

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
***РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ***  
**КАФЕДРА ІНОЗЕМНИХ МОВ**

**English for Management**

***Навчально-методичний посібник з англійської мови для здобувачів  
вищої освіти, спеціальності 073 Менеджмент***

***РІВНЕ 2024***

**English for Management: навчально-методичний посібник з англійської мови для здобувачів вищої освіти, спеціальності 073 Менеджмент / Уклад. Л. В. Мороз, К. М. Павелків, Л. В. Денисюк, С. К. Романюк, Л. М. Ясногурська, Н. Р. Данілова, В. М. Трофімчук, В. В. Ковалюк, Н. М. Мічуда, І. В. Краля. – Рівне : РДГУ, 2024. – 127 с.**

Затверджено на засіданні кафедри іноземних мов Рівненського державного гуманітарного університету, Протокол № 2 від 13 лютого 2024року.

Погоджено навчально-методичною комісією філологічного факультету, Протокол № 3 від 25 березня 2024року.

Укладачі: Л. В. Мороз, канд. філол. наук, проф., зав. кафедри іноземних мов РДГУ  
К. М. Павелків, доктор пед. наук, проф. кафедри іноземних мов РДГУ  
Л. В. Денисюк, ст. викладач кафедри іноземних мов РДГУ.  
С. К. Романюк, канд. філол. наук, доц. кафедри іноземних мов РДГУ.  
Л. М. Ясногурська, канд. філол. наук, доц. кафедри іноземних мов РДГУ.  
Н. Р. Данілова, ст. викладач кафедри іноземних мов РДГУ.  
В. М. Трофімчук, ст. викладач кафедри іноземних мов РДГУ.  
В. В. Ковалюк, ст. викладач кафедри іноземних мов РДГУ.  
Н. М. Мічуда, ст. викладач кафедри іноземних мов РДГУ.  
І. В. Краля, ст. викладач кафедри іноземних мов РДГУ.

Рецензенти: Л. Є. Купчик, кандидат педагогічних наук, доцент, зав. кафедри іноземних мов Національного університету водного господарства та природокористування.  
Т. В. Кучма, кандидат філологічних наук, доцент кафедри романо-германської філології Рівненського державного гуманітарного університету.

Навчально-методичний посібник розроблено для здобувачів-менеджерів факультету Документальних комунікацій, менеджменту, технологій та фізики денної та заочної форми навчання. Структура посібника дає можливість викладачеві вибрати оптимальні шляхи організації як аудиторної, так і самостійної роботи з урахуванням рівня їх знань. Спеціальні тексти для читання, перекладу та переказу сприяють розвитку навичок одержання інформації та її аналітичної обробки. Більшість текстів аутентичні та адаптовані. Навчально-методичний посібник можуть використовувати студенти та наукові працівники відповідного профілю.

© Рівненський державний гуманітарний університет, 2024  
© Мороз Л.В., Павелків К.М., Денисюк Л.В., Романюк С.К., Ясногурська Л.М., Данілова Н.Р., Трофімчук В.М., Ковалюк В.В., Мічуда Н.М., Краля І.В., 2024

## CONTENTS

### 1. ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

### 2. ПЕРЕДМОВА

#### MODULE 1.

**THEME 1.** Management. Introduction to management

*Self-study: Why study management.*

**THEME 2.** Basic functions of management.

Planning and organizing.

*Self-study: Organizing*

**THEME 3.** Functions of management: directing and controlling.

*Self-study: The final function: controlling.*

**THEME 4.** Managerial skills and the organizational hierarchy

*Self-study: Organizational hierarchy. Levels of management*

**THEME 5.** Management goals.

*Self-study: Productivity, effectiveness, and efficiency.*

**THEME 6.** Managerial roles

*Self-study: Decisional roles*

#### MODULE TEST

#### MODULE 2.

**THEME 7.** Company's structure

*Self-study: The functions of an executive in business.*

**THEME 8.** Business structure, staff of the enterprise

*Self-study: What are the keys to successful problem solving?*

**THEME 9.** Business meeting

*Self-study: Presentations.*

**THEME 10.** Conference

*Self-study: Conferences and meetings.*

**THEME 11.** Business communication.

*Self-study: Advertising.*

#### MODULE TEST

#### GRAMMAR

#### РЕКОМЕНДОВАНА ЛІТЕРАТУРА

**ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ  
ЗМІСТОВИЙ МОДУЛЬ 1.**

**Basic functions of management**

**Тема 1.** Management. Introduction to management.

*Self-study: Why study management.*

Grammar: Present simple.

**Тема 2.** Basic functions of management. Planning and organizing.

*Self-study: Why study management.*

Grammar: Past simple.

**Тема 3.** Functions of management: directing and controlling.

*Self-study: The final function: controlling.*

Grammar: Future simple.

**Тема 4.** Managerial skills and the organizational hierarchy.

*Self-study: Organizational hierarchy. Levels of management*

Grammar: Present continuous.

**Тема 5.** Management goals.

*Self-study: Productivity, effectiveness, and efficiency.*

Grammar: Past continuous.

**Тема 6.** Managerial roles.

*Self-study: Decisional roles*

Grammar: Future continuous.

**ЗМІСТОВИЙ МОДУЛЬ 2.**

**Business communication**

**Тема 7.** Company's structure .

*Self-study: The functions of an executive in business.*

Grammar: Present perfect.

**Тема 8.** Business structure, staff of the enterprise.

*Self-study: What are the keys to successful problem solving?*

Grammar: Past perfect.

**Тема 9.** Business meeting .....

*Self-study: Presentations.*

Grammar: Past perfect.

**Тема 10.** Conference.

*Self-study: Conferences and meetings.*

Grammar: Future Perfect

**Тема 11.** Business communication.

*Self-study: Advertising.*

Grammar: Future Perfect

## ПЕРЕДМОВА

Навчально-методичний посібник “English for Management” для студентів денної та заочної форми навчання спеціальності “Менеджмент” створено відповідно до вимог програми з іноземних мов для студентів 1-4 курсів немовних вузів.

Мета, яку ставили перед собою автори посібника, полягає в підготовці майбутніх фахівців до читання та розуміння фахово спрямованого навчального матеріалу англійською мовою. Усі тексти посібника тематично співвідносяться з майбутньою професією студентів.

Навчально-методичний посібник складається з двох тематичних розділів. Усього посібник містить 11 занять, кожне з яких розбите на дві частини: одна опрацьовується студентами під час аудиторної роботи (Class Assignments), а частина Self-study має на меті самостійне опрацювання студентами матеріалу, вивченого разом в викладачем.

Щодо самих текстів, то їх побудовано з дотриманням дидактичного принципу наростання лексико-граматичних труднощів. Це стосується як дібраних із фахових першоджерел і відповідним чином опрацьованих і адаптованих англійських текстів, так і створених авторами, з використанням тих чи інших джерел. Як ті, так і інші тексти опрацьовувались і вносились до підручника з метою виробити у студентів вміння читати, перекладати літературу зі свого майбутнього фаху, розуміти, орієнтуватися в ній і видобувати з неї необхідну фахову інформацію.

Поряд із основним завданням, що має вирішуватись за допомогою цього навчально-методичного посібника – навчання читанню та розумінню фахово орієнтованої літератури, посібник служить також реалізації й іншої мети – вироблення навичок підготовленого і не підготовленого мовлення в межах засвоєної професійної тематики. Вправи у навчально-методичному посібнику поділяються на мовні та вправи для самостійного опрацювання студентом (Self-study). Вправи для самостійного опрацювання виконуються вдома, деякі завдання спрямовують студентів до відповіді на будь-яке питання за текстом, ряд завдань виконується письмово і носить тестовий характер. Мовні завдання виконуються в аудиторії.

# MODULE I

## THEME 1. MANAGEMENT

### INTRODUCTION TO MANAGEMENT



### VOCABULARY

<i>to be involved (in smth)</i>	бути причетним (до чогось)
<i>effort</i>	зусилля
<i>attainment</i>	досягнення, набуття
<i>purposive</i>	цілеспрямований; рішучий
<i>pre-determined</i>	заданий; заздалегідь встановлений
<i>enterprise</i>	підприємство; фірма, компанія
<i>to launch</i>	починати (діяти), започатковувати, пускати в хід
<i>to achieve</i>	досягати; домагатися; здобувати
<i>to conduct surveys</i>	проводити опитування
<i>profit</i>	прибуток
<i>to put into use</i>	вводити в обіг
<i>conducive (to)</i>	сприятливий
<i>to ensure</i>	забезпечувати; гарантувати
<i>availability</i>	наявність; доступність
<i>wage</i>	заробітна платня
<i>salary</i>	платня, оклад; заробітна плата службовця
<i>regulations</i>	положення; правила; статут
<i>appropriate</i>	відповідний, підходящий; доречний
<i>wastage</i>	нераціональне використання ресурсів
<i>to execute</i>	виконувати; запроваджувати, здійснювати
<i>to provide (with)</i>	постачати; забезпечувати
<i>blend</i>	суміш; змішування
<i>approach</i>	підхід
<i>employee</i>	робітник; службовець; той, хто працює по найму
<i>to accept</i>	приймати; погоджуватися; реагувати позитивно
<i>to handle</i>	поратися; управляти; контролювати; розпоряджатися
<i>in this respect</i>	в цьому аспекті
<i>entire</i>	повний, цілий, весь
<i>staff</i>	штат; персонал, особовий склад, співробітники

**I. Complete the table with the missing parts of speech.**

noun	verb	adjective
communication		
	motivate	
	manage	
attainment		
		achievable
organization		
	effect	
		determined
	regulate	
	respond	

**Read and translate the following sentences into Ukrainian.**

1. It is only through effective management that companies are developing and executing their business's policies and strategies to maximize their profits and provide with the best of products and services.
2. It was Peter Drucker who first gave the definition of management.
3. It is a blend of both efficiency and effectiveness which makes a good management style.
4. It is in the top-down approach where the management makes the decisions, which the employees have no choice but to accept.
5. It is the four management concepts that allow any organization to handle the tactical, planned and set decisions.
6. It is in this respect that management is considered an art and a science as well.
7. It was at the ancient times when men started learning the art of organizing, strategizing (during wars) and simply planning.

**II. Transform the sentences using 'It is (was) ... who (which, that, when)...' construction to emphasize the underlined words.**

1. The foundation area of management is planning.
2. The manager must coordinate the activities of the entire system (organization) or one of the many subsystems (departments) within the organization.
3. Working under the directing function helps the management to control and supervise the actions of the staff.
4. The classical approach was launched in the early 1990s.
5. A French industrialist, Henry Fayol, wrote in 1916 a classic definition of the manager's role.

**III. Look at the adjectives for describing managers. Find three of them in each list, which appear under the wrong heading.**

**Good managers:**

approachable, charming, committed, cruel, decisive, disciplined, encouraging, enthusiastic, experienced, helpful, independent, insensitive, knowledgeable, motivated, optimistic, patient, professional, reliable, responsible, timid, trustworthy

**Bad managers:**

arrogant, careless, confident, deceitful, dishonest, efficient, lazy, indecisive, inexperienced, irresponsible, persistent, pessimistic, rude, unenthusiastic, unprofessional, unreliable, untrustworthy

**IV. Discuss the questions below.**

1. What are the 5 best qualities for a manager to have? Why?
2. What are some specific things that good managers do? What are some specific things that good managers avoid doing?
3. What are the 5 worst qualities for a manager to have? What are some negative things that can happen if a manager has these qualities?
4. What are some specific things that bad managers do?
5. Why do you think bad managers are given management positions?
6. What is management? An instinct or a set of skills and techniques that can be taught?

**V. Read and translate the text.**

### **DEFINITIONS OF MANAGEMENT**

Management is a universal phenomenon. It is a very popular and widely used term. All organizations - business, political, cultural or social are involved in management because it is the management which helps and directs the various efforts towards a definite purpose. According to Harold Koontz, "Management is an art of getting things done through and with the people in formally organized groups. It is an art of creating an environment in which people can perform as individuals and can co-operate towards attainment of group goals". According to F.W. Taylor, "Management is an art of knowing what to do, when to do and see that it is done in the best and cheapest way".

Management is a purposive activity. It is something that directs group efforts towards the attainment of certain pre-determined goals. It is the process of working with and through others to effectively achieve the goals of the organization, by efficiently using limited resources in the changing world. Of course, these goals may vary from one enterprise to another. E.g.: For one enterprise it may be launching of new products by conducting market surveys and for other it may be profit maximization by minimizing cost.

Management involves creating an internal environment: - It is the management which puts into use the various factors of production. Therefore, it is the responsibility of management to create such conditions which are conducive to maximum efforts so that people are able to perform their task efficiently and effectively. It includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules & regulations etc.

Therefore, we can say that good management includes both being effective and efficient. Being effective means doing the appropriate task i.e, fitting the square pegs in square holes and round pegs in round holes. Being efficient means doing the task correctly, at least possible cost with minimum wastage of resources.

### **NOTES**

*peg – кілочок, дерев'яний цвях*

### **VII. Are these sentences true or false? Correct the false sentences:**

1. Only several types of organizations are involved in management.
2. Management is an art of creating an environment in which people can work individually and in cooperation aiming to achieve group goals.
3. Management is an intentional activity with a clear purpose.
4. The goals of management are the same in every organization.
5. Management is responsible for creating effective working environment.
6. Creating an internal environment includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules & regulations.
7. Good management includes nothing but being efficient.



8. Being effective means doing the right task, while being efficient means doing the task right.

**VIII. Choose the correct alternative:**

1. All organizations - business, political, cultural or social are **involved/considered** in management.
2. Management is an art of getting things done **thorough/through** and with the people in formally organized groups.
3. It is an art of creating an **environment/society** in which people can perform as individuals and can co-operate towards attainment of group goals.
4. Management is a **purposive/ unreasonable** activity.
5. Management is the **result/process** of working with and through others to effectively achieve the goals of the organization.
6. An enterprise is launching new products by **doing/conducting** market surveys.
7. Management involves creating an **internal/external** environment.
8. It is the management **whom/which** puts into use various factors of production.
9. Management must create conditions **important/conducive** to maximum efforts of people.
10. Being **efficient/effective** means doing the appropriate task.

**IX. Fill in the blanks with appropriate words:**

*regulations      attainment      launched      achieve      enterprise      pre-determined      conducive      to salary      to ensure      approach*

1. Organization theory assumes that institutions are homogeneous and that therefore the entire \_\_\_\_\_ should be organized the same way.
2. They created an appropriate framework for investment and trade \_\_\_\_\_ sustainable development.
3. Order and discipline can be maintained by rules, \_\_\_\_\_, and standard operating procedures.
4. The new product must be \_\_\_\_\_ by January
5. Managers \_\_\_\_\_ the desired goals through the key functions of planning, organizing, directing, and controlling.
6. It's important to set goals both for your employees to achieve and for you to accomplish as the owner \_\_\_\_\_ a happy workplace.
7. Managers are ultimately responsible for the \_\_\_\_\_ of results through the specialized efforts of other people, whether individually, in groups, or in organizations.
8. A fitting \_\_\_\_\_ and benefit package for judges should be considered not only a reward for difficult and honest work, but also one measure to prevent corruption.
9. The behavioral \_\_\_\_\_ uses the concept of psychology, sociology, anthropology and other behavioral sciences to assist managers in understanding human behavior in the work environment.
10. Losses are always \_\_\_\_\_ so that I can measure my risk.

**X. Match the words and their definitions.**

- |                      |  |
|----------------------|--|
| 1. wastage           | <b>A</b> a mixture of different substances or other things |
| 2. to provide (with) | <b>B</b> give an affirmative answer to an offer; say yes   |
| 3. blend             | <b>C</b> with no part left out; whole                      |

4. profit	<b>D</b> equip or supply someone with (something useful or necessary)
5. employee	<b>E</b> a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something
6. to accept	<b>F</b> manage (a situation or problem)
7. to handle	<b>G</b> the action or process of losing or destroying something by using it carelessly or extravagantly
8. to execute	<b>H</b> all the people employed by a particular organization
9. entire	<b>I</b> put (a plan, order, or course of action) into effect
10. staff	<b>J</b> a person employed for wages or salary, especially at non-executive level

**XI. Match the words in the right column with the words in the left column to make word combinations.**

<b>1</b>	universal	<b>a</b>	wastage
<b>2</b>	to direct	<b>b</b>	a newproduct
<b>3</b>	to get	<b>c</b>	groups
<b>4</b>	formallyorganized	<b>d</b>	efforts
<b>5</b>	attainment of	<b>e</b>	a task
<b>6</b>	to use	<b>f</b>	things done
<b>7</b>	to launch	<b>g</b>	phenomenon
<b>8</b>	conduct	<b>h</b>	limitedresources
<b>9</b>	perform	<b>i</b>	group goals
<b>10</b>	minimum	<b>j</b>	surveys

**XII. The following are typical management tasks. Key words have been scrambled. Unscramble them.**

1. mcocatmunie with staff \_\_\_\_\_
2. remacop results with targets \_\_\_\_\_
3. decide tyatsreg \_\_\_\_\_
4. empower staff to take oscidensi \_\_\_\_\_
5. ftiidyen needs \_\_\_\_\_
6. manage seursroce \_\_\_\_\_
7. set btivoecejs \_\_\_\_\_
8. temivaot subordinates \_\_\_\_\_

## **SELF-STUDY**

### **1. Read the text and learn more about management tasks and their importance:**

#### **WHY STUDY MANAGEMENT**

The reasons for studying management are numerous, and its importance can hardly ever be doubted.

First and foremost management helps in achieving group goals. It arranges the factors of production, assembles and organizes the resources, integrates the resources in effective manner to achieve goals. It directs group efforts towards achievement of pre-determined goals. By defining objective of organization clearly there would be no wastage of time, money and effort. Management converts disorganized resources of men, machines, money etc. into well-established enterprise. These resources are coordinated, directed and controlled in such a manner that enterprise works towards attainment of goals.

The second reason is that management provides optimum utilization of resources. It utilizes all the physical and human resources productively. This leads to efficacy in management. Management provides maximum utilization of scarce resources by selecting its best possible alternate use in industry from out of various uses. It makes use of experts, their professional skills and knowledge, which leads to their proper utilization and avoids wastage. If employees and machines are producing their maximum there is no under employment of any resources.

Effective management also aims at reducing costs. It gets maximum results through minimum input by proper planning and by using minimum input and getting maximum output. Management uses physical, human and financial resources in such a manner which results in best combination. This helps in cost reduction.

Proper Management establishes sound organization with no overlapping of efforts (smooth and coordinated functions). To establish sound organizational structure is one of the objectives of management which is in tune with objective of organization as a whole. For fulfilment of this, management establishes effective authority and responsibility relationship i.e. who is accountable to whom, who can give instructions to whom, who are superiors and who are subordinates. Management fills up various positions with right persons, having right skills, training and qualification. All jobs should be cleared to everyone.

Furthermore, management establishes equilibrium. It enables the organization to survive in changing environment. It keeps in touch with the changing environment. With the change of external environment, the initial co-ordination of organization must be changed. So it adapts organization to changing demand of market / changing needs of societies. It is responsible for growth and survival of organization.

Finally, management is essential for prosperity of society as a whole. Efficient management leads to better economical production which helps in turn to increase the welfare of people. Good management makes a difficult task easier by avoiding wastage of scarce resources. It improves standard of living. It increases the profit which is beneficial to business therefore enabling society to get maximum output at minimum cost by creating employment opportunities which generate income in hands. Organization comes with new products and researches beneficial for society.

### **III. Are these sentences true or false? Correct the false sentences:**

1. The importance of studying management is disputable.

2. Defining clear objectives helps to save resources.
3. Effective use of resources helps in cost reduction.
4. The task of management is to fill up various positions with appropriate employees.
5. Management aims to keep the organization unchanged in a changing environment.
6. Proper management is conducive to prosperity of people.

**IV. Find and write in the table below 9 verbs collocating with the word *resources* in the text. The initial letters of the verbs are given**

a	_____	
o	_____	
i	_____	
Managers	c	_____ resources
c	_____	
d	_____	
c	_____	
u	_____	
u	_____	

**V. Choose the correct variant a, b, c or d to fill in the gaps:**

1. Management \_\_\_\_\_ disorganized resources of men, machines, money etc. into well-established enterprise.  
a) helps b) converts c) promotes d) improves
2. If employees and machines are producing their \_\_\_\_\_ there is no under employment of any resources.  
a) efforts b) goods c) maximum d) services
3. Effective management also \_\_\_\_\_ at reducing costs.  
a) leads b) monitors c) aims d) introduces
4. To \_\_\_\_\_ sound organizational structure is one of the objectives of management which is in tune with objective of organization as a whole.  
a) compile b) estimate c) enhance d) establish
5. With the \_\_\_\_\_ of external environment, the initial co-ordination of organization must be changed.  
a) appearance b) change c) introduction d) reduction

**VI. Translate the following sentences into English using emphatic construction:**

1. Саме менеджмент відповідає за створення внутрішнього середовища, сприятливого для досягнення цілей організації.
2. Ніщо інше, як ефективне використання недостатніх ресурсів, допомагає менеджерам зменшити витрати на виробництво.
3. Саме чітке планування є найважливішою складовою адміністративної роботи.
4. Ніхто інший, як американський письменник Пітер Дракер, описав найсуттєвіші функції менеджерів.
5. Класичний підхід до менеджменту був започаткований саме на початку 1990 років.

