tomorrow and I... (*to want*) to congratulate him and his bride. 2)... you ... (*to know*) that man over there? — ... he (*to be*) the man who ... (*to talk*) to a group of people? — Yes. He ... (*to be*) a famous director and he ... (*to make*) a new film in our town these days. By the way, he ... (*to look*) for people to act in this film. He mostly ... (*to need*) young people. — As for me, I ... (*to prefer*) to watch films in the cinema. It ... (*to seem*) to me acting in a film ... (*not to be*) much fun, but hard work. 3) What... Simon ... (*to do*) for a living? — He ... (*to run*) an advertising agency. He ... (*to enjoy*) his work and the agency ... (*to bring*) him a lot of money. By the way, his agency ... (*to expand*) rapidly and Simon ... (*to think*) of engaging new employees. 4) Why ... you ... (*to weigh*) yourself? — I ... (*to want*) to know how much I ... (*to weigh*). You ... (*to see*), I ... (*to eat*) too little these days. — No wonder you ... (*to eat*) so little these days. It ... (*to be*) too hot and nobody ... (*to want*) to eat in such weather.

XIX. Find mistakes and correct them.

1) This professor gives a lecture tomorrow. 2) What time is the bus arriving in Manchester? 3) This salad is tasting delicious. 3) His cousin is having a cottage in the mountains. 5) Linda thinks of going to Germany to study. 6) This idea is sounding good. 7) Why do you smell the sausages? 8) Alice is being a very shy

girl. 9) Their route is depending on the weather. 10) Ann has dinner with her business partner tonight. 11) I'm feeling relaxed and full of energy after the weekend. 12) Why do you feel your pockets? 13) The apple trees are blooming in spring. 14) She is always spend too much money! 15) The Moors visit us tonight.

XX. Translate into English.

1) Кому ви робите каву? - Я роблю каву собі. Я люблю пити каву вранці. 2) Він зараз приймає душ? - Так, він завжди приймає душ після роботи. 3) Що зараз робить ваша сестра? - Вона пакує валізу. Завтра вранці вона їде в Лондон. 4) Кому належить ця машина? - Вона належить моєму сусідові. Він завжди залишає її біля нашого офісу. 5) Вона виглядає дуже стурбованою. - Так, вона чекає дзвінка від свого лікаря. 6) Ти завжди перебиваєш мене! 7) Мені здається, що наш бізнес поліпшується. 8) Чому ти куштуєш соус? Він несмачний? - Ні, він смачний. 9) Я бачу, що ти кудись поспішаєш. - Так, у мене урок водіння через п'ятнадцять хвилин. 10) Скільки важить ця коробка? - Я не знаю. Я якраз зважую її. 11) Він дуже багато працює в ці дні. - Я так не думаю. Він завжди знаходить час для відпочинку. 12) Чому Боб не п'є сік? - Він ненавидить томатний сік. 13) Ви хочете мені щось сказати? - Так, мені дуже подобається ця вечірка. 14) Що ти маєш на увазі? Я не розумію тебе. 15) Анна щось дуже неуважна в останні дні.

LESSON 2

TEXT A KINDS OF MANAGERS

Managers can be classified in two ways: according to their level within the organization, and according to their area of management.

LEVELS OF MANAGEMENT

■ **Top Managers** A **top manager** is an upper-level executive who guides and controls the overall fortunes of the organization. Top managers constitute a small group. In terms of planning, they are generally responsible for developing the organization's mission. They also determine the firm's strategy. It takes years of hard work, long hours, and perseverance, as well as talent and no small share of good luck, to reach the ranks of top management in large companies. Common job titles associated with top managers are president, vice president, chief executive officer (CEO), and chief operating officer (COO).

■ **Middle Managers** Middle management probably comprises the largest group of managers in most organizations. A **middle manager** is a manager who implements the strategy developed by top managers. Middle managers develop tactical plans and operational plans, and they coordinate and supervise the activities of first-line managers. Titles at the middle-management level include division manager, department head, plant manager, and operations manager.

■ **First-Line Managers** A **first-line manager** is a manager who coordinates and supervises the activities of operating employees. First-line managers spend most of their time working with and motivating their employees, answering questions, and solving day-to-day problems. Most first-line managers are former operating employees who, owing to their hard work and potential, were promoted into management. Many of today's middle and top managers began their careers on this first management level. Common titles for first-line managers include office manager, supervisor, and foreman.

Exercise 1. Answer the following questions:

1. Define the term manager without using the word management in your definition.
2. The coordinated effort of all three levels of managers is required to implement the goals of any company, isn't it? What are they?
3. Who is the top manager?
4. What is the difference between a middle manager and a first-line manager?
5. As you learned in this chapter, managers often work long hours at a hectic pace. Would this type of career appeal to you? Explain your answer.

TEXT B AREAS OF MANAGEMENT

Organizational structure can also be divided into areas of management specialization. The most common areas are finance, operations, marketing, human resources, and administration. Depending on its mission, goals, and objectives, an organization may include other areas as well—research and development, for example.

■ **Financial Managers** A **financial manager** is primarily responsible for the organization's financial resources. Accounting and investment are specialized areas within financial management. Because financing affects the operation of the entire firm, many of the CEOs and presidents of this country's largest companies are people who got their "basic training" as financial managers.

■ **Operations Managers** An **operations manager** manages the systems that convert resources into goods and services. Traditionally, operations management has been equated with manufacturing—the production of goods. However, in recent years many of the techniques and procedures of operations management have been applied to the production of services and to a variety of nonbusiness activities. Like financial management, operations management has produced a large percentage of today's company CEOs and presidents.

■ **Marketing Managers** A **marketing manager** is responsible for facilitating the exchange of products between the organization and its customers or

clients. Specific areas within marketing are marketing research, advertising, promotion, sales, and distribution. A sizable number of today's company presidents have risen from the ranks of marketing management.

■ **Human Resources Managers** A **human resources manager** is charged with managing the organization's human resources programs. He or she engages in human resources planning; designs systems for hiring, training, and evaluating the performance of employees; and ensures that the organization follows government regulations concerning employment practices. Some human resources managers are making effective use of technology. The human resources manager at Scott-Leven, in Newtown, Pennsylvania, for example, has incorporated information technology into her hiring system to save her company money. Every person who applies for a marketing or administrative job is given Prove It!, a computer test in which applicants can demonstrate their abilities rather than just talk about them. This testing has saved the company \$550 per person in training, and at least \$5,000 annually in costs relating to hiring the wrong applicants.

■ **Administrative Managers** An **administrative manager** (also called a general manager) is not associated with any specific functional area but provides overall administrative guidance and leadership. A hospital administrator is a good example of an administrative manager. He or she does not specialize in operations, finance, marketing, or human resources management but instead coordinates the activities of specialized managers in all these areas. In many respects, most top managers are really administrative managers. Whatever their level in the organization and whatever area they specialize in, successful managers generally exhibit certain key skills and are able to play certain managerial roles. But, as we shall see, some skills are likely to be more critical at one level of management than at another.

Exercise 1. Answer the following questions:

1. What manager is primarily responsible for the organization's financial resources?
2. Does an operations manager or marketing manager manage the systems that convert resources into goods and services?
3. What is a human resources manager is charged with?
4. What manager is not associated with any specific functional area but provides overall administrative guidance and leadership?

Exercise 2. Read, translate the text and put 10 questions to it. Ask your classmates to answer them:

WOMEN AT THE TOP

What do National Semiconductor, Maxwell House Coffee, Deloitte & Touche, and Hearst Magazines have in common? All these organizations are headed by women. Moreover, according to a recent study by Catalyst, a national nonprofit organization assisting women in business, more than 80 percent of Fortune 500 companies have at least one woman on their boards of directors, up from 69 percent two years earlier. Despite all this, there is evidence that women are not commonly found at the executive level. No Fortune 500 company has a female CEO; women

executives are extremely underrepresented in some industries, such as manufacturing, engineering, and financial services; and responses to the Catalyst survey show that six in ten women believe women suffer discrimination in obtaining executive business positions.

Although the climb up the corporate ladder seems to be going slowly for women, corporate America would benefit from having more women in senior management positions. Not only do women represent a large -untapped pool of talent, they also bring an alternative perspective to management teams. In addition, women account for about 80 percent of U.S. consumer spending, making their input at the executive level invaluable.

Industry experts have pinpointed several stumbling blocks to women's progress up the corporate ladder. Among these barriers are the stereo-types and preconceived notions of women that some men in managerial positions still bring to the recruiting process. In addition, because women are often excluded from the informal network outside the office—for example, by not being given season tickets to sporting events and by not being invited to play golf—they miss out on the opportunity to build relationships. Other impediments include difficulties in balancing career and family (women are still the primary caregivers in our society), lack of general management experience, reluctance to travel or to relocate, and inhospitable corporate cultures that drive women away before they are ready for executive positions.

Although a growing number of women choose to step off the traditional career ladder by starting their own businesses, many are finding ways to keep climbing to the top. Catalyst's inter-views with women in executive positions suggest three essential factors for their advancement. Women must consistently exceed performance expectations, develop a style with which male management is comfortable, and seek out difficult, high-visibility assignments. Valerie Salembier, publisher of Esquire, advises women to look for companies that have the reputation of being good places for them to work. Linda Srere, executive vice president of the advertising agency Young & Rubicam, stresses the need to take risks.

Whatever methods they are using one thing is clear: women are going after equality themselves instead of waiting for organizations to deliver it. They know that of all the reasons given for why women should run companies, the single best reason is simply that they can.

GRAMMAR EXERCISES

МИНУЛИЙ НЕОЗНАЧЕНИЙ ЧИ ТЕПЕРІШНІЙ ДОКОНАНИЙ ЧАС?

Past Simple Tense or Present Perfect Tense?

Past Simple вживається в наступних випадках

1. Якщо дія розпочалась і закінчилась в певний момент в минулому: *He left the office an hour ago.*

2. Для опису стану в минулому: *She lived in this house when she was seven years old.*

3. Якщо дії відбувалися в минулому одна за іншою: *He put on his jacket, took an umbrella and left.*

Present Perfect вживається в наступних випадках

1. Якщо дія відбулася в минулому, але немає точно вказаного часу: *He has just left the office.*

2. Якщо дія закінчилась недавно і зараз є її наслідки: *She has just washed the dishes.*

3. Якщо дія розпочалась в минулому і продовжується зараз: *He has worked in our office for five years. (And he still works here.)*

I. Translate into English.

- 1) Ти вже прочитав цю статтю? - Ще ні. Я тільки-но вернувся з конференції.
- 2) Містер Грін вже повернувся з відрядження? - Ні, але він тільки-но дзвонив.
- 3) Як давно твій друг живе в нашому місті? - Він живе тут чотири роки.
- 4) Хто запросив вас сюди? - Віка.- Як давно ви знаєте Віку? - Ми товаришуємо з дитинства.
- 5) Куди ти поклала мою парасольку? - Подивися в шафі. Я тільки-но бачила її там.
- 6) Ви вже що-небудь замовили? - Так, ми тільки-но замовили м'ясо з овочами і морозиво на десерт.
- 7) Ваша дочка вже була в новому кінотеатрі? - Так, вона була там всього один раз.
- 8) Навіщо Том включив комп'ютер? - Він тільки-но згадав, що сьогодні ще не перевірів свою електронну пошту.
- 9) Кому Лінда розповіла про своє рішення продати будинок? - Вона тільки попросила поради у містера Вілсона. Він її адвокат вже більше десяти років.
- 10) Що ти зробив? - Я пофарбував двері будинку.- Навіщо ти їх пофарбував?

II. Match the sentences to the explanations of the usage of the Past Simple or the Present Perfect Tense.

- | | |
|--|---|
| 1. The Jacksons have bought new furniture. | a) дія розпочалась і закінчилась в певний момент в минулому . |
| 2. Ted paid for the ticket, put his wallet into his pocket and went to the platform. | b) дія відбулася в минулому, але немає точно вказаного часу. |
| 3. Ella has been my college friend for eight years. | c) опис стану в минулому. |
| 4. I met Tina two days ago. | d) дія закінчилась недавно і зараз є її наслідки. |
| | e) дії відбувалися в минулому одна за іншою. |

5. Your car is ready. We have just repaired it. f) дія розпочалась в минулому і продовжується зараз.
6. Sue was very tired yesterday.

III. Circle the correct item.

1) We *already had/have already had* breakfast. 2) We *had/ have had* dinner half an hour ago. 3) She *didn't hear/hasn't heard* from her aunt lately. 4) What *did he say/has he said* a minute ago? 5) I *just bought/have just bought* some ice cream for the children. 6) When *did she return/has she returned* from the airport? 7) How many pages *did Clara type/has Clara typed* since morning? 8) Max *washed/has washed* his hands and *went/ has gone* to the kitchen. 9) *Did you see/have you seen* your coach yesterday? 10) I *knew/have known* Jack for ages.

IV. Complete the sentences with the verbs in brackets. Use the Past Simple or the Present Perfect Tense.

Example: They ... a new flat three months ago. They ... there yet.

(*not to move, to buy*) — They bought a new flat three months ago. They haven't moved there yet.

1) Isabel ... me to her birthday party. I ... her invitation yesterday, (*to receive, to invite*) 2) I ... Den since we ... school. (*not to meet, to leave*) 3) Sally ... her project two days ago. She ... about it already. (*to tell, to finish*) 4) We ... this exhibition already. We ... there two days ago. (*to visit, to be*) 5) Mike ... a pizza twenty minutes ago. But the waiter ... it yet. (*to order, not to bring*) 6) Rosie ... for Warsaw. I ... to her on the phone ten minutes ago. (*to speak, to leave*) 7) Julia ... to the concert last Saturday. She ... busy recently, (*to be, not to go*) 8) I just... a message from Nigel. He ... in Athens yesterday morning, (*to arrive, to receive*) 9) We ... the tests yesterday, but the teacher ... them yet. (*to write, not to mark*) 10) Paul ... in hospital for three days. He ... his leg badly last Tuesday, (*to injure, to be*)

V. Put the verbs in brackets into the Past Simple or the Present Perfect Tense.

1) ... you ... (*already to try*) your new T-shirt on, Liz? — Yes, I... (*to try*) it on some minutes ago. I ... (*never to have*) such a nice T-shirt. 2) The police ... (*just to arrest*) Tony.— Really? What... he ... (*to do*)? — They say he ... (*to steal*) somebody's credit card three days ago. 3) Imagine how much we ... (*to do*) since Frank ... (*to offer*) us his help. 4) I don't think Alice ... (*to change*) a lot since we ... (*to graduate*) from

university. 5) Sue ... (*to come*) up to the front door and ... (*to push*) the doorbell, but nobody ... (*to answer*). 6) Why ... Kate ... (*to take*) all the food away? — I'm not hungry. I... (*to have*) a snack just an hour ago. 7) Where ... you ... (*to be*) since morning, Bob? Henry ... (*to phone*) you several times today.— When ... he ... (*to phone*) me last time? — Half an hour ago. 8) Why ... Dolly ... (*to choose*) this hotel? — Her friend ... (*to stay*) in this hotel last year and she strongly ... (*to recommend*) Dolly to spend her holidays here. 9) ... you ... (*to travel*) by ferry before, Tim? — Yes, I But I ... (*to travel*) when I ... (*to be*) a little boy and I don't remember that voyage very well. 10) Why ... you ... (*not to unpack*) your suitcase yet, Ron? — I... (*to come*) only half an hour ago and ... (*to decide*) to take a shower first.

VI. Choose the correct form to complete the sentences.

From the History of Clocks

Time 1) ... one of the most important measurements of modern life. It is impossible to imagine our working day without a clock or a watch. The history of clocks is very long and there 2) ... many different types of clock over the centuries. The word «clock» 3) ... from the Latin «clocca». People 4) ... to use this word in the 14th century. The first clocks in the history of mankind 5) ... sundials or sun clocks. Sundials 6) ... about 5.500 years ago and about 3.400 years ago water clocks were invented. Since somebody 7) ... dividing day and night into hours and minutes, the inventors 8)... numerous types of clocks like pendulum clocks, cuckoo clocks, mechanical clocks and watches and quartz crystal clocks and watches. Jost Burgi 9)... the first clock with a minute hand in 1577. Perhaps the most significant step forward in the history of time measurement 10) ... the introduction of the mechanical clock with wheels. It 11) ... in the 12th century and people 12) ... to set the clocks on the towers of churches. Quartz crystal clocks 13) ... in 1920.

- | | |
|------------------|-------------------|
| 1) a) became; | b) has become. |
| 2) a) were; | b) have been. |
| 3) a) came; | b) has come. |
| 4) a) started; | b) have started. |
| 5) a) were; | b) have been. |
| 6) a) appeared; | b) have appeared. |
| 7) a) suggested; | b) has suggested. |
| 8) a) created; | b) have created. |
| 9) a) invented; | b) has invented. |
| 10) a) was; | b) has been. |
| 11) a) happened; | b) has happened. |
| 12) a) began; | b) have begun. |
| 13) a) appeared; | b) have appeared. |

VII. Find mistakes and correct them.

1) We weren't on holiday for a long time. 2) The last time I have seen Jessica was last Thursday. 3) Why has Sheila been so worried yesterday? 4) Sally has put on her coat, took the gloves and left the flat. 5) When has the presentation finished? 6) We didn't go to the skating rink for three months. 7) Did Peter walk the dog yet? 8) Did you ever eat Chinese food? 9) Why hasn't you finished your report? 10) Has the kettle yet boiled?

VIII. Translate into English.

1) Ви бували в цьому містечку раніше? - Так, ми були тут у минулому році. Тоді тут було багато туристів. 2) Ти вже дивився новини по телебаченню? - Ще ні. Щось сталося? - Минулої ночі спалахнула пожежа на залізничному вокзалі. Анна була там саме в цей час. 3) Як давно Ден тут? - Він прийшов близько години тому. 4) Чому ти дзвонив мені вчора? - Я не дзвонив тобі. Може, це був Марк? - Ні. Я тільки-но запитав його. 5) Чому ти повернувся? - Я залишив свій гаманець на столі.- Його там немає.- Дивно. Я поклав його на стіл кілька хвилин тому. 6) Поїзд уже прибув? - Так.- Коли він прибув? - П'ять хвилин тому. Ще не всі пасажирів вийшли з вагона. 7) Який фільм ви дивилися вчора? - Ми дивилися фільм «Робін Гуд» .- Я ще не бачив цей фільм. 8) Він раптом все зрозумів і вирішив вранці поговорити з Томом. 9) Хто навчив Майка кататися на лижах? - Він сам навчився кататися на лижах, коли їздив в гори минулої зими. 10) Ти вже бачив нашу нову машину? - Ще ні. Коли ви її купили? - Мій батько купив її минулого тижня.

IX. Choose the irregular verbs and write their Past Participle.

To begin, to look, to realize, to choose, to dig, to stare, to cost, to find, to walk, to describe, to fly, to understand, to see, to run, to provide, to pay, to sell, to wear, to skate, to sew, to spend, to meet, to return, to keep, to leave, to bathe, to feed, to ride, to blow, to commit.

X. Make the sentences negative and interrogative.

1) Rick has travelled by plane before. 2) We have been to this theme park. 3) Fred has taken your dictionary. 4) Sarah has failed her final exams. 5) They have fallen asleep. 6) Little Ben has collected some shells on the beach. 7) The children have fed the dog. 8) You have torn his letter. 9) It has stopped snowing. 10) Angela has completed her education.

XI. Write questions to the underlined words.

1) Alex has sent you five messages since yesterday. 2) We have agreed about the time of the meeting. 3) They have decided to celebrate the end of school. 4)

Samantha has recognized the man in the photo. 5) You have put the packet of rice on the shelf.

XII. Make up sentences using the Present Perfect Tense.

1) Lucy/to lose/her/purse/just. 2) The maid/not to clean/our room/for two days. 3) Jill/to finish/her lunch/yet? 4) You/to see/any films/lately? 5) Who/to take/my calculator? 6) Where/ Tony/to park/his car? 7) How many tests/the teacher/to mark/since/morning? 8) Who/Angela/to send/this parcel/for? 9) We/to watch/this performance/already. 10) Why/Henry/ not to pay/the electricity bill?

XIII. Circle the correct item.

1. Where is Wendy? — She ... to the swimming pool.
a) went; b) has been; c) has gone.
2. Alex has studied in our school ... six years already.
a) for; b) since; c) last.
3. Have you written the report...?
a) yesterday; b) just; c) yet.
4. I don't know about this town. I have ... been there.
a) ever; b) never; c) yet.
5. You can put this shirt on. Mother has ... ironed it.
a) just; b) recently; c) before.
6. We haven't received any messages from Mike ... last month.
a) for; b) since; c) from.
7. My brother ... to Thailand twice already.
a) was; b) has gone; c) has been.
8. Have you ... played cricket?
a) ever; b) never; c) today.
9. Who ... you this disc?
a) have given; b) has given; c) is given.
10. Jack has never ridden a horse
a) just; b) already; c) before.

XIV. Put the verbs in brackets into the Past Simple or the Present Perfect Tense.

1) It's very cold here. ... you ... (*to turn on*) the heater? — Yes, I... . I ... (*to turn*) it on ten minutes ago. 2) Is your boss in the office? — No, he ... (*to go*) to Berlin on business.— When ... he ... (*to leave*)? — He ... (*to leave*) two days ago. 3) ... Frank ... (*yet to book*) the tour to Europe? — Yes, he He ... (*to phone*) me from the travel agency half an hour ago. 4) How long ... you ... (*to know*) Emma? — We ... (*to be*) friends since we ... (*to be*) seven years old. 5) Who ... you ... (*to get*) a letter from?

— It isn't a letter, it's an invitation to a wedding party. I ... *(to get)* it from Molly and Den an hour ago. 6) Tina looks great! ... she ... *(to lose)* weight? — Yes, she ... She ... *(to be)* on a diet for a month already. She ... *(not to look)* so attractive a month ago. 7) Why ... Nora ... *(to run)* out of the room? ... you ... *(to tell)* her anything offensive, Edwin? — No, I Somebody ... *(to phone)* her a minute ago and perhaps ... *(to tell)* some bad news. A worried expression ... *(to cross)* her face and she ... *(to run)* away without a word. 8) Who ... *(to design)* this dress? You look terrific in it, Pam! — Well, I ... *(to buy)* it in a famous designer fashion house a week ago. 9) ... Jack ever ... *(to ask)* you about your parents? — Yes, he He knows that my parents ... *(to die)* in a car accident when I ... *(to be)* four years old. 10) ... you ... *(to recognize)* Martin yesterday? — No, I He ... *(to change)* a lot since we ... *(to leave)* school. He ... *(to put)* on weight and ... *(to grow)* a beard.

XV. Find mistakes and correct them.

1) The taxi has arrived just. 2) Have Nick passed his exams yet? 3) Sandra has ever been to the mountains in winter. 4) We haven't left the hotel room for yesterday morning. 5) Who has Mary and Sue met in the park? 6) When has Nigel sold his motorbike? 7) I haven't seen Bob since he has moved to another country. 8) They have gone in Paris for five days now. 9) Who have translated this expression? 10) Have you cooked dinner just?

XVI. Translate into English.

1) Я не катався на ковзанах з тих пір, як в дитинстві зламав ногу.
2) Ви вже переїхали в нову квартиру? - Ні. Минулого тижня ми пофарбували двері і поставили нові вікна. Але ми ще не вибрали меблі. 3) Вчора ми ходили в новий кінотеатр. - Вам сподобалось? - Так. А ви вже були там? - Так, ми були там минулої п'ятниці. 4) Куди Діана поклала мої диски? Ти не бачив їх, Майк? - Діана вчора взяла їх додому. Вона обіцяла повернути їх тобі сьогодні. - Але вона ще не прийшла. 5) Як давно ви знайомі? - Всього чотири місяці. Ми одружилися в квітні. 6) Том вдома? - Ні, він тільки-но пішов в спортзал. Він ще не тренувався на цьому тижні. 7) Скільки книг ти взяв в бібліотеці? - Три. - А скільки ти вже прочитав? - Всього одну. Я закінчив її читати дві години тому. 8) Ти чула новини, Лена? - Які новини? - Боб виграв в лотерею п'ять тисяч доларів. - Коли він виграв? - Три дні тому. 9) Нарешті ви приїхали! - Так, ми не були у вас з минулого Різдва. - Так, ми тоді чудово провели час. 10) Ви коли-небудь грали в гольф? - Ніколи. А ви? - Я пробував грати минулим літом, але у мене погано виходило.

LESSON 3

TEXT C WHAT MAKES EFFECTIVE MANAGERS?

In general, effective managers are those who (1) possess certain important skills and (2) are able to use these skills in a number of managerial roles. Probably no manager is called on to use any particular skill constantly or to play a particular role all the time. However, these skills and abilities must be available when they are needed.

KEY MANAGEMENT SKILLS

The skills that typify effective managers tend to fall into three general categories: technical, conceptual, and interpersonal.

■ **Technical Skills** A **technical skill** is a specific skill needed to accomplish a specialized activity. For example, the skills engineers and machinists need to do their jobs are technical skills. First-line managers (and, to a lesser extent, middle managers) need the technical skills relevant to the activities they manage. Although these managers may not have to perform the technical tasks themselves, they must be able to train subordinates, answer questions, and otherwise provide guidance and direction. A first-line manager in the accounting department for the Hyatt Corporation, for example, must be able to perform computerized accounting transactions and be able to help employees complete the same accounting task. In general, top managers do not rely on technical skills as heavily as do managers at other levels. Still, understanding the technical side of a business is an aid to effective management at every level.

■ **Conceptual Skills** **Conceptual skill** is the ability to think in abstract terms. Conceptual skill allows the manager to see the "big picture" and to understand how the various parts of an organization or an idea can fit together. In 1993, instead of pursuing the graduate degree her parents expected, Elana Amsterdam put her conceptual skills to work in a rather unexpected field: garbage. After New York City privatized its garbage industry, haulers began regularly charging businesses more than the maximum set by law for garbage removal. In talking with business owners, Amsterdam came to realize they were being overcharged because they didn't have the time, knowledge, or inclination to argue. Recognizing an opportunity to solve the problem, Amsterdam launched Ecosav, a garbage-consulting firm that measures an organization's garbage and negotiates with haulers for the most reasonable rate. Today Ecosav has over 100 clients. Amsterdam was able to identify existing factors (the need to have garbage hauled and the practice of overcharging), to conceive how these factors added up to a new business opportunity, and to carry her idea through to completion.

Conceptual skills are useful in a wide range of situations, including the optimization of goals described earlier. They appear, however, to be more crucial for top managers than for middle or first-line managers.

■ **Interpersonal Skills** An **interpersonal skill** is the ability to deal effectively with other people, both inside and outside the organization. Examples of inter-personal skills are the ability to relate to people, understand their needs and motives, and show genuine compassion. One reason why Mary Kay Ash, founder of Mary Kay Cosmetics, has been so successful is her ability to motivate her employees and to inspire their loyalty and devotion to her vision for the firm. And although it is obvious that a CEO like Mary Kay Ash must be able to work with employees throughout the organization, what is not so obvious is that middle and first-line managers must also possess inter-personal skills. For example, a first-line manager on an assembly line at Procter and Gamble must rely on employees to manufacture Tide laundry detergent. The better the manager's interpersonal skills, the more likely the manager will be able to lead and motivate those employees. When all other things are equal, the manager able to exhibit these skills will be more successful than the arrogant and brash manager who doesn't care about others.

Exercise 1. Answer the following questions:

1. Who is an effective manager?
2. How many general categories do the skills that typify effective managers tend to fall into?
3. What is a technical skill?
4. What skill is the ability to think in abstract terms?
5. What are the interpersonal skills? Give the examples.
6. The better the manager's interpersonal skills, the more likely the manager will be able to lead and motivate those employees, won't he?

TEXT B MANAGERIAL ROLES

Research suggests that managers must, from time to time, act in ten different roles if they are to be successful. (By role we mean a part that someone plays.) These ten roles can be grouped into three broad categories: decisional, interpersonal, and informational.

■ **Decisional Roles** As you might suspect, a **decisional role** is one that involves various aspects of management decision making. The decisional role can be subdivided into the following four specific managerial roles. In the role of entrepreneur, the manager is the voluntary initiator of change. For example, a manager for Coca-Cola who develops a new strategy or expands the sales force into

a new market is playing the entrepreneur's role. A second role is that of disturbance handler. A manager who settles a strike is handling a disturbance. Third, the manager also occasionally plays the role of resource allocator. In this role, the manager might have to decide which departmental budgets to cut and which expenditure requests to approve. The fourth role is that of negotiator. Being a negotiator might involve settling a dispute between a manager and a worker assigned to the manager's work group.

■ **Interpersonal Roles** Dealing with people is an integral part of the manager's job. An **interpersonal role** is one in which the manager deals with people. Like the decisional role, the interpersonal role can be broken down according to which the manager deals with three managerial functions. The manager may be called on to serve as a figure- people head, perhaps by attending a ribbon-cutting ceremony or taking an important client to dinner. The manager may also have to play the role of liaison by serving as a go-between for two different groups. As a liaison, a manager might represent his or her firm at meetings of an industrywide trade organization. Finally, the manager often has to serve as a leader. Playing the role of leader includes being an example for others in the organization as well as developing the skills, abilities, and motivation of employees.

■ **Informational Roles** An **informational role** is one in which the manager either gathers or provides information. The informational role can be subdivided as follows. In the role of monitor, the manager actively seeks information that may be of value to the organization. For example, a manager who hears about a good business opportunity is engaging in the role of monitor. The second informational role is that of disseminator. In this role, the manager transmits key information to those who can use it. As a disseminator, the manager who heard about the good business opportunity would tell the appropriate marketing manager about it. The third informational role is that of spokesperson. In this role, the manager provides information to people outside the organization, such as the press, television reporters, and the public. When US Airways began to target some of its advertising and sponsorship activities toward African Americans, it was the company's spokesperson who told the press about this effort.

Exercise 1. Answer the following questions:

1. How many broad categories can the managerial roles be grouped into?
2. What is a decisional role?
3. What is a an interpersonal role?
4. What role is one in which the manager either gathers or provides information?
5. In what way are management skills related to the roles managers play? Provide a specific example to support your answer.
6. Which of the management functions, skills, and roles do not apply to the owner-operator of a sole proprietorship?

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

AT RODEL, BETTER LEADERS MAKE A BETTER COMPANY

In the center of a circle of about twenty-five people stands one person. At unpredictable moments, groups of two or three people dash into the circle and run directly toward the person, who must avoid flinching, grabbing the runners, or stepping aside. Does this drill seem like conventional employee training? At Rodel, Inc., it is. Activities like these are designed to build confidence and teamwork and are only a part of the company's Leadership Intensive Training, a program that has helped make Rodel the nation's number one manufacturer of polishing products for semiconductors, computer chip disks, and panels for flat displays.

Although today Rodel owns 40 percent of its targeted market and enjoys a reputation for quality products and committed employees, the picture wasn't always so rosy. With a corporate culture characterized by infighting and domineering managers, Rodel was unable to compete effectively. Company executives realized that fundamental change was needed. From this realization was born Rodel's three-pronged strategy:

1. The Rodel Way, a set of core values designed to promote cohesiveness, to encourage employees to take initiative, and to obscure boundaries between blue- and white-collar workers
2. Open-book management, a policy of allowing employees access to the company's most sensitive financial information
3. Leadership Intensive Training

Leadership Intensive Training is designed to teach Rodel employees at all levels to be leaders—that is, to identify problems and to guide others in finding solutions. The program is voluntary; those wishing to participate must submit an application that asks such questions as, "In your view, what is leadership?" and "In what areas are you committed to growing in your leadership ability?" Training includes required reading, activities that build confidence and trust, and "trial by fire," a project assigned with no guidelines. For example, directors gave the first group of twenty-five trainees an assignment to reduce the company's production waste by 8 percent in one year. With no specific instructions from directors and no designated line of authority, the group initially reported chaos. Slowly, however, leadership emerged, and despite occasional breakdowns, the group was able to save Rodel \$200,000 on reduced waste material.

Although the company's transformation is not complete, Rodel is already enjoying the competitive advantage of having employees who work together and think of the company as their own. With 40 percent of the market and 6,000 customers worldwide, including electronics giants Samsung, Hitachi, IBM, Motorola, and Intel, the company's CEO now claims "there isn't a chip made anywhere in the world without at least one of our products."

TEXT C LEADERSHIP

Leadership has been broadly defined as the ability to influence others. A leader has power and can use it to affect the behavior of others. Leadership is different from management in that a leader strives for voluntary cooperation, whereas a manager may have to depend on coercion to change employee behavior.

FORMAL AND INFORMAL LEADERSHIP

Some experts make a distinction between formal leadership and informal leadership. Formal leaders have legitimate power of position; that is, they have authority within an organization to influence others to work for the organization's objectives. Informal leaders usually have no such authority and may or may not exert their influence in support of the organization. Both formal and informal leaders make use of several kinds of power, including the ability to grant rewards or impose punishments, the possession of expert knowledge, and personal attraction or charisma. Informal leaders who identify with the organization's goals are a valuable asset to any organization. On the other hand, a business can be brought to its knees by informal leaders who turn work groups against management.

STYLES OF LEADERSHIP

For many years, leadership was viewed as a combination of personality traits, such as self-confidence, concern for people, intelligence, and dependability. Achieving a consensus on which traits were most important was difficult, however, and attention turned to styles of leadership behavior. In the last few decades, several styles of leadership have been identified: authoritarian, laissez-faire, and democratic. The **authoritarian leader** holds all authority and responsibility, with communication usually moving from top to bottom. This leader assigns workers to specific tasks and expects orderly, precise results. The leaders at United Parcel Service employ authoritarian leadership. At the other extreme is, the **laissez-faire leader**, who gives authority to employees. With the laissez-faire style, subordinates are allowed to work as they choose with a minimum of interference. Communication flows horizontally among group members. Leaders at Apple Computer are known to employ a laissez-faire leadership style in order to give employees as much freedom as possible to develop new products. The **democratic leader** holds final responsibility but also delegates authority to others, who participate in determining work assignments. In this leadership style, communication is active both upward and downward. Employee commitment is high because of participation in the decision-making process. Managers for both Wal-Mart and Saturn have used the democratic leadership style to encourage employees to become more than just rank-and-file workers.

WHICH MANAGERIAL LEADERSHIP STYLE IS BEST?

Today most management experts agree that no one "best" managerial leadership style exists. Each of the styles described above—authoritarian, laissez-faire, and democratic—has advantages and disadvantages. For example, democratic leadership can motivate employees to work effectively because they are implementing their own decisions. On the other hand, the decision-making process associated with democratic leadership takes time that subordinates could otherwise be devoting to the work itself. Although hundreds of research studies have been conducted to prove which leadership style is best, there are still no definite conclusions. The "best" leadership seems to occur when the leader's style matches the situation. Actually, each of the three leadership styles can be effective in the right situation. The style that is most effective depends on the interaction among the employees, the characteristics of the work situation, and the manager's personality.

Exercise 1. Answer the following questions:

1. How has leadership been broadly defined as?
2. Is there any difference between leadership and management?
3. Compare and contrast the major styles of leadership.
4. Which leadership style might be best suited to each of the three general levels of management within an organization?
5. According to this chapter, the leadership style that is most effective depends on the interaction among the employees, the characteristics of the work situation, and the manager's personality. Do you agree or disagree? Explain your answer.

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

TRANSLATING LEADERSHIP STYLES

From country to country and even from culture to culture, leadership styles vary. In the United States, leadership means getting things done. CEOs generally have a great deal of authority and are expected to use it. Qualities that make an effective leader in Chicago or Dallas, however, might not be valued in England or Japan. What experts in the global marketplace are coming to understand is that no two cultures view leadership in the same way.

According to analysts, effective Japanese leaders make employees feel secure, they expect compliance, and they display a "harmonious personality." Japanese leaders assume that employees have a family-like loyalty to the company, a concept known as "*ie no tami ni*". They act as the "parents" in the family, supporting individuals and demonstrating understanding but maintaining firm control over information and operations.

Recent studies of European managerial styles identify the following four distinct types: 1. A style called "Towards a Common Goal" is prevalent in German and Austrian organizations. Each department has a clear chain of command, and information and instruction are passed down from top to bottom. Leaders, who are

primarily autocratic, base their authority on their place in the organization's hierarchy. They expect compliance with strict systems and procedures, but they follow the same rules and procedures themselves.

2. Leaders in Spain, England, and Ireland demonstrate a leadership style called "Leading from the Front." Although this leadership style is also autocratic, leaders base their authority more on personal skills and charisma than on their position in the hierarchy. 3. The most autocratic leadership style, "Managing from a Distance," is common in organizations in France. Employees expect French managers to command, and that is exactly what they do. As one interviewed manager asserted, "I like to be left alone to do my work as I see fit." Decision making is made by control, not consensus. 4. Accord and compromise characterize leadership in Sweden and Finland, where leaders motivate employees through communication and consensual decision making. Aptly called "Consensus," this leadership style requires open communication. In fact, Swedish law mandates management's discussion of important decisions with all employees before implementation. Organizations hoping to operate globally will not have an easy time bringing together these diverse leadership styles. Corporate leaders will not only have to understand the cultures in Uzbekistan and Szechwan but also the qualities that make good leaders there. One expert, however, lists three skills that are a must for good global leaders, regardless of country or culture. Those who have interpersonal skills and financial discipline and who give employees minimal rules and maximum trust will be good leaders anywhere.

GRAMMAR EXERCISES

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

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

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

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

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

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

1. Якщо дія відбулася в невизначений момент в минулому:
He has repaired his car.
2. Якщо дія закінчилася недавно і зараз є її наслідки :
She has just washed her hair.
3. Щоб зробити наголос на особистому досвіді або особистих змінах:
Mary has lost weight.
4. Щоб зробити наголос на кількості:
He has driven eighty kilometres since morning.

Present Perfect-Continuous Tense (Теперішній доконано-тривалий час) вживається в наступних випадках:

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

Зверніть увагу!

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

I. Match the sentences to the explanations of the usage of Present Tenses.

- | | |
|--|---|
| 1. Ben has just painted his bike. | a. дія почалася в минулому, триває деякий час і в момент мовлення ще не закінчилася. |
| 2. We are picking vegetables now. | b. вираження постійних дій або станів. |
| 3. Dolly has put on weight. | c. мова йде про розклади. |
| 4. She has been playing the piano since 4 o'clock. | d. дія закінчилася недавно і зараз є її наслідки. |
| 5. The news programme starts at 8 o'clock. | e. мова йде про дії, заплановані на найближче майбутнє і які обов'язково відбудуться. |
| 6. He has been surfing the Net for hours! | f. мова йде про особистий досвід або особисті зміни. |
| 7. My brother is getting married next Saturday. | g. опис тимчасових ситуацій. |
| 8. His mother works at the estate agency. | h. вираження дій, що відбуваються в момент мовлення. |
| 9. We have written twenty invitation cards since 10 o'clock. | i. підкреслюється час тривалості дії. |
| 10. At the moment they are staying at a hotel. | j. звертається увага на кількість. |

II. Circle the correct item.

1) The plain *leaves/is leaving* at six o'clock. Don't be late! 2) Bill and Mark are good friends. They *know/have known* each other since childhood. 3) Have you seen my passport? I *am looking/ have been looking* for it for almost an hour. 4) We *are moving/ have been moving* to a new office next week. 5) Sally *is working/ has worked* at this hotel for five years. 6) Vicky is very clever. She *speaks/is speaking* three languages. 7) Where is Sam? — He *is working/has been working* in the garage. 8) I *read/have read* three articles since 3 o'clock. 9) Sarah is busy. She *is packing/ has been packing* things for our trip since 9 o'clock. 10) Plants *need/are needing* water to grow.

III. Put the verbs in brackets into the Present Continuous, the Present Perfect or the Present Perfect Continuous Tense.

1) Ann and Jane can't play with you, Ted. They ... (*to clean*) the house at the moment. Ann ... (*to dust*) the furniture for half an hour now, and Jane ... (*just to finish*) vacuuming the carpets. 2) The boss is in his study. He ... (*to read*) a report of the manager. He ... (*to read*) it since morning and ... (*not to finish*) yet. 3)... you ...

(*to see*) Pam today, Jack? — Yes, she ... (*to have*) lunch with her friend in the cafeteria now. They ... (*to sit*) there for twenty minutes now. 4) How long ... Elizabeth ... (*to attend*) design courses? — She ... (*to attend*) them since last month. She ... (*already to learn*) a lot. 5) Where ... Simon (*to be*)? — He ... (*to make*) photocopies of some articles in the library now.— For what? — Simon ... (*to take*) part in a conference next week. He ... (*to prepare*) a speech for it for a week already. 6)... you ... (*to be*) to the new restaurant yet, Cindy? — Well, we ... (*to go*) there tonight. Mike ... (*already to book*) a table. 7) Who ... (*to be*) in the bathroom? — It ... (*to be*) Alice. She ... (*to dry*) her hair.— She ... (*to dry*) her hair for twenty minutes now and I ... (*not to wash*) my hair yet. 8) How long ... you ... (*to live*) in this house? — We ... (*to live*) here for eleven years now. We ... (*just to finish*) *repairing* it. 9)... Pam ... (*to find*) her gloves yet? — No, she She ... (*to look*) for them for fifty minutes now. 10) What ... Greg and Den ... (*to do*) now? — They ... (*to fix*) a washing machine. They ... (*to work*) since 9 o'clock.

IV. Put the verbs in brackets into the Present Simple, the Present Continuous, the Present Perfect or the Present Perfect Continuous Tense.

1) ... you ... (*to go*) to the concert next Sunday, Julia? — Yes. Actually I ... (*already to buy*) a ticket. I never ... (*to miss*) an opportunity to visit concerts of famous singers and music bands. 2) ... Alan ... (*to check*) his e-mail yet? — Yes, he He always ... (*to read*) his mail in the morning. 3) ... you ... (*to wait*) for a bus? How long ... you ... (*to wait*) for it? — I ... (*to wait*) for half an hour already.— How strange. It usually ... (*to arrive*) on time. 4) ... Jessica still ... (*to be*) in the fitting room? She ... (*to try*) clothes on for hours! — Well, she seldom ... (*to go*) shopping for clothes, but if she does, she ... (*to spend*) hours choosing dresses and blouses. Look! She ... (*finally to choose*) what to buy. 5) ... you still ... (*to work*) on the computer, Mark? You ... (*to work*) since 8 o'clock.— I... (*to look*) for some information for my Biology project for three hours already but I can't find anything interesting. It always ... (*to take*) a lot of time to find necessary information on the Net. 6) ... Mr Peters still ... (*to work*) at school? — Yes, he ... (*to teach*) Maths for twenty years. He ... (*to be*) a very good teacher, you know. 7) What ... Tina ... (*usually to do*) in the evenings? I never ... (*to see*) her walking with her friends.— She ... (*to prepare*) for her final tests these days. She ... (*to want*) to enter university and she really ... (*to study*) hard since the beginning of the school year. 8) Where ... you ... (*to hurry*) now, Sue? — I ... (*to have*) a seminar at the university today. It ... (*to start*) in half an hour. 9) Why ... Gordon ... (*to read*) the newspapers since morning? — He ... (*to want*) to find a part-time job for summer. You know, he ... (*already to decide*) to buy a new computer and he ... (*to need*) money for it. 10) ... you already ... (*to plan*) your trip to France? — Yes, we We ... (*to fly*) to Paris tomorrow morning. Richard ... (*already to buy*) tickets and Helen ... (*to pack*) suitcases since 10 o'clock.

V. Complete the sentences with the correct time adverbs from the box.

ever	at the moment	since (2)	just
for (2)	always	twice	never

1) Max has lived in the village ... he was born. 2) My mother ... does the housework on Saturdays. 3) Sorry, Mr Collins can't speak to you. He is carrying on negotiations with our partners 4) Amanda has been in Prague ... three days. 5) Have you ... tasted Chinese food? 6) I have English lessons ... a week. 7) Alex has been learning this poem ... 2 o'clock. 8) Mary has ... taken the cake from the oven. 9) They have ... seen a koala. 10) We have been flying ... an hour now.

VI. Choose the correct form to complete the sentences.

Daniel Stevens is a wildlife cameraman. He 1)... wild animals for documentary programmes for seventeen years now. He 2)... the world's jungles and rainforests. His wife Alison always 3)... him and helps in his work. They 4)... together for fifteen years and want to keep filming until they get too old. At the moment they 5) ... to go to the Arctic to film white bears. Although Daniel 6)... how dangerous his work is, he 7)... to be face to face with the animals he is filming. «I love being in an environment that 8) ... for years», he says. Next year Daniel 9) ... to publish his book about filming. He 10) ... it for more than four years and 11) ... it. Daniel 12) ... this book will be a great support for the cameramen who 13) ... much experience yet.

- | | | |
|-------------------------|---|-------------------------|
| 1) a) films; | b | is filming; |
| c) has filmed; | d | has been filming. |
| 2) a) already explores; | b | is already exploring; |
| c)has already | d | has already been |
| 3) a) accompanies; | b | is accompanying; |
| c) has accompanied; | d | has been accompanying. |
| 4) a) work; | b | are working; |
| c) have worked; | d | have been working. |
| 5) a) prepare; | b | are preparing; |
| c) have prepared; | d | have been preparing. |
| 6) a) understands; | b | is understanding; |
| c) has understood; | d | has been understanding. |
| 7) a) prefers; | b | is preferring; |
| c) has preferred; | d | has been preferring. |
| 8) a) doesn't change; | b | isn't changing; |
| c) hasn't changed; | d | hasn't been changing. |
| 9) a) plans; | b | is planning; |
| c) has planned; | d | has been planning. |
| 10) a) writes; | b | is writing; |

- | | |
|------------------------|------------------------|
| c) has written; | d has been writing. |
| 11_a) almost finishes; | b is almost finishing; |
| c) has almost | d has almost been |
| 12 a) hopes; | b is hoping; |
| c) has hoped; | d has been hoping. |
| 13 a) don't have; | b aren't having; |
| c) haven't had; | d haven't been having. |

VII. Find mistakes and correct them.

1) Carol has been done the ironing since 11 o'clock in the morning. 2) Jack has still waited for a message from you. 3) Have she been swimming for an hour now? 4) Phil work at the advertising agency in the city centre. 5) We have been having this car for about five years. 6) The train is departing at 6 o'clock in the evening. 7) They have been decorating the hall since three hours. 8) You have flying to Detroit tomorrow morning. 9) How long have you translated this article? 10) How many messages have you been receiving since yesterday?

VIII. Translate into English.

1) Лінда вже приготувала вечерю? - Ще ні. Вона готує щось вже годину. Страва пахне дуже смачно. 2) Де Бен? - Він у гаражі.- Що він робить? - Ремонтує машину. Він працює з восьмої години ранку. 3) Твої батьки вже повернулися з Карпат? - Ще ні.- Як довго вони подорожують? - Вони подорожують вже десять днів. Вони повертаються в наступний вівторок. 4) Що ти робиш? - Я шукаю інформацію для свого проекту в Інтернеті.- Ти знайшов що-небудь? - Так, я знайшов кілька цікавих статей. 5) Ви вже викликали лікаря? - Так, але він ще не прийшов.- Як давно ви його чекаєте? - Ми чекаємо вже дві години. 6) Джейн в своїй кімнаті? - Ні, вона збирає сливи в саду. Бабуся хоче приготувати сливове варення. 7) Ти вже поговорив з батьком? - Ні, він ще не повернувся додому. Він завжди повертається додому о сьомій вечора. 8) Том грає в футбол з друзями? - Так, вони грають вже більше години. 9) З ким Сандра розмовляє по телефону? Вона розмовляє вже майже годину! - Так, вона розмовляє з Ганною. Вони обговорюють плани на вихідні. 10) Ти вже купив квитки на поїзд? - Так. Поїзд відправляється завтра о дев'ятій годині вечора. Не спізнюйся!