## THEME 2. BASIC FUNCTIONS OF MANAGEMENT. PLANNING AND ORGANIZING



*Managers achieve the desired goals through the key functions of (1) planning, (2) organizing, (3) directing, and (4) controlling. Some would include leading as a managing function, but for the purposes of this discussion, leading is included as a part of directing.*

*These key functions of management are applied throughout an organization regardless of whether it is a business, a government agency, or a church group. At each level of management, the four key functions of planning, organizing, directing, and controlling are included.*

## VOCABULARY

<i>to assess</i>	оцінювати
<i>upcoming</i>	майбутній, очікуваний
<i>to implement</i>	виконувати, здійснювати; запроваджувати в життя
<i>to occur</i>	траплятися, відбуватися; зустрічатися
<i>to assemble</i>	монтувати, збирати
<i>to concern</i>	стосуватися, мати відношення
<i>to oversee</i>	здійснювати нагляд; спостерігати за
<i>acquire</i>	здобувати; досягати; опановувати (знаннями)
<i>contingency</i>	імовірність, можливість; непередбачена обставина
<i>clientele</i>	клієнтура; постійні покупці
<i>ample</i>	рясний; багатий (на ресурси); (цілком) достатній
<i>benefit</i>	перевага, привілей; користь, благо; вигода
<i>to fit into</i>	точно підходити, вписуватися (в певні рамки)
<i>to allow</i>	дозволяти; давати можливість
<i>supplier</i>	постачальник
<i>rapidly</i>	швидко, стрімко
<i>warehouse</i>	склад, складське приміщення; товарний склад
<i>inventory</i>	наявні товари; запас, резерв
<i>interim</i>	тимчасовий; попередній; проміжний
<i>provisional</i>	тимчасовий; попередній, умовний
<i>scope</i>	масштаб, сфера, поле (діяльності)
<i>target</i>	мішень, ціль; об'єкт
<i>to set out</i>	(докладно) викладати (напр., свої міркування)
<i>to adopt</i>	приймати; засвоювати; вибирати

### I. Match management functions with their definitions

- |                           |  |
|---------------------------|--|
| 1. Planning               | <b>a</b> Job analyzing, recruitment, and hiring individuals for appropriate jobs   |
| 2. Organizing             | <b>b</b> Checking progress against plans   |
| 3. Staffing               | <b>c</b> Determining what needs to be done in a situation and getting people to do it  |
| 4. Leading/Directing      | <b>d</b> Deciding what needs to happen in the future (today, next week, next month, next year, over the next 5 years, etc.) and generating plans for action. |
| 5. Controlling/Monitoring | <b>e</b> Stimulating employees to work effectively and   |

- perform to their maximum  
6. Motivating **Implementation**; making optimum use of the resources required to enable the successful carrying out of plans

**II.\* All the words in the box concern planning. Match each term with the correct definition (2-11). The answers include the word *plan* eight times.**

*action budget business contingency interim tactical*

*objectives strategic operational planning provisional*

1. A plan that focuses on the whole organization, internal and external factors; and actions necessary to reach long-term goals. strategic plan
2. A process that focuses on the future of an organization and how to reach certain targets. \_\_\_\_\_
3. The results or targets that management thinks are desirable. \_\_\_\_\_
4. A plan for a specific part of the wider organization, usually narrower in scope and over a shorter time period. \_\_\_\_\_
5. A specific short-term plan to realize a narrow single objective. \_\_\_\_\_
6. A short term and temporary plan. \_\_\_\_\_
7. A trial plan, which may or may not be adopted permanently. \_\_\_\_\_
8. A plan which explains a new commercial activity or new company and how to start it. \_\_\_\_\_
9. A plan of what to do, often indicating individual responsibilities, often short-term. \_\_\_\_\_
10. A plan which sets out the forecast costs of a project or activity. \_\_\_\_\_
11. A reserve plan which will only be used if necessary. \_\_\_\_\_

**III. Find English equivalents of the following phrases in the text.**

Основна сфера; наданий час; доречна лінія поведінки; виробниче підприємство;  
складання модульних будинків; загальне функціонування; безкінечний процес;  
внутрішні та зовнішні чинники; сильні та слабкі сторони, можливості та загрози;  
виконувати призначені завдання; первісні плани; сусідній постачальник;  
повний запас карбасного круглого лісу; продовжити будівництво;  
попередній постачальник.

**IV. Discuss the questions below.**

1. What is planning? Is it important to plan your activity?
2. Do you usually plan your working days/weeks or some special events? If yes, in what way?
3. What actions and steps should organizational planning include?

**V. Read and translate the text.**

### TEXT 1

#### PLANNING

*No matter what you are doing, you have to plan it out first. You have to set your goals straight and decide how you are going to achieve them. You have to decide how much money or time you will invest and how many people you will employ. On this step you are doing simply what the name of the step means, you are planning.*

Planning is the foundation area of management. It is the base upon which all areas of management should be built. Planning requires administration to assess where the company is presently set, and where it would be in the upcoming. From there an appropriate course of action is determined and implemented to attain the company's

goals and objectives. Planning in any organization occurs in different ways and at all levels. A top-level manager, e.g. the manager of a manufacturing plant, plans for different events than does a manager who supervises, say, a group of workers who are responsible for assembling modular homes on an assembly line. The plant manager must be concerned with the overall operations of the plant, while the assembly-line manager or supervisor is only responsible for the line that he or she oversees. Planning is unending course of action.

Planning could include setting organizational goals. This is usually done by higher-level managers in an organization. As a part of the planning process, the manager then develops strategies for achieving the goals of the organization. In order to implement the strategies, resources will be needed and must be acquired.

The planners must also then determine the standards, or levels of quality, that need to be met in completing the tasks.

In general, planning can be strategic planning, tactical planning, or contingency planning. *Strategic planning* is long-range planning that is normally completed by top-level managers in an organization. Examples of strategic decisions managers make are what the customer or clientele should be, what products or services should be sold, and where the products and services should be sold. In strategic planning, management analyzes inside and outside factors that may affect the company and so objectives and goals. Here they should have a study of strengths and weaknesses, opportunities and threats. For management to do this efficiently, it has to be very practical and ample.

*Short-range or tactical planning* is done for the benefit of lower-level managers, since it is the process of developing detailed strategies about what needs to be done, who should do it, and how it should be done. To return to the previous example of assembling modular homes, as the home is nearing construction on the floor of the plant, plans must be made for the best way to move it through the plant so that each worker can complete assigned tasks in the most efficient manner. These plans can best be developed and implemented by the line managers who oversee the production process rather than managers who sit in an office and plan for the overall operation of the company. The tactical plans fit into the strategic plans and are necessary to implement the strategic plans.

*Contingency planning* allows for alternative courses of action when the primary plans that have been developed don't achieve the goals of the organization. In today's economic environment, plans may need to be changed very rapidly. Continuing with the example of building modular homes in the plant, what if the plant is using a nearby supplier for all the lumber used in the framing of the homes and the supplier has a major warehouse fire and loses its entire inventory of framing lumber. Contingency plans would make it possible for the modular home builder to continue construction by going to another supplier for the same lumber that it can no longer get from its former supplier.

## NOTES

*assembly line* - складальний конвеєр

*lumber* - пиломатеріали; розпиляний або розколотий ліс; круглий ліс

## VI. Are these sentences true or false? Correct the false sentences:

1. Planning requires administration to assess where the company is now, and where it would be in the future.



2. Planning in any organization occurs in similar ways at top levels.
3. Planning is everlasting course of action.
4. Setting organizational goals is usually done by higher-level managers in an organization.
5. Resources will be needed and must be acquired in order to implement the strategies.
6. SWOT analysis is used in strategic planning.
7. Contingency planning is the process of developing detailed strategies about what needs to be done, who should do it, and how it should be done.
8. The short-range plans fit into the strategic plans and are necessary to implement the strategic plans.

#### **VII. Choose the correct alternative:**

1. Planning requires **administration/staff** to assess where the company is presently set, and where it would be in the upcoming.
2. A top-level manager plans for **similar/different** events than a line manager does.
3. Setting organizational goals is usually done by **higher/lower**-level managers in an organization.
4. The manager **organizes/develops** strategies for achieving the goals of the organization.
5. The planners must also determine the standards, or **layers/levels** of quality, that need to be met in completing the tasks.
6. In strategic planning, management analyzes inside and outside factors that may **affect/conflict** the company and so objectives and goals.
7. Tactical planning is done for the benefit of lower-level managers, **science/since** it is the process of developing detailed strategies.
8. Clear plans must be made so that each worker can **complicate/complete** assigned tasks in the most efficient manner.
9. Contingency planning **allows/leads** for alternative courses of action when the primary plans that have been developed don't achieve the goals of the organization.
10. In today's **economic/economical** environment, plans may need to be changed very rapidly.

#### **VIII. Fill in the blanks with appropriate words:**

*overall   base   possible   resources   clientele   oversee   implemented  
primary   benefit   opportunities*

1. Planning is the \_\_\_\_\_ upon which all areas of management should be built.
2. After assessing the company an appropriate course of action is determined and \_\_\_\_\_ to attain the company's goals and objectives.
3. The plant manager must be concerned with the \_\_\_\_\_ operations of the plant.
4. In order to implement the strategies, \_\_\_\_\_ will be needed and must be acquired.
5. Examples of strategic decisions managers make are what the customer or \_\_\_\_\_ should be, what products or services should be sold, and where.
6. Managers should have a study of strengths and weaknesses, \_\_\_\_\_ and threats.
7. Short-range planning is done for the \_\_\_\_\_ of lower-level managers.

8. Tactical plans can best be developed and implemented by the line managers who \_\_\_\_\_ the production process rather than managers who sit in an office and plan for the overall operation of the company.
9. Contingency planning allows for alternative courses of action when the \_\_\_\_\_ plans that have been developed don't achieve the goals of the organization.
10. Contingency plans would make it \_\_\_\_\_ for an organization to continue production by going to another supplier if some problems with the initial supplier occurred.

**IX. Match the words and their definitions.**

1 supplier	Ato happen
2 occur	Ban activity undertaken based on strategic objectives such as reduced cycle time, reduced cost, and customer satisfaction
3 alternative	Cdegree to which an activity or initiative is successful in achieving a specified goal; degree to which activities of a unit achieve the unit's mission or goal
4 assessment	Dchoice out of two or more options
5 effectiveness	Ea person or company that provides goods
6 efficiency	Fany effort to gather, analyze and interpret evidence which describes organizational effectiveness
7 goal	Ga prescribed, written sequence of actions to achieve a goal, usually ordered in phases or steps with a schedule and measureable targets
8 improvement	Ha specific intended result of a strategy; often used interchangeably with objective.
9 model	Ia representation of a set of components of a process, system, or subject area, generally developed for understanding, analysis, improvement, and/or replacement of the process
10 plan	Jdegree of capability or productivity of a process, such as the number of cases closed per year; tasks accomplished per unit cost

**X. Match the words in the right column with the words in the left column to make word combinations.**

1 an appropriate course	a	outside factors
2 manufacturing	b	plant
3 higher-level	c	the production process
4 in the most efficient	d	managers
5 fit	e	into
6 oversee	f	benefit of
7 overall	g	opportunities and threats
8 inside and	h	manner
9 for the	I	operation of the company
10 strengths and weaknesses,	j	of action

## SELF-STUDY

**I. The following are the steps with the help of which a manager performs organizing function. Key words have been scrambled. Unscramble them.**

1. fntideicioatni of activities \_\_\_\_\_
2. artempdallyent organizing the activities \_\_\_\_\_
3. classifying the tyuoraith \_\_\_\_\_
4. co-ordination between authority and sibrtyoniliesp \_\_\_\_\_

**II. Find English equivalents of the following words and phrases in the text:**

у тому випадку, коли; в основному; внутрішня адміністративна конфігурація; загальна схема; докладно; описувати; підрозділ; дбати про що-небудь; узгодження персоналу; виконувати завдання; передавати повноваження.

**III. Read and translate the text.**

### ORGANIZING

The second function of management is getting prepared, getting organized. On this step, you have to organize yourself to achieve what you have decided to achieve in the first step. You need to start gathering the resources, to decide who will do what (in case when more people are involved) and basically prepare everything so you can start working. Through this process, management will now determine the inside directorial configuration; establish and maintain relationships, and also assign required resources.

Organizing refers to the way the organization allocates resources, assigns tasks, and goes about accomplishing its goals. In the process of organizing, managers arrange a framework that links all workers, tasks, and resources together so the organizational goals can be achieved. The framework is called organizational structure, which can be discussed extensively. Organizational structure is shown by an organizational chart.

The organizational chart that depicts the structure of the organization shows positions in the organization, usually beginning with the top-level manager (normally the president) at the top of the chart. Other managers are shown below the president.

There are many ways to structure an organization. It is important to note that the choice of structure is necessary for the type of organization, its clientele, and the products or services it provides – all which influence the goals of the organization.

While determining the inside directorial configuration, management ought to look at the different divisions or departments. They also see to the harmonization of staff, and try to find out the best way to handle the important tasks and expenditure of information within the company. Management determines the division of work according to its need. It also has to decide for suitable departments to hand over authority and responsibilities.

**IV. Are these sentences true or false? Correct the false sentences:**

1. Through the process of organizing, management will determine the inside directorial configuration.
2. In the process of planning, managers arrange a framework that links all workers, tasks, and resources together so the organizational goals can be achieved.
3. The framework that links all workers, tasks, and resources together so the organizational goals can be achieved is called organizational structure.
4. The organizational chart shows positions in the organization, usually leaving the top-level manager (normally the president) out of the chart.

5. There is a single way to structure an organization.

6. While determining the inside directorial configuration, management need to look at the different divisions or departments.

**V. Choose the correct variant a, b, c or d to fill in the gaps:**

1. You need to start \_\_\_\_\_ the resources, to decide who will do what and basically prepare everything so you can start working.

a) gather b) find c) gathering d) improving

2. Organizing \_\_\_\_\_ to the way the organization allocates resources, assigns tasks, and goes about accomplishing its goals.

a) refers b) means c) implies d) supposes

3. Managers arrange a framework that links all workers, tasks, and resources together so the \_\_\_\_\_ goals can be achieved.

a) universal b) personal c) minor d) organizational

4. The \_\_\_\_\_ of structure is necessary for the type of organization, its clientele, and the products or services it provides.

a) matter b) choice c) built d) alternative

5. Management has to decide for suitable departments to hand \_\_\_\_\_ authority and responsibilities.

a) out b) away c) over d) apart

**VI. Translate the following sentences into English using the dictionary:**

1. Планування – головна функція менеджменту, яка передбачає прогнозування, визначення цілей, стратегії, політики і завдань певного формування; означає свідомий вибір рішення що роботи, як, кому і коли.

2. Організація як функція менеджменту спрямована на формування управлінських систем, а також зв'язків і відносин між ними, забезпечуючи упорядкованість технічної, економічної, соціально-психологічної і правової сторін діяльності кожного суб'єкта господарювання.

3. Оперативне планування і управління виробництвом передбачає: розробку оперативних планів; складання завдань; збір інформації про виконання робіт; розподіл матеріальних і трудових ресурсів; контроль та регулювання виробництва; розробку оперативних рішень, контроль за виконанням прийнятих рішень.

4. Кожний орган та підрозділ управління у межах своєї компетенції діє відповідно до своїх функцій управління та проводить певну роботу зі збирання, систематизації, опрацювання та аналізу інформації, з підготовки та прийняття рішень, доведення їх до конкретних виконавців.



**THEME 3.  
FUNCTIONS OF  
MANAGEMENT**

## : DIRECTING AND CONTROLLING

### VOCABULARY

<i>to supervise</i>	спостерігати; наглядати; завідувати; керувати
<i>to assist</i>	допомагати, сприяти
<i>to accomplish</i>	виконувати; досягати (чого- небудь); завершувати
<i>to carry out</i>	доводити до кінця, завершувати; виконувати (план)
<i>taskmaster</i>	бригадир, десятник; виконроб; доглядач
<i>to bark out</i>	«вигавкувати», гаркати, грубо наказувати
<i>support</i>	підтримка
<i>sense of ownership</i>	відчуття причетності, особистої відповідальності
<i>to take pride</i>	пишатися
<i>performer</i>	виконавець, працівник
<i>obvious</i>	явний, очевидний; зрозумілий; банальний
<i>empowerment</i>	доручення; (у)повноваження
<i>provoke</i>	збуджувати; спонукувати
<i>to surpass</i>	перевершувати; обганяти
<i>incentive</i>	заохочувальний, стимулюючий
<i>to gear</i>	направляти за певним, заздалегідь наміченим планом; (to) пристосовувати
<i>to maintain</i>	підтримувати, зберігати (у належному стані)
<i>flowchart</i>	блок-схема, графік
<i>alteration</i>	зміна, перебудова (процес)
<i>outcome</i>	результат, наслідок

<i>feedback</i>	зворотний зв'язок; відповідна реакція; зв'язок виробника зі споживачем
<i>delay</i>	затримка
<i>insufficient</i>	недостатній
<i>straightforwardly</i>	прямо, відкрито, відверто, безпосередньо
<i>disallow</i>	відмовляти; заперечувати; забороняти; анулювати
<i>consequence</i>	наслідок
<i>to evaluate</i>	оцінювати
<i>ultimate</i>	остаточний, кінцевий; основний, первинний

**I. Match the words from two columns to make up minor management functions. Decide to which of the four key functions they belong.**

1.	communicating with	a)	take decisions
2.	comparing results	b)	strategy
3.	deciding	c)	needs
4.	empowering staff to	d)	quality standards
5.	time	e)	staff
6.	identifying	f)	in place
7.	managing	g)	objectives
8.	monitoring	h)	with targets
9.	putting systems	i)	supervision
10.	setting	j)	new staff
11.	taking on	k)	management
12.	team-building	l)	resources

**II. Study the following table with causative verbs "let," "make", "have," and "get."**

form	meaning	example
let + person + verb	to allow someone to do something	- John let me drive his new car. - Will your parents let you go to the party? - I don't know if my boss will let me take the day off
make + person + verb	to force someone to do something	- My teacher made me apologize for what I had said. - Did somebody make you wear that ugly hat? - She made her children do their homework.
have + person + verb	to give someone the responsibility to do something	- Please have your secretary fax me the information. - I had the mechanic check the brakes. - Dr. Smith had his nurse take the patient's temperature.

get + person + to + verb	- to convince to do something; - to trick someone into doing something	- Susie got her son to take the medicine even though it tasted terrible. - How can parents get their children to read more? - The government TV commercials are trying to get people to stop smoking.
-----------------------------	--	---

**III. Fill in the gaps with the necessary forms of the verbs *let, make, have, and get***

- Sam really wanted a dog, but his parents wouldn't \_\_\_\_ him have a pet.
- I can't believe she \_\_\_\_\_ you look at her vacation pictures again last night. We have to look at those stupid pictures every time we go to her house.
- I don't know how you convince your children to clean up their rooms. I couldn't \_\_\_\_\_ my children to clean up their rooms if my life depended on it.
- Professor Shpak \_\_\_\_\_ each of her students write an essay describing their future goals in life.
- Professor Shpak \_\_\_\_\_ her students use a dictionary while they were taking the test.
- Debbie's husband hates the opera. But after days of nagging, she finally \_\_\_\_ him to go see the new production of La Boheme.
- Rebecca Smith requested a copy of that expense report, so I \_\_\_\_\_ the courier take one over to her last week.
- Marcus \_\_\_\_\_ me drive his new BMW. I couldn't believe how quickly it picked up speed.
- My boss \_\_\_\_\_ me get him coffee, pick up his dry cleaning and buy presents for his wife. He can't do anything by himself!
- The contract was very detailed, and it was essential that the wording be absolutely correct. Therefore, I \_\_\_\_\_ the translator recheck his work several times to make sure there would be no misunderstandings.
- Cheryl didn't want to wash her car, so with a little smooth talk she \_\_\_\_\_ her boyfriend to wash it for her.
- The news coverage of the recent tornado was incredibly moving. The interview with the little boy who lost his family in the tragedy \_\_\_\_\_ everyone cry.

**IV. Discuss the questions below.**

- Think of a famous leader you know and respect in any field (education, politics, or social life). What instruments and techniques does he/she use to guide and direct people?
- What is more important for directing people: being a strong, charismatic personality or having excellent communication skills?
- What risks might a manager face while performing the directing/leading function?

**V. Read and translate the text. Pay attention to the use of causative verbs.**

**DIRECTING**

*Since you know what you want to do and since you know how you are going to do it and you're ready to do it, let's do it! On this step, you need to start leading people to your goal. You need to motivate them and yourself as well, to achieve your goal. On this step, it is very important to communicate with people who are helping you (directly or just with information). You need to set "sub-leaders" or so called*

*lower management and make sure that smaller teams under you work as a team and communicate with each other good enough. It is very important to set up teams correctly, that means to put the right person into the right team.*

Directing is the third function of management. Working under this function helps the management to control and supervise the actions of the staff. It helps them to assist the staff in achieving the company's goals and also to accomplish their personal or career goals which can be powered by motivation, communication, department dynamics, and department leadership.

Directing is the process that many people would most relate to managing. It is supervising, or leading workers to accomplish the goals of the organization. In many organizations, directing involves making assignments, getting workers to carry out assignments, interpreting organizational policies, and informing workers of how well they are performing. To carry out this function, managers must have leadership skills in order to have workers perform effectively.