XIV. Make the sentences negative and interrogative.

1) They have been building the house for three years now. 2) He has been looking for a job for four months. 3) You have been studying this report for an hour. 4) Susan has been learning to drive since last month. 5) We have been shopping since early morning. 6) Mike has been cycling for three hours. 7) You have been sunbathing since 8 o'clock. 8) The baby has been sleeping for three hours. 9) Nick has been waiting for you since 5 o'clock. 10) They have been writing a test for two hours.

XV. Write questions to the underlined words.

- 1) She has been choosing a present for Molly for two hours.
 2) They have been planning their trip to Spain for a week.
 3) You have been reading this magazine since 6 o'clock. 4) Jack has been skiing in the mountains since morning. 5) We have been cleaning the flat for four hours.

XVI. Put the verbs in brackets into the correct form of the Present Perfect Continuous Tense.

- 1) It ... (*to snow*) for three days now. 2) We ... (*to row*) towards the island for two hours. 3) ... Paula ... (*to watch*) the DVD since 4 o'clock? — No, she ... (*to watch*) it for an hour now. 4) The children ... (*to prepare*) for the New Year party since the beginning of December. 5) What ... you ... (*to discuss*) with Mark since 3 o'clock? — We ... (*to discuss*) the list of the guests for our wedding party. 6) Why do you look so tired? — I ... (*to clean*) the swimming pool since 9 o'clock in the morning. 7) Who ... (*to cry*) since 6 o'clock in the morning? — I think it's Fiona's baby. 8) How long ... Brian ... (*to study*) management? — He ... (*to study*) it for four years now. 9) ... Sue ... (*to sleep*) long? — No, she She ... (*to sleep*) just for two hours. 10) How long ... your brother ... (*to wear*) glasses? — He ... (*to wear*) glasses since he was 5 years old.

XVII. Put the verbs in brackets into the Present Simple, the Present Continuous, the Present Perfect or the Present Perfect Continuous Tense.

- 1) ... you ... (*already to read*) a letter from Aunt Emily? — Yes, I She ... (*to want*) to visit us. She ... (*to come*) next Wednesday. 2) Why ... you ... (*to look*) at that woman so attentively? ... you ... (*to know*) her? — It ... (*to seem*) to me I ... (*already to meet*) her somewhere. 3) ... Jane (*to be*) in the office? — Yes, she ... (*to type*) some documents since 9 o'clock. 4) The police inspector ... (*to investigate*) this robbery for a week now. He ... (*already to talk*) to all the witnesses but he ... (*not to find*) the robbers yet. 5) I ... (*not to know*) how long Henry ... (*to work*) on that project, but he ... (*not to finish*) it yet. 6) The secretary usually ... (*to come*) to the office at 9 o'clock, but it ... (*to be*) half past nine now and she ... (*not to arrive*) yet. 7) ... (*to be*) Den in his room now? What... he ... (*to do*) there since morning? — He ... (*to prepare*) for the research expedition. He ... (*already to book*) a ticket for the plane and now he ... (*to pack*) his things. 8)... (*to be*) you OK, Nigel? You ... (*to look*) very pale.— I ... (*to be*) just tired. I ... (*to work*) on my report all night long. 9) Who ... (*to train*) in the gym for half a day now? — Ben and Alex. They ... (*to prepare*) for the international championship for eight months now. They ... (*to train*) every day. 10) How long ... Nelly ... (*to paint*) this picture? — She ... (*to paint*) it for a month now. She ... (*to want*) to exhibit it in our gallery next month.

XVIII. Find mistakes and correct them.

1) Elephants aren't eating meet. 2) It has been raining since hours. 3) My uncle have been the manager of this firm for seven years. 4) Have been you waiting for a long time? 5) I have been knowing Mary since 2002. 6) The ferry is arriving at 7 o'clock in the morning. 7) They leave for Egypt next Friday. 8) How long has Nick driven? 9) Sally has been not reading since 2 o'clock. 10) Who have told you about it?

XIX. Translate into English.

1) Ми з братом граємо в шахи вже півтори години. 2) Ми не дивимося телевізор уже два дні. 3) Де хлопчики? Я не бачив їх з ранку. - Вони з ранку ловлять рибу на озері. Вони ходять на риболовлю щосуботи. 4) Ваша сестра вчиться в університеті? - Так. Вона вже три роки вивчає економіку. 5) Як давно Джулія працює стоматологом? - Вона працює стоматологом вже десять років. Але в нашій лікарні вона працює всього чотири роки. 6) Том фарбує вікна в нашому офісі з ранку. Він уже пофарбував шість вікон. Зараз він фарбує вікна на другому поверсі. 7) Що Лінда робить на кухні? - Вона готує молочний коктейль. Ви любите молочний коктейль? - Так. - Але ви ще не куштували коктейлі, які готує Лінда! Вона готує найсмачніші в світі коктейлі. 8) Навіщо ти розповів Тому про наш подарунок? - Я нічого не сказав йому. - Правда? Чому він цілий ранок розпитує мене? - Я не знаю. 9) Чому Бен сміється? - Він дивиться нову комедію по телевізору. Він дивиться її вже годину. 10) Скільки іспитів ви здали на цьому тижні? - Ми здали два іспити. - Який іспит ваші друзі здають зараз? - Вони здають іспит з історії.

LESSON 4

TEXT A MANAGERIAL DECISION MAKING

Decision making is the act of choosing one alternative from among a set of alternatives?' In ordinary, everyday situations, our decisions are made casually and informally. We encounter a problem, mull it over for a way out, settle on a likely solution, and go on. Managers, however, require a more systematic method for solving complex problems in a variety of situations. As shown in Figure 6.6, managerial decision making involves four steps: (1) identifying the problem or opportunity; (2) generating alternatives, (3) selecting an alternative, and (4) implementing and evaluating the solution.

IDENTIFYING THE PROBLEM OR OPPORTUNITY

A **problem** is the discrepancy between an actual condition and a desired condition—the difference between what is occurring and what one wishes would

between an actual condition occur. For example, a marketing manager at Campbell Soup Company has a and a desired condition problem if sales revenues for Campbell's Hungry Man frozen dinners are declining (the actual condition). To solve this problem, the marketing manager must take steps to increase sales revenues (desired condition). Most people consider a problem to be "negative"; however, a problem can also be "positive." A positive problem should be viewed as an "opportunity."

Although accurate identification of a problem is essential before the problem can be solved or turned into an opportunity, this stage of decision making creates many difficulties for managers. Sometimes managers' preconceptions of the problem prevent them from seeing the situation as it actually is. They produce an answer before the proper question has ever been asked. In other cases, managers overlook truly significant issues by focusing on unimportant matters. Also, managers may mistakenly analyze problems in terms of symptoms rather than underlying causes.

Effective managers learn to look ahead so that they are prepared when decisions must be made. They clarify situations and examine the causes of problems, asking whether the presence or absence of certain variables alters a given situation. Finally, they consider how individual behaviors and values affect the way problems or opportunities are defined.

GENERATING ALTERNATIVES

After a problem has been suitably defined, the next task is to generate alternatives. Generally, the more important the decision, the more attention is devoted to this stage. Managers should be open to fresh, innovative ideas as well as to more obvious answers.

Certain techniques can aid in the generation of creative alternatives. Brainstorming, commonly used in group discussions, encourages participants to come up with as many new ideas as possible, no matter how outrageous. Other group members are not permitted to criticize or ridicule. Another approach to generating alternatives, developed by the U.S. Navy, is called "Blast! Then Refine." Group members tackle a recurring problem afresh, erasing from their minds all solutions and procedures tried in the past. The group then re-evaluates its original objectives, modifies them if necessary, and devises new solutions to the problem. Other techniques—including trial and error—are also useful in this stage of decision making.

Selecting an alternative

A final decision is influenced by a number of considerations, including financial constraints, human and informational resources, time limits, legal obstacles, and political factors. Managers must select the alternative that will be most effective and practical under the circumstances. At times two or more alternatives, or some combination of alternatives, will be equally appropriate.

Managers may choose solutions to problems on several levels. The word *satisfice* has been coined to describe solutions that are only adequate and not the best possible. When they lack time or information, managers often make decisions that *satisfice*, even though this is not the most productive approach in the long run. Whenever possible, managers should try to investigate alternatives carefully and select the one that best solves the problem.

IMPLEMENTING AND EVALUATING THE SOLUTION

Implementation of a decision requires time, planning, preparation of personnel, and evaluation of the results. Managers must usually deal with unforeseen consequences as well, even when they have carefully considered the alternatives.

The final step in managerial decision making entails evaluating the effectiveness of a decision. If the alternative that was chosen removes the difference between the actual condition and the desired condition, the decision is judged effective. If the problem still exists, managers may

- Decide to give the chosen alternative more time to work.
- Adopt a different alternative.
- Start the problem identification process all over again.

Failure to evaluate decisions adequately may have serious consequences. In 1991, after a prolonged takeover battle, AT&T purchased NCR, the respected maker of computers and business machines, for \$7.48 billion in stock. After five years of losses totaling in the billions of dollars, AT&T concluded that the acquisition was a failure and disclosed that it would divest itself of the company.

Exercise 1. Answer the following questions:

1. What is decision making?
2. What steps does it involve?
3. How can you explain the term “a problem”?
4. Discuss what happens during each of the four steps of the managerial decision-making process.
5. May failure to evaluate decisions adequately have serious consequences?

TEXT B MANAGING TOTAL QUALITY

The management of quality is a high priority in some organizations today. Major reasons for a greater focus on quality include foreign competition, more demanding customers, and poor financial performance resulting from reduced market shares and higher costs. Over the last few years, several U.S. firms have lost the dominant, competitive positions they had held for decades.

Total quality management is a much broader concept than just controlling the quality of the product itself. **Total quality management (TQM)** is the coordination of efforts directed at improving customer satisfaction, increasing employee

participation, strengthening supplier partnerships, and facilitating an organizational atmosphere of continuous quality improvement. For total quality management programs to be effective, management must address each of the following components:

- *Customer satisfaction*—Ways of improving customer satisfaction include producing higher quality products, providing better customer service, and showing customers that the company really cares about them.

- *Employee participation*—Employee participation can be increased by allowing employees to contribute to decisions, to develop self-managed work teams, and to assume responsibility and accountability for improving the quality of their work.

- *Strengthening supplier partnerships*—Developing good working relationships with suppliers can help ensure that the right supplies and materials will be delivered on time at a lower cost.

- *Continuous quality improvement* should not be viewed as achievable through one single program that has a target objective; a program based on continuous improvement has proved to be the most effective long-term approach, Custom Research Inc. (CRI), a market research company with 105 employees, practices total quality management to ensure that its services are better than those of its competition. It uses a team-based structure, builds relationships with its customers, and monitors satisfaction inside and outside the company. At a monthly "Good News Thursday" meeting, employees are encouraged to boast about personal and organizational successes so that they can feel good about being part of the company. Attention to TQM helped CRI win the Malcolm Baldrige National Quality Award in 1996.¹²

Although many factors influence the effectiveness of a total quality management program, two issues are crucial. First, top management must make a strong commitment to a TQM program by treating quality improvement as a top priority and giving it frequent attention. Firms that establish a total quality management program but then focus on other priorities will find that their quality improvement initiatives will fail. Second, management must coordinate the specific elements of a TQM program so that they work in harmony with each other.

Although not all U.S. companies have total quality management programs, these programs provide many benefits. Overall financial benefits include lower operating costs, higher return on sales and on investment, and an improved ability to use premium pricing rather than competitive pricing. Additional benefits include faster development of innovations, improved ability to compete in global markets, higher levels of customer retention, an enhanced reputation, and a more productive and better-satisfied workforce.

Exercise 1. Answer the following questions:

1. Is the management of quality a high priority in some organizations today? Why?

2. What is total quality management?
3. What components must management address of for total quality management programs to be effective?
4. What issues are crucial for effectiveness of a total quality management program?
5. What are the major benefits of a total quality management program?

TEXT C WHAT IT TAKES TO BECOME A SUCCESSFUL MANAGER TODAY

Everyone hears stories about the corporate elite who make salaries in excess of \$250,000 a year, travel to and from work in chauffeur-driven limousines, and enjoy lucrative pension plans that provide for a luxurious lifestyle even after they retire. Although management can obviously be a very rewarding career, what is not so obvious is the amount of time and hard work that managers invest to achieve the impressive salaries and perks that may come with the job.

A DAY IN THE LIFE OF A MANAGER

Organizations don't pay managers to look good behind an expensive wood desk. Organizations pay for performance. As we already pointed out in this chapter, managers coordinate the organization's resources. They also perform the four basic management functions: planning, organizing, leading and motivating, and controlling. And managers make decisions and then implement and evaluate those decisions. This heavy workload requires that managers work long hours, and most don't get paid overtime for work in excess of forty hours a week. Typically, the number of hours increases as managers move up the corporate ladder. Make no mistake about it: today's managers work hard in a tough and demanding job. The pace is hectic. Managers spend a great deal of time talking with people on an individual basis. The purpose of these conversations is usually to obtain information or to resolve problems. (Remember, a problem can be either negative or positive and is a discrepancy between an actual condition and a desired condition.) In addition to talking with individuals, a manager often spends a large part of the workday in meetings with other managers and employees. In most cases, the purpose of the meetings—some brief and some lengthy—is to resolve problems. And if the work is not completed by the end of the day, the manager usually packs unfinished tasks in a briefcase and totes them home to work on that night.

PERSONAL SKILLS REQUIRED FOR SUCCESS

To be successful in today's competitive business environment, you must possess a number of different skills. Some of these skills—technical, conceptual, and interpersonal skills—were discussed earlier in this chapter. But you also need to develop some "personal" skills in order to be successful. For starters, oral and written

communication skills, computer skills, and critical thinking skills may give you the edge in getting an entry-level management position.

1. *Oral communication skills.* Because a large part of a manager's day is spent conversing with other managers and employees, the ability to speak and listen is critical for success. For example, oral communication skills are used when a manager must make sales presentations, conduct interviews, perform employee evaluations, and hold press conferences.

2. *Written communication skills.* Managers must be able to write. The manager's ability to prepare letters, memos, sales reports, and other written documents may spell the difference between success and failure.

3. *Computer skills.* Today most managers have at their fingertips a computer monitor that is linked to the organization's larger computer system. Most employers do not expect you to be an expert computer programmer, but they do expect that you should know how to use a computer to prepare written and statistical reports and communicate with other managers and employees in the organization.

4. *Critical thinking skills.* Employers expect managers to use the steps for effective managerial decision making that were described earlier in this chapter. They also expect managers to use their critical thinking skills to ensure that they identify the problem correctly, generate reasonable alternatives, and select the "best" alternative to solve an organization's problem.

THE IMPORTANCE OF EDUCATION AND EXPERIENCE

Although most experts agree that management skills must be learned on the job, the concepts that you learn in business courses lay the foundation for a successful career. In addition, successful completion of college courses or obtaining a degree can open doors to job interviews and career advancement.

Most applicants who enter the world of work do not have a wealth of work experience. And yet there are methods that you can use to "beef up" your resume and to capitalize on the work experience you do have. First, obtain summer jobs that will provide opportunities to learn about the field you wish to enter when you finish your formal education. If you choose carefully, part-time jobs during the school year can also provide work experience that other job applicants may not have. (By the way, many colleges and universities sponsor cooperative work/school programs that give students college credit for job experience.) Even with a solid academic background and relevant work experience, many would-be managers still find it difficult to land the "right" job. Often they start in an entry-level position to gain more experience and eventually—after years on the job—reach that "ideal" job. Perseverance does pay!

Exercise 1. Answer the following questions:

1. What do you know about the working day of the manager?
2. What personal skills must you possess to be successful in today's competitive business environment?

3. What is more important for a manager: education or experience? Give your own opinion.

4. How can you gain more experience?

5. What job is "ideal" for you? Why?

Exercise 2. Read, translate an article and discuss it:

Although specialty bookstores have a hard time competing with large chains like Borders and Barnes & Noble, the Wild Rumpus is alive and doing well in Minneapolis. The owners of the children's bookstore have created surroundings and implemented special programs that make it a place where children have fun while being exposed to a wide range of books. There are places to explore, such as a "haunted shed," animals to see and pet, and stimulating special programs to spark interest in various types of books.

Since opening in 1992, Wild Rumpus has been a reading haven for children, not a store based on adults' conceptions of what a children's bookstore should be. In addition, owners Collette Morgan and Torn Braun have connections with educators who take students to the store for field trips and enlist Wild Rumpus's help in running book fairs. Parents know that every Saturday, something special is happening at Wild Rumpus. When Morgan and Braun opened their bookstore outside of America's largest mall, which is located in Minneapolis, experts thought they were destined to fail. Instead, Wild Rumpus is thriving. Its success can be measured not just in annual sales of \$600,000, but also in the number of children who keep coming back for more books.

Questions

1. To operate a children's bookstore successfully, what type of management skills are especially important?

2. When operating a retail store like Wild Rumpus, what should be the major components of a total quality management program?

GRAMMAR EXERCISES

I. Translate into English.

1) Куди ви збираєтеся влітку? - Спочатку ми їдемо до Мадриду, потім, можливо, проведемо два тижні на морі. 2) Я вважаю, вона не отримає цю роботу. 3) Ми організуємо вечірку наступної суботи. Ви приєднаєтеся до нас? 4) Подивись на того хлопця! Він зараз впаде з дерева! 5) О котрій годині починаються лекції наступного тижня? - Вони починаються о дев'ятій годині ранку. 6) Я не збираюся витратити всі гроші на одяг. 7) Нам прийти раніше завтра? - Ні, я думаю, ми почнемо працювати як завжди. 8) У мене немає часу приготувати вечерю! - Не переймайся, я замовлю піцу. 9) Що ти збираєшся робити у вихідні? - Моя подруга приїздить провідати мене. Ми збираємося погуляти по місту. 10) Виклич таксі, бо інакше запізнишся на літак.

МИНУЛИЙ НЕОЗНАЧЕНИЙ ЧАС (THE PAST SIMPLE TENSE)

Минулий неозначений час (The Past Simple Tense) вживається для повідомлення про дії, що регулярно повторювалися у минулому, а також для опису послідовності дій, котрі відбувалися у минулому. При цьому можуть вживатися наступні обставини часу: *yesterday, last week (month, year), three (two, four) days ago*.

У минулому неозначеному часі до основи правильних дієслів додається закінчення *-ed*: *walk — walked, clean — cleaned*. Неправильні дієслова мають спеціальні форми минулого часу: *buy — bought, meet — met, speak — spoke* і т. ін. Стверджувальна форма минулого неозначеного часу утворюється так:

I/you/he/she/it/we/they + V₂ (Ved)

Наприклад: *We worked in the garden yesterday.*

He sent me an e-mail letter an hour ago.

Утворюючи форму минулого неозначеного часу, необхідно дотримуватися наступних правил орфографії.

1. Якщо основа дієслова закінчується на *-e*, додається тільки *-d*:

live — lived, save — saved.

2. Якщо основа дієслова закінчується приголосним з попереднім наголошеним голосним, кінцевий приголосний подвоюється і додається *-ed*:

stop — stopped, prefer — preferred.

3. Якщо основа дієслова закінчується на *-y* з попереднім приголосним, то *-y* міняється на *-i* и додається *-ed*:

study — studied, fry — fried.

4. Якщо основа дієслова закінчується на *-y* з попереднім голосним, то додається *-ed* без інших змін:

stay — stayed, enjoy — enjoyed.

5. Якщо основа дієслова закінчується на *-l*, то при додаванні закінчення *-ed* цей приголосний подвоюється:

travel — travelled.

Форми минулого часу для дієслова *to be — was/were*:

для *I/he/she/it — was*, для *you/we/they — were*.

II. Add -ed to the following verbs.

To water, to pray, to cancel, to hurry, to produce, to stop, to log, to launch, to explore, to slip, to cry, to admire, to prefer, to delay, to reach, to create, to copy, to hop, to connect, to chew, to publish, to destroy, to rob, to try, to share, to employ, to equip, to manage, to promise, to ban, to survive, to sign, to reply, to step, to puzzle.

III. Write the past form of the verbs into the correct column.

To present, to shake, to bathe, to get, to lay, to ski, to empty, to keep, to leave, to change, to feel, to verify, to belong, to choose, to plan, to believe, to show, to live, to break, to permit, to hear, to cover, to drive, to fall, to scan, to reduce, to catch, to fight, to race, to pay, to travel, to mean, to tell, to explain, to refer, to rise, to fly, to betray, to talk, to spend, to find, to fill, to know, to beg, to wear, to say, to play.

IV. Complete the sentences with *was* or *were*.

Last summer my parents and I ... on our holidays at the seaside. It ... the most terrible rest in my life! Firstly, the hotel ... too expensive and the service ... horrible. There ... too many people staying in the hotel. The staff ... rude and the food in the restaurant ... disgusting. Secondly, the beach ... dirty and there ... no chaise loungers to lie on. The weather ... cloudy and windy. There ... no excursions and no shops to buy souvenirs. My mother ... disappointed, but father ... really happy. He ... busy sleeping, reading and watching TV. When our holidays ... over, my mother and I ... really happy to return home. But Dad ... upset because this rest... the best in his life.

V. Rewrite the text in the Past Simple Tense.

Steller's Sea Cow

While travelling with the explorer Vitus Bering in 1741, a naturalist Georg Steller discovers an amusing defenceless mammal near the Asiatic coast of the Bering Sea. It is a sea cow. The animal looks somewhat like a large seal, but has two stout forelimbs and a whale-like tail. The sea cow grows up to 7.9 metres long and weighs up to three tons. According to Steller, the animal never comes out on shore but always lies in the water. Its skin is black and thick and its head is small in proportion to the body. Sea cows' habitat stretches along the North Pacific coast to Japan and California. Scientists suppose that the arrival of humans is the cause of their extinction. People hunt sea cows for their meat. The animals die out within 27 years of their discovery.

VI. Put the verbs in brackets into the Past Simple Tense.

1) Dolly ...*(to see)* me talking to my coach yesterday. 2) Henry... *(to recognize)* the man and ... *(to tell)* me about it a few minutes ago. 3) Last spring we ... *(to spend)* a week in the cottage house and then ...*(to return)* to the town. 4) I... *(to get)* a message from you just an hour ago and ... *(to take)* a taxi to get to the airport. 5) The house ... *(to be)* full of smoke and we ... *(to hear)* a cry for help. 6) Nigel ... *(to take)* a pen and ... *(to write)* something on a piece of paper. 7) The children ... *(to decide)* to repair their bicycle and ... *(to ask)* Alex to help them. 8) The hurricane ... *(to be)* very strong and ... *(to destroy)* half of the buildings in the town. 9) Sue ... *(to cancel)* the

appointment with the manager and ... (*to hurry*) to the hospital. 10) When the surgeon ... (*to finish*) the operation he ... (*to feel*) completely exhausted. 11) Yesterday Nora ... (*to leave*) me a note that she ... (*to want*) to see me. 12) The train ... (*to arrive*) on time and Fred ... (*to see*) Linda coming off the carriage. 13) When a group of tourists ... (*to come*) to the castle, the guide ... (*to show*) them around and ... (*to answer*) their questions. 14) Mike ... (*to have*) an appointment with his employee last Wednesday and ... (*to promise*) to make all the necessary calculations as quickly as possible. 15) Julia .. (*to buy*) a magazine and ... (*to go*) to the bus stop to meet her friend.

МИНУЛИЙ ТРИВАЛИЙ ЧАС (THE PAST CONTINUOUS TENSE)

Минулий тривалий час вживається для опису дій, котрі тривали у певний момент у минулому. Стверджувальна форма минулого тривалого часу утворюється з використанням допоміжного дієслова *was/were* та основного дієслова з закінченням *-ing*.

I/he/she/it + was + Ving

You/we/they + were + Ving

Наприклад: *We were sunbathing all the morning yesterday.*

Ann was washing the dishes at 6 o'clock yesterday evening.

I. Make up sentences using the Past Continuous Tense.

1) We/to plant/the trees/all morning/yesterday. 2) Frank/ to work/in the garage/from 2 till 5 o'clock last Saturday. 3) Children/to train/in the gym/at 7 o'clock yesterday. 4) It/ to snow/heavily/all the day/last Monday. 5) At 11 o'clock yesterday morning/Mr Brooks and his son/to wash/the car. 6) Nelly/to talk/on the phone/at 3 o'clock yesterday. 7) Some girls/to play/tennis/at this time/yesterday. 8) You/to have/ lunch/from 1 till 2 o'clock last Wednesday. 9) Some workers/to load/the boxes/into the the lorry/at that time. 10) Alice/to clean/ the flat/all the afternoon/yesterday.

II. Put the verbs in brackets into the Past Continuous Tense.

1) Pam and Bob ...(*to ski*) all the day last Sunday. 2) Margaret... (*to shop*) with her cousin from morning till evening yesterday. 3) The secretary ... (*to prepare*) the report for her boss at 10 o'clock yesterday morning. 4) The police ... (*to chase*) the burglars for two hours yesterday. 5) Little Den ... (*to play*) chess with his grandpa at 6 o'clock last Friday. 6) Nick and Martin ... (*to work*) in the science laboratory from 3 to 7 o'clock in the evening last Thursday. 7) At 5 o'clock yesterday we ... (*to sit*) at an outdoor café. 8) Sandy and I... (*to study*) for our English test all the day last Tuesday. 9) The doctor ... (*to examine*) a patient when the ambulance arrived yesterday evening. 10) You ... (*to plant*) the flowers from 9 to 11 o'clock on Friday morning.

III. Complete the text with the verbs from the box, using them in the Past Continuous Tense. Add 4—7 sentences to finish the story.

to burn	to practise	to get (2)	to breathe
to fly	to ski	to sleep	to enjoy
to search	to enter	to look	to snow

It was the beginning of winter holidays. Ron and his sister Tina ... to a skiing resort with their parents for their first skiing holiday. Soon the family ... a small, cosy hotel at the bottom of a mountain. A bright fire ... in a big fireplace in the middle of the hotel hall. A big brown dog ... in front of the fireplace. The children ... at the dog with admiration. Ron came up to the dog and read its name on the collar: «Buck». At that moment their mother called the children to the room.

Ron and Tina ... skiing all the week. They could ski rather well now and ... their time in the mountains.

Two weeks passed. It was the last day before their departure. It ... dark and the parents decided to return to the hotel. But Ron and Tina wanted to go down the mountain one more time. When Tina ... she lost balance and fell down into the deep snow. She couldn't move her legs and shouted for help. Then suddenly everything was dark.

Ron and Tina's parents were worried. The weather ... worse, it... heavily. Ron was in a state of shock and couldn't say a word. The rescue patrols with dogs ... for the girl all night. Suddenly a dog started barking and jumping up and down. It was Buck, the hotel dog. He was holding Tina's hat in its mouth. The men of the rescue patrol dug in the snow and found Tina's body underneath. Luckily, Tina ... still

Показники часу, які вживаються з минулим тривалим часом: *when, while, as*.

***While* вживається, якщо дві дії, названі у реченні, відбуваються одночасно: *Greg was making tea while Liz was cutting bread for sandwiches*.**

***When* та *as* вживаються, якщо одна дія, названа у реченні, триває, а інша його перериває:**

Ted was reading when (as) his mobile phone rang.

IV. Circle the correct item.

1) Professor Scott was reading some papers *while/as* his assistant came into the laboratory. 2) Mary was cooking a vegetable salad *while/when* she found out that there wasn't any salt in the box. 3) *While/As* Lisa was writing a test, her friend was waiting for her outdoors. 4) Sheila was weeding cucumbers *while/when* her younger sister was picking strawberries. 5) *While /When* Charlie entered the classroom, his teacher was explaining something to his classmates. 6) *While/As* two women were

talking, their children were playing badminton on the playground. 7) Sam was repairing his bike in the backyard *while/as* he heard a cry for help. 8) *While/As* I was doing the washing-up, I broke a plate.

V. Complete the sentences with *when* or *while*.

1) Ron was watching TV ... his neighbour rang the doorbell. 2) ... Jessica was typing a report, Henry was surfing the Net in search of some information for the History project. 3) Roger was having a cup of coffee ... his wife was drying her hair. 4) ... the rescue brigade found the injured man, he was lying unconscious on the ground. 5) ... Monica was sunbathing, Mick and Tom were playing beach volleyball with some other boys. 6) Mr Stevens was looking through some documents ... the light in the office suddenly went out. 7) ... I was vacuuming the carpet in the living room, my sister was dusting the furniture in the bedrooms. 8) The travellers were walking through the wood ... they heard a loud rumble of thunder.

МИНУЛИЙ ДОКОНАНИЙ ЧАС (THE PAST PERFECT TENSE)

Минулий доконаний час вживається, якщо дія завершилась до певного моменту або до початку іншої дії в минулому. Стверджувальна форма минулого доконаного часу утворюється за допомогою допоміжного дієслова *had* та основного дієслова у третій формі (для неправильних дієслів) або з закінченням *-ed* (для правильних).

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

Наприклад:

We had finished the work before seven o'clock yesterday.

She had cooked supper before the children returned from the walk. (перша дія: she cooked supper, друга дія: children returned from the walk)

I. Make up sentences using the Past Perfect Tense.

1) The Presleys/to move/into a new flat/before last Easter. 2) Mike/to injure/his leg/so/he/couldn't skate/yesterday. 3) We/to write/the test/by 2 o'clock/yesterday. 4) Molly/to cook/breakfast/before/Harry/woke up. 5) By the time/we/ reached/the seaport/our ferry/to leave. 6) Tom/apologized/ because/he/to miss/the seminar. 7) Nora/looked/wonderful/ after/she/to lose/a few kilos. 8) After/they/to put/a tent/they/made a fire. 9) Fred/to phone/me before/I/left/home. 10) Everybody/enjoyed/the visit/to the museum/although/ we/already/to be/there.

II. Put the verbs in brackets into the Past Perfect Tense.

1) Ella ... (*to type*) six letters by lunchtime. 2) After we ... (*to buy*) the tickets, we went to the platform. 3) When our delegation arrived at the university, the conference ... (*already to begin*). 4) There were no oranges left because Jane and

Max ... (*to eat*) them all. 5) Mary ... (*to give*) me a warm blanket before I went to bed. 6) The lawyer ... (*toprepare*) all the documents by 4 o'clock yesterday. 7) The workers ... (*to finish*) the reconstruction of the bridge by the beginning of June. 8) I ... (*to see*) that man somewhere before I met him at the presentation. 9) By the time the police arrived, the burglars ... (*to escape*). 10) The rain started after we ... (*to catch*) a taxi.

III. Complete the text with the verbs from the box, using them in the Past Perfect Tense.

to pass	to work	to notice	to commit
to place	to inform	to steal (2)	to walk

The Theft of the Mona Lisa

On 21 August 1911, Leonardo da Vinci's Mona Lisa, one of the most famous paintings in the world, was stolen from the Louvre. It was such an inconceivable crime, that nobody ... even ...it until the following day.

About 60 investigators arrived at the Louvre to find out how the criminals ... the famous painting. Rumours and theories about the identity and the motive of the theft spread like wildfire. Some people believed that the Mona Lisa had been stolen to show how bad the Louvre was protecting the masterpieces; others suggested that the thief was going to blackmail the Government to get money for it. Two years ... before the thief made contact.

In the autumn of 1913, a well-known dealer, Alfredo Geri placed an advertisement in several Italian newspapers which stated that he was «a buyer at good prices of art objects of every sort». After he ... the ad, Geri received a letter which stated that the writer was in possession of the stolen Mona Lisa. Geri ... the police about the letter before he got in touch with its author. Some days later the police arrested Vincenzo Peruggia who actually ... the painting from the Louvre.

Vincenzo Peruggia ... in Paris at the Louvre by 1908. Still known by many of the guards, he ... into the museum, grabbed the Mona Lisa, removed the painting from its frame and walked away. Vincenzo explained that he ... that crime to return the painting to Italy.

The Mona Lisa was displayed throughout Italy before it was returned to France on 30 December 1913.

I. Translate into English.

1) Я відправив вам повідомлення вчора до восьмої години вечора. 2) На жаль, вчора до закінчення робочого дня наш менеджер не підготував усі необхідні документи. 3) Ми тільки помили машину, коли почався дощ. 4) Після того, як передача закінчилася, Тім вимкнув телевізор і пішов спати. 5) Діти пішли у парк на прогулянку після того, як поснідали. 6) Перед тим, як ми підписали

контракт, він уважно прочитав усі документи. 7) Куди пішли туристи після того, як закінчилася екскурсія? 8) Де працював ваш брат перед тим, як він отримав роботу в цій фірмі? 9) Вчора вранці Аманда подзвонила і сказала, що вже повернулася з відрадження. 10) Що сказав вам лікар після того, як оглянув маленького Джека?

МИНУЛИЙ ДОКОНАНО-ТРИВАЛИЙ ЧАС (THE PAST PERFECT CONTINUOUS TENSE)

Минулий доконано-тривалий час вживається для вираження дій, які тривали якійсь час до певного моменту або початку іншої дії у минулому. Стверджувальна форма утворюється з використанням допоміжного дієслова *had*, дієслова *to be* у третій формі (*been*) та основного дієслова з закінченням *-ing*.

I/you/he/she/it/we/they + had been + Ving

Наприклад: *We had been skiing for half an hour before it started snowing.*

I. Complete the sentences using the Past Perfect Continuous Tense as in the example.

Example: ... before we came from the supermarket. Liz/ to clean/the flat/for two hours. — Liz had been cleaning the flat for two hours before we came from the supermarket.

1) ... before Tom came to the court. Helen/to play/tennis/for an hour and a half. 2) ... before he retired. Mr Black/to work/as a lawyer/for twenty-five years. 3) ...when the bus arrived. We/ to wait/for forty minutes. 4) Sheila looked tired because ... She/to sew/a dress/for her little daughter/all day. 5) Before Jack got to level four He/to play/the same game/for three hours.

8) Mike's neighbor's were angry because He/to listen/to loud music/for four hours/yesterday evening. 7) Everybody was very hungry because They/to work/all day/without/a break for lunch. 8) ... when suddenly the car broke down. We/ to drive/for five hours. 9) ... before the plane landed in the airport late in the evening yesterday. They/to fly/for six hours. 10) ... since Easter. Alex and Den/to prepare/for the exams.

II. Put the verbs in brackets into the Past Perfect Continuous Tense.

1) My sister ... (*to practise*) for two months before that concert. 2) The boys ... (*to fish*) for three hours before Tom caught the first fish. 3) We ... (*to discuss*) that problem for more than an hour before we found the right solution. 4) Henry ... (*to wait*) for half an hour before he saw his girlfriend getting off the tram. 5) Driving to the hospital was difficult as it ... (*to snow*) all night. 6) Polly ... (*to study*) economics since she entered university. 7) Ron's collection of coins was valuable as he ... (*to collect*) them since he was a schoolboy. 8) When Sam returned home we ... (*to*

watch) that TV programme for a quarter of an hour already. 9) Bill's coat and mittens were wet because he ... (*to play*) snowballs with his friends in the yard. 10) David was irritated because the police inspector ... (*to ask*) him questions for more than an hour.

Заперечна форма минулого доконано-тривалого часу утворюється за допомогою заперечної частки *not*, котра ставиться після першого допоміжного дієслова.

I/you/he/she/it/we/they + had not (hadn't) been + Ving

Наприклад: *We hadn't been playing chess before you came.* Питальна форма минулого доконано-тривалого часу (загальне питання) утворюється з використанням допоміжного дієслова *had*, яке ставиться на початку речення.

Had + I/you/he/she/it/we/they + been + Ving?

Відповіді на такі питання даються з використанням того ж допоміжного дієслова:

Had they been swimming since ten o'clock yesterday? — Yes, they had./No, they hadn't.

III. Make the sentences negative and interrogative.

1) Brian had been trying to find a better job for three weeks. 2) Little Johnny had been riding his new bike all day yesterday. 3) Robert and Frank had been fixing that computer for two hours yesterday. 4) Julia had been typing the report all the morning yesterday. 5) It had been raining all night last Tuesday. 6) The Smiths had been building their house for four years. 7) We had been skating for three hours yesterday. 8) You had been decorating the classroom for more than two hours last Saturday. 9) The twins had been fighting in the backyard when their mother saw them. 10) Molly had been speaking on the phone for an hour and a half yesterday evening.

IV. Make up questions as in the example and use the table to answer them.

	train in the gym	surf the Internet	Play Bowling	do the shopping
Alison	for 1 hour	from 2 till 5 o'clock	for 2 hours	all day
Martin	since 4 o'clock	all day	for 3 hours	for 30 minutes
Ted and Mike	all the evening	for 5 hours	since 6 o'clock	for 1 hour

Example: Alison/to train in the gym/for an hour/last Sunday? *Had Alison been training in the gym for an hour last Sunday? — Yes, she had.*

Alison/to surf the Internet/from 4 till 6 o'clock yesterday? **Had Alison been surfing the Internet from 4 till 6 o'clock yesterday? — No. she hadn't.**

- 1) Alison/to play bowling/for 3 hours/last Saturday?
- 2) Alison/ to do the shopping/all day/last Thursday?
- 3) Martin/to train in the gym/since 4 o'clock/yesterday?
- 4) Martin/to surf the Internet/for three hours/the day before yesterday?
- 5) Martin/ to play bowling/for 3 hours/last Friday?
- 6) Martin/to do the shopping/all day/last Saturday?
- 7) Ted and Mike/to train in the gym/all the evening/yesterday?
- 8) Ted and Mike/to surf the Internet/all day/last Sunday?
- 9) Ted and Mike/to play bowling/since 6 o'clock/two days ago?
- 10) Ted and Mike/to do the shopping/for four hours/last Tuesday?

V. Put the verbs in brackets into the correct form.

- 1) It ... (*to snow*) for five hours before the weather changed.
- 9) Betty and Jane ... (*to argue*) for half an hour when their parents returned home.
- 3) Why did Ed miss his training yesterday? — He couldn't come because he ... (*to prepare*) his project all day yesterday.
- 4)... Isabel ... (*to work*) as a secretary for four years before she moved to another town? — No, she She ... (*to work*) as a secretary just for two years.
- 5) ... Pete ... (*to play*) computer games all the evening last Friday? — No, he He ... (*to write*) an essay for two hours and then he went for a walk.
- 6) Jean ... (*not to wait*) for our boss all the morning yesterday. She ... (*to speak*) to some clients for about an hour and then she went to the bank.
- 7) Kevin was exhausted because he ... (*to unload*) the lorry for three hours.
- 8) I was really happy that Ron won that competition because he ... (*to prepare*) for it for half a year.
- 9) ... you ... (*to save*) money for a new computer for a long time? — Yes, I I ... (*not to spend*) a penny for six months before I got a sufficient sum.
- 10) Cathy and Sue ... (*to tidy*) our cottage house for two days after that birthday party.

Складаючи спеціальні питання у минулому завершеному тривалому часі, слова розставляють у наступному порядку: питальне слово (*Wh-word*), допоміжне дієслово *had*, підмет, дієслово *been* та основне дієслово з закінченням -іng.

Wh-word + had + I/you/he/she/it/we/they + been + Ving

Наприклад: *What had he been doing before the concert began yesterday?*

Who had been working in the garden since 3 o'clock last Monday?

VI. Write questions to the underlined words.

- 1) We had been preparing for the Art Festival for a month. 2) Nora had been swimming in the pool for an hour before the rain started. 3) The boys had been eating hamburgers in the park yesterday. 4) Gordon had been reading the article about new software for half an hour yesterday. 5) Helen had been speaking to her friend on the phone for two hours yesterday.

Зверніть увагу на відмінності у використанні минулого неозначеного, минулого тривалого, минулого dokonаного та минулого dokonано-тривалого часів.

Минулий неозначений час вживається у таких випадках.

1. Коли дія відбулася (й завершилася) у певний момент у минулому: *She washed her hair half an hour ago.*
2. Коли дві або більше дій відбулися одна за іншою послідовно і без великих інтервалів у часі: *They came into a café, sat down at a table and ordered two cups of coffee.*
3. Для опису станів та звичок у минулому: *He used to play football/played football when he was a schoolboy.*

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

Минулий тривалий час вживається у таких випадках.

1. Коли дія тривала у певний момент у минулому: *She was washing the dishes at 6 o'clock yesterday.*
 2. Коли дві або більше дій тривали одночасно у минулому: *While she was washing the dishes, her husband was drying them.*
- Коли одна дія тривала у минулому, а інша її перервала: *He was watching TV when his friend phoned.*

Минулий dokonаний час вживається у таких випадках.

1. Якщо дія завершилася до певного моменту в минулому: *We had come home by 8 o'clock yesterday.*
2. Якщо дія завершилася до початку іншої дії у минулому: *They had returned home before the film began,* (перша дія: *they had returned home*; друга дія: *the film began*)

Порівняйте:

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

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

Минулий dokonано-тривалий час вживається у таких випадках.

1. Якщо дія тривала якийсь час до певного момента або початку іншої дії у минулому: *We had been walking for forty minutes before we reached the village.*
2. Щоб підкреслити, що дія тривала достатньо довго у минулому та мала видимий результат: *He was confused because he had been solving that problem for hours.*

I. Circle the correct item.

1) Tina *sunbathed/ was sunbathing* while her children *swam/were swimming* in the sea. 2) Mr White *phoned/had phoned* us after the conference *was beginning/had begun*. 3) They *were sailing/ had been sailing* for two weeks before they reached the continent. 4) My brother *bought/had bought* this computer a year ago. 5) We *had/were having* breakfast when our neighbour *knocked/ had knocked* at the door. 6) Tom's eyes were red because he *had worked/had been working* at the computer all day. 7) Dolly *took/was taking* a letter, *opened/was opening* it and *started/ had started* reading. 8) After we *cleaned/had cleaned* the house we *decided/had decided* to go to the cinema. 9) The boys *were playing/had been playing* tennis at 3 o'clock yesterday. 10) Mrs Davis was upset because she *was losing/had lost* her purse.

II. Put the verbs in brackets into the Past Simple or the Past Perfect Continuous Tense.

1) Mike ... (*to cycle*) for two hours before he ... (*to stop*) for a rest. 2) We ... (*to walk*) about for half a day before we ... (*to find*) your house. 3) They ... (*to wait*) for an hour already when the taxi ... (*to arrive*). 4) Victor ... (*to feel*) tired because he ... (*to dig*) out the bushes in the garden all day. 5) Before Alice ... (*to prepare*) all the dishes, she ... (*to cook*) for four hours. 6) It... (*to snow*) for two days before the weather ... (*to change*). 7) Simon ... (*to surf*) the Internet for six hours before he ... (*to find*) the necessary information. 8) The scientists of our institute ... (*to conduct*) the research for many years before they ... (*to discover*) a new source of energy. 9) Jack ... (*to wonder*) how long he ... (*to wait*) for Sandra. 10) Betty ... (*to stare*) at me for a few minutes before she ... (*to understand*) the meaning of my words.

III. Match the sentences to the explanations of the usage of Past Tenses.

- | | |
|---|--|
| 1) It was midnight and they were still dancing. | a) Дія тривала довго у минулому й мала видимий результат. |
| 2) My parents had been living in the town for twenty-five years before they decided to move to the village. | b) Дві або більше дій відбулися одна за одною послідовно та без великих інтервалів у часі. |
| 3) She opened the cupboard, took a glass and put it on the table. | c) Дія завершилася до початку іншої дії в минулому. |
| 4) The seminar had finished by 4 o'clock yesterday. | d) Дія тривала у певний момент у минулому. |
| 5) Tom was dusting the furniture while his sister was watering the flowers. | e) Одна дія тривала у минулому, а інша її перервала. |
| | f) Дія завершилася до певного момента у минулому. |
| | g) Підметом у реченні є дієслово, котре не вживається у |

- | | |
|---|--|
| 6) Sally was worried because she had been waiting for the ambulance for twenty minutes. | минулому тривалому часі, тому він вживається у минулому неозначеному часі. |
| 7) James got your message 10 minutes ago. | h) Дія тривала якийсь час до певного моменту або початку іншої дії у минулому. |
| 8) When the teacher came in, the pupils were running about. | i) Дія відбулася (й завершилася) у певний момент у минулому. |
| 9) He didn't believe my story. | j) Дві або більше дій тривали одночасно у минулому. |
| 10) He continued his journey after he had filled up his car. | |

IV. Put the verbs in brackets into the Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous Tense.

- 1) The boys ... (*to play*) volleyball on the beach yesterday. 2) They ... (*to play*) volleyball from 9 to 11 yesterday morning. 3) By 5 o'clock yesterday their team ...(*to play*) two games of volleyball. 4) Den ... (*to play*) volleyball for ten minutes yesterday when he suddenly ... (*to twist*) his ankle. 5) At that time Ron ... (*to listen*) to music in his room and ... (*not to hear*) the doorbell. 6) The secretary ... (*to talk*) on the phone for twenty minutes when the door ...(*to open*) and her boss ... (*to come*) into the room. 7) Peter ... (*to drive*) towards the airport last Sunday when he suddenly ... (*to remember*) that he ... (*to leave*) his passport at home. 8) We ... (*to go*) to a cafe after we ... (*to meet*) Sally. 9) When David ... (*to return*) home yesterday his wife ... (*to cook*) the chicken which she ... (*to buy*) in the supermarket the day before. 10) It ... (*to be*) midnight and Linda ... (*to sleep*) but John ... (*to lie*) sleepless because he ... (*to think*) about the words his chief ... (*to tell*) him at the end of the working day.

V. Complete the sentences with the words from the box.

after	ago	When	Last
while	and	Already	because
yesterday	by the time		

- 1) Edward was crossing the street ... a car stopped next to him. 2) Mrs Grey was worried ... she had been waiting for her son's call for more than two hours. 3) The storm broke out... the ferry had arrived at a harbour. 4) An old gentleman was reading a newspaper ... his little grandson was playing in the sandpit. 5) Alison started to work in our hospital two months 6) The fire had destroyed the building completely ... the fire brigade arrived. 7) Ted put the key into the key-hole, turned it... the door opened. 8) We had ... woken up when the postman brought the parcel from Henry. 9) They spent their holidays in Norway ... winter. 10) Mrs Watts was having dinner with her niece at 4 o'clock

VI. Put the verbs in brackets into the Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous Tense.

It ... (*to happen*) last July. A month before my friends and I ... (*to decide*) to go to the seaside for a holiday. We ... (*to plan*) that trip for three weeks before we ... (*to choose*) the place to go to. On the day of our departure we ... (*to go*) to the railway station when Den ... (*to realize*) that he ... (*to leave*) the tickets for the train at home. He ... (*to take*) his mobile phone and ... (*to ring*) his father. At that time his father ... (*to take*) a bath but fortunately his mother ... (*to hear*) the phone. She ... (*to find*) the tickets, ... (*to catch*) a taxi and ... (*to go*) to the railway station. We ... (*to wait*) just for fifteen minutes when we ... (*to see*) Den's mother hurrying to our carriage. She ... (*to give*) Den the tickets and we ... (*to show*) them to the conductor. Just a minute before the train ... (*to depart*), we ... (*to take*) our places in the compartment.