Some managers direct by empowering workers. This means that the manager doesn't stand like a taskmaster over the workers barking out orders and correcting mistakes. Empowered workers usually work in teams and are given the authority to make decisions about what plans will be carried out and how. Empowered workers have the support of managers who will assist them to make sure the goals of the organization are being met. It is generally thought that workers who are involved with the decision-making process feel more of a sense of ownership in their work, take more pride in their work, and are better performers on the job.

By the very nature of directing, it should be obvious that the manager must find a way to get workers to perform their jobs. There are many different ways managers can do this in addition to empowerment, and there are many theories about the best way to get workers to perform effectively and efficiently.

Employees those which are highly provoked generally surpass in their job performance and also play important role in achieving the company's goal. And here lies the reason why managers focus on motivating their employees. They come about with prize and incentive programs based on job performance and geared in the direction of the employees requirements.

It is very important to maintain a productive working environment, building positive interpersonal relationships, and problem solving. And it can be done only with effective communication. Understanding the communication process and working on area that needs improvement, lets managers become more effective communicators. The finest technique of finding the areas that require improvement is to ask themselves and others at regular intervals, how well they are doing. It leads to better relationship and helps the managers for better directing plans.

#### **VI. Are these sentences true or false? Correct the false sentences:**

1. Managers need to set "sub-leaders" and make sure that smaller teams under them work as a team and communicate with each other good enough.
2. Directing helps managers to assist the staff in achieving the company's goals and also to accomplish their personal or career goals.
3. Planning means supervising, or leading workers to accomplish the goals of the organization.



4. Managers must have poor leadership skills in order to have workers perform effectively.
5. Empowering workers means giving them authority to make decisions about what plans will be carried out and how.
6. Empowerment is the best way to get workers to perform effectively and efficiently.
7. Employees those which are highly provoked play important role in achieving the company's goal.
8. Effective communication is the right way to maintain a productive working environment, building positive interpersonal relationships, and problem solving.

#### **VII. Choose the correct alternative:**

1. It is very important to **communicate/argue** with people who are helping you (directly or just with information).
2. Directing is the process that many people would most **associate/relate** to managing.
3. Directing involves **doing/making** assignments, interpreting organizational policies, and informing workers of their performance.
4. Some managers direct by **empowerment/empowering** workers.
5. Empowered workers have the **support/authority** of managers who will assist them to make sure the goals of the organization are being met.
6. Workers who are involved with the decision-making process feel more of a sense of **ownership/belonging** in their work.
7. There are many theories about the best way to **make/get** workers to perform effectively and efficiently.
8. It is very important to **maintain/sustain** a productive working environment.
9. Understanding the communication process and working on area that needs **escalation/improvement**, lets managers become more effective communicators.
10. Communication leads to better **relationship/conversation** and helps the managers for better directing plans.

#### **VIII. Fill in the blanks with appropriate words:**

*perform      technique      surpass      powered      obvious*  
*authority      set up      taskmaster      incentive      pride*

1. It is very important to \_\_\_\_\_ teams correctly, that means to put the right person into the right team.
2. Achieving the company's goals can be \_\_\_\_\_ by motivation, communication, department dynamics, and department leadership.
3. To carry out directing function, managers must have leadership skills in order to have workers \_\_\_\_\_ effectively.
4. The manager doesn't stand like a \_\_\_\_\_ over the workers barking out orders and correcting mistakes.
5. Empowered workers usually work in teams and are given the \_\_\_\_\_ to make decisions.
6. Workers who are involved with the decision-making process take more \_\_\_\_\_ in their work, and are better performers on the job.
7. By the very nature of directing, it should be \_\_\_\_\_ that the manager must find

a way to get workers to perform their jobs.

8. Highly provoked employees generally \_\_\_\_\_ in their job performance and also play important role in achieving the company's goal.

9. Managers come about with prize and \_\_\_\_\_ programs based on job performance and geared in the direction of the employees requirements.

10. The finest \_\_\_\_\_ of finding the areas that require improvement is to ask themselves and others at regular intervals, how well they are doing.

**IX. Match the words and their definitions.**

1 empowerment	A to help
2 directing	B a change in smth that makes it better
3 to assist	C to do and complete a task
4 team	D supervising or leading
5 to maintain	E a group of people working together
6 improvement	F smth that encourages and motivates you to do smth
7 incentive	G giving the authority to do something
8 obvious	H working conditions
9 environment	I Easy to see or understand
10 to carry out	J to keep smth in a good condition, to preserve

**X. Match the words in the right column with the words in the left column to make word combinations.**

1	finest	<i>a</i>	mistakes
2	productive	<i>b</i>	programs
3	to perform	<i>c</i>	plans
4	to carry out	<i>d</i>	working environment
5	to bark out	<i>e</i>	policies
6	sense	<i>f</i>	effectively
7	incentive	<i>g</i>	technique
8	effective	<i>h</i>	of ownership
9	organizational	<i>i</i>	orders
10	to correct	<i>j</i>	communication

## SELF-STUDY

*On the final step, you need to control how people are working, and to make sure that everyone is doing their best and also to replace them if their best is not good enough for you. On this step, you need to check if you have planned well and if you have managed to achieve your goals.*

### I. Complete the dialogue with suitable words from the box.

action      alterations      communication      constant      feedback      flowchart  
goals      goal-setting      measure      monitoring      objectives      outcomes  
performance      ~~process~~      setting

**Student:** So, we've looked at different areas of management control. How actually does a manager carry out the control function in his or her job?

**Trainer:** Good question! Well, control is a (1) p r o c e s s.

**Student:** Of course.

**Trainer:** Management is dynamic, change is a constant. So control is also a (2)\_\_\_\_\_. Management control is a process of (3)\_\_\_\_\_ and (4)\_\_\_\_\_ organizational activities to meet organizational (5)\_\_\_\_\_. This process involves constant (6)\_\_\_\_\_ (7)\_\_\_\_\_ is very important.

**Student:** Is it possible to construct a (8)\_\_\_\_\_ at all levels, so to illustrate the process?

**Trainer:** Yes; I think we can. First we have the desired (9)\_\_\_\_\_. These are part of agreed (10) \_\_\_\_\_. The manager then establishes (11) \_\_\_\_\_ plans, and ways to monitor (12) \_\_\_\_\_.

**Student:** And so we (13) \_\_\_\_\_ performance.

**Trainer:** Correct. And the next step?

**Student:** We compare performance with targets and make any necessary (14)\_\_\_\_\_. We may also change aspects of the work.

**Trainer:** Yes. We can complete a loop here, through feedback. This informs future action and (15)\_\_\_\_\_.

### II. Find English equivalents of the following words and phrases in the text:

Коригуючі та профілактичні дії; встановлювати робочі стандарти; працівники, що спричиняють затримку; недостатня кількість; безперервний процес; зовнішні фактори; превентивні міри щодо негативних наслідків; подальші проблеми розвитку.

### III. Read and translate the text.

#### THE FINAL FUNCTION: CONTROLLING

Control, the last of four functions of management, includes establishing performance standards which are of course based on the company's objectives. It also involves evaluating and reporting of actual job performance. After these points are studied by the management and actual performance is compared to the objectives, further corrective and preventive actions are necessary. It is the process of determining if the company's goals and objectives are being met. This process also includes correcting situations in which the goals and objectives are not being met. There are several activities that are a part of the controlling function.

Managers must first set standards of performance for workers. These standards are levels of performance that should be met. For example, in the modular home assembly process, the standard might be to have a home completed in eight working days as it moves through the construction line. This is a standard that must then be communicated to managers who are supervising workers, and then to the workers so they know what is expected of them.

After the standards have been set and communicated, it is the manager's responsibility to monitor performance to see that the standards are being met. If the manager watches the homes move through the construction process and sees that it takes ten days, something must be done about it. The standards that have been set are not being met. In this example, it should be relatively easy for managers to determine where the delays are occurring. Once the problems are analyzed and compared to expectations, then something must be done to correct the results. Normally, the managers would take corrective action by working with the employees who were causing the delays. There could be many reasons for the delays. Perhaps it isn't the fault of the workers but instead is due to inadequate equipment or an insufficient number of workers. Whatever the problem, corrective action should be taken.

In an effort of solving performance problems, management should higher standards. They should straightforwardly speak to the employee or department having problem. On the contrary, if there are inadequate resources or other external factors which disallow standards from being attained, management has to lower their standards as per requirement. The controlling processes in comparison with other three functions, is an ongoing continuous process. It helps managers in taking necessary preventive measures against negative consequences. Management can also recognize any further developing problems that need corrective actions.

Effective and efficient management leads to success, the success where it attains the objectives and goals of organization. Of course for achieving the ultimate goal and aim managers need to work creatively at problem solving in all the four functions.

#### **IV. Are these sentences true or false? Correct the false sentences:**

1. Control includes establishing performance standards which are based on the company's objectives.
2. Further corrective and preventive actions are necessary after actual performance is compared to the objectives.
3. The process of organizing includes correcting situations in which the goals and objectives are not being met.
4. It is beyond the manager's responsibility to monitor performance to see that the standards are being met.
5. Normally, the employees would take corrective action by working with the managers who were causing the delays.
6. If there are inadequate resources or other external factors which disallow standards from being attained, management has to lower their standards as per requirement.

#### **V. The verb *set* is a synonym of the verb *organize*. Match the following verbs and nouns with the correct definitions:**

- |                 |          |                             |
|-----------------|----------|-----------------------------|
| 1 set up (v.)   | <b>a</b> | postpone/delay smth.        |
| 2 set-up (n.)   | <b>b</b> | start and probably continue |
| 3 set back (v.) | <b>c</b> | keep for a special purpose  |

4set-back (n.)	<b>d</b>	an organization arrangement
5set about (v.)	<b>e</b>	smth. that slows/impedes progress
6set in (v.)	<b>f</b>	begin a task with a particular aim
7set out (v.)	<b>g</b>	establish a business or organization
8set against (v.)	<b>h</b>	write, make a record of
9set aside (v.)	<b>I</b>	oppose; compare in negative way
10set down (v.)	<b>j</b>	begin an undertaking of some kind

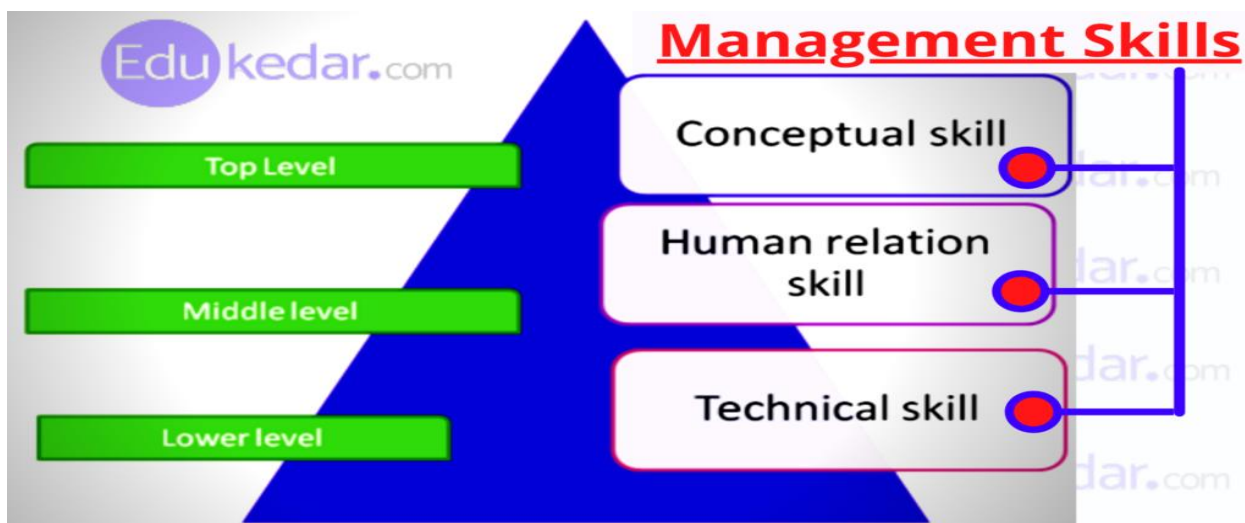
**VI. Complete the following sentences, using suitable verbs and nouns from the left-hand column above:**

1. When the Managing Director \_\_\_\_\_ to change the management structures, no one thought he had a chance of succeeding.
2. The strike of our shop floor workers \_\_\_\_\_ production for at least three months.
3. It looks as if a recession is about to \_\_\_\_\_. No one seems to have any money at the moment.
4. The new Marketing Manager doesn't understand the \_\_\_\_\_ of our department yet.
5. It is a common practice of companies to \_\_\_\_\_ certain business losses \_\_\_\_\_ taxes.
6. One of our competitors has \_\_\_\_\_ a distribution network covering the whole country. How annoying!
7. How on earth are we going to \_\_\_\_\_ reducing our costs?
8. Most companies \_\_\_\_\_ a part of their profits for future investment. The money is kept in their reserves.
9. We had a big \_\_\_\_\_ last year when our warehouse caught fire and our stock was destroyed.
10. If an employee has an accident at work, he or she has to \_\_\_\_\_ what happened in a report.

**VII. Translate the following sentences into English using the dictionary:**

1. Контроль – важлива функція менеджменту, застосування якої дає керівнику слідкувати за виконанням управлінських рішень і вносити корективи.
2. Основне завдання контролю – забезпечити досягнення цілей і місії організації.
3. Контроль в умовах ринкових відносин, коли вимагається розкриття всіх резервів працівника, має бути інструментом управління і мотиватора високої продуктивності праці.
4. Самоконтроль стимулює у співробітників почуття власної відповідальності за результати, потребує менше часу і витрат, ніж будь-які інші види контролю.

## THEME 4. MANAGERIAL SKILLS AND THE ORGANIZATIONAL HIERARCHY



*to possess  
skill*

*verbal praise*

*complaint*

*to follow through*

*memo*

*recipient*

*to aspire (to, after, at)*

*concisely*

*vital*

*diversity*

*commonplace*

*meaningful*

*to keep up with*

*warehouse*

*to necessitate*

*to allocate*

*to prioritize*

*to simplify*

*interruption*

*sequence*

володіти; мати

уміння, навичка

усна похвала

скарга

доводити до кінця

пам'ятка, письмова довідка, лист-  
нагадування

одержувач

прагнути, домагатися

стисло, виразно; влучно

життєво важливий, насущний

розмаїтість; різноманіття ;

своєрідність

звичайна подія; звичайна річ

значний, істотний, змістовний

не відставати

складське приміщення

вимагати; робити необхідним

призначати; розподіляти;

розміщати

віддавати перевагу; приділяти

першочергову увагу;

встановлювати або визначати

пріоритети

спрощувати, полегшувати

тимчасове припинення;

затримка,

втручання, перешкода

послідовність

<i>hierarchy</i>	ієрархія
<i>to resemble</i>	нагадувати, мати схожість, бути подібним
<i>respectively</i>	відповідно; у вказаному порядку
<i>headache</i>	головний біль
<i>specifications</i>	специфікація, технічні умови (на продукцію)
<i>shareholder</i>	акціонер
<i>competition</i>	конкуренція
<i>conformance</i>	відповідність; однаковість; погодженість, узгодженість
<i>to inspire</i>	надихати

**I. The following are typical skills of a manager. Key words have been scrambled.**

**a) Unscramble them.**

- cityrtieav \_\_\_\_\_
- emotional stenthrg \_\_\_\_\_
- fexilitylib \_\_\_\_\_
- good coatimunmicon skills \_\_\_\_\_
- knledgoweability \_\_\_\_\_
- leiprshade skills \_\_\_\_\_
- mtalne skills \_\_\_\_\_
- senessnvesiti to others \_\_\_\_\_
- sialoc skills \_\_\_\_\_
- tecalnich skills \_\_\_\_\_

**b) Give examples of situations in management activity where each of the skills above is needed.**

**II. Fill in the gaps in the text with the words from the box.**

share      depreciation      calculate      explain  
important      technique      fundamental      consider

Valuation is a/an (1) \_\_\_\_\_ skill that all good managers have. When they (2) \_\_\_\_\_ a major investment project, clear valuation is essential. They must be able to (3) \_\_\_\_\_ to their (4) \_\_\_\_\_ holders how, for instance, they (5) \_\_\_\_\_ the (6) \_\_\_\_\_ of fixed assets or the value of intangible assets such as goodwill. Whatever (7) \_\_\_\_\_ they use to value their company, it is (8) \_\_\_\_\_ that they are honest, because regulation is now much tighter than before.

**III. Find English equivalents of the following phrases in the text.**

По мірі росту та розвитку технології; поділятися на загальні категорії; проводити зустрічі та наради; регулярно; формулювання політики компанії; писати чітко та ясно; набуття розуміння; не відставати від змін; вміло користуватися технологією; спричиняти головний біль; на вигляд; мати справу з втручаннями.

**IV. Discuss the questions below.**

- What are managerial skills? How are they different from other professional skills?
- Do all organizations require the same set of managerial skills from their managers?
- What management skills can be learned in the classroom and which of them can be

best acquired through work experience?

## **V. Read and translate the text.**

### **MANAGERIAL SKILLS**

To be an effective manager, it is necessary to possess many skills. Not all managers have all the skills that would make them the most effective manager. As technology advances and grows, the skills that are needed by managers are constantly changing. Different levels of management in the organizational structure also require different types of management skills. Generally, however, managers need to have communication skills, human skills, computer skills, time-management skills, and technical skills.

*Communication Skills.* Communication skills fall into the broad categories of oral and written skills, both of which managers use in many different ways. It is necessary for a manager to orally explain processes and give direction to workers. It is also necessary for managers to give verbal praise to workers. Managers are also expected to conduct meetings and give talks to groups of people.

An important part of the oral communication process is listening. Managers are expected to listen to their supervisors and to their workers. A manager must hear recommendations and complaints on a regular basis and must be willing to follow through on what is heard. A manager who doesn't listen is not a good communicator. Managers are also expected to write reports, letters, memos, and policy statements. All of these must be written in such a way that the recipient can interpret and understand what is being said. This means that managers must write clearly and concisely. Good writing requires good grammar and composition skills. This is something that can be learned by those aspiring to a management position.

*Human Skills.* Relating to other people is vital in order to be a good manager. Workers come in about every temperament that can be imagined. It takes a manager with the right human skills to manage this variety of workers effectively. Diversity in the workplace is commonplace. The manager must understand different personality types and cultures to be able to supervise these workers. Human skills cannot be learned in a classroom; they are best learned by working with people. Gaining an understanding of personality types can be learned from books, but practice in dealing with diverse groups is the most meaningful preparation.

*Computer Skills.* Technology changes so rapidly it is often difficult to keep up with the changes. It is necessary for managers to have computer skills in order to keep up with these rapid changes. Many of the processes that occur in offices, manufacturing plants, warehouses, and other work environments depend on computers and thus necessitate managers and workers who can skillfully use the technology. Although computers can cause headaches, at the same time they have simplified many of the tasks that are performed in the workplace.

*Time-Management Skills.* Because the typical manager is a very busy person, it is important that time be managed effectively. This requires an understanding of how to allocate time to different projects and activities. A manager's time is often interrupted by telephone calls, problems with workers, meetings, others who just want to visit, and other seemingly uncontrollable factors. It is up to the manager to learn how to manage time so that work can be completed most efficiently. Good time-management skills can



be learned, but managers must be willing to prioritize activities, delegate, deal with interruptions, organize work, and perform other acts that will make them better managers.

*Technical Skills.* Different from computer skills, technical skills are more closely related to the tasks that are performed by workers. A manager must know what the workers who are being supervised are doing on their jobs or assistance cannot be provided to them. For example, a manager who is supervising accountants' needs to know the accounting processes; a manager who is supervising a machinist must know how to operate the equipment; and a manager who supervises the construction of a home must know the sequence of operations and how to perform them.

**VI. Are these sentences true or false? Correct the false sentences:**

1. As technology advances and grows, the skills that are needed by managers stay unchanged.
2. Different levels of management in the organizational structure also require different types of management skills.
3. Managers use oral and written communication skills in many different ways.
4. Managers are also expected to avoid giving talks to groups of people.
5. Managers are expected to listen to their supervisors but not to their workers.
6. Reports, letters, memos, and policy statements must be written in such a way that the recipient can interpret and understand what is being said.
7. Human skills are best learned by working with people.
8. Time-management skills require an understanding of how to allocate time to different projects and activities.

**VII. Choose the correct alternative:**

1. Communication skills fall into the broad *categories/aspects* of oral and written skills, both of which managers use in many different ways.
2. A manager must hear recommendations and complaints on a regular *ground/basis* and must be willing to follow through on what is heard.
3. Good writing requires good grammar and *communication/composition* skills.
4. *Diversity/difference* in the workplace is commonplace.
5. Gaining an *understanding/vision* of personality types can be learned from books, but practice in dealing with diverse groups is the most meaningful preparation.
6. It is often difficult *to speed/keep up* with the technological changes.
7. A manager's time is often *distracted/interrupted* by telephone calls, problems with workers, meetings, others who just want to visit, and other factors.
8. Good time-management *abilities/skills* can be learned.
9. Technical skills are *close/closely* related to the tasks performed by workers.
10. A manager who is supervising a machinist must know how *to guide/operate* the equipment.

**VIII. Fill in the blanks with appropriate words:**

<i>accounting</i>	<i>concisely</i>	<i>aspiring</i>	<i>time</i>	<i>relating</i>
<i>necessary</i>	<i>personality</i>	<i>listen</i>	<i>headaches</i>	<i>busy</i>

1. Generally, managers need to have communication skills, human skills, computer skills, \_\_\_\_\_-management skills, and technical skills.
2. It is also \_\_\_\_\_ for managers to give verbal praise to workers.