VII. Choose the correct form to complete the sentences.

A Holiday Nightmare

A year ago my friend Clive and I 1) ... to the Bahamas for a holiday. After we 2) ... a week in Nassau, we 3) ... to go to Little Inagua. The flight to Little Inagua was expensive so we 4) ... a 3-hour boat trip on the Siren, a cargo boat carrying provisions to the islanders. The Siren was an old, broken-down boat. As we stepped on deck, I doubted that we 5) ... the right decision. But it was too late to turn back.

The sun 6) ... brightly that day as we set out on our journey. We 7) ... travelling for an hour before the sea 8) ... to get rough. A storm was approaching very quickly and soon the waves 9) ... over the deck. Suddenly I 10) ... a shout from below. The engine room was flooded and the engine stopped! I 11) ... to panic. My friend 12) ... for lifejackets, but he was told that there weren't any. Our panic turned to fear.

Fortunately, after a few minutes, the engine started working again. The captain 13) ... us through for hours of stormy weather before we 14) ... the calm harbour at Little Inagua. There, as we got off the Siren, I 15) ... myself that whatever the price, we would definitely fly back to Nassau.

- | | |
|-----------------|-----------------------|
| 1) a) went; | b) were going; |
| c) had gone; | d) had been going. |
| 2) a) spent; | b) were spending; |
| c) had spent; | d) had been spending. |
| 3) a) decided; | b) were deciding; |
| c) had decided; | d) had been deciding. |
| 4) a) booked; | b) were booking; |
| c) had booked; | d) had been booking. |
| 5) a) made; | b) were making; |

- c) had made; d) had been making.
- 6) a) shone; b) was shining;
c) had shown; d) had been shining.
- 7) a) travelled; b) were travelling;
c) had travelled; d) had been travelling.
- 8) a) began; b) was beginning;
c) had begun; d) had been
- 9) a) poured; b) were pouring;
c) had poured; d) had been pouring.
- 10) a) heard; b) was hearing;
c) had heard; d) had been hearing.
- 11) a) started; b) was starting;
c) had started; d) had been starting.
- 12) a) asked; b) was asking;
c) had asked; d) had been asking.
- 13) a) steered; b) was steering;
c) had steered; d) had been steering.
- 14) a) reached; b) were reaching;
c) had reached; d) had been reaching.
- 15) a) promised; c) was promising;

VIII. Find mistakes and correct them.

1) Greg and Bob had looked for their dog for two hours before they found it sleeping under the bench in the park. 2) We had been boating on the lake at 10 o'clock yesterday morning. 3) She finished cooking dinner by the time her children returned from school. 4) When Henry opened the door of the living room, his little brother watched cartoons on TV. 5) Sally took a piece of paper and had written her phone number on it. 6) We were driving for six hours before we saw a small hotel beside the road. 7) After my friends left, I washed the dishes and switched on the TV set. 8) What had you been doing at the moment the d) had been how much

was your camera costing a year ago? 10) What were Nelly doing while you were doing the ironing?

IX. Translate into English.

- 1) Мы вчора купили новий холодильник. 2) Вчора діти гуляли у парку з п'ятої до восьмої години вечора. 3) Ми вчора гуляли у парку більше години, коли побачили Тома. Він з кимось розмовляв біля кінотеатру. 4) Перед тим, як ми відправили запрошення, Боб ще раз перевіряв адресу. 5) Джулія не знала, кого її бос чекав вже більше години. Вона поливала квіти, коли високий чоловік зайшов у офіс і дав їй свою візитівку. 6) Він чекав офіціанта вже п'ять хвилин, коли побачив свого старого друга, котрий сидів за столиком біля вікна. 7) Жінка була дуже втомленою, тому що вона просиділа біля хворої дитини всю ніч. 8) Майк подзвонив о десятій вечора. Ми знали, що він уже повернувся з відраження, але в той вечір не чекали на його дзвінок. 9) Після того як конференція завершилася, я підійшов до професора і попросив його прочитати мою статтю. 10) Поки Емма робила фотокопії документів, я перевіряв електронну пошту та побачив листа, якого Тед відправив мені день тому.

REVISION

I. Make the sentences negative and interrogative.

1) You had been cooking supper for two hours yesterday. 2) Margaret had been lying in the sun for an hour. 3) We had been painting the fence for half a day yesterday. 4) Sue had been vacuuming the carpet for thirty minutes. 5) Fred had been sleeping for four hours last night. 6) They had been doing that project for two weeks last month. 7) My brother had been working in the garden for five hours yesterday. 8) The police had been investigating that murder for half a year. 9) We had been planning our journey for a month last year. 10) He had been writing his last book for three years.

II. Make up sentences using the Past Perfect Continuous Tense.

1) Ron/to repair/his car/for six hours/yesterday. 2) I/to look for/my umbrella/for forty minutes/yesterday. 3) We/to watch/ TV/for half an hour/before/the light/went out. 4) Nick/to train/ in the gym/for an hour/before/his coach/came. 5) Dolly and her niece/to do/shopping/all day/last Friday. 6) Jack/ to surf/the Net/for four hours/yesterday. 7) Henry/was/ satisfied/with his work/because/he/to paint/that picture/for three weeks. 8) They/to stand/in the rain/for twenty minutes/ before/the bus/came. 9) Alan/was/angry/because/he/to argue/ with his boss/ for about an hour. 10) We/to play/that game of chess/for three hours/before/I/managed/to win/it.

III. Write questions to the underlined words.

1) They had been preparing for their wedding for three months. 2) Helen had been painting the floor in the kitchen for two hours yesterday. 3) You had been playing computer games for three hours yesterday. 4) Mark had been fixing his bike for two hours yesterday. 5) We had been gathering the apples in the garden all day.

V. Put the verbs in brackets into the Past Simple or the Past Perfect Continuous Tense.

1) Sarah ... (*to write*) poems since she ... (*to be*) a schoolgirl. 2) Ben ... (*to stay*) in New York for two days before he ... (*to manage*) to buy a ticket for Melbourne. 3) A little boy ... (*to play*) with his new toy car for some hours before it... (*to break*). 4) They ... (*to discuss*) the news for half an hour before their chief ... (*to come*) to the office. 5) Isabel ... (*to try*) on clothes for more than an hour before she ... (*to choose*) a dress for the party. 6) Henry and Jane ... (*to travel*) around the USA for some weeks before I ... (*to meet*) them in San Francisco. 7) How long ... you ... (*to sleep*) before the doctor ... (*to come*)? 8) Where ... Dave ... (*to go*) when his chief ... (*to see*) him? 9) Amanda ... (*to look*) at the photo for some minutes before she ... (*to put*) it back

into the album. 10) They ... (*to be*) wet because they ... (*to walk*) in the rain for some hours.

VI. Put the verbs in brackets into the Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous Tense.

1) Rachel ... (*to meet*) Den in front of the library five minutes ago. He ... (*to speak*) to Alex about some project. 2) Sam and Monica ... (*to skate*) together for four years before they ... (*to enter*) the competition. 3) When Victor ... (*to get*) off the bus, he ... (*to decide*) to phone his mother but suddenly ... (*to realize*) that he ... (*to forget*) his mobile phone in the hotel room. 4) The driver ... (*to speed*) down the road when suddenly an old woman ... (*to step*) in front of the car. 5) Two men ... (*to walk*) through the forest for five hours before they ... (*to see*) the house of the forest guard. The two men ... (*to be*) hungry because they ... (*not to eat*) anything since last evening. 6) Maggie ... (*to look*) for her gloves when the door ... (*to open*) and her mother ... (*to come*) in. 7) Phil... (*to wait*) for twenty-five minutes before Pamela ... (*to send*) a telegram and ... (*to return*) to the car. 8) By the time Steve ... (*to reach*) the airport, Andrew and Nora ... (*already to receive*) their luggage and ... (*to have*) coffee in a cafeteria outside. 9) Linda ... (*to phone*) her dentist yesterday because one of her teeth ... (*to ache*) for weeks. 10) When Tony ... (*to arrive*) at Tina's place yesterday, she ... (*to read*) a detective story which she ... (*to buy*) some days before.

VII. Find mistakes and correct them.

1) They had arrived at the airport on time yesterday. 2) Colin was finishing his work before he went to bed. 3) Jessica had cut her finger when she was slicing the bread. 4) Sally was taking a bath for ten minutes before the water was cut off. 5) The secretary had been making copies when the photocopier broke down. 6) She washed the dishes and had poured herself a cup of tea. 7) Nick went to the swimming pool after he was watching the news. 8) While we were gathering vegetables in the garden, our mother had made an apple pie for dessert. 9) Gordon felt sleepy because he worked all night. 10) Wendy was studying management for three years before she got her diploma.

VIII. Translate into English.

1) Він повернувся з конференції півгодини тому. 2) Доки я розмовляв по телефону, моя сестра уважно слухала новини по радіо. 3) Коли Нік прийшов додому, він згадав, що не відправив повідомлення менеджеру фірми. 4) Ми ремонтували машину в гаражі, коли почули якийсь шум на вулиці. 5) Ми розмовляли близько десяти хвилин, коли раптом задзвонив мій мобільний телефон. 6) Літня жінка запросила нас у вітальню і почастивала пирогом з капустою, який вона випекла вранці. 7) Діти грали в саду дві години перед тим, як почався дощ. 8) Бен почав працювати в нашій фірмі після того, як він

закінчив університет. 9) Одяг хлопчиків був брудним, тому що вони грали у футбол цілий день. 10) Рятувальники працювали всю ніч, перш ніж прилетіли гвинтокрили з лікарями.

LESSON 5

TEXT A WHAT IS AN ORGANIZATION?

An **organization** is a group of two or more people working together to achieve a common set of goals. A neighborhood dry cleaner owned and operated by a husband-and-wife team is an organization. IBM, Rubbermaid, and Home Depot, which employ thousands of workers worldwide, are also organizations in the very same sense. Although each corporation's organizational structure is vastly more complex than that of the dry-cleaning establishment, all must be organized if they are to achieve their goals.

An inventor who goes into business to produce and market a new invention hires people, decides what each will do, determines who will report to whom, and so on. These activities are the essence of organizing, or creating, the organization. One way to create that "picture" is to create an organization chart.

DEVELOPING ORGANIZATION CHARTS

An **organization chart** is a diagram that represents the positions and relationships within an organization. Each rectangle in the chart represents a particular position or person in the organization. At the top of the chart is the president; at the next level are the vice presidents. The solid vertical lines connecting the vice presidents to the president indicate that the vice presidents are in the chain of command. The **chain of command** is the line of authority that extends from the highest to the lowest levels of the organization. Moreover, each vice president reports directly to the president. Similarly, the plant managers, regional sales managers, and accounting department manager report directly to the vice presidents. The chain of command can be long or short. For example, at Empress Chili Parlor, an independent restaurant in Dallas, the chain of command is very short. The local owner is responsible only to himself and can alter his hours or change his menu almost instantly.' On the other hand, the chain of command at McDonald's is long.

Before making certain types of changes, a McDonald's franchise seeks permission from regional management which, in turn, seeks approval from corporate headquarters.

Notice in the chart that the connections to the directors of legal services, public affairs, and human resources are shown as broken lines; these people are not part of the direct chain of command. Instead, they hold *advisory*, or *staff*, positions. This difference will be made clear later in the chapter, when we discuss line and staff positions.

Most smaller organizations find organization charts useful. They clarify positions and reporting relationships for everyone in the organization, and they help managers track growth and change in the organizational structure. For two reasons, however, many large organizations, such as Exxon, Kellogg, and Procter & Gamble, do not maintain complete, detailed charts. First, it is difficult to accurately chart even a few dozen positions, much less the thousands that characterize larger firms. And, second, larger organizations are almost always changing one part of their structure or another. An organization chart would probably be outdated before it was completed.

FIVE CHARACTERISTICS COMMON TO ALL ORGANIZATIONS

When a firm is started, management must decide how to organize the firm. These decisions are all part of five major steps that sum up the organizing process. The five steps are as follows:

1. Divide the work that is to be done by the entire organization into separate parts, and assign those parts to positions within the organization. This step is often called job design.
2. Group the various positions into manageable units, or departments. This step is called departmentalization.
3. Distribute responsibility and authority within the organization. This step is called delegation.
4. Determine the number of subordinates who will report to each manager. This step creates the firm's span of management.
5. Distinguish between those positions with direct authority and those that are support positions. This establishes the organization's chain of command.

Exercise 1. Answer the following questions:

1. What is an organization?
2. What activities are the essence of organizing, or creating, the organization?
3. Do you know what an organization chart is?
4. Do small organizations find organization charts useful?
5. Explain how the five steps of the organizing process determine the characteristics of the resulting organization. Which steps are most important?

Exercise 2. Building Team Skills

An organization chart is a diagram showing how employees and tasks are grouped and how the lines of communication and authority flow within an organization. These charts can look very different depending on a number of factors, including the nature and size of the business, the way it is departmentalized, its patterns of delegating authority, and its span of management.

Assignment 1. Working in a team, use the following information to draw an organization chart: The KDS Design Center works closely with two home-construction companies, Amex and Highmass. KDS's role is to help customers select materials for their new homes and to ensure that their selections are communicated accurately to the builders. The company is also a retailer of wallpaper, blinds, and drapery. The retail department, the Amex accounts, and the Highmass accounts make up KDS's three departments. The company has the following positions:

President

Executive vice president Managers, 2

Appointment coordinators, 2

Amex coordinators, 2

Highmass coordinators, 2

Consultants/designers for the Amex and Highmass accounts, 15

Retail positions, 4

Payroll and billing personnel, 1

2. After your team has drawn the organization chart, discuss the following:

- a. What type of organizational structure does your chart depict? Is it a bureaucratic, organic, matrix, or cross-functional team structure? Why?
- b. How does KDS use departmentalization?
- c. To what extent is authority in the company centralized or decentralized?
- d. What is the span of management within KDS?
- e. Which positions are line positions and which are staff? Why?

3. Prepare a three-page report summarizing what the chart revealed about relationships and tasks at the KOS Design Center and what your team learned about the value of organization charts. Include your chart in your report.

TEXT B JOB DESIGN

Usually *specialization* is defined as the separation of a manufacturing process into distinct tasks and the assignment of different tasks to different people. This concept can be extended to all the activities performed within the organization.

JOB SPECIALIZATION

Job specialization is the separation of all organizational activities into distinct tasks and the assignment of different tasks to different people. Adam Smith, the eighteenth-century economist whose theories gave rise to capitalism, was the first to emphasize the power of specialization in his book *The Wealth of Nations*. According to Smith, the various tasks in a particular pin factory were arranged so at one worker

drew the wire for the pins, another straightened the wire, a third t it, a fourth ground the point, and a fifth attached the head. Using this .4thod, Smith claimed, ten men were able to produce 48,000 pins per day. Before specialization, they could produce only 200 pins per day because each worker d to perform all five tasks!

THE RATIONALE FOR SPECIALIZATON

For a number of reasons, some job specialization is necessary in every organization. First and foremost is the simple fact that the "job" of most organizations is simply too large for one person to handle. In a firm like Chrysler Corporation, hurl-ads or even thousands of people may be needed to manufacture automobiles. hers will be needed to sell the cars, to control the firm's finances, and so on.

Second, when a worker has to learn only a specific, highly specialized task, that individual should be able to learn to do it very efficiently. Third, the worker to is doing the same job over and over does not lose time changing from one operation to another, as the pin workers probably did when each was producing a complete pin. Fourth, the more specialized the job, the easier it may be to sign specialized equipment for those who do it. And finally, the more specialized the job, the easier it is to train new employees when an employee quits or is absent from work.

ALTERNATIVES TO JOB SPECIALIZATION

Unfortunately, specialization can have some negative consequences as well. The most significant drawback is the boredom and dissatisfaction many employees feel when they do the same job over and over. Monotony can be deadening. Bored employees may be absent from work frequently, may not put much effort into their work, and may even sabotage the company's efforts to produce quality products.

To combat these problems, managers often turn to job rotation. **Job rotation** is the systematic shifting of employees from one job to another. For example, a worker may be assigned to a different job every week for a four-week period and then return to the first job in the fifth week. The idea behind job rotation is to provide a variety of tasks so that workers are less likely to get bored and dissatisfied.

Eli Lilly and Company, one of the world's largest pharmaceutical manufacturers, has successfully used job rotation for many years. It has become one of Lilly's strongest points in recruiting potential employees. Decisions on job rotations are based on openings, employees' interests and developmental needs, and staffing requirements. A recent study of job rotation at Lilly revealed several benefits. The primary advantage to employees is that by exposing them to technical, business, and administrative aspects of the organization, job rotation improves their knowledge and skills. As a result, these employees are promoted more rapidly than those who do not rotate. The study also found that job rotation heightened employees' motivation and involvement, increased their career satisfaction and commitment to stay with the company, and gave them a better understanding of strategic issues.

Two other approaches—job enlargement and job enrichment—can also provide solutions to the problems caused by job specialization.

Exercise 1. Answer the following questions:

1. What is job specialization?
2. What determines the degree of specialization within an organization?
3. Can specialization have some negative consequences, can't it? Why?
4. What is job rotation?
5. Describe how job rotation can be used to combat the problems caused by job specialization. Give your own examples.

TEXT C DEPARTMENTALIZATION

After jobs are designed, they must be grouped together into "working units," or departments. This process is called departmentalization. More specifically, **departmentalization** is the process of grouping jobs into manageable units. Several departmentalization bases are commonly used. In fact, most firms use more than one. Today the most common bases for organizing a business into effective departments are by function, by product, by location, and by type of customer.

BY FUNCTION

Departmentalization by function groups jobs that relate to the same organizational activity. Under this scheme, all marketing personnel are grouped together in the marketing department, all production personnel in the production department, and so on. Most smaller and newer organizations base their departmentalization on function. Supervision is simplified because everyone is involved in the same kinds of activities, and coordination is fairly easy. The disadvantages of this method of grouping jobs are that it can lead to slow decision making and that it tends to emphasize the department rather than the organization as a whole.

BY PRODUCT

Departmentalization by product groups activities related to a particular product i., rod 1 ct grouping activities v or service. This scheme is often used by older and larger firms that produce and related to a particular product sell a variety of products. Each department handles its own marketing, production, financial management, and human resources activities.

Departmentalization by product makes decision making easier and provides for the integration of all activities associated with each product. However, it causes some duplication of specialized activities such as finance—from department to department. And the emphasis is placed on the product rather than on the whole organization. Microsoft, the world's largest independent software company, recently reorganized, creating two new product groups. The Desktop Applications Division, which produces Windows applications such as Office, became part of the Plat-forms

and Applications Group. The Interactive Media Group manages multimedia games, consumer CD-Roms, the Microsoft Network, and hardware.

BY LOCATION

Departmentalization by location groups activities according to the defined geo-graphic area in which they are performed. Departmental areas may range from whole countries (for international firms) to regions within countries (for national firms) to areas of several city blocks (for police departments organized into precincts). Departmentalization by location allows the organization to respond readily to the unique demands or requirements of different locations. Nevertheless, a large administrative staff and an elaborate control system may be needed to coordinate operations in many locations.

BY CUSTOMER

Departmentalization by customer groups activities according to the needs of various customer populations. A local Chevrolet dealership, for example, may have one sales staff to deal with individual consumers and a different sales staff to work with corporate fleet buyers. The obvious advantage of this approach is that it allows the firm to deal efficiently with unique customers or customer groups. The biggest drawback is that a larger-than-usual administrative staff is needed.

COMBINATIONS OF BASES

Many organizations use more than one of these departmentalization bases. For example, General Motors has realigned its divisions on the bases of small-vehicle and large-vehicle product groups. Each GM division, in turn, is departmentalized by function; Pontiac, for example, has its own marketing, finance, and personnel groups. Production groups might be further departmentalized by plant location. Similarly, a divisional marketing group might be divided in such a way that one unit handles consumer sales and another handles fleet and corporate sales.

Exercise 1. Answer the following questions:

1. What process is called departmentalization?
2. What are the most common bases for organizing a business into effective departments?
3. What are the major differences among the four departmentalization bases?
4. Why do most firms employ a combination of departmentalization bases?

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

IS ETHICAL DOWNSIZING POSSIBLE?

Companies call it downsizing, restructuring, decombining, reducing imbalanced skills, reallocating resources, or job separation. They sometimes use dieting metaphors like "trimming the fat," "getting lean and mean," or "shedding weight." Whatever the euphemism, employees affected by these practices know what the

words mean to them: layoff. And no "kinder, gentler" words can do much to alleviate the anxiety and distress that come with losing a job.

In their quest to lower costs, companies often wield the ax with little or no regard for the well-being of the people involved. Industry analysts assert, however, that if organizations wish to consider themselves responsible, ethical corporate citizens, they must demonstrate concern for their employees, even when they have to tell them they are no longer employed.

Organizations concerned about easing their employees' shock and stress at being laid off can do so through careful planning and preparation. Effective, honest, and timely communication is always important, but when staff reductions are imminent, it becomes critical. Employees who know what is going on can prepare themselves for the inevitable and are much better able to cope when the ax finally does fall. Organizations can also support employees whose positions have been eliminated by providing retraining or out-placement assistance and a reasonable severance package. Those being laid off are not, however, the only ones affected by the downsizing. By addressing the needs and concerns of remaining staff, showing sensitivity to their feelings of loss, and dealing with their anxieties about additional lay-offs, an organization increases its chances of retaining their loyalty and trust.

Questions about the ethics of downsizing are sure to continue. Do responsible companies lay people off? Is it ethical to close factories? Must employers guarantee workers jobs for life? What are the ethical issues involved when organizations become so downsized they are no longer able to attain their goals (a situation known as "corporate anorexia")? What happens, for example, to patients in a hospital that has eliminated so many positions it is no longer able to provide the necessary level of care? If, as most experts agree, downsizing is here to stay, perhaps the real question is not, "Is it ethical to downsize?" but "How can companies downsize ethically?"

Issues to Consider

1. Which is the more ethical approach and why?

a. To downsize by as much as 30 percent in order to make the organization more competitive

b. To keep the workforce about the same size even though the company is not likely to be as competitive

2. If you were part of a team assigned the task of designing as ethical a downsizing program as possible, what recommendations would you make?

Exercise 3. Exploring the Internet

After studying the various organizational structures described in this chapter and the reasons for employing them, you may be interested in learning about the organizational structures in place at large firms. As noted in the chapter, departmentalization is typically based on function, product, location, and customer. Many large firms successfully use a combination of these organizational strategies.

You can gain a good sense of which organizational theme prevails in an industry by looking at several corporate sites.

Assignment

1. Explore the Web site of any large firm you believe is representative of its industry and find its organization chart or a description of its organization. Create a brief organization chart from the information you have found.
2. Describe the firm's organizational division.

GRAMMAR EXERCISES

СПОСОБИ ВИРАЖЕННЯ МАЙБУТНЬОГО ЧАСУ (MEANS OF EXPRESSING FUTURE ACTIONS)

Майбутній неозначений час (The Future Simple Tense) вживається для вираження дій і подій в майбутньому. Майбутній неозначений час утворюється з використанням допоміжного дієслова *will* і інфінітива без *to*.

Характерні обставини часу: *tomorrow, next, in.*

I/you/he/she/it/we/they + will + V₁

I/you/he/she/it/we/they + will not (won't) + V₁

Will + I/you/he/she/it/we/they + V₁? -Yes, I/he/... will. (No, I/he/... won't.)

Наприклад:

They will go to the theatre tomorrow.