3. A manager who doesn't \_\_\_\_\_ is not a good communicator.
4. Managers must write clearly and \_\_\_\_\_.
5. Good writing skills can be learned by those \_\_\_\_\_ to a management position.
6. \_\_\_\_\_ to other people is vital in order to be a good manager.
7. The manager must understand different \_\_\_\_\_ types and cultures to be able to supervise these workers.
8. Although computers can cause \_\_\_\_\_, at the same time they have simplified many of the tasks that are performed in the workplace.
9. Because the typical manager is a very \_\_\_\_\_ person, it is important that time be managed effectively.
10. A manager who is supervising accountants' needs to know the \_\_\_\_\_ processes.

**IX. Match the words and their definitions.**

- |                   |  |
|-------------------|--|
| 1 hierarchy       | <b>A</b> make (something) easier to do or understand   |
| 2 time-management | <b>B</b> serious, important, or worthwhile   |
| 3 interrupt       | <b>C</b> the expression of approval or admiration for someone or something                                 |
| 4 praise          | <b>D</b> the ability to use one's time effectively or productively, especially at work                     |
| 5 complaint       | <b>E</b> a person's or animal's nature, especially as it permanently affects their behaviour               |
| 6 recipient       | <b>F</b> stop (someone speaking) by saying or doing something.   |
| 7 meaningful      | <b>G</b> a system in which members of an organization are ranked according to relative status or authority |
| 8 necessitate     | <b>H</b> a person or thing that receives or is awarded something   |
| 9 temperament     | <b>I</b> a statement that something is unsatisfactory or unacceptable                                      |
| 10 simplify       | <b>J</b> make it necessary for (someone) to do something   |

**X. Match the words in the right column with the words in the left column to make word combinations.**

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 constantly            | <b>a</b> categories             |
| 2 organizational        | <b>b</b> concisely              |
| 3 broad                 | <b>c</b> changes                |
| 4 verbal                | <b>d</b> structure              |
| 5 on a regular          | <b>e</b> praise                 |
| 6 clearly and           | <b>f</b> types                  |
| 7 different personality | <b>g</b> changing               |
| 8 prioritize            | <b>h</b> uncontrollable factors |
| 9 rapid                 | <b>i</b> activities             |
| 10 seemingly            | <b>j</b> basis                  |

**SELF-STUDY**

*An organizational structure indicates the method that an organization employs to delineate lines of communication, policies, authority and responsibilities. It*

*determines the extent and nature of how leadership is disseminated throughout the organization as well as the method by which information flows. Traditional organizations commonly adapt hierarchical structure. A hierarchical organization follows the layout of a pyramid. Every employee in the organization, except one, usually the CEO, is subordinate to someone else within the organization. The layout consists of multiple entities that descend into the base of staff level employees, who sit at the bottom of the pyramid.*

**I. Match the job title with the best definition.**

- |                                  |   |
|----------------------------------|---|
| 1. Chief Executive Officer (CEO) | a) Manager responsible for buying.  |
| 2. Information Systems Director  | b) Person who designs computer networks.  |
| 3. Purchasing Director           | c) British English term for senior manager of a company.  |
| 4. Human Resources Director      | d) Manager responsible for the process of creating goods or services for sale to customers.       |
| 5. Systems Analyst               | e) American English term for the top manager of a company.  |
| 6. Managing Director             | f) Person responsible for setting up training opportunities for employees.                        |
| 7. Marketing Director            | g) The person responsible for computer operations in a company.                                   |
| 8. Production Director           | h) Person responsible for managing product development, promotion, customer service, and selling. |
| 9. Customer Service Manager      | i) Person responsible for markets in other countries.   |
| 10. Staff Development Officer    | j) Manager responsible for personnel issues.  |
| 11. Finance Director             | k) Person responsible for relationships with customers.   |
| 12. Exports Manager              | l) Person responsible for presentation and control of profit and loss.                            |

**II. Find English equivalents of the following words and phrases in the text:**

Бути схожим на піраміду, ймовірно посади, рада директорів, генеральний директор, відігравати значну роль, акціонери, керівник філіалу, присвячувати більше часу, узгодженні з політикою компанії, надавати керівництво, розробка та впровадження, система заохочень.

**III. Read and translate the text.**

**ORGANIZATIONAL HIERARCHY**

**Levels of management**

In organizations, there are generally three different levels of managers: first-level managers, middle-level managers, and top-level managers. These levels of managers are classified in a hierarchy of importance and authority, and are also arranged by the different types of management tasks that each role does. In many organizations, the

number of managers in every level resembles a pyramid, in which the first-level has many more managers than middle-level and top-level managers, respectively. Each management level is explained below in specifications of their different responsibilities and likely job titles.

### **Top-Level Managers**

Typically consist of Board of Directors, President, Vice President, Chief Executive Officers, etc. These individuals are mainly responsible for controlling and overseeing all the departments in the organization. They develop goals, strategic plans, and policies for the company, as well as make many decisions on the direction of the business. In addition, top-level managers play a significant role in the mobilization of outside resources and are for the most part responsible for the shareholders and general public.

According to Lawrence S. Kleiman, the understanding of how factors such as competition, world economies, politics, and social trends influence the effectiveness of the organization is needed at the top managerial level.

### **Middle-Level Managers**

Typically consist of General Managers, Branch Managers, Department Managers, etc. These individuals are mainly responsible to the top management for the functioning of their department. They devote more time to organizational and directional functions. Their roles can be emphasized as executing plans of the organization in conformance with the company's policies and the objectives of the top management, they define and discuss information and policies from top management to lower management, and most importantly they inspire and provide guidance to lower level managers towards better performance. Middle managers are responsible for:

- Designing and implementing effective group and intergroup work and information systems.
- Defining and monitoring group-level performance indicators.
- Diagnosing and resolving problems within and among work groups.
- Designing and implementing reward systems that support cooperative behavior.

### **First-Level Managers**

Typically consist of Supervisors, Section Officers, Foreman, etc. These individuals focus more on the controlling and direction of management functions. For instance, they assign tasks and jobs to employees, guide and supervise employees on day-to-day activities, look after the quantity and quality of the production of the company, make recommendations, suggestions, and communicate employee problems to the higher level above, etc. They are responsible for:

- Basic supervision.
- Motivation.
- Career planning.
- Performance feedback.

In this level, managers are the "image builders" of the company considering they are the only ones who have direct contact with employees.

### **IV. Are these sentences true or false? Correct the false sentences:**

1. In organizations, there are generally two different levels of managers.
2. The number of managers in every level resembles a pyramid, in which the top-level

has many more managers than middle-level and first-level managers, respectively.

3. Top-level managers develop goals, strategic plans, and policies for the company, as well as make many decisions on the direction of the business.

4. First-level managers are for the most part responsible for the shareholders and general public.

5. Middle managers inspire and provide guidance to lower level managers towards better performance.

6. First-level managers are the "image builders" of the company considering they are the only ones who have direct contact with employees.

**V. Choose the correct variant a, b, c or d to fill in the gaps:**

1. Levels of managers are classified in a \_\_\_\_\_ of importance and authority, and are also arranged by the different types of management tasks that each role does.

a) order b) hierarchy c) line d) queue

2. Chief Executive \_\_\_\_\_ are mainly responsible for controlling and overseeing all the departments in the organization.

a) Managers b) Officials c) Officers d) Specialists

3. Middle managers more time to organizational and directional functions.

a) spend b) waste c) devote d) pay

4. Their roles can be emphasized as executing plans of the organization in conformance \_\_\_\_\_ the company's policies and the objectives of the top management.

a) to b) about c) - d) with

5. First-level managers communicate employee problems to the \_\_\_\_\_ level above.

a) lower b) higher c) up d) taller

**VI. Translate the following sentences into English using the dictionary:**

1.

Ефективність управління підприємством багатьох чому залежить від його керівників і фахівців, які загалом є менеджерами.

2. Менеджери повинні мати спеціальні знання і володіти здатністю використовувати їх в щоденній роботі з управління персоналом.

3. Здібність до високоефективного керівництва обумовлено наявністю певних особистих цінностей і якостей.

4. Організаційна структура управління – це форма розподілу управлінської праці, що закріплює певні функції управління за структурними підрозділами апарату управління.

5. Організаційна структура управління повинна забезпечувати досягнення цілей організації з найменшими витратами трудових, матеріальних, фінансових ресурсів.



## THEME MANAGEMENT GOALS

5.

### VOCABULARY

*to attempt*

намагатися, пробувати; зробити спробу; намагатися перебороти (що-небудь)

*deadline*

граничний кінцевий термін

*to attach*

прикріплювати, приєднувати; зв'язувати, додавати

*to impact*

впливати

*division*

розподіл; поділ; підрозділ; відділ, розділ

*to outline*

окреслювати; викласти коротко, намітити загалом

*concurrently*

одночасно

*to recognize*

усвідомлювати; бачити; виражати визнання

*to contribute*

робити внесок; сприяти

*superordinate*

який переважає за класом, ступенем

*to shoot for*

полювати (за чим-небудь); націлюватися (на що-небудь)

*stand out*

виділятися, виступати (на тлі чого-небудь); вигідно відрізнятися

*to neglect*

нехтувати (чим-небудь); не звертати уваги (на кого-небудь, що-небудь);

*fruitful*

не помічати; ігнорувати

*incremental*

плідний; вигідний, корисний

що поступово збільшується, нарощує обсяги

*adjust*

приспосовувати; регулювати; настроювати; встановлювати

*dimension*

вимі; обсяг; розмах; важливість

*yardstick*

мірка, мірило, критерій

*versus*

на відміну від; у порівнянні з; або (як альтернатива); у протигагу

*morale*

моральний стан, бойовий дух

*the ranks*

армія; військова служба; рядовий,

<i>insurance</i>	сержантський склад
<i>cost cutting</i>	страхування
<i>stakeholders</i>	зниження витрат, економія коштів
	зацікавлена сторона
<i>executive</i>	виконавча влада; виконавчий орган; адміністрація
<i>customization</i>	модифікація у відповідності до вимог замовника
<i>diminish</i>	зменшувати(-ся), скорочувати(-ся); послаблювати
<i>inertia</i>	інертність; інерційні властивості; бездіяльність
<i>eliminate</i>	усувати, виключати; ліквідувати; ігнорувати

### I. Match the words with their meanings:

- |             |   |
|-------------|---|
| 1 Goal      | <b>A</b> the overall purpose of an action; something that one's efforts or actions are intended to accomplish; is measurable as it deals with a very specific outcome; an action plan                                     |
| 2 Aim       | <b>B</b> reason for some action; what you want to achieve when you do something; the reason you do or plan something, and the thing you want to achieve   |
| 3 Objective | <b>C</b> a specific material aim; the exact result that a person or organization intends to achieve by doing something, often the amount of money they want to get; a particular amount or total that you want to achieve |
| 4 Target    | <b>D</b> the object of a specific ambition; a subset of aims; is more or less defined but lacks specific measurability; is a statement that has a purpose and distant outcome in mind                                     |
| 5 Purpose   | <b>E</b> direction or intention; a broad term used to describe a future expectation in its most vague form. It is not measurable in a direct sense, but is meant to outline and organize intentions                       |

### II. Fill in the gaps with one of the terms from the above table.

1. What is your \_\_\_\_\_ in life?
2. What was the \_\_\_\_\_ of this exercise?
3. Our \_\_\_\_\_ is to increase sales by half a million dollars.
4. The \_\_\_\_\_ of our company is becoming the biggest seller of furniture in Europe.
5. Helping people is the \_\_\_\_\_ of my job.

### III. Study these examples of rendering “for-to-infinitive” construction into Ukrainian:

1. For me to see you is the happiest minute in my life.

— Побачити тебе —  
для мене найщасливіша мить у житті / є для мене

йщасливішоюхвилиною...

2. It is not for you to make terms. – Ценетобіставитиумови/Нетиставишумови.  
3. We are waiting for the boys back from Hanoi. – Мичекаємоповернення/  
наповерненнянашиххлопцівзХаноя.  
4. She had only to express a wish  
for him to fulfil. – Вартобулоїтількивиголоситиякесь (своє)  
бажання, віннегайножвиконувавйого.  
5. I left something under your door for you to read it. –  
Ядещозалишивтобіпіддверима,  
щобтипочитав/тобіпочитати.

### III. Translate the sentences below into Ukrainian.

1. Achieving a fruitful relationship with your customer is an extremely important goal for you to set as the manager.
2. It seemed a good opportunity for Julia to get away.
3. It would be better for us to leave him.
4. There was need for him to be economical.
5. It is for me to thank you.
6. "The simplest thing," said Fleur "is for him to resign at once".
7. "That is for me to decide, is it not?"
8. He wants me to do something pleasant for him to feel better.
9. Rosemary looked for a place to sit.
10. He sat there in the little hot office waiting for one of us to speak.
11. I sometimes think it is a shame for people to spend so much money this way.
12. I bought something for you to read.
13. It's not a bad thing for you to judge others by yourself.
14. Arrangements are being made for the girl to be taken back to her own country.
15. Tactical goals outline the steps necessary for each department within the organization to contribute to the larger strategic goals.

### IV. Find English equivalents of the following phrases in the text.

Чітковизначеніпомірнізавдання; повиннібутиузгодженими;  
концепціятамісіякомпанії; позиціянаринку; граничнаприпустимаприбутковість;  
вмежахвідведеногочасу; управлінняорганізацією;  
розподілятисянарівнівідділівтапідрозділів;  
визнаватиучастьокремихлюдейтавідділів; налагодженийбізнес; взаємнакористь;  
напершомумісці; сфераобслуговування; пліднівзаєминизклієнтами;  
призводитидозбільшенняпродаж; відстежуватиінформаціющомісячно.

### V. Discuss the questions below.

1. How many goals should a manager have? How many goals are too many?
2. How do you define goal setting?
3. What features of goal setting are important, if you want to ensure they are more likely to be successfully achieved?
4. What kinds of goals are more likely to make you motivated to achieve them?
5. Why do goals matter?
6. How do you set personal goals?

### VI. Read and translate the text. Pay attention to the use of "for-to-infinitive"



**construction.**

## **THE AIM OF ALL MANAGERS**

Companies establish various management goals for company growth and improvement.

A goal is a result one is attempting to achieve. Management goals or objectives are a system of plans a company communicates to its employees to achieve. Management goal types are specific and clearly defined measurable objectives, which have a system of regulating progress, and are created to be achievable and have to be agreed upon. The goals set need to be realistic and have a deadline attached to them.

Strategic goals are goals made to achieve and support the mission and vision of the company. Strategic goals effect and focus on an entire company and not just a department or work function within the company. Strategic goals include goals relating to innovation, market standing, productivity, efficiency in utilizing company resources in the form of workforce and finances, bottom line profit, management development and performance, employee conduct and morale, and public, and social responsibility. Strategic goals are set by organization leaders and apply to everyone within the organization to work on concurrently and will often benefit both the employee as well as the organization when goals are completed within the assigned time frame.

Operational management goals are goals set to impact the running of an organization, where management skills, technology and resources can be utilized in the most efficient ways possible. Operational goals are determined at the lower management level within an organization and are specific to certain employees or a department in the company versus the entire company.

Tactical management goals relate to the strategic goals set by the company. Tactical goals are broken into divisions or department levels and outline the steps necessary for each department within the organization to contribute to the larger strategic goals. Tactical goals are usually short term goals that contribute to the long-term company goal and can be analyzed and measured more easily.

Superordinate management goals help to motivate individuals across different departments and are used to solve conflicts and establish relationships within the company. Superordinate goals allow employees and managers to work together at achieving strategic goals and recognize each person or department's part in the overall objective. Value is added to the employee or department when the mutual benefits of each is recognized and praised.

Thus, when you act as your small company's owner and manager, it's important to have another set of management goals and objectives. While you have a number of aims to shoot for as the manager, there are a few that stand out if you want to achieve a successful and smooth-running business:

One of your goals as a manager is to achieve high morale among the ranks. Employee motivation should be at the top of the list when it comes to the goals for your company to achieve success. There are organizations that talk a lot about the customer and then completely neglect the people that deal with the customer – the employees. It is important to set goals both for your employees to achieve and for you to accomplish as the owner to ensure a happy workplace.

Making your customers happy is another key management objective. Whether

you work directly with clients regularly in a service field or you sell products in an online store, achieving a fruitful relationship with your customer is an extremely important goal for you to set as the manager. Setting high standards for your customer service not only can act as a marketing tool, but it also can lead to incremental sales. For example, if you take the time to work through an issue with an insurance client, you could end up selling him a bigger and better insurance package to meet your needs, which leads to better revenues for your business.

Another ongoing goal you should have as a manager is increasing your profits in each period, whether you track this information on a weekly, monthly, quarterly or yearly basis. Keep in mind that maximizing profit is a matter of keeping your costs down while increasing sales – so you have to manage two goals at once. The process of increasing sales involves a number of tasks, including adjusting the marketing plan, improving the sales force and even making changes to the current offering. Cost cutting can occur on many levels, but one key way to achieve your cost-cutting goals is to manage your projects more efficiently. All in all, project management has several dimensions and criteria that determine the effectiveness of the manager and one of the most important of these yardsticks is the phenomenon of cost-cutting.

**VII. Are these sentences true or false? Correct the false sentences:**

1. The goals set need to be optimistic and have no deadline attached to them.
2. Strategic goals effect and focus merely on a department or work function within the company and not an entire company.
3. Operational goals include goals relating to innovation, market standing, productivity, efficiency in utilizing company resources in the form of workforce and finances.
4. Tactical goals are usually short term goals that contribute to the long-term company goal and can be analyzed and measured more easily.
5. Superordinate goals allow employees and managers to work together at achieving strategic goals and recognize each person or department's part in the overall objective.
6. Employee motivation should be at the bottom of the list if you want to achieve success.
7. Achieving a fruitful relationship with your customer is an extremely important goal for you to set as the manager.
8. Maximizing profit is a matter of keeping your costs down while increasing sales – so you have to manage two goals at once.

**VIII. Choose the correct alternative:**

1. Management goals or objectives are a system of plans a company *wants/communicates* to its employees to achieve.
2. The goals set need to be realistic and have a *timeline/deadline* attached to them.
3. Strategic goals are *set/made by* organization leaders and apply to everyone within the organization.
4. Operational goals are determined at the lower management level within an organization and are specific to *certain/common* employees or a department in the company.
5. Superordinate management goals help to motivate individuals across different departments and are used *to decide/solve* conflicts and establish relationships within the company.

6. Value is added to the employee or department when the *mutual/binary* benefits of each is recognized and praised.
7. There are organizations that talk a lot about the customer and then completely *neglect/offend* the people that deal with the customer – the employees.
8. Making your customers happy is another key management *feature/objective*.
9. Setting high standards for your customer service not only can act as a marketing tool, but it also can lead to *incredible/incremental* sales.
10. The process of increasing sales involves a number of tasks, including adjusting the marketing plan, improving the sales force and even *doing/making* changes to the current offering.

**IX. Fill in the blanks with appropriate words:**

*standing*                      *monthly*                      *efficient*                      *clearly*                      *relationships*  
*vision*                      *employees*                      *occur*                      *outline*                      *shoot*

1. Management goal types are specific and \_\_\_\_\_ defined measurable objectives.
2. Strategic goals are goals made to achieve and support the mission and \_\_\_\_\_ of the company.
3. Strategic goals include goals relating to innovation, market \_\_\_\_\_, productivity, management development and performance, employee conduct and morale, and public and social responsibility.
4. Operational management goals are goals set to impact the running of an organization, where management skills, technology and resources can be utilized in the most \_\_\_\_\_ ways possible.
5. Tactical goals \_\_\_\_\_ the steps necessary for each department within the organization to contribute to the larger strategic goals.
6. Superordinate management goals help to motivate individuals across different departments and are used to solve conflicts and establish \_\_\_\_\_ within the company.
7. While you have a number of aims to \_\_\_\_\_ for as the manager, there are a few that stand out if you want to achieve a successful and smooth-running business.
8. It is important to set goals both for your \_\_\_\_\_ to achieve and for you to accomplish as the owner to ensure a happy workplace.
9. Another ongoing goal you should have as a manager is increasing your profits in each period, whether you track this information on a weekly, \_\_\_\_\_, quarterly or yearly basis.
10. Cost cutting can \_\_\_\_\_ on many levels, but one key way to achieve your cost-cutting goals is to manage your projects more efficiently.