She will not (won't) attend the lecture next Tuesday.

Will you clean the flat tomorrow?

Shall вживається в питальних реченнях із займенниками *I, we*, коли ми висловлюємо пропозицію, хочемо отримати розпорядження відносно яких-небудь дій або пропонуємо щось зробити:

Shall we do to the beach today? (висловлюємо пропозицію)

Shall I make you a cup of tea? (пропонуємо щось зробити)

Shall we learn this poem by heart? (виражаємо намір отримати розпорядження)

I. Make up sentences using the verbs in the Future Simple Tense.

- 1) have/in/We/minutes/dinner/twenty.
- 2) everything/you/ The/explain/manager/to.
- 3) father/us/theme/Our/take/ Sunday/to/next/the/park.
- 4) you/some/examine/The/in/ doctor/minutes.
- 5) next/return/summer/children/from/ the/Friday/The/camp.
- 6) your/tomorrow/car/The/repair/ mechanic.
- 7) information/I/you/find/for/this/tomorrow.
- 8) future/other/live/on/People/planets/in.

II. Make the sentences negative and interrogative.

- 1) The Daniels will stay with us for a fortnight.
- 2) Mark will buy everything we need tomorrow.
- 3) Dinner will be ready in half an hour.
- 4) The police inspector will interrogate the burglar tomorrow.
- 5) Emily will book a room in the hotel for us.
- 6) Sam will take part in the next competition.
- 7) Jessica will have her final exam in two days.
- 8) It will be warm tomorrow.

III. Complete the sentences with *shall*, *will* or *won't*.

1. — ... you take part in the festival next week, Cindy?
 — No, I ..., but Belinda
 — Unfortunately, I don't know her phone number.
 — ... I give it to you?
 — Yes, please.
2. — ... David be in the office tomorrow, Jack?
 — No, he Why?
 — I ... have the results of his survey tomorrow morning.
 — That's good. He needs this information for his report.
 — ... I send him the results via e-mail?
 — It ... be great.
3. — ... you give me a lift, Nick?
 — Of course, I ... I drive you to the office, Pam?
 — No, I... work in the office today. I... have an appointment with an estate agent. ... you stop the car opposite that building?
 — OK.
4. — We are running out of food. ... you go shopping, Ben?
 — OK. But I need a shopping list.
 — I ... write a shopping list for you.
 —... you give me your discount card?
 — Sorry, I Alice took my discount card yesterday and forgot to return it.
 — Well, I ... buy all the food at the market then.

Складаючи спеціальні питання у майбутньому неозначеному часі, слова розміщують у такій послідовності: питальне слово (*Wh-word*), допоміжне дієслово *will*, підмет, основне дієслово.

Wh-word + will + I/you/he/she/it/we/they + V₁ ?

Наприклад:

What will she cook for dinner tomorrow?

Where will you go next Saturday?

Who will visit us tomorrow?

Wh-word + shall + I/we + V₁ ? (якщо ми просимо поради)

Наприклад:

Where shall we go?

What shall I do?

IV. Write questions to the underlined words.

1) The students will know the results of the test tomorrow morning. 2) They will go to Italy next summer. 3) She will give me this article tomorrow. 4) Boris will finish repairing the roof in two days. 5) You will receive the parcel from them next week.

V. Complete the text with *will* or *won't* and one of the verbs from the box.

to discover

to operate

to replace

to advance

to develop

to affect

to live

to cure

to have

to build

to make

to use

to be

Predictions About Our Future

Have you ever thought about our life in the future? What ... life ... like in thirty or fifty years from now? How far ... technology ...? How ... its development ... our lives? Here are some predictions made by science-fiction writers and technology experts.

1) People ... in flats and houses like we have nowadays. They ... environmentally friendly «smart houses». 2) Scientists ... new cheap sources of energy. This discovery... it possible to travel long distances not only around our planet, but also in space. 3) People ... their computers with the help of a keyboard or a mouse. They ... the power of their thoughts to surf the Net. 4) 3D holographic displays... old computer screens. 5) New medicines ... diseases like cancer and diabetes. Pharmacists ... drugs for individual needs of every sick person. 6) People ... the opportunity to continue their education at any time and age thanks to the development of virtual worlds for educational purposes.

VI. Make up questions using the Future Simple Tense. Answer these questions (make your predictions about the future).

1) What means of transport/to be popular/in future? 2) People/ to use/mobile phones/in future? 3) What food/people/to eat/ in future? 4) People/to find/life/on other planets? 5) How/ people/to use/robots/in future? 6) What kind of literature/ to be popular/in future? 7) How/people/to do the shopping/in future? 8) What clothes/people/to wear/in future?

VII. Translate into English.

1) В майбутньому люди житимуть у гармонії з природою. 2) Він зустріне нас завтра? - Так, він зустріне вас і привезе до готелю. 3) Вони не впізнають вас у цьому одязі. 4) Мені викликати для вас таксі? - Ні, мій друг заїде за мною. 5) Нажаль, ми ніколи не дізнаємося правду. 6) Що ти робитимеш у вихідні? - Я поїду з друзями на екскурсію у старовинний замок. 7) Давайте підемо до кінотеатру та подивимося цей фільм. 8) Яким автобусом нам доїхати до залізничного вокзалу?

Для вираження майбутньої дії вживається як майбутній неозначений час, так і конструкція *be going to*.

Майбутній неозначений час вживається у наступних випадках. 1) Коли ми повідомляємо про факти або дії в майбутньому, на здійснення яких ми не можемо вплинути: <i>It will be Monday tomorrow.</i> 2) Коли ми повідомляємо про дії або події в майбутньому, але не впевнені, що вони відбудуться (чи ще не прийняли остаточного рішення): <i>I think I'll buy a new camera.</i> 3) Якщо ми прийняли рішення в момент мовлення: <i>I'm tired. I'll do to bed earlier today.</i> 4) Коли ми виражаємо надії, побоювання, страхи, загрози, прог-	<i>Be going to</i> вживається у наступних випадках. 1) Коли ми повідомляємо про свої наміри або плани: <i>He attends computer courses. He is going to enter computer college.</i> 2) Коли ми повідомляємо про події у найближчому майбутньому, якщо ми упевнені, що вони відбудуться: <i>He is going to invite you to the party. (He has already decided.)</i> 3) Якщо в момент мови ми розуміємо, що відбудеться найближчим часом: <i>Be careful! You are going to cut your finger!</i>
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нози відносно майбутнього, даємо обіцянки і т. ін. Як правило, в таких випадках вживаються слова *hope, believe, think, expect, know, promise, (be) afraid, (be) sure, perhaps, probably, etc.*: *I'm sure he will help you. He will probably come home late.*

VIII. Match the sentences to the explanations of the usage of the Future Simple Tense or *be going to*.

<p>1) They are going to get married.</p> <p>2) I'm afraid we'll miss this train.</p> <p>3) Watch out! You're going to hit your head!</p> <p>4) It will be my birthday tomorrow.</p> <p>5) I have got a headache. I'll take an aspirin.</p> <p>6) He is in a café. He is going to have lunch.</p> <p>7) I think I'll join you for a picnic tomorrow.</p>	<p>a) Рішення, прийняте в момент мовлення.</p> <p>b) Подія в найближчому майбутньому, яка напевно відбудеться</p> <p>c) Повідомлення про факт в майбутньому, на здійснення якого ми не можемо вплинути.</p> <p>d) Повідомлення про події у майбутньому, рішення відносно яких ще остаточно не прийнято.</p> <p>e) Висловлювання побоювання.</p> <p>f) Повідомлення про подію, яка, як ми тільки що зрозуміли, зараз відбудеться.</p> <p>g) Повідомлення про наміри та плани.</p>
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IX. Circle the correct item.

1) They *will go/are going* to the theatre. They have already bought the tickets. 2) Summer holidays *will/are going to* start in a month. 3) I'm sure this team *will/is going to* win the game. 4) Mr Harris has sold his old car. He *will/is going to* buy a new one. 5) Watch out! You *will/are going to* scald your hand! 6) Perhaps we *will/are going to* cancel tomorrow's meeting. 7) It's too cold in the room. I *will/am going to* turn on the heating. 8) I hope they *will/are going to* enjoy the tour. 9) Phil is studying hard these days. He *will/is going to* have an exam next week. 10) Be careful! The dog *will/is going to* bite you! 11) The sun *will/is going to* rise in less than an hour. 12) I promise I *will/am going to* buy you new trainers next week. 13) They have bought a lot of food. They *will/are going to* have a party. 14) His daughter

will/is going to be five next year. 15) I suppose she *will/is going to* tell us about her intentions.

X. Open the brackets using *will* or *be going to*.

- 1) — Do you have any plans for tomorrow?
—Yes, I ... (*to take*) my little daughter to the zoo.
- 2) — Would you like vanilla ice cream or a piece of cherry cake?
—I think I ... (*to have*) a piece of cake.
- 3) — Why is Pam phoning an estate agency?
—She ... (*to buy*) a flat in this area.
- 4) — Don't you think it's too dark in the room?
—You're right. I ... (*to switch*) on the light.
- 5) — The lecture starts at ten tomorrow morning.
— Don't be afraid. I ... (*to be*) in time.
- 6) — What are you doing?
—I'm reading a message from my friend. He ... (*to spend*) next week in the mountains and invites me to join him.
- 7) — Your room is a mess!
—I know. I ... (*to tidy*) it a bit later.
- 8) — I'm afraid I don't have enough money to buy this jacket.
—Never mind. I ... (*to lend*) you the sum you need.
- 9) — Is this your magazine, Kate?
— No, it's Molly's. She ... (*to read*) it in the plane.

XI. Open the brackets using *will*, *shall* or *be going to*.

Dear Sally,

I'm writing to tell you about my plans for the summer. Now I'm studying hard as I ... (*to have*) exams to enter university. I hope I ... (*not to fail*) and soon ... (*to become*) a student of the economic department.

Then my friends and I ... (*to travel*) to Greece. We haven't decided about the date of our departure yet but I think we ... (*to go*) there at the end of July. We ... (*to visit*) Athens, Delphi and Olympia. Perhaps we ... (*to go*) to Crete and spend some days there. ... I... (*to bring*) you a special souvenir from Greece? I know you're fond of collecting dolls. I'm sure I... (*to be able*) to buy a nice doll in traditional Greek clothes for you. We ... (*to spend*) two weeks in Greece and see as many sights as possible.

In August I ... (*to start*) language courses because I want to know English and German perfectly. I believe the knowledge of foreign languages ... (*to be*) necessary for my future profession.

Oh, I nearly forgot! we ... *uuvej a pai V, vv,*

end of our school. We are planning to celebrate this event at the end of June and hope you ... *(to join)* us. ... you ... *(to send)* me a message about your decision or ... I ... *(to phone)* you?

Well, that's all for now. Hope to see you soon.

Love,

Isabel

XII. Open the brackets using *will* or *be going to*.

According to the survey conducted by the Department of Employment and Training Administration new professions ... *(to be)* in demand in the near future. Taking into consideration the results of the survey, Montgomery Council ...*(to open)* a new college to train specialists for the spheres which are rapidly developing today and ... *(to be)* dominant in future. The Council has already decided about the list of professions young people ... *(to be able)* to get. This year the college ... *(to enroll)* students to study biometric identification. The Council believes that the government and military forces ... *(to require)* biometric identification specialists as they ... *(to develop)* the technology to identify people based on an eye, palm or voice scan. The college ... *(also to open)* the Department of Robotics Engineering to train specialists for the National Robotics Engineering Research Institution which creates robots for medical, military, agricultural and mining purposes. The Council expects these departments ... *(to be)* extremely popular and young people ... *(not to miss)* the opportunity to get prestigious professions. The Mayor has already agreed the Programme of the Development of the College with the Minister of Education and next year the college ... *(to open)* the Department of Space Architecture and the Department of Weather Modification.

XIII. Find mistakes and correct them.

1) Stuart is taking driving lessons. He will get a driving licence in a fortnight. 2) I know that Frank is going to be eighteen next year. 3) Perhaps the Mills are going to buy a cottage house soon. 4) Mike has taken his fishing rod. He will catch some fish for supper. 5) Will we go for a picnic tomorrow? 6) Gordon is looking for a better job. He will apply for the vacancy of Advising Investment Manager. 7) Amanda promises she is going to follow the recommendations of the doctor. 8) I think they shall organize a seminar for the staff.

XIV. Translate into English.

- 1) Я сподіваюся, ми не запізнимося на автобус.
- 2) Через три дні буде Різдво.
- 3) Що ти збираєшся робити на весняних канікулах? - Гадаю, підготуюся до випускних іспитів.
- 4) Ви збираєтеся запросити вашу двоюрідну сестру на ювілей? - Боюся, вона не приїде. Вона зараз у відрядженні за кордоном і збирається повернутися тільки в наступному місяці.
- 5) Сьогодні дуже спекотно. Вам купити морозиво?
- 6) Ти знаєш, які професії користуватимуться попитом у майбутньому? - Гадаю, будуть

популярними професії, пов'язані з космічними дослідженнями. 7) Обережно! Ти зараз розіб'єш вазу! 8) Пообіцяй мені, що ти спочатку порадишся з юристом, а потім приймеш остаточне рішення. 9) Коли вони збираються замовляти квитки на літак? - Вони не збираються замовляти квитки. Думаю, вони поїдуть машиною. 10) Боюся, ми не закінчимо роботу вчасно.- Не хвилюйся, я допоможу вам.

Іноді для вираження майбутньої дії вживається теперішній тривалий або теперішній неозначений час. Теперішній тривалий час вживається, коли ми повідомляємо про заплановані події, які обов'язково відбудуться у недалекому майбутньому :

We are having an exam in a week. She is flying to Rome next Tuesday.

Дієслова *to go* і *to come* можуть вживатися в теперішньому тривалому часі замість *is going to go/are going to come* з метою уникнення повторювання:
They are going to the gym tonight. (NOT: They are going to go to the gym tonight.)
Our aunt is coming tomorrow.

Теперішній неозначений час вживається, коли йдеться про події в майбутньому, пов'язані з розкладом: *The train arrives at eight o'clock tomorrow morning.*

XV. Find mistakes and correct them.

1) They had arrived at the airport on time yesterday. 2) Colin was finishing his work before he went to bed. 3) Jessica had cut her finger when she was slicing the bread. 4) Sally was taking a bath for ten minutes before the water was cut off. 5) The secretary had been making copies when the photocopier broke down. 6) She washed the dishes and had poured herself a cup of tea. 7) Nick went to the swimming pool after he was watching the news. 8) While we were gathering vegetables in the garden, our mother had made an apple pie for dessert. 9) Gordon felt sleepy because he worked all night. 10) Wendy was studying management for three years before she got her diploma.

МАЙБУТНІ ЧАСИ (FUTURE FORMS)

Майбутній тривалий час (The Future Continuous Tense) вживається для вираження дій, котрі відбуватимуться у певний момент у майбутньому. Стверджувальна форма майбутнього тривалого часу утворюється з використанням допоміжного дієслова *will*, дієслова *be* та основного дієслова з закінченням *-ing*.

I/you/he/she/if/we/they + will + be + Ving

Наприклад: *I will be playing football at 4 o'clock tomorrow.*

They will be swimming at this time next Monday.

I. Make up sentences using the Future Continuous Tense.

1) Sue/to do/homework/at 5 o'clock/tomorrow. 2) We/to sunbathe/from 9 to 12 o'clock/tomorrow morning. 3) Nick and Jack/to drive/to Berlin/at this time/next Monday. 4) You/to have/a conference/from 3 to 5 o'clock/tomorrow. 5) My cousin/to practise/in the gym/at 7 o'clock/tomorrow evening. 6) Nelly and Diana/to rest/in Hawaii/at this time/next week. 7) We/to dance/at the party/all the evening/tomorrow. 8) Kate/to visit/ her grandparents/all day/next Saturday. 9) They/to prepare/ for the wedding party/all next week. 10) I/to travel/around Canada/for two weeks/next month.

II. Put the verbs in brackets into the Future Continuous Tense.

1) At this time tomorrow we ... (*to watch*) a new play in the theatre. 2) I ... (*to have*) lunch with our business partners from 3 to 5 o'clock tomorrow. 3) Mike ... (*to interview*) a famous showman at 6 o'clock next Thursday. 4) We ... (*to discuss*) this project at our morning meeting next Wednesday. 5) My lawyer ... (*to wait*) for us in his office at 11 o'clock tomorrow morning. 6) The workers ... (*to repair*) the road in the city centre for two days next week. 7) The students ... (*to write*) a test from 9 a.m. till 1 p.m. next Tuesday. 8) My friends ... (*to play*) cricket from 5 till 7 o'clock next evening. 9) I ... (*to fly*) to Cairo at this time next Sunday. 10) Alice ... (*to walk*) in the park with her daughter at 7 o'clock tomorrow evening.

Заперечна форма майбутнього тривалого часу утворюється з використанням допоміжного дієслова *will* та заперечної частки *not*, які ставляться перед дієсловом *be* та основним дієсловом з закінченням *-ing*.

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

Наприклад:

She won't be playing tennis at 5 o'clock tomorrow.

They won't be writing a dictation at 11 o'clock tomorrow.

Питальна форма майбутнього тривалого часу (загальне питання) утворюється так: допоміжне дієслово *will* ставиться на початку речення перед підметом.

Will + I/you/he/she/it/we/they + be + Ving?

Відповіді на такі питання даються короткі, з використанням того ж допоміжного дієслова:

Will you be having a lecture at 10 o'clock tomorrow? — Yes, I will./ No, I won't.

III. Make the sentences negative and interrogative.

1) She will be doing aerobics at 7 o'clock tomorrow evening. 2) We will be cycling tomorrow morning. 3) Henry will be walking his dog at 2 o'clock tomorrow. 4) Molly will be making a cake for our party at 3 o'clock tomorrow. 5) The girls will be preparing the costumes for the performance since 3 o'clock tomorrow. 6) Brian will be writing an article at this time next Friday. 7) We will be exercising in the gym from 2 p.m. till 5 p.m. tomorrow. 8) Mr Peters will be visiting our country from Monday till Friday. 9) It will be raining all day tomorrow. 10) You will be seeing your dentist at 5 o'clock next Thursday.

IV. Put the verbs in brackets into the correct form.

1) We ... (*to have*) a picnic at 4 o'clock tomorrow. 2) Nick ... (*not to work*) at the agency at 7 o'clock tomorrow evening. 3) Where ... you ... (*to drive*) to at 3 o'clock next Monday? — I... (*to drive*) to Bristol. 4) What ... Pam ... (*to do*) from 4 to 5 tomorrow evening? — She ... (*to visit*) her hairdresser. 5) ... the doctor ... (*to examine*) patients from 9 till 12 o'clock tomorrow? — Yes, he 6) What time ... Ted ... (*to jog*) in the park tomorrow? — He ... (*to jog*) at 6 o'clock in the morning. 7) I can't join you for the barbecue next Friday because I ... (*to prepare*) for the seminar. 8) ... you ... (*to sleep*) at 10 o'clock tomorrow evening? Can I phone you? — Certainly you can. I ... (*not to sleep*) at that time tomorrow. 9) Let's meet in front of the cinema tomorrow. 10) ... (*to wait*) for you at 6 o'clock.— OK. I'll come. 10) At what stadium ... our football team ... (*to play*) at 5 o'clock next Tuesday? — They ... (*to play*) at the central stadium.

V. Translate into English.

- 1) Завтра о шостій годині я дивитимуся свій улюблений серіал по телевізору.
- 2) Ми не гратимемо в баскетбол на майданчику завтра о сьомій годині.
- 3) В середу з дев'ятої години вони будуть складати іспит з англійської мови.
- 4) Що ти робитимеш завтра о восьмій годині вечора? - Я зустрічати́му батьків в аеропорту.
- 5) Який семінар ваша сестра відвідуватиме наступного вівторка о другій годині? - Вона відвідуватиме семінар з маркетингу.
- 6) У цей час завтра ми летітимемо в Лос-Анжелес.
- 7) О котрій завтра у вас буде конференція? - У нас конференція проходить з десятої години ранку до третьої дня.
- 8) Том працюватиме увесь наступний тиждень? - Ні, з наступного четверга він відпочиватиме у горах.
- 9) Наступної п'ятниці о десятій годині ранку мої друзі братимуть участь у змаганнях з плавання.
- 10) Ми прикрашатимемо залу до новорічного свята завтра о дев'ятій ранку.

Майбутній доконаний час (The Future Perfect Tense) вживається для вираження дій, котрі завершаться до певного моменту у майбутньому. Ствержувальна форма майбутнього доконаного часу утворюється з використанням допоміжного дієслова *will*, дієслова *have* та основного дієслова у третій формі (для неправильних дієслів) або з закінченням *-ed* (для правильних).

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

Наприклад: *He will have come by 5 o'clock tomorrow evening.*

VI. Make up sentences using the Future Perfect Tense.

1) Jim/to write/the report/by next Thursday. 2) We/to clean/ the house/by the time of your arrival tomorrow. 3) I/to prepare/ all the documents/by the beginning of the meeting tomorrow. 4) The film/to finish/by 7 o'clock tomorrow. 5) They/to decorate/the square/by the beginning of the demonstration/ next week. 6) The President/to finish/the press conference/by 3 o'clock tomorrow. 7) Diana/to design/your wedding dress/by next Friday. 8) I/to move/to a new house/by Christmas. 9) You/ to start/your own business/by the time you are twenty-seven. 10) My father/to repair/his car/by Thursday.

VII. Put the verbs in brackets into the Future Perfect Tense.

1) Mike ... (*to prepare*) all the calculations by the end of his working day tomorrow. 2) I... (*to learn*) some phrases in Japanese by the time the participants of the Japanese delegation arrive. 3) The chef ... (*to cook*) all the dishes by the time the banquet begins. 4) The secretary ... (*to arrange*) all the papers by the time the boss comes to the office tomorrow. 5) The ferry ... (*to reach*) the port by 4 o'clock tomorrow. 6) They ... (*to deliver*) our pizza by the beginning of the party tomorrow. 7) Jack and Monica ... (*to send*) all the invitations by next Tuesday. 8) I ... (*to read*) your report by tomorrow morning. 9) The workers ... (*to unload*) the lorries by the end of their working day. 10) We ... (*to analyse*) the results of the experiment by next Friday.

VIII. This is a list of things that the students must do for the conference next Friday. Make up questions as in the example and answer them, using the notes.

Cathy — type the invitations by Monday

Ella — send the invitations by 4 o'clock on Monday

Alan and Nelly — prepare the reports by Tuesday

Fred — to set up the video equipment by Thursday morning

James — to paint the posters by Wednesday

Chris — to prepare the photos by 11 o'clock on Tuesday

Clara — to design the leaflets by 6 o'clock on Tuesday

Gordon — to print the leaflets by Thursday morning

Ron and Sam — to put the posters on the walls of the hall j by Thursday evening
Eddy and Sarah — to organize the exhibition by 5 o'clock on Thursday
Alice and Vicky — to decorate the hall by Thursday evening

Example: What/Cathy/to do/by Monday?

What will Cathy have done by Monday? — She will have typed the invitations.

1) What/Ella/to do/by 4 o'clock/on Monday? 2) By what time/ Alan and Nelly/to prepare the reports? 3) Who/to set up the video equipment/by Thursday morning? 4) What/James/to paint/by Wednesday? 5) What/Chris/to do/by 11 o'clock on Tuesday? 6) By what time/Clara/to design/the leaflets? 7) Who/to print the leaflets/by Thursday morning? 8) Where/Ron and Sam/to put the posters/ by Thursday evening? 9) Who/to organize the exhibition/by 5 o'clock on Thursday? 10) By what time/Alice and Vicky/to decorate the hall?