**X. Match the words and their definitions.**

- |                |   |
|----------------|---|
| 1 cost cutting | <b>A</b> relating to or denoting an increase or addition, especially one of a series on a fixed scale |
| 2 incremental  | <b>B</b> able to be measured  |
| 3 deadline     | <b>C</b> not pay proper attention to; disregard   |
| 4 revenue      | <b>D</b> the latest time or date by which something should be completed                               |
| 5 neglect      | <b>E</b> the reduction of costs, especially in a business   |
| 6 contribute   | <b>F</b> income, especially when of an organization and of a  |

substantial nature

7 motivation

**G** an arrangement by which a company or the state undertakes to provide a guarantee of compensation for specified loss, damage, illness, or death in return for payment of a specified premium

8 measurable

**H** desire or willingness to do something; enthusiasm

9 concurrently

**I** at the same time; simultaneously

10 insurance

**J** give (something, especially money) in order to help achieve or provide something

**XI. Match the words in the right column with the words in the left column to make word combinations.**

1 mission and

**a** of the list

2 market

**b** standing

3 bottom

**c** benefits

4 employee conduct

**d** line profit

5 within the assigned

**e** time frame

6 mutual

**f** relationship

7 smooth-running

**g** an issue

8 at the top

**h** and morale

9 fruitful

**I** business

10 to work through

**j** vision

## SELF-STUDY

### I. a) Study the list of words with well. Try to guess or look up their meaning.

well-advised	well-disposed	well-timed
well-done	well-spoken	well-bred
well-meaning	well-being	well-known
well-balanced	well-informed	well-tried

### b) Complete the following sentences, using suitable words from the list above:

1. The president's speech last night was \_\_\_\_\_.
2. My mother always gives \_\_\_\_\_ advice.
3. The man on the stage had a \_\_\_\_\_ voice.
4. You would be \_\_\_\_\_ to see the doctor about that pain.
5. While conducting these experiments we used \_\_\_\_\_ methods.
6. You should stick to a \_\_\_\_\_ diet.
- 7 The warm summer always gives me a sense of \_\_\_\_\_.
8. It is a \_\_\_\_\_ gesture.
9. That girl seems to be a \_\_\_\_\_ one.
10. He reads many newspapers and watches many TV programs every day. He is a \_\_\_\_\_ man.
11. I prefer to have my steak cooked \_\_\_\_\_.
12. All the books in his library were written by \_\_\_\_\_ authors.

### II. Find English equivalents of the following words and phrases in the text:

продуктивність праці; плутати з чим небуть; заданий стандарт часу; націлений на результат; своєчасна доставка; здатність до швидкого пристосування; споживачі та постачальники; прихильність зацікавленої сторони; мінімальна гранично допустима лінія ефективності; визначати ефективність системи; визначити корінь проблем.

### III. Read and translate the text.

#### PRODUCTIVITY, EFFECTIVENESS, AND EFFICIENCY

Productivity is an overall measure of the ability to produce a good or service. More specifically, productivity is the measure of how specified resources are managed to accomplish timely objectives as stated in terms of quantity and quality. Productivity may also be defined as an index that measures output (goods and services) relative to the input (labour, materials, energy, etc., used to produce the output).

There are two major ways to increase productivity: increase the numerator (output) or decrease the denominator (input). Of course, a similar effect would be seen if both input and output increased, but output increased faster than input; or if input and output decreased, but input decreased faster than output.

Organizations have many options for use of this formula, labour productivity, machine productivity, capital productivity, energy productivity, and so on.

Productivity is often confused with efficiency. Efficiency is generally seen as the ratio of the time needed to perform a task to some predetermined standard time. However, doing unnecessary work efficiently is not exactly being productive. It would be more correct to interpret productivity as a measure of effectiveness (doing the right thing efficiently), which is outcome-oriented rather than output-oriented.

The words efficiency and effectiveness are often considered synonyms, along with terms like competency, productivity, and proficiency. However, in more formal management discussions, the words efficiency and effectiveness take on very different meanings. Efficiency is viewed as doing things right, and effectiveness is doing the right things. Efficiency and effectiveness can both improve speed, on-time delivery, and various other process baselines. A travel application which has six signatures (as opposed to two) causes the travel application process to be inefficient and ineffective.

Measures of efficiency, effectiveness, and capability for rapid adaptation are of great interest to all stakeholders: process owners, internal and external customers and suppliers, and executives. Inefficient processes are costly in terms of dollars, waste, rework, delays, resource utilization, and so on. Ineffective processes are costly as well because they are not reliable. They don't do what they are supposed to do. Processes that are not capable of rapid adaptation (flexibility and innovation) are costly because they are not capable of rapidly responding to customers' needs in terms of customization and rapid decision making. The greatest risk is that stakeholder loyalty will diminish.

In order to make processes more efficient, more effective, and more capable of rapid adaptations, people should ask themselves what, who, where, when, and how questions.

Perhaps the first question about a process is “why do it at all”. Many steps exist simply because of organizational inertia (“We have always done it that way”). The second question might be “why do we do it this way”. Then you might consider questions like these: “What is being done?”, “What should be done?”, “What can be done?”, “When should it happen?”, and so forth. These questions, and the concepts of efficiency and effectiveness, apply to all processes, all jobs, all types of organizations, all industries.

Organizations should establish baselines for efficiency, effectiveness, and adaptability metrics. In other words, they should determine their current performance levels. Then they should benchmark best-in-class or world-class organizations and set aggressive goals or targets for improvement. Finally, they should determine root causes of problems and eliminate them or minimize their impact.

#### **IV. Are these sentences true or false? Correct the false sentences:**

1. Productivity is the measure of how specified resources are managed to accomplish timely objectives as stated in terms of quantity and quality.
2. There are two major ways to decrease productivity: increase the output or decrease the input.
3. Productivity is often confused with effectiveness.
4. In formal management discussions, the words efficiency and effectiveness are synonyms.
5. Inefficient processes are costly in terms of dollars, waste, rework, delays, resource utilization, and so on.
6. To establish baselines for efficiency, effectiveness, and adaptability metrics means to determine one's current performance levels.

#### **V. Choose the correct variant a, b, c or d to fill in the gaps:**

1. Productivity may also be defined as an index that measures \_\_\_\_\_ (goods and services) relative to the input (labour, materials, energy, etc., used to produce the

output).

a) outcome b) result c) output d) product

2. Efficiency is generally seen as the \_\_\_\_\_ of the time needed to perform a task to some predetermined standard time.

a) ratio b) rational c) quality d) percent

3. Efficiency is viewed as doing things right, and effectiveness is doing the \_\_\_\_\_ things.

a) proper b) correct c) vital d) right

4. The greatest risk is that stakeholder \_\_\_\_\_ will diminish.

a) love b) loyalty c) interest d) friendship

5. Organizations should \_\_\_\_\_ best-in-class or world-class organizations and set aggressive goals or targets for improvement.

a) find b) show c) benchmark d) recognize

#### **VI. Translate the sentences using the for-to-infinitive constructions.**

1. Мені легко бути вільним.

2. Мені зараз важко обговорювати цю проблему, тому що мені потрібно мати свіжий погляд на реальні можливості переселення.

3. Йому достатньо набрати 10 тисяч голосів.

4. Тому мені важко визначити, що таке київська література.

5. Немає сенсу чекати, аби країни Третього Світу зрозуміли, що у захисті довкілля їм доведеться обмежуватися місцевими діями.

6. Є шанс, що рішення буде схвалено.

7. Однак є ще шанс, що корпорація виживе.

8. Для того, щоб вони вчинили так, потрібний прецедент.

9. Не мені про це судити.

## THEME 6. MANAGERIAL ROLES

### VOCABULARY

*to assume roles*

*agile*

*engage in*

*circumstances*

*to enact*

*of ceremonial nature*

*to overlook*

*commitment*

*assembly*

*campus*

*to obtain information*

*prospective*

*disseminator*

*transmit*

*peer*

*to implement*

*impending*

*to loom*

*layoffs*

*occasionally*

*on behalf (of)*

*to lobby*

*appealing*

*disturbance handler*

*kiln*

*negotiator*

*unwelcome pressure*

*to renege*

*day-to-day matter*

приймати, брати (насебе) ролі  
рухливий, моторний, швидкий;  
кмітливий

займатися (спортом, наукою); брати  
участь

обставини, умови, стан справ

здійснити, вчинити

формального, строго офіційного;  
протокольного характеру

нехтувати, ігнорувати;

недооцінювати

зобов'язання

монтаж; зборка

територія університету, коледжу;  
школи-інтернату (включаючи парк)

отримати інформацію

майбутній, очікуваний,

передбачуваний, ймовірний

розповсюджувач (інформації)

повідомляти, передавати

рівня, одноліток

виконувати, здійснювати;

запроваджувати в життя

який насувається, неминучий;

запланований

маячити; приймати загрозливі

розміри; загрожувати

припинення або призупинення  
виробництва

зрідка, часом; час від часу, іноді

від імені (кого-небудь)

тиснути на посадову особу

благаючий; зворушливий;

привабливий, чарівний

улагоджувач конфліктів

промислова піч для сушіння або  
випалу

особа, яка веде переговори, яка бере  
участь у переговорах; посередник

небажаний тиск

зраджувати своєму слову

щоденні справи



*abundance*  
*to strive*

велика кількість, надлишок; безліч  
намагатися, докладати зусилля;  
змагатися

*appropriately*

відповідно, відповідним чином

### **I. Match management terms with their definitions**

- |                              |   |
|------------------------------|---|
| 1 agile manufacturing        | <b>A</b> removing one level of management from a company  |
| 2 best-practice benchmarking | <b>B</b> organizing production so the work is done by groups of workers who all have a range of skills and can do any part of a job a cell needs to work on |
| 3 cellular manufacturing     | <b>C</b> giving workers responsibility for the quality of their own production  |
| 4 organizational delayering  | <b>D</b> describes the purpose of a company in terms of what its values are, who its main clients are and what responsibilities it has to those clients     |
| 5 downsizing                 | <b>E</b> setting up processes, tools and training that enable a company to react quickly to a client's needs or to major changes in the market              |
| 6 employee empowerment       | <b>F</b> what is to be achieved - should be SMART in an MBO environment   |
| 7 measurable outcome         | <b>G</b> managers rethink and change the way production is organized in order to improve the quality, cost, service and speed of their production processes |
| 8 mission statement          | <b>H</b> comparing the way your business operates with a standard, set by good examples in business   |
| 9 performance objective      | <b>I</b> having results that can be measured in some way  |
| 10 process engineering       | <b>J</b> the aim of modern production: nothing wrong in the finished product  |
| 11 zero defects              | <b>K</b> reducing the number of staff in a company  |

### **II. a) Study the words in box. Find the prefix and try to work out the meaning in each case.**

decentralize	labour- intensive	unrelated unscheduled
deskill	non-specialized	unauthorized
delayer	overcentralized	under-represented
disorganized	overconfident	undertrained
dissatisfied	overproduction	under-performing
discredited	reorganize reschedule	
non-hierarchical non-	restructure	

### **b) Complete each sentence with a word from the box. Sometimes more than one answer is possible.**

1. In a bureaucratic company, power is often \_\_\_\_\_.
2. We are \_\_\_\_\_ in the European market, so we need to open more branches in Europe.

3. I'm sorry, but I can't make our Friday meeting. Can we \_\_\_\_\_ it for next Monday?
4. In an emergency, managers will often hold \_\_\_\_\_ meetings.
5. \_\_\_\_\_ employees may be threatened with the sack.
6. Our company is \_\_\_\_\_: no one really cares about how important anybody is.

### III. Find English equivalents of the following phrases in the text:

зарізнихобставин; привітаннявідвідувачівнавході; прямоабоопосередковано;  
 безпосереднійконтактзпідлеглими; відповідальністьзаприйняттярішень;  
 наявнітовари; отриманняінформаціїззовні; мережаміжособистіснихконтактів;  
 інформаційнийцентрзв'язку; визначитиможливістьізагрози; світськабесіда.

### IV. Discuss the questions below.

1. What is a management role? Do all managers perform the same roles? Why or why not?
2. Do you agree with the saying "Managerial roles are actually expectations of managers by others". Comment on your answer.
3. Playing what role do you feel most comfortable/ challenging as a future manager?

### V. Read and translate the text.

*To meet the many demands of performing their functions, managers assume multiple roles. A role is an organized set of behaviors. The roles are divided into three groups: interpersonal, informational, and decisional.*

*The informational roles link all managerial work together. The interpersonal roles ensure that information is provided. The decisional roles make significant use of the information.*

#### INTERPERSONAL AND INFORMATIONAL ROLES

Three of the manager's roles come into play when the manager must engage in interpersonal relationships. The three roles of figurehead, leader, and liaison are each necessary under differing circumstances. Adopting one or another of the three interpersonal roles is made easier by the formal authority the manager obtains from the organization.

The figurehead role is enacted when activity of a ceremonial nature is required within the organization. A baseball manager attending a minor league all-star game, the head chef of a prominent restaurant greeting customers at the door, and the president of a bank congratulating a new group of trainees are all examples of the figurehead role. While the figurehead role is routine, with little serious communication and no important decision making, its importance should not be overlooked. At the interpersonal level, it provides members and non-members alike with a sense of what the organization is about and the type of people the organization recruits.

The second interpersonal role, the leader role, involves the coordination and control of the work of the manager's subordinates. The leader role may be exercised in a direct or an indirect manner. Hiring, training, and motivating may all require direct contact with subordinates. However, establishing expectations regarding work quality,

decision-making responsibility, or time commitments to the job are all outcomes of the leader role that are indirectly related to subordinates.

Quite often, managers are required to obtain information or resources outside their authority. The liaison role is enacted when managers make contact with other individuals, who may or may not reside in the organization, in order to complete the work performed by their departments or work units. An auto assembly plant supervisor may telephone a tire supplier to determine the amount of inventory available for next week; or a college professor may meet with professors in a separate department on campus to obtain information on a prospective doctoral student. Ultimately, the liaison role enables a manager to develop a network for obtaining external information which can be useful for completing current and future work activities.

Monitor, disseminator, and spokesperson are the three informational roles that a manager may assume. These informational roles are created as a result of enacting the set of interpersonal roles already described. A network of interpersonal contacts with both subordinates and individuals outside the work unit serves to establish the manager as an informational nerve center of the unit, responsible for gathering, receiving, and transmitting information that concerns members of the work unit.

A manager assumes the monitor role by continually scanning the environment for information or activities and events that may identify opportunities or threats to the functioning of the work unit. Much of the manager's gathering of information is achieved through the network of contacts that has been established through the interpersonal roles. Hearing small talk at a banquet about a competitor's planned marketing program, learning through casual conversation at a ball game about the negative medical evaluation of an unsigned ball player, or daily reading of a business periodical are all examples of the kinds of information gathering involved in the monitor role.

The information a manager gathers as a monitor must be evaluated and transmitted as appropriate to members of the organization. The transmittal of information by a manager activates the disseminator role. Privileged information may be disseminated to subordinates, peers, or superiors in the organization. The manager may inform the marketing vice-president about the specific marketing strategy a competitor is planning to implement. A baseball manager may inform the team owner that an impending trade should be canceled because of the unfavorable medical report on one of the players. Or reading *The Wall Street Journal* may inform the manager that a shipping strike is looming and thus enable her to inform subordinates that temporary layoffs may occur next month.

Occasionally, a manager must assume the spokesperson role by speaking on behalf of the work unit to people inside or outside the organization. This might involve lobbying for critical resources or appealing to individuals who have influence on activities that affect the work unit. A top manager asking the board of directors to keep the work unit together during a reorganization period or a corporate president speaking to a college audience on the role the company plays in education would both constitute engaging in the spokesperson role.

## **VI. Are these sentences true or false? Correct the false sentences:**

1. The importance of figurehead role should not be overlooked.
2. The liaison role involves the coordination and control of the work of the manager's subordinates.
3. Managers are never required to obtain information or resources outside their authority.
4. The liaison role enables a manager to develop a network for obtaining external information.
5. Interpersonal roles are created as a result of enacting the set of informational roles.
6. Hearing small talk at a banquet about a competitor's planned marketing program is an example of the monitor role.
7. The transmittal of information by a manager activates the disseminator role.
8. A top manager asking the board of directors to keep the work unit together during a reorganization period is engaged in the spokesperson role.

## VII. Choose the correct alternative:

1. The three roles of figurehead, leader, and liaison are each necessary under differing *cases/circumstances*.
2. The figurehead role is enacted when activity of a ceremonial/protocol nature is required within the organization.
3. Hiring, training, and motivating may all require *indirect/direct* contact with subordinates.
4. The liaison role is enacted when managers make contact with other individuals in order to *complicate/complete* the work performed by their departments or work units.
5. Monitor, disseminator, and spokesperson are the three *interpersonal/informational* roles that a manager may take upon himself.
6. Manager is responsible for gathering, receiving, and transmitting information that *deals/concerns* members of the work unit.
7. Much of the manager's gathering of information is achieved through the network of contacts that has been *established/known* through the interpersonal roles.
8. The information a manager gathers as a monitor must be evaluated and transmitted as appropriate to *visitors/members* of the organization.
9. *Privileged/irrelevant* information may be disseminated to subordinates, peers, or superiors in the organization.
10. Occasionally, a manager must *assume/admit* the spokesperson role by speaking on behalf of the work unit to people inside or outside the organization.

## VIII. Fill in the blanks with appropriate words:

*non-members      inventory      informational      assume      transmittal*  
*authority      lobbying      plays      periodical      competitor*

1. The roles are divided into three groups: interpersonal, \_\_\_\_\_, and decisional.
2. Adopting one or another of the three interpersonal roles is made easier by the formal \_\_\_\_\_ the manager obtains from the organization.
3. At the interpersonal level, it provides members and \_\_\_\_\_ alike with a sense of what the organization is about.
4. Adopting the liaison role, an auto assembly plant supervisor may telephone a tire

- supplier to determine the amount of \_\_\_\_\_ available for next week.
5. Monitor, disseminator, and spokesperson are the three informational roles that a manager may \_\_\_\_\_.
6. Daily reading of a business \_\_\_\_\_ is an example of information gathering involved in the monitor role.
7. The \_\_\_\_\_ of information by a manager activates the disseminator role.
8. The manager may inform the marketing vice-president about the specific marketing strategy a \_\_\_\_\_ is planning to implement.
9. The spokesperson role might involve \_\_\_\_\_ for critical resources or appealing to individuals who have influence on activities that affect the work unit.
10. A corporate president speaking to a college audience on the role the company \_\_\_\_\_ in education would constitute engaging in the spokesperson role.

### IX. Match the words and their definitions.

- |                   |   |
|-------------------|---|
| 1 circumstance    | A the interruption of a settled and peaceful condition                      |
| 2 implement       | B polite conversation about unimportant matters                             |
| 3 disturbance     | C cause smth to pass on from one person / place to another                  |
| 4 lobby           | D put (a decision, plan, agreement, etc.) into effect                       |
| 5 spokesperson    | E seek to influence (a legislator) on an issue                              |
| 6 small talk      | F a person who distributes information                                      |
| 7 disseminator    | G a condition connected with an event or action                             |
| 8 subordinate     | H the action or process of changing the way in which something is organized |
| 9 transmit        | I a person under the authority or control of another within an organization |
| 10 reorganization | J person who makes statements on behalf of a group or individual            |

### X. Match the words in the right column with the words in the left column to make word combinations.

- |                   |   |                   |
|-------------------|---|-------------------|
| 1 of a ceremonial | a | directors         |
| 2 decision        | b | of contacts       |
| 3 direct contact  | c | commitments       |
| 4 time            | d | making            |
| 5 work            | e | layoffs           |
| 6 to obtain       | f | with subordinates |
| 7 the network     | g | nature            |
| 8 small           | h | information       |
| 9 temporary       | i | units             |
| 10 board of       | j | talk              |

## SELF-STUDY

### I. Match the terms and definitions.

- |                     |   |   |
|---------------------|---|---|
| 1 capital-intensive | A | a reason for giving your best at work       |
| 2 flexible          | B | a project needing a lot of money to succeed |
| 3 labour-intensive  | C | able to change as situations change         |

4 motivation	<b>D</b>	a project needing a lot of workers to succeed
5 run continuously	<b>E</b>	staff with special training or knowledge
6 skilled workers	<b>F</b>	to work without stopping, e.g., a production line
7 specialized	<b>G</b>	things produced in exactly the same way
8 standardized products	<b>H</b>	having certain skills that others do not have

## II. Find English equivalents of the following words and phrases in the text:

прагне покращити; застосування нових методів; процесушіння керамічної плитки;  
початківцецьмін; повернути стабільність організації; залагодити непорозуміння;  
керівник відділу кадрів; тимчасове безробіття працівників; фрукти,  
що швидко псуються; в умовах нестачі ресурсів; копіювати документи;  
просуватися вгору в ієрархії управління.

## III. Read and translate the text.

### DECISIONAL ROLES

Both interpersonal and informational roles are really preludes to what are often considered to be a manager's most important set of roles: the decisional roles of entrepreneur, disturbance handler, resource allocator, and negotiator.

The entrepreneur role comes into action when the manager seeks to improve the work unit. This can be accomplished by adapting new techniques to fit a particular situation or modifying old techniques to improve individual or group activity. Managers usually learn of new or innovative methods through information gathered in the monitor role. As a result, a supervisor purchases a new kiln which will shorten the drying process for ceramic tiles; a director of a youth club trains staff in the use of personal computers to increase file access; or a president establishes a new pension plan to improve employee morale.

Whereas the entrepreneur role establishes the manager as the initiator of change, the disturbance handler role establishes the manager as a responder to change. Organizations, unfortunately, do not run so smoothly that managers are never called upon to respond to unwelcome pressures. In these cases, the manager is required to act quickly to bring stability back to the organization. A law partner must settle a disagreement among associates in the firm on who will present a case before a judge; a personnel director must negotiate with striking employees dissatisfied with the procedures for laying off employees; or a cannery first-line manager must respond to a sudden shortage of cans used to package perishable fruit because the supplier has reneged on a contract.

When a manager is placed in the position of having to decide to whom and in what quantity resources will be dispensed, the resource allocator role is assumed. Resources may include money, time, power, equipment, or people. During periods of resource abundance, this role can be easily performed by a manager. In most cases, however, organizations operate under conditions of resource scarcity; thus, decisions on the allocation of resources can be critical for the success of the work unit, division, or organization. As a decision maker, the manager must strive not only to appropriately match resources with subordinates but also to ensure that the distribution of resources is coordinated to effectively complete the task to be performed. An office manager must provide secretaries with appropriate equipment to generate and duplicate documents. A

manager of a fast-food restaurant must coordinate work shifts to have the maximum number of employees working during the lunch hour. Corporate presidents may provide their administrative assistants with decision-making responsibility for day-to-day matters.

In addition to decisions concerning organizational changes, disturbances, and resources, the manager must enact a negotiator role. The process of negotiation is possible only when an individual has the authority to commit organizational resources. Hence, as managers move up the managerial hierarchy and obtain control over more resources, they become more involved in the negotiator role. For example, the president of a record company may be called in to discuss terms of a possible contract with a major rock group; a production manager must negotiate with the personnel department to obtain employees with specialized skills; or a college dean must negotiate with department heads over course offerings and the number of faculty to be hired.

#### **IV. Are these sentences true or false? Correct the false sentences:**

1. Managers usually learn of new or innovative methods through information gathered in the disseminator role.
2. The disturbance handler role establishes the manager as a responder to change.
3. Organizations, fortunately, run smoothly and managers are never called upon to respond to unwelcome pressures.
4. In cases of unwelcome pressures the manager is required to act quickly to bring stability back to the organization.
5. As a decision maker, the manager must ensure that the distribution of resources is coordinated to effectively complete the task to be performed.
6. The process of negotiation is possible only when an individual has the desire to commit organizational resources.

#### **V. Choose the correct variant a, b, c or d to fill in the gaps:**

1. The entrepreneur role comes into \_\_\_\_\_ when the manager seeks to improve the work unit.  
a) performance b) result c) action d) production
2. Whereas the entrepreneur role establishes the manager as the \_\_\_\_\_ of change, the disturbance handler role establishes the manager as a responder to change.  
a) innovator b) initiator c) regulator d) producer
3. During periods of resource \_\_\_\_\_, this role can be easily performed by a manager.  
a) abundance b) shortage c) scarcity d) allocation
4. Corporate presidents may provide their administrative assistants with decision-making \_\_\_\_\_ for day-to-day matters.  
a) responsibility b) chance c) choice d) facility
5. In addition to decisions \_\_\_\_\_ organizational changes, disturbances, and resources, the manager must enact a negotiator role.  
a) dealing b) having c) doing d) concerning

#### **VI. Translatethesentences.**

1. Головний керівник - символічний голова, в обов'язки якого входить виконання

звичайних завдань правового чи соціального характеру.

2. Лідер відповідальний за мотивацію і активізацію підлеглих, за добір, підготовку працівників і пов'язані з цим обов'язки.

3. В ролі розповсюджувача інформації менеджер передає дані, отримані із зовнішніх джерел або від інших підлеглих, членам організації; частина цих даних має суто фактичний характер, інша потребує інтерпретації окремих факторів для формування установок організації.

## MODULE TEST

### 1. Match the words and their definitions.

- |                      |  |
|----------------------|--|
| 1. wastage           | <b>A</b> a mixture of different substances or other things   |
| 2. to provide (with) | <b>B</b> give an affirmative answer to an offer; say yes   |
| 3. blend             | <b>C</b> with no part left out; whole  |
| 4. profit            | <b>D</b> equip or supply someone with (something useful or necessary)  |
| 5. employee          | <b>E</b> a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something |
| 6. to accept         | <b>F</b> manage (a situation or problem)   |
| 7. to handle         | <b>G</b> the action or process of losing or destroying something by using it carelessly or extravagantly   |
| 8. to execute        | <b>H</b> all the people employed by a particular organization  |
| 9. entire            | <b>I</b> put (a plan, order, or course of action) into effect  |
| 10. staff            | <b>J</b> a person employed for wages or salary, especially at non-executive level  |

### 2. Match the words in the right column with the words in the left column to make word combinations.

- |                      |          |                   |
|----------------------|----------|-------------------|
| 1 universal          | <i>a</i> | wastage           |
| 2 to direct          | <i>b</i> | a new product     |
| 3 to get             | <i>c</i> | groups            |
| 4 formally organized | <i>d</i> | efforts           |
| 5 attainment of      | <i>e</i> | a task            |
| 6 to use             | <i>f</i> | things done       |
| 7 to launch          | <i>g</i> | phenomenon        |
| 8 conduct            | <i>h</i> | limited resources |
| 9 perform            | <i>i</i> | group goals       |
| 10 minimum           | <i>j</i> | surveys           |

### 3. Fill in the blanks with appropriate words:

*standing*                      *monthly*                      *efficient*                      *clearly*                      *relationships*    *vision*  
*employees*                      *occur*                      *outline*                      *shoot*

1. Management goal types are specific and \_\_\_\_\_ defined measurable objectives.
2. Strategic goals are goals made to achieve and support the mission and \_\_\_\_\_ of the company.
3. Strategic goals include goals relating to innovation, market \_\_\_\_\_, productivity,



management development and performance, employee conduct and morale, and public and social responsibility.

4. Operational management goals are goals set to impact the running of an organization, where management skills, technology and resources can be utilized in the most \_\_\_\_\_ ways possible.

5. Tactical goals \_\_\_\_\_ the steps necessary for each department within the organization to contribute to the larger strategic goals.

6. Superordinate management goals help to motivate individuals across different departments and are used to solve conflicts and establish \_\_\_\_\_ within the company.

7. While you have a number of aims to \_\_\_\_\_ for as the manager, there are a few that stand out if you want to achieve a successful and smooth-running business.

8. It is important to set goals both for your \_\_\_\_\_ to achieve and for you to accomplish as the owner to ensure a happy workplace.

9. Another ongoing goal you should have as a manager is increasing your profits in each period, whether you track this information on a weekly, \_\_\_\_\_, quarterly or yearly basis.

10. Cost cutting can \_\_\_\_\_ on many levels, but one key way to achieve your cost-cutting goals is to manage your projects more efficiently.

#### **4. Are these sentences true or false? Correct the false sentences:**

1. Only several types of organizations are involved in management.

2. Management is an art of creating an environment in which people can work individually and in cooperation aiming to achieve group goals.

3. Management is an intentional activity with a clear purpose.

4. The goals of management are the same in every organization.

5. Management is responsible for creating effective working environment.

6. Creating an internal environment includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules & regulations.

7. Good management includes nothing but being efficient.

8. Being effective means doing the right task, while being efficient means doing the task right.

#### **5. Choose the correct alternative:**

1. All organizations - business, political, cultural or social are **involved/considered** in management.

2. Management is an art of getting things done **thorough/through** and with the people in formally organized groups.

3. It is an art of creating an **environment/society** in which people can perform as individuals and can co-operate towards attainment of group goals.

4. Management is a **purposive/ unreasonable** activity.

5. Management is the **result/process** of working with and through others to effectively achieve the goals of the organization.

6. An enterprise is launching new products by **doing/conducting** market surveys.
7. Management involves creating an **internal/external** environment.
8. It is the management **whom/which** puts into use various factors of production.
9. Management must create conditions **important/conducive** to maximum efforts of people.
10. Being **efficient/effective** means doing the appropriate task.

**6. Match the words in the right column with the words in the left column to make word combinations.**

1 mission and	a	of the list
2 market	b	standing
3 bottom	c	benefits
4 employee conduct	d	line profit
5 within the assigned	e	time frame
6 mutual	f	relationship
7 smooth-running	g	an issue
8 at the top	h	and morale
9 fruitful	I	business
10 to work through	j	vision

**7. Translate the sentences using the for-to-infinitive constructions.**

1. Мені легко бути вільним.
2. Мені зараз важко обговорювати цю проблему, тому що мені потрібно мати свіжий погляд на реальні можливості переселення.
3. Йому достатньо набрати 10 тисяч голосів.
4. Тому мені важко визначити, що таке київська література.
5. Немає сенсу чекати, аби країни Третього Світу зрозуміли, що у захисті довкілля їм доведеться обмежуватися місцевими діями.
6. Є шанс, що рішення буде схвалено.
7. Однак є ще шанс, що корпорація виживе.
8. Для того, щоб вони вчинили так, потрібний прецедент.
9. Не мені про це судити.

## MODULE II

### THEME 7. COMPANY'S STRUCTURE

#### VOCABULARY

to hold a position - займатипосаду

an employee - службовець

senior - головний

Board of Directors – рададиректорів

middle - середній

a department - відділ

personnel, staff - штат, персонал

an objective - задача, ціль

culture - типвзаємовідношення

tough-minded - практичний, матеріаліст

fulfillment - виконання

to adhere - дотримуватися

requirement - вимоги

to value - оцінювати

to conform - узгодити; відповідати, задовольняти



#### I. Read and translate the following words:

overabundant, overachieve, overbalance, overcapitalisation, overdeduction, overgrow, overpaid, overestimate

#### II. Translate the following word-combinations:

an increase in real wages; to have an incentive to expand; to lay off workers; senior management; to hire employees; to restore profitability and economic growth; the authorized fund; to get out of the limits; a joint venture; to meet the requirements

#### III. Translate the words with common roots:

employ, employer, employee, employment, employing; supply, supplied, supplying; decide, decision, decided, deciding; relate, relation, relative, relating, related.

#### IV. Define tense, number and voice of the predicate. Translate the sentences:

1. Your business is receiving the tax benefits. 2. The losses have been distributed unequally. 3. Last year we invested all our money into this company. 4. Our assets liabilities and net worth were checked by the Board of Directors. 5. Their corporation has limited liability.

#### V. Define part of speech and syntactical functions of the words in bold type. Translate them:

1. The process of **increasing** sales involves a number of tasks, **including** adjusting the marketing plan, **improving** the sales force and even making changes to the current **offering**. 2. Operational management goals are goals set to impact the **running** of an organization, where management skills, technology and resources can be utilized in the most efficient ways possible. 3. This requires an **understanding** of how to allocate time to different projects and activities. 4. A manager must know what the workers who are **being** supervised are **doing** on their jobs. 5. An important part of the oral communication

process is **listening**.

**VI. Discuss the questions below.**

1. What makes an organization structure?
2. How can most firms be classified?
3. What are main positions in a typical company structure?
4. What are the main types of organization cultures?

**VII. Read and translate the text.**

**THE STRUCTURE OF THE COMPANY**

Organization structure in business is very important. People in a company, its employees, hold different positions. The relationships between those employees with different positions make an organization structure. At present most firms are divided into three major parts: capital (shareholders), management, labor. Let's take a typical company. There is a director who is a senior manager. He is in the Board of Directors under the authority of the President of the company. The Board of Directors decides what company policy and expenditure must be. The chief executive officer is the link between the Board of Directors and senior management. As for middle managers, they run departments of a firm. They account to senior management for their area of work done. There is a difference between executive director and non-executive one. The directors who run their firms on day-to-day basis are called executive directors.

Those who sit on the Board of Directors and do not run the firm directly are called non-executive directors. In modern American English they use also the term inside directors for executive and outside directors for non-executive ones. Different firms have four main distinctions in organization cultures.

1. *Power Cultures*. In these cultures self-reliant and highly competitive self-development provides the basis of relations. Manager's success is related to his character and influence, rather than his knowledge and experience. The style of the chief executive is the model for other managers. In organizations of this type managers shall be tough-minded and aggressive.

2. *Role Cultures*. In these cultures manager's role is completely related to his place within a centralized system. His success depends on how well this manager adheres to rules, procedures, and precedents. Individualism and aggression are not valued in these cultures. Employees in these organizations should not get out of the limits of their roles.

3. *Task Culture*. In organizations of these types they value everything that makes it possible "to get the work done". The main concern in these organizations is with successful fulfillment of their projects. Manager's success is related to his knowledge and experience required to achieve tasks, rather than to meet the requirements of his role.

4. *Individual Cultures*. In organizations of this type the most possible freedom of expression is valued. Effectiveness of any activity in these organizations is rated by how much the activity satisfies the staff, rather than by how well it conforms to business plans. Independence, creativity, and experiment are also valued in these organizations.

**VIII. Are these sentences true or false? Correct the false sentences:**

1. People in a company, its employees, hold different positions.
2. At present most firms are divided into three major parts: capital (shareholders),

management, labor.

3. The President of the company decides what company policy and expenditure must be.
4. A director who is a senior manager is in the Board of Directors under the authority of the President of the company.
5. The chief executive officer is the link between the Board of Directors and middle management.
6. Senior managers run departments of a company.
7. The directors who run their firms on day-to-day basis are called executive directors.
8. The directors who sit on the Board of Directors and run the firm directly are called non-executive directors.
9. In power cultures manager's role is completely related to his place within a centralized system.
10. Individualism and aggression are not valued in role cultures.

**IX. Choose the correct alternative:**

1. The relationships between the **employers/employees** with different positions make organization structure.
2. In a typical company there is a director who is a **middle/senior** manager.
3. The **shareholders/Board of Directors** decides what company policy and expenditure must be.
4. The **President/chief executive officer** is the link between the Board of Directors and senior management.
5. The **middle managers/Board of Directors** account to senior management for their area of work done.
6. The directors who run their firms on day-to-day basis are called **non-executive/executive** directors.
7. In power cultures self-reliant and highly competitive self-development provides the basis of the **company's structure/relations**.
8. Manager's **role/success** is related to his character and influence, rather than his knowledge and experience.
9. Employees in these **departments/organizations** should not get out of the limits of their roles.
10. Effectiveness of any activity in these organizations is rated by how much the activity satisfies the **chief executive officer/staff**, rather than by how well it conforms to business plans.

**X. Fill in the blanks with appropriate words:**

*non-executive    chief    executive    expenditure*  
*departments    shareholders    successful*

authority staff executive employees

1. At present most firms are divided into three major parts: capital (\_\_\_\_\_), management, labor.
2. The director is in the Board of Directors under the \_\_\_\_\_ of the President of the company.
3. The Board of Directors decides what company policy and \_\_\_\_\_ must be.
4. As for middle managers, they run \_\_\_\_\_ of a firm.

5. The directors who run their firms on day-to-day basis are called \_\_\_\_\_ directors.
6. In modern American English they use also the term inside directors for executive and outside directors for \_\_\_\_\_ ones.
7. The style of the \_\_\_\_\_ is the model for other managers.
8. \_\_\_\_\_ in these organizations should not get out of the limits of their roles.
9. The main concern in these organizations is with \_\_\_\_\_ fulfillment of their projects.
10. Effectiveness of any activity in these organizations is rated by how much the activity satisfies the \_\_\_\_\_, rather than by how well it conforms to business plans.

### **XI. Put the words in the correct order to make sentences.**

1. different/ hold/ employees/ a company/ its/ positions / people/ in/
2. and/ company/ decides/ Directors/ what/ policy/ must/ of/ be/ Board/ the/ expenditure/
3. executive/ between/ chief/ the/ officer/ of/ Directors/ and/ management/ the/ is/ Board/ link/ senior/ the/
4. area/ senior/ of/ they/ management/ for/ their/ work/ account/ done/ to/
5. non-executive/ there/ a/ between/ executive/ and/ one/ is/ difference/ director/
6. of/ non-executive/ sit/ the/ do/ directly/ those/ on/ the/ Directors/ and/ not/ run/ firm/ called/ directors/ who/ Board/ are/
7. in/ firms/ have/ main/ cultures/ distinctions/ organization/ different/ four/
8. competitive/ relations/ these/ cultures/ and/ highly/ self-development/ the/ basis/ in/ self-reliant/ provides/ of/
9. are/ cultures/ and/ aggression/ not/ these/ individualism/ valued/ in/
10. these/ and/ valued/ independence/ also/ experiment/ are/ organizations/ creativity/ in/

### **SELF-STUDY**

#### **I. Open the brackets and choose the necessary word:**

1. We work eight (o'clock, hours) a day.
2. They finish the work at four (o'clock, hours) on Friday.
3. This contract is (very, very much) profitable.
4. You've read this text (well, good).
5. It is a very (well, good) bank.
6. Have they got (much, many) claretmoney for the project?

#### **II. Insert prepositions where necessary:**

1. Planning \_\_\_\_\_ any organization occurs \_\_\_\_\_ different ways and \_\_\_\_\_ all levels.
2. The role \_\_\_\_\_ advertising is to inform potential users that the product or service is available and to persuade people to try it \_\_\_\_\_ pointing \_\_\_\_\_ the benefits it offers.
3. You use some products \_\_\_\_\_ paying the full price \_\_\_\_\_ them.
4. Services are used \_\_\_\_\_ the time they are provided.
5. The tactical plans fit \_\_\_\_\_ the strategic plans and are necessary to implement the strategic plans.

#### **III. Make up sentences corresponding to the Ukrainian ones using the words given in brackets:**

1. Менеджери встановлюють цілі та вирішують, як їх організація може досягти їх. (how, decide, their, can, managers, set, and, organization, achieve, objectives, them by)
2. Менеджери вищої ланки призначаються на посаду та звільняються радою директорів компанії. (appointed, company's, managers, and, dismissed, a, are, Board of)

Directors, by, top)

3. Адміністратори IBM не створюють продукти та не пишуть програмне забезпечення. (software, and, IBM, don't, products, write, executives, design).

**IV. Find the sentences in which "if" is translated as «якщо» and then — as particle «чи»:**

1. If you find the price that is "right" for the target market, your product or service will have a better chance to be profitable. 2. It's very interesting to know if they have signed the contract with this company today. 3. If customer care is so important, why do so many businesses not pay enough attention to it? 4. They will investigate this case again if the results of the experiment are not satisfactory. 5. If an economic theory has been accepted as valid, we can use it.

**V. Read the text and translate it using the dictionary.**

**THE FUNCTIONS OF AN EXECUTIVE IN BUSINESS**

The top officers in many companies are called administrators, executives or managers. These words are interchangeable and they really are not different in many companies. The next highest groups are the vice presidents, the heads of major departments and branch plant managers. The group below consists of managers. They are general managers and foremen. So every organization has a number of positions and some people have more authority than others. It would be interesting to know about the functions of an executive. He makes a lot of important decisions. He sets objectives, coordinates work, delegate authority, makes hiring, firing, evaluating and just general leading. It is evident that making careful decision in business is the basis of good management. One more important function of an executive is to hire a good employee. An executive as an employer has several options to consider when he wants to hire a new employee. First of all, he may look within his own company. But if he cannot find anybody suitable for the position he will have to look outside the company. If there is a personnel office in the company, he can ask them to help him to find a qualified applicant. The employer can also use another valuable sources, for example, employment agencies, consulting firms, placement offices and professional societies. He can advertise in a newspaper or in a magazine and request candidates send in resumes. The employer has two sets of qualifications to consider if he wants to choose from among the applicants. He must consider both professional qualifications and personal characteristics. A candidate's education, experience and skills are included in his professional qualifications. So an executive ought to be competent, creative, enthusiastic and punctual to keep his company in success.

**VI. State which of the sentences are true and which are false:**

1. The top officers in many companies are called administrators, executives or managers.
2. A foreman sets objectives, coordinates work, delegate authority, makes hiring, firing, evaluating and just general leading.
3. It is evident that making careful decision in business is the basis of good management.
4. One more important function of an executive is to hire good general managers.
5. The employee can also use another valuable sources, for example, employment

agencies, consulting firms, placement offices and professional societies.

**VII. Choose the correct variant a, b, c or d to fill in the gaps:**

1. So every organization has a number of \_\_\_\_\_ and some people have more authority than others.  
a) duties b) functions c) positions d) requirements
2. It would be interesting to know about the \_\_\_\_\_ of an executive.  
a) responsibilities b) qualifications c) qualities d) functions
3. One more important function of an executive is to hire a good \_\_\_\_\_.  
a) subordinate b) employee c) candidate d) worker
4. An \_\_\_\_\_ as an employer has several options to consider when he wants to hire a new employee.  
a) director b) foreman c) executive d) vice president
5. The employer has two sets of qualifications to consider if he wants to choose from among the \_\_\_\_\_.  
a) applicants b) candidates c) professionals d) experts

**VIII. Translate the following sentences into English:**

1. Правильне здійснення функції контролю вимагає дотримання єдності трьох його стадій: встановлення фактів, їх критична оцінка, пропозиція заходів щодо впливу на керований об'єкт у потрібному напрямі.
2. Менеджери сфери готельно-ресторанного бізнесу досить часто повинні давати особисту оцінку отриманій інформації, інтерпретувати важливість отриманої інформації й встановлювати кореляцію щодо запланованих і фактично досягнутих результатів.
3. У зв'язку з виникненням у сфері готельно-ресторанного бізнесу України нових форм власності в процесі контролю використовуються такі показники, що характеризують розвиток підприємств і перспективи розширення їх діяльності.
4. Сферою функції контролю у менеджменті є насамперед бізнесова діяльність та різні форми підприємництва: виробнича (поширюється в основному на виробництво й споживання продукції та послуг), комерційна (обмін, розподіл, реалізація), фінансова (обмін вартості, діяльність на фондових біржах, у комерційних банках).