Майбутній доконано-тривалий час (The Future Perfect Continuous Tense) вживається для вираження дій, котрі відбуватимуться протягом якогось часу у майбутньому. Стверджувальна форма майбутнього доконано-тривалого часу утворюється з використанням допоміжного дієслова *will*, конструкції *have been* та основного дієслова з закінченням *-ing*.

I/you/he/she/it/we/they + will + have been + Ving

Наприклад:

By the end of next month we will have been constructing this building for five weeks.

Заперечна форма майбутнього доконано-тривалого часу утворюється з використанням допоміжного дієслова *will* та заперечної частки *not*, котрі ставляться перед конструкцією *have been* та основним дієсловом з закінченням *-ing*.

I/you/he/she/it/we/they + will not (won't) + have been + Ving

Наприклад: *He won't have been working here for a month by the 23rd of November.*

Питальна форма (загальне питання) утворюється так: допоміжне дієслово *will* ставиться на початку речення перед підметом.

Will + I/you/he/she/it/we/they + have been + Ving?

Наприклад: *Will they have been working for two hours by the time the car arrives? — Yes, they will./No, they won't.*

IX. Make up sentences using the Future Perfect Continuous Tense.

1) By the beginning of April/my father/to work as the General Manager of this corporation/for fifteen years. 2) By 8 o'clock/we/ to surf the Net/for five hours. 3) By the end of next month/we/ to live/in this city/for ten years. 4) By the end of this day/Dolly/ not to design/this fancy dress/for seven hours. 5) Ted/to work/ as an attorney/for twenty years/by the end of March? 6) Jack and Alison/to build/their house/for a year by Easter? 7) My parents/ to run/this café/for six years/by next

September. 8) By 4 o'clock/ they/to play volleyball/for three hours. 9) By 3 o'clock/the students/to write/the test for two hours and a half. 10) By next Friday/Henry/to train/for the competition/for ten months.

X. Put the verbs in brackets into the correct form of the Future Perfect Continuous Tense.

1) By the 25th of December she ... (*to work*) on this project for six months. 2) By Saturday, Fred ... (*to paint*) this picture for two weeks. 3) We ... (*to study*) marketing for a year by the end of the academic year. 4) By tomorrow morning Laura ... (*to sleep*) for twelve hours. 5) ... they ... (*to work*) together for ten years; by the end of May? — Yes, they 6) ... Nick ... (*to train*) for four hours by 6 o'clock? — No, he 7) By 5 o'clock Jessica ... (*to sit*) at the dentist's for three hours. 8) By 12 o'clock the children ... (*to swim*) for two hours. 9) By the end of the day the workers ... (*to paint*) this house for nine hours. 10) By 6 o'clock in the evening we ... (*to wait*) for his message for five hours.

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

Майбутній тривалий час вживається у таких випадках.

1. Якщо дія відбуватиметься у певний момент у майбутньому:

At this time next week we will be skiing in the mountains.

2. Якщо дія обов'язково відбудеться у майбутньому, тому що ця дія повсякденна або є результатом попередньої домовленості:

I'll be speaking to John tomorrow. (We will definitely meet.)

3. Якщо ми дуже ввічливо цікавимося планами співрозмовників для того, щоб їх про щось попросити або запропонувати щось для них зробити:

Will you be going shopping? Can you buy a loaf of bread for me?

Майбутній доконаний час вживається для вираження дій, котрі завершаться до певного моменту у майбутньому:

He will have finished his work by 6 o'clock.

Майбутній доконано-тривалий час вживається для вираження дій, котрі відбуватимуться протягом якогось часу до певного моменту у майбутньому:

He will have been working as a surgeon for twenty-five years by the end of this year.

I. Circle the correct item.

1) By 6 o'clock Jimmy *will be playing /will have been playing* computer games for four hours. 2) At 3 o'clock tomorrow we *will be watching/will have watched* a film. 3) *Will you be shopping/Will you have been shopping* a bit later today? Can you buy

me a bottle of milk? 4) By the beginning of February I *will have attended/ will have been attending* computer courses for four months. 5) Don't call Henry. I *will have seen/will be seeing* him in the office later, so I'll tell him about the seminar. 6) At this time next week they *will be cruising/will have been cruising* round South America. 7) The postman *will be delivering/will have delivered* all the newspapers by 4 o'clock. 8) By the end of next month Mrs Wilson *will have taught/will have been teaching* for thirty years. 9) *Will you be using/Will you have been using* the printer for long? I need to print the article. 10) By 5 o'clock tomorrow Fred *will be receiving/will have received* your telegram.

II. Put the verbs in brackets into the Future Continuous, the Future Perfect or the Future Perfect Continuous Tense.

1) Peter ... (*to fix*) the TV set by next Tuesday. 2) At this time next Friday we ... (*to lie*) on the beach in Malta. 3) By next Monday Linda ... (*to work*) as a secretary for three years. 4) ... you ... (*to use*) your computer tonight? Can I play my favourite computer game? 5) By the end of the year Roger and Monica ... (*to live*) in our district for five years. 6) The boss ... (*to read*) all the documents by the end of his working day. 7) Don't phone me tonight. I ... (*to write*) an article for a scientific journal. 8) By the end of the day we ... (*to reach*) that settlement. 9) What ... you ... (*to do*) at 4 o'clock tomorrow? — I... (*to help*) my parents in the garden. 10) By the 13th of January he ... (*to work*) on his novel for ten months.

III. Find mistakes and correct them.

1) By the beginning of the news programme we will be returning home. 2) I'll tell Pamela about the party. I'll have been seeing her at the university anyway. 3) At this time tomorrow Jack will have taken his driving test. 4) By the end of July she will have run this café for ten years. 5) Will have Ron fixed this bike by 12 o'clock tomorrow? 6) Will you been going out a bit later? Can you buy a magazine for _me? 7) By next Friday Susan will be passing all her exams. 8) By 8 o'clock the boys will have played football for three hours. 9) Will Sam been preparing for his English test at 11 o'clock tomorrow morning? 10) By the beginning of next week Bob will be working in our office for ten days.

IV. Translate into English.

- 1) Завтра у цей час ми будемо обідати з друзями моїх батьків у ресторані.
- 2) Автобус прибуде завтра на місце до дев'ятої години вечора.
- 3) До початку наступного місяця виповниться рік, як мій брат працює у цьому банку.
- 4) Джек пофарбує твій велосипед до кінця робочого дня.
- 5) Ви будете працювати за комп'ютером цього вечора? Можна мені відправити електронного листа своєму другові?
- 6) У цей час наступного тижня ми будемо подорожувати Європою.
- 7) Ви чекатимете на мене завтра о восьмій? — Так.
- 8) Таксі приїде завтра до п'ятої години? — Так.

REVISION

I. Make the sentences negative and interrogative.

1) The girls will be dancing at the concert at 7 o'clock tomorrow. 2) You will be flying to Madrid at 3 o'clock tomorrow. 3) Tom will be cutting the grass from 2 till 3 o'clock tomorrow. 4) They will be visiting our exhibition at 5 o'clock tomorrow. 5) Molly will have phoned them by 5 o'clock tomorrow. 6) Nick will have bought a new car by next Friday. 7) Our chief will have made a decision by next Tuesday. 8) We will have planted all the roses by 7 o'clock tomorrow evening. 9) By August she will have been working as a photographer for 5 years. 10) By 6 o'clock they will have been fixing this fence for three hours.

II. Write questions to the underlined words.

1) The taxi will be waiting for you in front of the house at half past two tomorrow. 2) Alison will have prepared vour black suit by 5 o'clock tomorrow. 3) Phil will be filming the presentation at 6 o'clock next Thursday. 4) We will have put up the tent by 7 o'clock.

III. Circle the correct item.

- By the end of this month Andrew and Carol ... together for three years.
a) will be living; b) will have lived;
c) will have been living.
- At 10 o'clock tomorrow Mr Anders ... a lecture for his students.
a) will be giving; b) will have given;
c) will have been given.
- Sandra ... the hospital by next Wednesday.
a) will be leaving; b) will have left;
c) will have been leaving.
- ... out a bit later? Can you bring me a hamburger, please?
a) Will you be going; b) Will you have gone;
c) Will you have been going.
- By 4 o'clock the girls ... for three hours.
a) will be cooking; b) will have cooked;
c) will have been cooking.
- Shall I send Mike a message? — No, I ... him at the meeting anyway.
a) will be seeing; b) will have seen;
c) will have been seeing.
- At this time next Sunday we ... in the Red Sea.
a) will be swimming; b) will have swum;

- c) will have been swimming.
8. Who ... the pictures for the exhibition by next Monday?
- a) will be sending; b) will have sent;
- c) will have been sending.

IV. Put the verbs in brackets into the Future Continuous, the Future Perfect or the Future Perfect Continuous Tense.

1) They ... (*to publish*) our advertisement by next Monday. 2) At this time tomorrow we ... (*to drive*) to the mountains. 3) Jack ... (*to become*) a chief manager by the beginning of October. 4) By next month Ron ... (*to play*) football in our football club for 3 years. 5) I didn't remind Den about the picnic! — Don't worry. I ... (*to meet*) him at the university tomorrow morning. 6) What ... your sister ... (*to do*) at 10 o'clock tomorrow morning? — She ... (*to help*) mother with the house chores. 7) By 2 p.m. the boys ... (*to fish*) for five hours. 8)... you ... (*to use*) your car tonight? Can I borrow it? 9) Don't phone me before 11 o'clock tomorrow. I ... (*to sleep*).

V. Find mistakes and correct them.

1) At 9 o'clock tomorrow evening Henry will have met his friend at the airport. 2) By 5 o'clock tomorrow they will have been decorating the café for the party. 3) What article will have you written for our magazine by next Tuesday? 4) By the end of next week Bob will be working in our studio for six years. 5) What lecture will you have been having at 12 o'clock tomorrow? 6) Will you have driven to your office this afternoon? Can you give me a lift, please? 7) By next Monday you will have been finishing this work. 8) By the end of this year Mike will has been working as a detective for ten years. 9) Molly didn't tell Nick about the time of the meeting! — It's not a problem. I will have seen Nick later today. 10) Don't disturb me from 3 to 6 tomorrow. I will have been preparing for my exam.

VI. Translate into English.

1) Завтра до сьомої вечора Джек привезе вам фотографії. 2) У цей час наступного понеділка ми будемо летіти над океаном у Бразилію. 3) До кінця наступного місяця виповниться тридцять років, як вона працює медсестрою. 4) Наступного четверга з другої до шостої Том буде проводити переговори з італійцями. 5) Завтра о сьомій годині ви будете тренуватися у спортзалі? — Ні, завтра о сьомій я дивитимуся футбольний матч на стадіоні. 6) Хто надрукує текст цього документа до початку семінара? — Мій секретар. 7) До третьої буде вже п'ять годин, як вони катаються на лижах. 8) О котрій завтра Стів буде фарбувати дах будинку? — Він буде фарбувати дах завтра о десятій годині ранку. 9) До п'ятої буде вже дві з половиною години, як Ганна грає в тенніс. 10) Ви йтимете на ланч пізніше? Принесіть мені морозиво, будь ласка.

LESSON 6

TEXT A DELEGATION, DECENTRALIZATION, AND CENTRALIZATION

The major step in the organizing process is to distribute power in the organization. **Delegation** assigns part of a manager's work and power to other workers. The degree of centralization or decentralization of authority is determined by the overall pattern of delegation within the organization.

DELEGATION OF AUTHORITY

Because no manager can do everything, delegation is vital to the completion of a manager's work. Delegation is also important in developing the skills and abilities of subordinates. It allows those who are being groomed for higher-level positions to play increasingly important roles in decision making.

■ **Steps in Delegation** The delegation process generally involves three steps. First, the manager must *assign responsibility*. **Responsibility** is the duty to do a job or perform a task. In most job settings, a manager simply gives the worker a job to do. Typical job assignments might range from having a worker prepare a report on the status of a new quality-control program to placing the person in charge of a special task force. Second, the manager must *grant authority*. **Authority** is the power, within the organization, to accomplish an assigned job or task. This might include the power to obtain specific information, order supplies, authorize relevant expenditures, and make certain decisions. Finally, the manager must *create accountability*. **Accountability** is the obligation of a worker to accomplish an assigned job or task.

Note that accountability is created but that it cannot be delegated. Suppose you are an operations manager for Delta Air Lines and are responsible for performing some job. You, in turn, delegate part of the task to a worker. You nonetheless remain accountable to your immediate supervisor for getting the job done properly. If the worker fails to complete the assignment, you—not the worker—will be called on to account for what has become *your* failure.

■ **Barriers to Delegation** for several reasons, managers may be unwilling to delegate work. One reason was just stated—the person who delegates remains accountable for the work. Many managers are reluctant to delegate simply because they want to be sure the work gets done properly. Another reason for reluctance to delegate stems from the opposite situation. The manager fears the worker will do the work so well that he or she will attract the approving notice of higher-level

managers and will therefore become a threat to the manager. Finally, some managers don't delegate because they are so disorganized they simply are not able to plan and assign work effectively.

DECENTRALIZATION OF AUTHORITY

The general pattern of delegation throughout an organization, determines the extent to which that organization is decentralized or centralized. In a **decentralized organization**, management consciously attempts to spread authority widely in the lower organization levels. Caterpillar Inc., the world's largest manufacturer of construction and earthmoving equipment and a major manufacturer of diesel, natural gas, and turbine engines, is an example of a decentralized organization. Rather than being organized along functional lines, such as research, manufacturing, and marketing, it has sixteen profit-driven business units, each responsible for its own market, for maximizing return on assets, and for directing and controlling product-development programs within its own market. A **centralized organization**, on the other hand, systematically works to concentrate authority at the upper levels. For example, many publishers of college-level textbooks are centralized organizations, with authority concentrated at the tops of these companies.

A variety of factors can influence the extent to which a firm is decentralized. One is the external environment in which the firm operates. The more complex and unpredictable this environment, the more likely it is that top management will let lower-level managers make important decisions. After all, lower-level managers are closer to the problems. Another factor is the nature of the decision itself. The riskier or the more important the decision, the greater the tendency to centralize decision making. A third factor is the abilities of lower-level managers. If these managers do not have strong decision-making skills, top managers will be reluctant to decentralize. And, in contrast, strong lower-level decision-making skills encourage decentralization. Finally, a firm that has traditionally practiced centralization or decentralization is likely to maintain that posture in the future.

In principle, neither decentralization nor centralization is right or wrong. What works for one organization may or may not work for another. Kmart Corporation and McDonald's have both been very successful—and both practice centralization. By the same token, decentralization has worked very well for General Electric and Sears. Every organization must assess its own situation and then choose the level of centralization or decentralization that will work best.

Exercise 1. Answer the following questions:

1. What is delegation?

2. Is delegation vital to the completion of a manager's work?
3. What three steps are involved in delegation? Explain each.
4. How does a firm's top management influence its degree of centralization?
5. Which kinds of firms would probably operate most effectively as centralized firms? As decentralized firms?

TEXT B THE SPAN OF MANAGEMENT

The fourth major characteristic of organizational structure, the **span of management** (or **span of control**), is the number of workers who report directly to one manager. For hundreds of years, theorists have searched for an ideal span of management. When it became apparent that there is no perfect number of subordinates for a manager to supervise, they turned their attention to the more general issue of whether the span should be wide or narrow. This issue is complicated by the fact that the span of management may change from one department to another department within the same organization. For example, the span of management at Federal Express varies within the company. Departments in Chapter 7 Creating the Organization which workers do the same tasks on a regular basis—customer service agents, handlers and sorters, couriers, and the like usually have a span of management of fifteen to twenty employees per manager. Groups performing multiple and different tasks are more likely to have smaller spans of management consisting of five or six employees.⁵ Thus, Federal Express uses a wide span of control in some departments and a narrow span of control in others.

WIDE AND NARROW SPANS OF CONTROL

A *wide* span of management exists when a manager has a large number of subordinates. A *narrow* span exists when the manager has only a few subordinates. Several factors determine the span that is better for a particular manager. Generally, the span of control may be wide when (1) the manager and the subordinates are very competent, (2) the organization has a well-established set of standard operating procedures, and (3) few new problems are expected to arise. The span should be narrow when (1) workers are physically located far from one another, (2) the manager has much work to do in addition to supervising workers, (3) a great deal of interaction is required between supervisor and workers, and new problems arise frequently.

ORGANIZATIONAL HEIGHT

The span of management has an obvious impact on relations between managers and workers. It has a more subtle but equally important impact on the height of the organization. **Organizational height** is the number of layers, or levels, of organizational height the management in a firm. The span of management plays a direct role in determining the height of the organization. If spans of management are wider, fewer levels are needed and the organization is *flat*. If spans of management are generally narrow, more levels are needed and the resulting organization is *tall*.

In a taller organization, administrative costs are higher because more managers are needed. And communication among levels may become distorted because information has to pass up and down through more people. Although flat organizations avoid those problems, their managers may have to perform more administrative duties simply because there are fewer managers. Wide spans of management may also require managers to spend considerably more time supervising and working with subordinates.

Exercise 1. Answer the following questions:

1. What is the span of management?
2. What factors determine the span that is better for a particular manager?
3. Has the span of management an obvious impact on relations between managers and workers?
4. How is organizational height related to the span of management?
5. How do decisions concerning span of management, the use of committees, and coordination techniques affect organizational structure?

TEXT C **LINE AND STAFF MANAGEMENT**

The last major characteristic that affects organizational structure is the chain of command that reaches from the highest to the lowest levels of management. **A line management position** is part of the chain of command; it is a position in which a person makes decisions and gives orders to subordinates to achieve the goals of the organization. **A staff management position**, by contrast, is a position created to provide support, advice, and expertise to someone in the chain of command. Staff managers are not part of the chain of command but do have authority over their assistants.

LINE AND STAFF POSITIONS COMPARED

Both line and staff managers are needed for effective management, but the two kinds of positions differ in important ways. The basic difference is in terms of

authority. Line managers have *line authority*, which means they can make decisions and issue directives that relate to the organization's goals.

Staff managers seldom have this kind of authority. Instead, they usually have either advisory authority or functional authority. *Advisory authority* is simply the expectation that line managers will consult the appropriate staff manager when making decisions. Functional authority is stronger, and in some ways it is like line authority. *Functional authority* is the authority of staff managers to make decisions and issue directives, but only about their own areas of expertise. For example, a legal adviser for Nike can decide whether to retain a particular clause in a contract, but not what price to charge for a new product. Contracts are part of the legal adviser's area of expertise; pricing is not.

Table Five Characteristics of Organizational Structure

Dimension	Purpose
Job design	To divide the work performed by an organization into parts and assign each part a position within the organization.
Departmentalization	To group various positions in an organization into manageable units. Departmentalization may be based on function, product, location, customer, or a combination of these bases.
Delegation	To distribute part of a manager's work and power to other workers. A deliberate concentration of authority at the upper levels of the organization creates a centralized structure. A wide distribution of authority into the lower levels of the organization creates a decentralized structure.
Span of management	To set the number of workers who report directly to one manager. A narrow span has only a few workers reporting to one manager. A wide span has a large number of workers reporting to one manager.
Line and staff management	To distinguish between those positions that are part of the chain of command and those that provide

	support, advice, or expertise to those in the chain of command.
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LINE-STAFF CONFLICT

For a variety of reasons, conflict between line managers and staff managers is fairly common in business. Staff managers often have more formal education and are sometimes younger (and perhaps more ambitious) than line managers. Line managers may perceive staff managers as a threat to their own authority and thus may resent them. For their part, staff managers may become annoyed or angry if their expert recommendations—in public relations or human resources management, for example—are not adopted by line management.

Fortunately, there are several ways to minimize the likelihood of such conflict. One way is to integrate line and staff managers into one team working together. Another is to ensure that the areas of responsibility of line and staff managers are clearly defined. Finally, line and staff managers can both be held accountable for the results of their activities.

Exercise 1. Put 5 questions to this chapter and ask your classmates to answer them.

Exercise 2. Researching Different Careers

In the past, company loyalty and ability to assume increasing job responsibility usually assured advancement within an organization. While the reasons for seeking advancement (the desire for a better-paying position, more prestige, and job satisfaction) have not changed, the qualifications for career advancement have. In today's business environment, climbing the corporate ladder requires packaging and marketing yourself. To be promoted within your company, or be considered for employment with another company it is wise to improve your skills continually. By taking workshops and seminars, or enrolling in community college courses, you can keep up with the changing technology in your industry. Networking with people in your business, or community can help you find a new job. Most jobs are filled through personal contacts. Who you know can be important.

A list of your accomplishments on the job can reveal your strengths and weaknesses. Setting goals for improvement helps to increase your self-confidence.

Be sure to recognize the signs of job dissatisfaction. It may be time to move to another position or company.

Assignment

Are you prepared to climb the corporate ladder? Do a self-assessment by analyzing the following areas and summarize the results in a two-page report

a. Skills

- What are your most valuable skills?
- What skills do you lack?
- Describe your plan for acquiring new skills and improving your skills.

b. Networking

- How effectively are you using a mentor?
- Are you a member of a professional organization?
- In which community, civic, or church groups are you participating?
- Whom have you added to your contact list in the last six weeks?

c. Accomplishments

- What achievements have you reached in your job?
- What would you like to accomplish? What will it take for you to reach your goal?

d. Promotion or New Job

- What is your likelihood for getting a promotion?
- Are you ready for a change? What are you doing or willing to do to find another job?

GRAMMAR EXERCISES

ПАСИВНИЙ СТАН ДІЄСЛІВ (THE PASSIVE VOICE)

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

Наприклад:

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

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

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

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

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

to be + V₃ (Ved)

Заперечна та питальна форми речень з дієсловами пасивного стану утворюються з використанням відповідних форм допоміжного дієслова **to be**. Для утворення пасивного стану дієслів теперішнього неозначеного часу (The Present Simple Passive) вживаються форми допоміжного дієслова **to be** теперішнього часу (**am/is/are**).

I + am + V₃ (Ved) Am + I + (Ved)?
He/she/it + is + V₃ (Ved) Is + he/she/it + V₃ (Ved)?
We/you/they + are + (Ved) Are + you/we/they + V₃ (Ved)?
I + am not + V₃ (Ved)
He/she/it + is not (isn't) + V₃ (Ved)
We/you/they + are not (aren't) + V₃ (Ved)

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

Наприклад:

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

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

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

I/he/she/it + was + V₃ (Ved)
You/we/they + were + V₃ (Ved)
I /he/she/it + was not (wasn't) + V₃ (Ved)
You/we/they + were not (weren't) + V₃ (Ved)
Was + I/he/she/it + V₃ (Ved)?
Were + you/we/they + V₃ (Ved)?

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

Наприклад:

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

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

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

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

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

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

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

I Circle the correct item.

1) The brakes of your car *were/will be* tested tomorrow. 2) The cows *are/will be* always milked three times a day. 3) This cave *is was* found two years ago. 4) This newspaper *is/will be* published every day. 5) Your ice cream *is/will be* served in some minutes. 6) Mike's car *was/will be* serviced last month. 7) Milk *is/was* always used for making milkshake. 8) This TV programme *was/ will be* shown tomorrow evening. 9) The new refrigerator *is/ will be* delivered next Monday. 10) The first photograph *was/ is* taken in 1826.

II. Make the sentences negative and interrogative.

1) Coffee is grown in Brazil. 2) The carpets were vacuumed yesterday. 3) The flowers for the party will be delivered tomorrow morning. 4) Snails are eaten in France. 5) This sweater was knitted by my granny. 6) This picture will be sold by auction next Tuesday. 7) The children were scared by a big dog. 8) Volkswagen cars are produced in Germany. 9) The electricity bill will be paid in three days. 10) Dinner is served at 2 o'clock.