## THEME 8. BUSINESS STRUCTURE, STAFF OF THE ENTERPRISE

**Task 1. What is the structure of a modern business?**

**What positions are necessary at a developing enterprise?**

**Every successful businessman knows it. What do you know about it?**

**Task 2. Learn the following words and phrases:**

joint venture    спільне підприємство

run a company    керувати компанією

be in charge of    бути відповідальним за

supervise    спостерігати, бути головою, керувати

maintain relations    підтримувати стосунки

compete    конкурувати

competitor    конкурент

competitive    конкурентоспроможний

negotiate    вести переговори

Chief Executive    керівник

Board of Directors    рада директорів, правління

Chairman of the Board of Directors    голова ради директорів

Vice-President    віце-президент

Supervisor    інспектор, керівник

Sales Representative    представник з реалізації

Chief Accountant    головний бухгалтер

Business Information Analyst    аналітик бізнес-інформації

Public Relations Specialist    спеціаліст по зв'язках з громадськістю

Network Administrator    адміністратор комп'ютерної мережі

Finance Department    фінансовий відділ

Sales Department    відділ торгівлі і реалізації

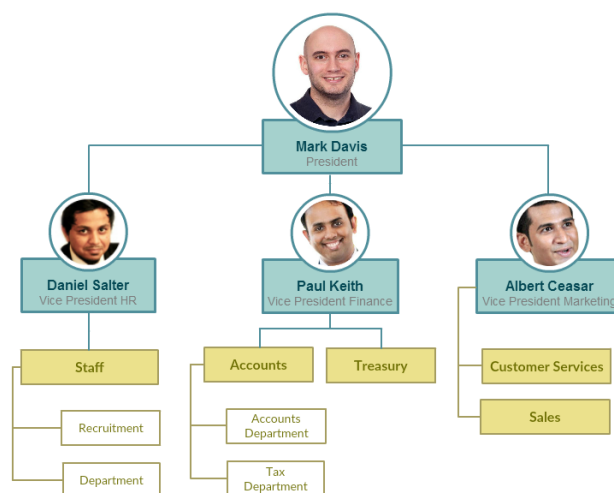
Marketing Department    відділ маркетингу

Research and Development Department    відділ фінансового прогнозування та розвитку

Personnel Department    відділ кадрів

Tax Department    податковий відділ

Logistics Department    транспортний відділ



**Task 3. Translate the words and phrases into Ukrainian:**

Chief Accountant, Personal Assistant, be in charge of, Finance Department, Sales Representative, Board of Directors, Vice-President, Public Relations Specialist, Tax Department, Vice-Chairman, run a company, Logistics Department, competitor

Merchandise, Business Information Analyst, Network Administrator, joint venture, Supervisor, negotiate, Research and Development Department, Board of Directors, competitive, maintain relations, supervise.

***Task 4. Translate the words and phrases into English:***

Керівник, представник з реалізації, рада директорів, агент з нерухомості, заступник голови, голова ради директорів, аналітик бізнес-інформації, спеціаліст по зв'язках з громадськістю, інспектор, конкурент, бути відповідальним за щось, конкурентоспроможний, головний бухгалтер, спеціаліст з податків, відділ фінансового прогнозування та розвитку, особистий помічник, податковий відділ, відділ кадрів, відділ торгівлі і реалізації, віце-президент, вести переговори, підтримувати стосунки, керувати компанією, адміністратор комп'ютерної мережі, спільне підприємство.

***Task 5. Compound the sentences with the words and word combinations:***

Report to, be in charge of, execute, forecast, regarding, satisfy (needs, requirements), compete, negotiate, conduct negotiations, ensure, insurance.

***Task 6. Read the notes and make a scheme of business structure.***

**Business Structure**

Each company, firm, joint venture, stock-holding company, concern, bank, fund has its own complicated business structure and the staff which is necessary for the work. But still there are some general principles how to organize the work at the enterprise.

The Managing Director or the Chief Executive or President is the head of the company. The company is usually run by a Board of Directors — each Director is in charge of a department. The Chairman of the Boards is in overall control and may not be the head of any one department.

Vice-President or Vice-Chairman is at the head of the company if the President or the Chairman is absent or ill.

Most companies have Finance, Sales, Marketing, Production, Research and Development, Personnel, Tax, Logistics Departments. These are the most common departments, but some companies have others as well.

Most departments have a Manager, who is in charge of its day-to-day running, and who reports to the Director. The Director is responsible for strategic planning and for making decisions. Various personnel in each Department report to the Manager.

***General Manager*** — Supervises and leads the company's employees. Maintains relations with customers, executes sales contracts and provides problem analysis and resolutions.

***Sales Manager*** — Manages the sales staff of a company, supervises sales activity including a staff of sales representatives, plans and achieves target sales revenues and maintains a positive relationship between the company and its clients.

***Finance and Administration Manager*** - Must have strong accounting experience including maintenance of Internal Controls, costing, budgeting, forecasting and the development of Management Information Systems.

**Marketing Manager** — Manages marketing department. Plans, directs and executes all marketing and related activities. Initiates and/or implements advertising strategy and promotional programs. **Training Manager** — Organizes and supervises trainers, develops and implements training courses for distributors, directors, staff, etc. Learns the existing training practice in other countries with the aim to extract, develop and implement the best ideas in Ukraine.

**Forecast, Supply and Transport Supervisor** — Makes monthly forecasts of all products.

Provides logistics, works with suppliers concerning shipments of product to Ukraine. Arranges shipments to Service Centers in Ukraine.

**Treasury, Budget Specialist** — Realizes treasury and cash flow management. Prepares, reviews and monitors reports on all capital expenditure projects. Provides budget cycle and management reporting. Ensures the company's costing system.

**Sales Representative** — Realizes coordination of commercial activities. Conducts negotiations with customers. Is responsible on and controls the selling activities in the frame of the regional strategy. Frequently travels to customers.

**Task 7. Answer the following questions:**

1. Who is the head of the company?
2. Who is the company run by?
3. Who is at the head of the company if the President or the Chairman is absent or ill?
4. What are the departments of the most companies?
5. What is the director responsible for?
6. What are the duties of a manager?
7. Who conducts negotiations with customers?
8. Who plans, directs and executes all marketing and related activities?

**Task 8. Translate the sentences into Ukrainian:**

- 1) Our company is a big enterprise with complicated structure.
- 2) The Managing Director runs this firm successfully.
- 3) The Board of Directors at the bank consists of 17 persons.
- 4) Mr. Williams, the Chairman of the Board of Directors, is in overall control of our bank.
- 5) Have you met Mrs. Fox, the Vice-President of the joint venture?
- 6) There are 8 departments at our stock-holding company. The biggest is Sales Department.
- 7) He has a great experience in developing food products that's why he's the head of the Research and Development Department, and also one of the creators of our branded products.
- 8) Who leads your company and supervises everyday activities?
- 9) She is the Manager of Logistics Department, don't you know?
- 10) Will your company participate in the next fair and maintain relations with your old partners?

**Task 9. What would you say if you took part in this dialogue? Dramatize it:**

A.: I don't know personally the Managing Director of your company, but I've heard that

he is a perfect specialist with big experience. Can you tell me what his responsibilities include now?

B.: I'm pleased to help you understand .....

A.: I can understand why you have so many departments: Finance, Sales, Marketing, Production, Research and Development, Personnel. But who leads their work in the company?

B.: It's very simple.....

A.: You are a Sales Manager at this firm. I see that every day you work since morning till night, you travel frequently to the customers. What duties do you have at the firm? Who is your chief?

B.: I agree with you, it's a hard work but very interesting...

A.: Why do you have such a big Finance Department at your company? I counted 12 people there. I know who is the Chief Accountant and what are his responsibilities. But I see you have also the Cash Accountant, the Treasurer, the Statutory Accountant, etc. What do all the people do there?

B.: You are quite right but don't forget that.....

***Task 10. Act as an interpreter at a big enterprise. The Managing Director has a meeting with a new partner and wants him to get acquainted with the structure of the enterprise, and staff responsibilities:***

A: Добрий день. Радий зустрічі з Вами. Я директор цього підприємства. Ми чули багато схвальних відгуків про Вашу фірму як постачальника найновітніших комп'ютерних технологій.

Interpreter:.....

A: Сподіваємось, що після знайомства з нашим підприємством та його працівниками у Вас складеться вірне уявлення про стиль нашої роботи. Це буде підготовкою до підписання майбутніх контрактів та успішного співробітництва.

Interpreter:.....

B: Good morning. Nice to meet you, I'm a Sales Manager at "Apple Computers, Inc." It's a well-known English computer company with clients all over the world and good reputation as a reliable partner. Thank you for warm reception and the possibility to get general information about your enterprise and staff. It will be very useful for me.

Interpreter:.....

A: На нашому підприємстві працює 500 робітників. Керує його діяльністю правління, що складається з одинадцяти осіб на чолі з головою. На нашому підприємстві існує десять відділів, серед них: виробничий відділ, відділ реалізації, фінансовий відділ, відділ фінансового прогнозування та розвитку, відділ кадрів, транспортний відділ, відділ маркетингу, юридичний відділ.

Interpreter:.....

B: I see that you have a sufficient staff to work successfully at the computer market. As we are dealing with computer technologies to achieve best results it's necessary to organize the work of Finance, Sales, Research and Development Departments at the high level. Could you dwell on some details of the work of these Departments at your enterprise?

Interpreter:.....

A:

Наш фінансовий відділ займається всіма питаннями фінансового забезпечення роботи підприємства. До його складу входять: головний бухгалтер, касир, спеціаліст з фінансового прогнозування та розвитку роботи підприємства.

Interpreter:.....

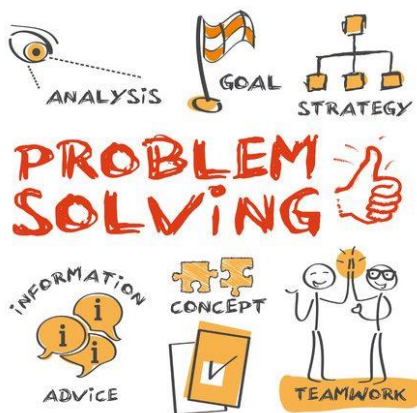
B: As I know you have excellent specialists in this sphere. They are experienced and skillful persons in the questions of finance and tax legislation.

Interpreter:.....

## SELF-STUDY

**Task 1. The successful business is not only the structure of the company, but first of all, relations inside the company, company's spirit, excellent team work. How to achieve it? What to do first? What are the keys to successful problem solving?**

### What are the keys to successful problem solving?



1. Use employees' suggestions. You may well believe you have a better one but keep your goal in mind. You want to encourage risk taking as well as solving problems. The path employees choose to reach the goal may be different from the one you would select however, if their method solves the problem, let them try in their way. Work together to foresee the possible results if the plan is put into action. Share some standards for what you consider a good plan.

2. Insist that employees contribute their suggestions.

If your employees respond with shuffling feet, averted eyes and a mumbled "I don't know", let them know that you really want their help. Make them believe this is the case by not answering your own question, even if the silence gets uncomfortable.

3. Agree on the plan. Ask your employees what they will do that will be different next time. When employees make choices, they select the option they see as the best at the time. Your job as coach is to help them see other alternatives.

4. Follow up the results. After employees have had time to put a solution in place, follow up to see how it's going. You want to follow up to make sure things are going the way you want them to go. If they are not, you need further problem solving. By noticing that the problem has been resolved through employees' efforts, you help them keep that change in place. Notice and say something to the effect of. "I see you are working on changing — I appreciate the effort. Keep up the good work."

Change doesn't happen in quantum leaps. It stalls small and grows as employees get used to operating differently. Help them make the complete change by recognizing their efforts along the way.

**Task 2. Translate the sentences into Ukrainian:**

1) What's your attitude towards the employees' suggestions concerning this problem?

2) She has been keeping it in her mind all the time.

- 3) The manager has encouraged us today.
- 4) His shuffling feet and averted eyes showed that something was wrong.
- 5) Did you make a choice yesterday?
- 6) He followed up the results achieved by us.
- 7) Why did he change his behaviour towards you?
- 8) The manager appreciated the employees' efforts.
- 9) The productivity was increased due to the efforts of our manufacturing team.
- 10) It's a temporary merger to realize the new project.

***Task 3. Translate the following sentences into English:***

1. Концепція ситуативного керівництва використовується у багатьох країнах та організаціях.
2. Для того, щоб досягнути найкращих результатів дана програма забезпечує керівників практичними порадами.
3. Продуктивність зросла завдяки спільним зусиллям працівників спільного підприємства.
4. Наша фірма відома в усіх країнах світу завдяки високій якості товарів та хорошій репутації.
5. Дана компанія співробітничає майже з усіма фірмами нашої області.
6. Він був незадоволений ставленням керівника.
7. У поточному році нашою фірмою було зменшено відвантаження товарів.
8. Гнучкість, взаємини, відповідальність – це фактори, які впливають на роботу у колективі.
9. Я помітив незадоволення покупця нашим обслуговуванням.
10. Тимчасове злиття компаній допоможе нам здійснити новий проект.
11. Які умови є необхідними для створення успішної роботи персоналу?

***Task 4. Discuss the following topics in groups:***

- 1) How would you organize the work of the enterprise if you were the Managing Director?
- 2) What departments are necessary at every enterprise?
- 3) What responsibilities and duties are essential for the staff of each department?
- 4) Give an example of the successful business. Try to analyse its structure and staff.
- 5) What does "a successful business" mean to you?
- 6) What role does the Manager play in everyday life of a company?
- 7) What strategies in managing employees would you choose if you were the Managing Director of a company?
- 8) Is it important to have followers or to work in a well-organized team to solve different tasks? Why do you think so? Give your arguments.



## THEME 9. BUSINESS MEETING

### Task 1. Learn the following words and word combinations:

agenda -порядок денний  
apology -вибачення  
assume (that)- виходити (з того, що)  
consultancy -консалтингова компанія  
controversial -спірний, неоднозначний  
clear -очевидний  
facilitator -ведучий наради  
follow sth. up -виконувати подальші дії  
heading -заголовок  
item -пункт порядку денного  
participant -учасник  
previous -попередній  
purchase -купувати  
time limit -обмеження у часі  
state -визначати, стверджувати  
put pressure on -тиснути  
in advance -заздалегідь  
memo -меморандум, директива  
AOB (any other business) -різне  
brainstorming -мозкова атака  
minutes -протокол  
board room-зал засідань ради директорів  
overview -огляд  
voting -голосування  
chairperson -голова  
decision-making- прийняття рішення



### Task 2. Fill in the words from the active vocabulary:

1. This issue was discussed at the ... meeting.
2. He ... that the project would be completed on time.
3. Let's move to the last item on the ... .
4. Details of the meeting were circulated well ... .
5. He did not ... .. on her to take the job.
6. Mention your sources at the end, under the ... «Bibliography».
7. She ... shares in the company.
8. The prescribed ... must be strictly complied with.

### Task 3. Match the definitions to each of word from the right-hand column:

- 1) to state    a) a statement that tells someone that you are sorry for doing sth. wrong or causing a problem;
- 2) pressure    b) a company with expert knowledge about a particular subject that provides professional help and advice to other companies;
- 3) apology    c) to express sth. in speech or writing, especially in a definite or formal way;)
- 4) agenda    d) the largest or smallest amount;
- 5) participant    e) obvious and impossible to doubt;
- 6) limit    f) someone who takes part in sth.;
- 7) consultancy    g) attempts to persuade, threaten or force someone to do sth.;
- 8) clear    h) a list of things that people will discuss at a meeting.

**Task 4. Give the words which correspond to the definitions:**

1. Notes explaining what were discussed in a meeting.
2. The person who leads the discussion in a meeting.
3. A process which sometimes takes a long time in meetings.
4. A note which is distributed in a company to remind staff of something.
5. A method of decision-making used in some meetings.
6. The process of collecting ideas at the start of a meeting.
7. A room where important meetings are held in a company.
8. An abbreviation for the topics which are discussed at the end of a meeting.
9. A brief introduction which is given at the beginning of a meeting.

**Task 5. Read and translate the text:**

Organizing an effective agenda

The agenda is a key tool for successful meetings. It is especially important when the participants come from different cultural and linguistic backgrounds, because it helps prevent misunderstandings. A good agenda, sent out before the meeting, allows participants to prepare themselves properly. And during the meeting, it is the main tool to help the facilitator keep control of the meeting process.

Here are six tips on what to think about when you are preparing the agenda for your international meeting.

List the names of those expected to attend. Include apologies for absences if already known in advance. It is important for everyone to know who will be there. People can then contact each other before the meeting.

Have a heading called "Action points" to follow up decisions made in any previous meeting. It is important in regular meetings to make sure that all actions agreed upon are carried out. It also puts some pressure on participants to actually do what they said they would do.

Make it crystal clear what each heading on the agenda means. Sometimes we assume that the participants know the background to everything, but this may not be the case. When you write "New software", is it clear that you want to discuss buying new software for sales support, for example? Or might some participants think you are looking at other software recently bought by your team? Perhaps the heading should read: "Proposal to purchase new software for sales support". This is longer, but now people know what to



prepare for.

After the heading, it is good practice to state who is responsible for introducing it, and to say what type of item it is (information, a decision, brainstorming, a report, etc.). For example: "3. Proposal to purchase new software for sales support. Responsible: Klaus Jensen (Decision)".

Set a time limit for the discussion to help focus people's minds: «3. Proposal to purchase new software for sales support. Responsible: Klaus Jensen (Decision / 30 minutes)».

Think carefully about the order of the items on the agenda. Often you will need to get a decision on one item before you can discuss another. Then it would be silly to put them in the wrong order. But there are other considerations besides these practical, logical ones. You could order the items like this:

- Let people warm up their language skills in international meetings by starting with the easy but urgent items. This creates an atmosphere of agreement.
- Then go on to the more difficult, urgent items.
  - Now have a couple of easy items again to bring back the atmosphere of agreement.
- Next, deal with the really difficult, controversial items.
- End with one or two easy items on which you know there will be agreement, so you can finish on a positive note.

Remember, the agenda is not simply a list of items to be discussed at the meeting. It is a cross-cultural tool to help you make sure that your international meetings work even more effectively.

*(from Business Spotlight)*

**Task 6. Answer the questions to the text:**

- 1) When is agenda especially important? Why?
- 2) Who keeps control of the meeting process?
- 3) Why is it important for the participants to know who will be at the meeting?
- 4) Do the participants always know the background to each heading?
- 5) What should be stated after the heading?
- 6) What is a time limit set for?
- 7) What should be the order of the items on the agenda?

**Task 7. Translate the following sentences into English:**

1. Під час наради один учасник може виконувати декілька функцій.
2. Тривалість наради залежить від цілей та порядку денного.
3. У ведучого наради окрім власної ролі є ще й додаткові функції: спостерігати, захищати свою точку зору, будувати консенсус, здійснювати підтримку та розряджати ситуацію.
4. Готуючись до проведення наради обов'язково слід підготувати заздалегідь порядок денний.
5. Наряду без порядку денного можна порівняти з пошуковою експедицією без карти.
6. Якщо ви хочете збільшити ліміт часу для прийняття рішення, ви повинні отримати згоду групи.
7. Порядок денний – це не лише список пунктів, які мають обговорюватися на

нараді.

**Task 8. Complete the short text below, using the following words:**

voting, chairperson, brainstorming, board room, decision-making, overview, memo, agenda, minutes, AOB

The (1)..... is an essential part of any meeting. Usually a (2)..... is sent around prior to the meeting, informing them of the date, time and location of the meeting. Important meetings may be held in the (3)..... During the meeting the (4)..... leads the discussion, which often kicks off with an (5)..... of the situation to be discussed or a short (6)..... session, to collect ideas from the team. The most difficult aspect of any meeting is the (7)..... process, which can sometimes take a long time. Sometimes key decisions are made by taking a (8) ..... During the meeting, notes, called the (9)..... are taken of the key points in order to keep a record of the issues which were discussed. Finally, some general topics are discussed and this part of a meeting is referred to as (10)..... .

**Task 9. Read tips (1 – 8) and match them to the headings:**

- A. Encourage everyone present to speak
- B. Publish an orderly agenda at least a week before the meeting
- C. Announce meetings well in advance of the date
- D. Promote meeting information via different media
- E. Attach pertinent documents, handouts, or support information to the agenda
- F. Keep files for copies of the agendas and minutes
- G. Start and end at odd hours
- H. Arrange for someone to take minutes

Research suggests that up to half of all business meetings result in minimal productivity and are considered by participants to be of little value. Here are a few tips that can help.

1. \_\_\_\_\_  
Two weeks' notice may give participants enough time to work the meeting into a busy schedule.

2. \_\_\_\_\_  
For example, send an interoffice memorandum to each participant, followed by email reminders a few days before the date. Larger organizations occasionally have an administrative assistant telephone each member with a reminder.

3. \_\_\_\_\_  
Instead of beginning the meeting at 1:30 p.m., for example, publish the time as 1:35 p.m., which is bound to get people's attention and make them more aware of the clock.

4. \_\_\_\_\_  
List items to be covered in priority order, along with extra or discretionary items if time permits. You also may want to list desirable objectives for the meeting so comers understand in advance what you hope to accomplish and how they should prepare to participate.

5. \_\_\_\_\_  
This provides comers an opportunity for reviewing key facts in anticipation of discussion during the meeting.
6. \_\_\_\_\_  
In some cases the chair will do this. At other times members may delegate the task. Distribute minutes well in advance of the next meeting for revision.
7. \_\_\_\_\_  
Shy people can share opinions by mailing list if they prefer, but all should have a voice in the proceedings.
8. \_\_\_\_\_  
These can be passed along to new or replacement members in the future.

**Task 10. Match the pictures to meeting rooms:**

- 1) theater style meeting room;
- 2) boardroom style meeting room;
- 3) banqueting room;
- 4) classroom style meeting room.

**Task 11. The following is the opening of a meeting between the managers of different departments in a large company. Many of them have not met each other before, so the atmosphere is polite but informal. Complete the following using the following phrases:**

Would you like to start;  
I'd like to hear what you all think;  
let's begin; the purpose of this meeting;  
start by welcoming you all;  
As you'll see from the agenda;  
I would like to finish by.