III. Put the verbs in brackets into the Present Simple Passive, the Past Simple Passive or the Future Simple Passive.

1) The stuff ... (*to instruct*) by the manager tomorrow morning. 2) Yoghurt... (*to make*) from milk. 3) This stadium ... (*to build*) missing boat ...(*to find*) yesterday. 6) The patient ...(*to operate*) on tomorrow. 7) Australia ... (*to discover*) by captain Cook. 8) Nowadays basketball ... (*to play*) all over the world. 9) The toothbrush ... (*to invent*) in the fifteenth century. 10) This bridge ... (*to reconstruct*) next summer.

IV. Make up sentences using the Present Simple Passive, the Past Simple Passive or the Future Simple Passive.

1) The Great Pyramids/to visit/by thousands of tourists/every year. 2) The first electronic computer/to develop/in 1943. 3) The injured woman/to examine/by a doctor/in a minute. 4) These letters/to type/an hour ago. 5) Tea/to make/from leaves of the tea plant. 6) Your photos/to publish/in the next issue/of our magazine. 7) The international conference/to hold/in Quebec/ last month. 8) The broken parts of your car/to repair/in two days. 9) The results of the test/to know/tomorrow morning. 10) This TV programme/to broadcast/all over the world/every day.

V. Make up questions using the Present Simple Passive, the Past Simple Passive or the Future Simple Passive and answer them as in the example.

Example: This actress/to interview/last Friday? (Yes)

Was this actress interviewed last Friday? — Yes, she was.

1) Peter's car/to steal/last night? (*No*) 2) The chocolates/ always/to wrap/in foil? (Yes) 3) Your paintings/to display/at the next exhibition? (Yes) 4) The books of this writer/of ten/to demand/in the library? (*No*) 5) An e-mail letter/to send/to Sally/yesterday? (*No*) 6) Our pizza/to deliver/in an hour? (Yes) 7) The animals in the zoo/always/to keep/in cages? (*No*) 8) Their house/to sell/a month ago? (Yes) 9) You/always/to give/such nice presents for your birthday? (Yes) 10) The fireplace/to build/ long ago? (*No*)

VI. Put the verbs in brackets into the correct form of the Present Simple Passive, the Past Simple Passive or the Future Simple Passive.

1) ... those invitations ... (*to send*) yesterday? — No, they They ... (*to send*) a bit later today. 2) ... the flowers in the botanical garden ... (*to water*) everyday? — Yes, they Today they ... (*to water*) just an hour ago. 3) ... Tom's advertisement ... (*to place*) in the local newspaper last week? — Yes, it It ... (*to publish*) again next week. 4) ... the office ... (*to clean*) every day? — No, it... . It... (*to clean*) three times a week. 5)... Pamela's new song ... (*to record*) next month? — Yes, it And the disc ... (*to release*) in two months. 6)... the photocopier often ... (*to use*) in your institute? — Yes, it 7) ... our flat ... (*to redecorate*) next week? — No, it Unfortunately, the wallpapers ... (*not to deliver*) yesterday and we can't continue our work now. 8)... the new software ...(*to set*) up yesterday? — \ No, it ... (*not to set*) up because of the problems with electricity in your office. It... (*to set*) up tomorrow morning. 9) A terrible crime ... (*to commit*) in our town two days ago. The results of the investigation ... (*to announce*) in the news programme in some minutes. 10) ... olive oil ... (*to produce*) in France? — No, it ... (*to make*) in Spain and Greece.

VII. Put the verbs in brackets into the correct form of the Present Simple Passive or the Past Simple Passive.

Coca-Cola

Coca-Cola ... (*first to make*) in Atlanta, USA, on 8 May 1886. Dr John S. Pemberton, a local pharmacist, made the first syrup for Coca-Cola and carried a jug of it down the street to Jacob's Pharmacy where people tasted it and said it was «excellent». The syrup ... (*to sell*) for five cents a glass, but it was very strong-tasting because it ... (*not to mix*) with water. The drink ... (*to call*) «Coca-Cola» because of the coca leaves and kola fruits that ... (*to use*) to add flavour. Dr Pemberton's partner and bookkeeper, Frank Robinson, suggested the name «Coca-Cola» because he thought that using the letter «C» instead of the letter «K» in the word «Cola» would look better. Coca-Cola ... (*first to make*) the way it is now in Columbus, Georgia. It ... (*to sell*) as a medicine to help cure colds and give people more energy. Nowadays this drink ... (*to know*) all over the world. It ... (*to recognize*) as the world's best-selling soft drink. The company's headquarters ... (*to situate*) in Atlanta, Georgia.

VIII. Make up questions and answer them using the text of ex. 7.

1) Coca-Cola/first/to make/in the USA? 2) Coca-Cola/to make/ by a bookkeeper? 3) The drink/to call/«Coca-Cola»/because of the names of chemical ingredients? 4) The letter «C»/to change/ for the letter «K»/in the name of the drink? 5) Coca-Cola/to sell/only in few countries/nowadays? 6) The headquarters of the company/to situate/in Columbia?

Складаючи спеціальні питання до речень з дієсловами пасивного стану, слова розташовують в наступному порядку: питальне слово (*Wh-word*), допоміжне дієслово *to be* у відповідному часі, підмет та основне дієслово у третій формі (для неправильних дієслів) або з закінченням *-ed* (для правильних).

Wh-word + am/is/are + subject + V₃ (Ved)?

(The Present Simple Passive)

Wh-word + was/were + subject + V₃ (Ved)?

(The Past Simple Passive)

Wh-word + will + subject + be + V₃ (Ved)?

(The Future Simple Passive)

Наприклад: *Where is this magazine published?*

What was done yesterday?

When will this dish be cooked?

I. Write questions to the underlined words.

1) The tablecloths in our restaurant are changed every day. 2) The police inspector was informed about the robbery at 8 o'clock yesterday evening. 3) Your luggage will be brought to your room in ten minutes. 4) Those goods were delivered to our supermarket last Monday. 5) Fresh vegetables are sold in the shop around the corner.

II. Put the verbs in brackets into the Passive Voice using the correct grammar tense.

1) When ... new computers ... (*to set up*)? — They ... (*to set up*) next Wednesday. 2) What colour ... Brian's bike ... (*to paint*) yesterday? — It ... (*to paint*) dark blue. 3) Who ... the tests ... (*usually to mark*) by? — They ... (*usually to mark*) by our professor. 4) Why ... the mail... (*to deliver*) so late yesterday? — Because the postman ...(*to delay*) by traffic. 5) What hotel ...(*to reconstruct*) next year? — According to our plan The Flamingo Hotel ... (*to reconstruct*) next year. 6) How much money ... (*to steal*) from the bank yesterday? — 1 million dollars ... (*to steal*) yesterday. 7) What places in your city ... (*usually to visit*) by tourists? — The Fine Arts Museum ... (*to visit*) most frequently. 8) What time ... the library ... (*to close*) last Friday? — It... (*to close*) at 6 o'clock in the evening, as usual. 9) How many TV sets ... (*to produce*) by this plant every month? — I think more than 1000 TV sets ... (*to produce*) by this plant monthly. 10) Where ... your dog ... (*to see*) last time? — It ... (*to see*) near our local school last Tuesday.

III. Write questions and answer them using the information from the list.

Example: When will the stolen necklace be returned to the owner? — **It will be returned to the owner in a week.**

- | | |
|--|-------------------------|
| 1) When/the stolen necklace/to return/to the owner? | a) in a week |
| | b) last year |
| 2) When/the festival/to organize? | c) three times |
| 3) How often/this medicine/to take? | a day |
| 4) Where/the documents/to leave/yesterday? | e) in the safe |
| | f) « The Lost Treasure» |
| 5) What film/to show/at this cinema/tomorrow? | g) detective stories |
| 6) What kinds of books/usually/to demand/in your bookshop? | h) all managers |
| | i) fish soup |
| 7) Who/to inform/about the meeting/yesterday? | j) five months ago |
| | k) two times a week |
| 8) What/to cook/for dinner/tomorrow? | |
| 9) When/this flat/to buy? | |
| 10) How often/the swimming pool/ | |

clean?

IV. Translate into English.

1) Мобільними телефонами користуються у всьому світі. 2) Де вирощують чай? - Чай вирощують в Індії. 3) Коли був заснований цей університет? - Він був заснований в дев'ятнадцятому столітті. 4) Моє оголошення надрукують завтра? - Так. У нашій газеті оголошення друкують щодня. 5) Коли відремонтують мій комп'ютер? - Його відремонтують через два дні. 6) Де продають квіти? - Квіти продають у крамниці біля супермаркету. 7) Коли прибирали цю кімнату? - Її прибирали вчора увечері. 8) Які іноземні мови викладають у вашій школі? - У нашій школі викладають англійську, французьку і німецьку мови. 9) Де останній раз бачили цього чоловіка? - Його бачили біля метро три дні тому. 10) Коли привезуть нові меблі? - Нові меблі привезуть через два дні.

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

I + *am* + *being* + V_3 (*Ved*)

He/she/it + *is* + *being* + V_3 (*Ved*)

You/we/they + *are* + *being* + V_3 (*Ved*)

Наприклад: *The test is being written now.*

The test isn't being written now.

Is the test being written now?

What is being written now?

I/he/she/it + *was* + *being* + V_3 (*Ved*)

You/we/they + *were* + *being* + V_3 (*Ved*)

Наприклад: *Dinner was being cooked at 3 o'clock yesterday.*

Dinner wasn't being cooked at 3 o'clock yesterday.

Was dinner being cooked at 3 o'clock yesterday?

What was being cooked at 3 o'clock yesterday?

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

V. Make up sentences using the Present Continuous Passive or the Past Continuous Passive.

1) A new sports club/to build/in our town/now. 2) This bridge/to build/for two years. 3) A new song/to record/at the studio/at the moment. 4) The press conference/to hold/from 2 to 3 p.m./ yesterday. 5) The letters/to type/at the moment? 6) This project/ to discuss/at the meeting/for an hour/yesterday? 7) What film/ to show/at 6 o'clock yesterday? 8) What/to cook/for supper/ now? 9) Who/to interview/at the moment? 10) What time/the competition/to hold/yesterday?

VI. Put the verbs in brackets into the Present Continuous Passive or the Past Continuous Passive.

1) — Why didn't you phone me after the presentation yesterday? — Sorry, the phone ... (*to repair*) at that time. 2) Your shirt is dirty! Why don't you wash it? — It's impossible right now. The washing machine ... (*to fix*). 3) This church is three hundred years old. How long ... this church ... (*to build*)? — It ... (*to build*) for thirty-five years. 4) Where is the injured man? — He ... (*to examine*) by the doctor at the moment. 5) ... the windows in my room ... (*to wash*) now? — Yes, they 6) She didn't know where she ... (*to take*). 7) Have they caught the thief yet? — No, the thief ... (*to chase*) at the moment. 8) Can you give me a lift? — Sorry, my car ... (*to service*) now. 9) A new assembly hall... (*to decorate*) for the party now. 10) A famous actor visited our town yesterday. He ... (*to interview*) by local journalists for more than an hour and the interview ... (*to film*).

VII. Translate into English.

1) В нашому офісі зараз встановлюють нові вікна. 2) Цю інформацію збирали упродовж двох місяців. 3) Цю проблему зараз обговорюють на конференції. 4) Що зараз передають по телевізору? - Зараз передають останні новини. 5) О котрій годині вчора показували цей фільм? - Його показували вчора о восьмій годині вечора. 6) Як довго будували цей театр? - Його будували упродовж трьох років. 7) Вас чекають біля входу в банк. 8) Цю дорогу зараз ремонтують? - Так. 9) Йому зараз роблять операцію? - Ні, йому робили операцію вчора упродовж п'яти годин. 10) Що зараз будеється біля метро? - Там зараз будеється новий супермаркет.

Для утворення пасивного стану дієслів теперішнього (**The Present Perfect Passive**), минулого (**The Past Perfect Passive**) та майбутнього доконаного (**The Future Perfect Passive**) часів вживаються форми допоміжного дієслова *to have* у теперішньому (*have/has*), минулому (*had*) або майбутньому часі (*will have*), дієслово *to be* у третій формі (*been*) та основне

дієслово у третій формі (для неправильних дієслів) або з закінченням *-ed* (для правильних). Питальні і заперечні речення утворюються за допомогою відповідних форм дієслова *to have*.

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

I/you/we/they + have been + V₃ (Ved)

He/she/it + has been + V₃ (Ved)

Наприклад:

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

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

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

Наприклад:

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

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

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

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

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

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

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

Наприклад:

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

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

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

I. Make up sentences using the Present Perfect Passive, the Past Perfect Passive or the Future Perfect Passive.

1) The carpets/just/to vacuum. 2) All the issues of this magazine/to sell/by 6 o'clock/yesterday evening. 3) The fence/ to paint/by 4 o'clock tomorrow. 4) The suspect/to arrest/yet? 4) The report/to write/by tomorrow morning? 6) The equipment/ to deliver/by the end of the working day yesterday? 7) What books/to return/to the library/by 4 o'clock yesterday? 8) By what time/the new software/to set up/tomorrow? 9) Which document/just/to sign/by your boss? 10) What rooms/already/ to prepare/for the participants of the festival?

II. Put the verbs in brackets into the Present Perfect Passive, the Past Perfect Passive or the Future Perfect Passive.

1) The missing jewellery... (*Just to find*). 2) By what time yesterday ... the grass on the football pitch ... (*to cut*)? — It ... (*to cut*) by 10 o'clock yesterday morning. 3) Is dinner ready? — Yes, the turkey ... (*just to cook*). 4) By what time ... these advertisements ... (*to publish*)? — They ... (*to publish*) by the beginning of next week. 5) Who ... this bill ... (*just to pay*) by? — It ... (*to pay*) by a middle-aged gentleman. 6) The rubbish ... (*already to collect*) when we left the office last Friday. 7) ... the invitations to the party ... (*to send*) by the end of the working day yesterday? — Yes, they ... (*to sent*) by 5 o'clock yesterday. 8) The new novel of this writer ... (*not to publish*) by next Wednesday. It ... (*to be publish*) by the beginning of next month. 9) The office ... (*to clean*) before our chief arrived. 10) This note ... (*to leave*) on your desk before you returned from the negotiations last Monday.

III. Translate into English.

1) В нашому місті тільки-но побудували нову лікарню. 2) Ваш мобільний телефон відремонтують завтра до шостої години вечора. 3) Коли гості прийшли до нас учора, стіл вже був накритий. 4) До наступної п'ятниці цей проект буде завершено. 5) Дах вашого будинку не пофарбували до того, як почався дощ. 6) Що було зроблено до кінця робочого дня вчора? 7) Гроші будуть отримані до наступного понеділка? - Так. 8) Посуд вже помили? - Ще ні. 9) Цей лист вам було відправлено до нашої зустрічі вчора. 10) Вас вже повідомили про зміни в розкладі? - Ні, мене ще не повідомили про це.

Складаючи речення з присудком у пасивному стані з модальними дієсловами, слова розташовують у такому порядку:

Modal verb + be + V₃ (Ved)

Наприклад: *This letter must be typed.*

The bike can be repaired.

This book should be read.

IV. Make up sentences using the Passive Voice.

1) These documents/must/sign/today. 2) This work/could/ finish/a week ago. 3) Dictionaries/can/not/use/during the exam. 4) The application/must/fill/in/with a pen/not pencil. 5) The sick child/should/examine/by a doctor. 6) The photocopier/may/use/by anyone. 7) This story/should/not/tell/to little children. 8) Mobile phones/must/not/use/during a flight in airplanes. 9) The dog/should/take/to the vet. 10) The parcel/ could/not/deliver/yesterday.

В реченнях з дієсловами у пасивному стані часто вживаються прийменники *by* і *with*. Ву вживається, коли мова йде про виконавця дії; *with* вживається, коли мова йде про знаряддя, яким виконується дія:

This play is written **by Shakespeare**.
This note was written **with pencil**.

V. Complete the sentences with *by* or *with*.

1) The window was broken ... a big stone. 2) The florist contest has been won ... Mrs Drake. 3) The house and the yard were decorated ... flowers and balloons. 4) This envelope was delivered ... a stranger. 5) A little girl has been stung ... a bee.
10) Look! Her basket is filled ... blackberries. 7) We were scared ... a huge dog.
8) Who was the party organized ...? 9) The lock of the front door has been broken ... an axe. 10) His birthday cake was decorated ... candied fruit.

Для того, щоб речення з дієсловом в активному стані перетворити в речення з дієсловом в пасивному стані, необхідно об'єкт (додаток) зробити суб'єктом (підметом) :

He took this book from the library.— This book was taken from the library.

They have washed your car.— Your car has been washed.

Якщо стан речення міняється з активного на пасивний, граматичний час речення не змінюється. Якщо в реченні є два додатки, кожен з них може стати на місце підмета :

They will send me a message.— I will be sent a message. A message will be sent to me.

Якщо дієслово вживається з певним прийменником у реченні з присудком в активному стані, цей прийменник обов'язково залишається у відповідному реченні пасивного стану:

Everybody is talking about a new film.

A new film is being talked about.

VI. Choose the correct form to complete the sentences.

Dictionaries

A dictionary is a book which 1) ... the meanings of words. The words 2) ... in alphabetical order so that they 3) ... quickly. The word «dictionary» 4)... from the Latin «diction» («word»). There are several types of dictionaries which explain words and how they 5)..., dictionaries which 6)... words from one language to another, technical dictionaries which explain the meanings of technical words or words connected to a particular subject.

Dictionaries 7) ... since ancient times. The earliest mention of a dictionary in history is from Babylon in 6 BC. The first written dictionary in China 8) ... in 100 AD and Japanese history mentions their first dictionary in 7 AD.

The first English alphabetical dictionary 9) ... «A Table Alphabetical». It 10) ... by a teacher Robert Cawdrey and 11)... in London in 1604. In 1857, the Philological Society of London 12) ... to undertake a comprehensive study of English and publish the first complete dictionary of the English language, which came to be known as

the Oxford English Dictionary (OED). It 13)... in 12 separate volumes between 1888 and 1989. Nowadays dictionaries 14) ... an essential tool for anyone who likes to read and study. Using dictionary you 15)... your speech richer and your written skills more fluent.

- | | |
|--|----------------------|
| 1) a) explains;
c) was explained. | b) is explained; |
| 2) a) arranged;
c) will have been arranged. | b) are arranged; |
| 3) a) can find;
c) can be found. | b) can be finding; |
| 4) a) comes;
c) has been coming. | b) is coming; |
| 5) a) use;
c) were being used. | b) are used; |
| 6) a) translate;
c) have been translated. | b) are translated; |
| 7) a) used;
c) have been used. | b) were used; |
| 8) a) appeared;
c) has appeared. | b) was appearing; |
| 9) a) calls;
c) has been called. | b) was called; |
| 10) a) has written;
c) was written. | b) has been written; |
| 11) a) published;
c) was being published. | b) was published; |
| 12) a) decided;
c) has been decided. | b) was decided; |
| 13) a)released;
c) will be released. | b) was released; |
| 14) a) become;
c) have become. | b) were becoming; |
| 15) a) will make;
c) will be made. | b) is made; |

VII. Circle the correct item.

1) The teacher *pointed/was pointed* out my mistakes. 2) All the preparations *have already done/have already been done*. 3) You *will meet/will be met* by the guide at the bus stop. 4) The porter *has already brought/has already been brought* your luggage. 5) Your car *must service/must be serviced* at once. 6) You *can pay/can be paid* this bill a bit later. 7) The murderer *sentenced/was sentenced* to life imprisonment. 8) This plant *produces/is produced* household appliances. 9) These tickets *have just delivered/have just been delivered*. 10) The computer *is using/is being used* now.

VIII. Change the sentences using the Passive Voice.

1) They asked the policeman for help. 2) Peter gave me these photographs two days ago. 3) We have already sent for the doctor. 4) Sue will look after the children tomorrow. 5) A lot of children use the Internet nowadays. 6) Will you post these letters? 7) Will they have fixed the printer by the end of the week? 8) Jessica hasn't cooked dinner yet. 9) They are picking the vegetables right now. 10) Were they filming our performance last Friday? 11) You should switch off your computer for the night. 12) You haven't cleaned this room for weeks. 13) You must take this mixture three times a day. 14) Are the girls decorating the room for the party? 15) Mary doesn't take her children to the cinema every week.

IX. Find mistakes and correct them.

1) Three men are seen running out of the jewellery shop yesterday evening. 2) His car was washed by the time he arrived. 3) This fantastic puppet was made with my daughter. 4) The words you don't know can found in the dictionary. 5) Julia and Henry will invited to our wedding party. 6) The apples were being gathering at the time you phoned yesterday. 7) Have the ironing been done yet? 8) Is being coffee made now? 9) The cake was cut by a knife. 10) The fire have just been put out by a fire brigade.

REVISION

I. Make the sentences negative and interrogative.

1) Sick people are treated by doctors. 2) The room is being painted now. 3) This gallery was built twenty-seven years ago. 4) The seminar was being held at 3 o'clock yesterday. 5) The news will be broadcast in an hour. 6) His latest book can be found in all bookshops. 7) Hehasjustbeenintroducedtoourboss.8) Theposters had been hung by 4 o'clock yesterday. 9) The tests will have been checked by tomorrow morning. 10) The dishes must be washed.

II. Put the verbs in brackets into the Passive Voice using the correct grammar tense.

1) Children ... (*always to give*) presents at Christmas. 2) Because of a terrible storm last night, a lot of houses ... (*to flood*). 3) A new library ... (*to open*) in our town next week. 4) A picture of a famous artist ... (*to steal*) from a local museum. 5) By the end of the working day yesterday all the necessary documents ... (*to type*). 6) Jam ... (*not to make*) from candied fruit. 7) The meeting ... (*just to cancel*) by the chief manager. 8) The results of the exam ... (*to announce*) by next Thursday. 9) Your microwave ... (*not to repair*) yet. It ... (*to repair*) by the day after tomorrow. 10) When ... this charitable organization ... (*to establish*)? — It ... (*to establish*) fifteen years ago. 11) By what time ... the tickets ... (*to deliver*) tomorrow? — They ... (*to deliver*) by 3 o'clock. 12) ... the play ... (*to perform*) yet? — Yes, it ... (*to perform*) some years ago. 13) ... the robbers ... (*to arrest*) yesterday? — No, they ... (*to chase*) for three hours, but they managed to escape. 14) Mark ... (*not to tell*) about the time of the meeting yesterday.

III. Change the sentences into the Passive Voice.

1) Someone is planting flowers in the garden. 2) She sent him an e-mail letter last Tuesday. 3) The children were laughing at the clown. 4) They will finish the building of a new airport soon. 5) Relatives can visit this patient. 6) Somebody was washing your car when it started to rain. 7) Where did you see that boy before? 8) Who is making photocopies now? 9) You must not tell lies to your parents. 10) By what time will you have grilled the chicken?

IV. Find mistakes and correct them.

1) This hat knitted by my mother last year. 2) The work hasn't being done yet. 3) My watch were mended a week ago. 4) The cutlery is being polishing right now. 5) My camera haven't been returned yet. 6) The parcel was tied up by a string. 7) You will have been met at the airport tomorrow. 8) A new metro station is being build in our city at the moment. 9) Were been the curtains hung at the time you came in? 10) Children must be not shown that horror film.

V. Translate into English.

1) Скільки раз на день годують риб? - Їх годують один раз на день. 2) Коли побудували вашу школу? - Її побудували п'ятнадцять років назад. 3) Піцу вже принесли? - Ні, її зараз готують. 4) Коли відремонтують цю дорогу? - Її відремонтують до кінця місяця. 5) Мені вчора не сказали про ваш візит. 6) Де Джек? Його чекають. 7) Вас коли-небудь вчили, як поводитися? 8) Дітей відправили спати перед тим, як почався фільм. 9) Де Лінда? - Їй зараз показують її нову кімнату. 10) Щось треба зробити для цих людей.

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