Right, it everyone is here ..... I'd like to ..... to this first meeting of the Bay Project Management Group.

As you all know, ..... is to discuss the initial feasibility report which was completed last week. At the end of the meeting we should have a clear idea of how to proceed, but ..... before we make any decisions. ...., there are four items for us to discuss. In terms of timing, I know you are all busy with other projects, too, so ..... by 3.30. OK, the first item on the agenda is an overview of the project plan.  
«Alain, .....»

**Task 12. Imagine you are managers in a new hotel and you have to decide how to promote it before a holiday season. Plan and role-play your business meeting.**

**SELF-STUDY**

**PRESENTATIONS**

**Task 1. Learn the following words and phrases:**

venue -місце (проведення конференції, презентації)

objective- ціль, мета

feedback -відгук

AV (audiovisual) aids -аудіовізуальні засоби

flip chart фліп-чарт (лекційний плакат)

whiteboard -дошка

appropriate -відповідний, належний а

audience -аудиторія

informative -інформативний

structure -структура

fail -провалити

get one's point across -розм. донести свою думку

speech -промова

keep sb's attention -тримати увагу

recite -декламувати

handout(s) -роздавальний матеріал

signpost phrase —вказівні слова

summarize -узагальнювати

conclude -закінчувати

convince -переконувати

**Task 2. Fill the gaps in the sentences with words and phrases from active vocabulary:**

1. I felt really nervous, because there were over a hundred people in the ... .
2. At the start of your presentation, explain your ... , so people know why you are talking to them.
3. Using ... will make your presentation more interesting and animated.
4. At our English classes we use not only books, the teacher also brings a lot of his own ... .
5. While making his presentation the manager drew some charts and figures on the ... with a marker.
6. Knowing your audience will help you choose material that is ... for their interests.
7. They ... their business project, because they didn't pay attention to changes on the market.
8. If you want to know if your presentation was interesting, ask the audience for their ... .

**Task 3. Match the words to their definitions:**

- 1) flip chart a) reaction of people on the quality of a presentation;
- 2) whiteboard b) a person who delivers a presentation;
- 3) presenter c) a device that shows an enlarged image onto a wall above and 36 behind the person who uses it;
- 4) audience d) a white surface that is used for writing on it during classes, presentations etc.;
- 5) feedback e) paper materials that contain important points of a presentation or lesson materials and are given to the audience or students;

- 6) AV aids f) a place where organized meetings e.g. conferences and presentations are held;  
 7) projector g) a big pad that has many sheets of paper and is attached to a stand. It is used to present reports, data, etc.;  
 8) venue h) devices that help visualize verbal information;  
 9) handout(s) i) a group of listeners or spectators at a public event;

**Task 4. Before reading the text discuss the following questions:**

1. Do you have experience of speaking in front of a large group of people? How did you feel?
2. What is a presentation? Why do people make presentations? List some reasons.

**Presentations**

A presentation is a formal talk to one or more people that «presents» ideas or information in a clear, structured way. People are sometimes afraid of speaking in public, but if you follow a few simple rules, giving a presentation is actually very easy.

First of all it's important to know your audience: who are these people, how many, and what they already know. The venue is not less important. If possible, visit it before your presentation to find out where the audience will sit and where you will stand.

While preparing your presentation, make sure your objectives are clear. A well-organized presentation is easier to understand. Give it a beginning, middle and an end. Make notes of the most important points and number them. This structure will help your audience to follow what you are saying. It is important to speak to your audience and not to read. Otherwise they will fall asleep. If you are a beginner in giving presentations and want to see how well you have prepared, practice giving your talk out loud and check how much time it takes. Ask a friend to listen and give you feedback.

Nowadays a good presentation is almost impossible without different kinds of AV (audiovisual) aids. You can use a simple flip chart and whiteboard for spontaneous writing or show prepared slides on an overhead projector. Computer software, like Microsoft PowerPoint can make your presentation look professional. Choose AV aids that are appropriate for your audience. And make sure you know how they work!

Unfortunately many people think that once they've organized all the information they need for a presentation, their work is over. In reality preparing is only half the work. The real work is holding people's interest long enough to deliver your message to them.

You can write the greatest speech in history but if you can't keep your audience's attention, you are likely to fail. You can greatly improve your presentations with your body language. Are you standing in the same spot for the entire presentation? Is your voice flat and uninteresting? Or maybe you aren't using any hand gestures to get your point across. All of these things can make a presentation a little boring.

One of the keys to keeping your audience interested is making eye contact with your entire audience, not just one or two people. This draws the audience into your presentation and allows you to make an interpersonal connection with them. Remember to move around! You don't have to do zigzags movements from one area of the room to another periodically. You might also try moving forward so you're closer to your audience instead of hiding out behind your podium.

Don't speak in a monotone voice as if you're reciting your speech word for word. You

have to be enthusiastic and animated. The best speakers make you feel as if they're having a normal conversation – not reciting a memorized speech. So before you hold a speech, relax and think of do's and don'ts concerning your presentation.

**Task 5. Make a list of DO'S and DON'TS for making a good presentation. Add your own ideas. Comment on them:**

DO's DON'Ts

**Task 6. Match words to make word combinations. Make up your own sentences using them:**

A	B
1. eye	a. gestures
2. important	b. periodically
3. hand	c. attention
4. well-organized	d. contact
5. fall	e. point(s)
6. move	f. presentation
7. keep	g. asleep

**Task 7. Look at Appendix A “Preparing for a Presentation” and do the suggested exercise.**

**Task 8. Sell your business idea:**

You want to give a presentation to potential investors who might put up the venture capital for your new business. You need to convince them that your business will be a good investment.

Use the information below, but feel free to add or remove any information you'd like. Address the following points:

- Thoroughly describe your business. What will you sell? Who is your target group? Where will your premises be? How many employees will you hire? etc.
- Explain why you will be successful. Is there a market niche for your product? How will you reach your target group? Why is your business the best idea since sliced bread? What experience do you have in this field?
- Outline your future start-up costs (equipment, materials, employees' salaries, advertising, etc.) Give a total.
- Outline your anticipated earnings.

Give your potential lenders a detailed repayment plan. 39 Give your presentation a clear structure and attractive visuals. Make sure to use active, dynamic language and rhetorical style. You are selling your idea, so be persuasive!!!

## THEME 10. CONFERENCE

### **Task 1. Learn the following words and phrases:**

under the auspices of -присприянні;  
запідтримки

invite -запрошувати

invitation -запрошення

(to - на) take part in -брати участь у

take place -проходити, відбуватись

represent different fields -представляти

різноманітні галузі session- засідання

honour- удостоювати

noted -відомий

congress venue- місце проведення конгресу

convenient facilities -зручні засоби обслуговування (зручності)

organizing committee- організаційний комітет

chair -голова

deputy chairs -заступники голови

scientific committee -науковий комітет

executive -виконавчий

Secretary – General -генеральний секретар

call for papers -вимоги щодо подання наукових статей

submission -представлення подання, передача на розгляд статей)

provide -подавати

abstract -резюме, короткий огляд

deadline -крайній термін

acceptance notice -повідомлення про прийом/прийняття статті



### **Task 2. Translate the words and word-combinations from Ukrainian into English:**

при сприянні (за підтримки), запрошувати, брати участь у чомусь; запрошення на; відбуватись; всесвітньо визначні вчені; представляти різноманітні галузі психології; засідання; взаємний; удостоювати; відомий; місце проведення конгресу; зручні засоби обслуговування, радо приймати; щиро Ваш; організаційний комітет; голова організаційного комітету; науковий комітет; виконавчий комітет; генеральний секретар; заступник генерального секретаря; вимоги щодо подання наукових статей; резюме (короткий огляд); крайній термін; повідомлення про прийняття статті; подавати на розгляд.

### **Task 3. Translate the following lexical units from English into Ukrainian:**

submission; a call for; deputy; the chair of the organizing committee; invite sb to do sth; under the auspices of sb/sth; session; psychology; deadline; interaction; abstract; expected attendance; welcome; sincerely yours; convenient facilities; congress venue; deputy chairs; scientific committee; Secretary General; Deputy Secretary General; executive committee; a call for papers; state paper; affiliation; acceptance notice; invitation; to take place; internationally renowned scientists; to take part in; interactive;

*the 28th International Congress of Psychology; it gives me great pleasure to invite you; a large number of thematic oral sessions*

**Task 4. Match a line in A with a line in B:**

**A**

**B**

- |                                |   |
|--------------------------------|---|
| 1 under the auspices of sb/sth | b) well-known especially because of some special quality or ability   |
| 2 invite sb to do sth          | c) rooms, equipment or services that are provided for a particular purpose  |
| 3 session                      | d) to be very glad that someone has come  |
| 4 interaction                  | e) in a sincere way   |
| 5 attendance                   | f) a group of people appointed to deal with a particular matter   |
| 6 honour                       | g) someone who is directly below a manager in rank, and who is officially in charge when the manager is not there |
| 7 noted                        | h) (act of) presenting sth for consideration, a decision, etc.  |
| 8 venue                        | i) to ask sb formally to go somewhere or do sth   |
| 9 facilities                   | j) the number of people present   |
| 10 sincerely                   | k) a short written statement of the most important ideas in a article, etc.                                       |
| 11 committee                   | l) mutual influence by two or more persons via communication process  |
| 12 welcome                     | m) request or demand for sth  |
| 13 deputy                      | n) point in time by which sth must be done  |
| 14 a call for                  | o) helped and supported by sb/sth   |
| 15 submission                  | p) position of the person in charge of a meeting, a committee, etc.   |
| 16 abstract                    | q) a place where something such as a congress, or a meeting is arranged   |
| 17 deadline                    | r) 1) to show publicly that someone is respected and admired; 2) to show great respect for sb/sth.                |
| 18 psychology                  | s) a meeting or series of meetings for discussing or deciding sth.  |

**Task 5. Translate the words and word-combinations in a proper tempo:**

*internationally renowned scientists; місцепроведення конгресу психологів; honour; передбачуваність кількості присутніх; interactive; засідання; present different fields; відбуватись; take part in sth; запрошення взяти участь у конгресі психологів в Кумаї; under the auspices of; подавати на розгляд; acceptance notice; deadline; відомості щодо місця роботи та займаної посади; abstract; вимоги щодо наукових статей; Deputy Secretary-General; виконавчий комітет; the chair; scientific committee; заступник голови; sincerely yours; радо приймати; convenient facilities.*

**Task 6. Translate the text from English into Ukrainian:**



## INVITATION FROM THE PRESIDENT

Dear Colleagues and Friends

It gives me great pleasure to invite you to participate in the 28th International Congress of Psychology (ICP2012), which will take place in Beijing August 8-13, 2012. The Congress has invited more than 60 internationally renowned scientists as Keynote Speakers and State of the Art Lecturers representing different fields of psychology and related disciplines. The expected attendance is around 4,500.

Your participation is highly welcomed, either in presenting a paper or by taking part in a poster session or to be present at the Congress. We would be honored by your participation.

China is a fast developing country with both ancient cultural heritages and modern achievements. Beijing is especially noted for its many historical sites such as the Great Wall and Imperial Palace. The Congress venue is the Beijing International Convention Center, surrounded by many good hotels with convenient facilities. We warmly welcome colleagues from all over the world to Beijing for this important event.

Sincerely,

Qicheng Jing

## CALL FOR PAPERS

1. For submission of papers please provide the following information a) Title of presentation (state paper or poster submission) mark Topic Category List number to which your paper belongs b) Author name(s) (first name last name) c) Affiliation(s) d) Address e) An abstract no more than 100 words.

2. The language should be in English.

3. The deadline is Dec 31 2011. The Acceptance Notice will be sent to you by E mail or post 6 weeks after receiving your submission.

4. We can not guarantee your abstract will be included in the Abstract Book if it arrives later than the deadline date. The Abstract Book includes papers in which at least one of the authors will register for the Congress.

## TOURS INFORMATION

Local and Post-Congress Tours will be organized for participants and offering the unique opportunity to enjoy the oriental scenery, culture and ancient civilization in China.

The Local Tours include the Great Wall, Summer Palace, Imperial Palace, and the Temple of Heaven. **Reply Form**

28th International Congress of Psychology

Augusts-13, 2012 Beijing, China

Please type or write in block letters and return the form to our Website (downloadable), or by E-mail, or Fax, before August 1, 2012

Title: Prof. Dr Mr. Mrs. Ms.

Family/Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_

Zip: \_\_\_\_\_

State: \_\_\_\_\_

Country: \_\_\_\_\_

Tel/Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

I am interested in: \_\_\_\_\_

Attending the Congress Presenting a paper entitled: \_\_\_\_\_

Topic Category List No. \_\_\_\_\_

**Please return this form before August 1, 2012**

***Task 7. Do the two-way translation:***

1. Чи отримали Ви запрошення щодо участі у 28-му Міжнародному конгресі психологів?	1. Yes, I have just received it.
2. Коли і де відбудеться ця значна подія?	2. The 28th International Congress of Psychology (ICP 2012) will take place in August, 8-13, 2012, in Beijing, China.
3. При сприянні якої організації буде проведено 28-й Міжнародний конгрес психологів?	3. I'd like to mention that it will be held under the auspices of the International Union of Psychological Science.
4. Хто виступає в якості спонсора цього Конгресу?	4. This congress will be sponsored by the Chinese Psychological Society.
5. Скільки всесвітньо визначних вчених запрошено для участі в всесвітньому конгресі психологів?	5. The Congress has invited more than 60 internationally renowned scientists.
6. Які галузі психології вони будуть представляти?	6. These noted scientists will represent different fields of psychology and related disciplines.
7. Щодо місця проведення міжнародного конгресу психологів, мене цікавить, по-перше, де саме він відбуватиметься, а по-друге, чи є в запрошенні відомості про засоби обслуговування (зручності)?	7. According to the letter of invitation the Congress venue is the Beijing International Convention Center, surrounded by many good hotels with convenient facilities.
8. А чи є у листі-запрошенні інформація щодо культурної програми, що буде проведена у рамках 28-го Міжнародного Конгресу психологів?	8. Oh, yes. Local and Post-Congress Tours will be organized for the participants and offering the unique opportunity to enjoy the oriental scenery, culture and ancient civilization in China.
9. Наприкінці поясні мені, будь	9. For submission of papers, please provide the

ласка, які вимоги висуваються до подання статей на конгрес?	following information: a) title of presentation; mark Topic Category List number to which your paper belongs; b) author's name (s) (first name, last name); c) affiliation/s; d) address: mailing address, E-mail, Fax; e) An abstract no more than 100 words.
10. Робоча мова конгресу – англійська?	10. Yes. The language should be in English.
11. А коли крайній термін подання статей?	11. The deadline is December 31. 2011.

**Task 8. Translate the following Reply Form into English:**

**Заявка (Зразок) на участь у міжнародній науково-практичній конференції  
“Сучасні інформаційні технології та інноваційні методики навчання у  
підготовці фахівців: методологія, теорія, досвід, проблеми”  
(м.Вінниця, 13-15 травня 2012р ):**

Прізвище \_\_\_\_\_

Ім`я \_\_\_\_\_

По-батькові \_\_\_\_\_

Місце роботи \_\_\_\_\_

Науковий ступінь \_\_\_\_\_ Вчене звання \_\_\_\_\_

Організація (установа) \_\_\_\_\_

Посада \_\_\_\_\_

Адреса для листування \_\_\_\_\_

Телефон/факс дом. \_\_\_\_\_ служб. \_\_\_\_\_

E-mail \_\_\_\_\_

Планую (потрібне підкреслити)

Виступити з доповіддю:

на пленарному засіданні (до 20хв)

на секції (до 10хв)

Виступити з інформацією (до 5хв)

Взяти участь як слухач

Тема доповіді або повідомлення: \_\_\_\_\_

Власні методичні розробки для науково-методичної виставки, назва \_\_\_\_\_

Потреба в житлі (так, ні) \_\_\_\_\_

Підпис \_\_\_\_\_

## SELF-STUDY

### CONFERENCES AND MEETINGS



*Read and translate the text. Write a synopsis of the text in five sentences.*

*Organising conferences and meetings.*

Preparations for congresses, conferences and symposia involving wide participation and open discussion, are normally in the hands of an Organising Committee. First an advance notice and invitation is sent to prospective participants including an outline

programme, details of congress fees, transport and accommodation. Those who want to attend a scientific conference or symposium are requested by the Organising Committee to register, usually by filling in an official application form, and if they wish to make contributions, they are also asked to submit their abstracts in one of the international conference languages, English, Russian, French or German. If intending participants wish to put on a demonstration they should notify the organizers of the title, the facilities required and a short description plus one table or figure. If they wish their abstracts to be published they have to send them in by a fixed date.

*Actual conduct of conferences and meetings.* Before a conference or meeting can actually begin a chairman (or chairperson) or a president must be elected, who then officially opens the function. First he (or she) makes the official opening speech.

Then he reads the agenda and explains in outline the work to be done by the session. He recalls the minutes of the last meeting, which he signs as correct if the meeting approves them. If anyone has an objection to the order of business he can put forward a motion to amend it, which has to be voted upon. The agenda is only amended if the motion is carried by a majority.

The programme of a scientific conference or symposium normally follows a set pattern. In the mornings papers are read or lectures delivered by experts. Afternoons are generally for discussions and/or working groups, for which time limits will be set.

Social events such as welcome or farewell parties, theatre performances or concerts are usually held in the evenings. During some conferences, excursions and ladies' programmes are also arranged.

At the conclusion of a scientific, cultural or political conference or meeting the participants may decide to pass a resolution or issue a statement. In this case a motion should be put forward and voted upon.

The final duty of the chairman is to call upon a member to propose a vote of thanks to the organisers, contributors, sponsors and participants as well as to the focal authority for providing hospitality. After the last speech the chairman or president declares the congress, conference or meeting closed.

***Ex. 1. Lexical revision. Commonly misused words. Translate the sentences. Choose the correct usage with the help of a dictionary if necessary.***

1. If we work together, perhaps we can end the war and achieve a truly lasting piece /peace. In time, we will be paying an extremely high price for a *piece* /*peace* of paper.
2. Older children frequently *prosecute* / *persecute* their younger siblings. If you do not return the stolen money, you will be *prosecuted* / *persecuted*.
3. The items written in a young girl's diary are very *personnel* / *personal*. When applying for a job at a large company, you must go to the *personnel* / *personal* office.
4. The meaning is quite *plain* / *plane* and requires no further explanation. The *plain* / *plane* landed smoothly. Please *plain* / *plane* the wood so that I can build a birdhouse from it.
5. Studying computer programming is a *practical* / *practicable* plan in today's job market. Computerizing payroll is a *practical* / *practicable* business decision.
6. A preface always *precedes* / *proceeds* the body of the book. Don't let me interrupt you; *precede* / *proceed* with your work.
7. A school is as good as the teachers and the *principal* / *principle*. The *principal* / *principle* actors in the play remained for a final rehearsal of the second act. The *principal* / *principle* upon which many simple machines are based is frequently the lever.
8. As the campers lay down for the night, *quite* / *quiet* settled over the campsite. That is *quite* / *quiet* a strong accusation.
9. When we *raise* / *rise* the flag of the game, everyone will *raise* / *rise*.
10. The chairman requested committee members to *sit* / *set* down. The artist *sit* / *set* his clay on the workbench and began to create a sculpture.

## THEME 11. BUSINESS COMMUNICATION

**Task 1. Learn the following words and phrases:** envelope -конверт

address -адресувати

intend -мати намір

otherwise -в іншому разі

prompt -спонукати

inquire -з'ясовувати

be unable -бути не в змозі

subsequent -наступний

polite -ввічливий

accept apologies -прийняти вибачення

cause trouble -завдавати клопоту

apologize -вибачатися

take steps -вживати заходів

occur (about the mistake) -траплятися (про помилку)

Yours faithfully -Щиро Ваш

Yours sincerely -Щиро Ваш

owing to -завдяки

unfortunately -на жаль

be delighted -бути у захваті

regret -шкодувати

take into account -брати до уваги



**Task 2. Translate the words and phrases into Ukrainian:** Yours sincerely, accept apologies, occur (about the mistake), cause trouble, prompt, unfortunately, envelope, intend, Yours faithfully, subsequent, otherwise, take steps, polite, regret, be unable be delighted, apologize, address, take into account, owing to.

**Task 3. Translate the words and phrases into English:** Щиро Ваш, наступний, на жаль, конверт, спонукати, вживати заходів, бути у захваті, брати до уваги, вибачатися, завдавати клопоту, з'ясовувати, траплятися (про помилку), шкодувати, бути не в змозі, в іншому разі, прийняти вибачення, ввічливий, адресувати, мати намір, завдяки.

**Task 4. Learn the following tips for the business letter writing:**

The lay-out of the business letter differs in some respects from that of the personal letter. Not only the sender's address is given (as in personal letter) but also the name and address of the person or organization to which the letter is being sent. This is written on the left-hand side of the page against the margin slightly lower than the date (which is on the opposite side). It should be the same as the name and address on the envelope.

A letter written to a man should be addressed to, for example, Mr. D.Smith or to D.Smith (Esquire). A letter to a woman, should be addressed to, for example, Mrs.C.Jones or Miss C.Jones. If you do not know the name of the person for whom your letter is intended you

may address it directly to the company, e.g.:

The Branded Boot Co.Ltd., 5 Rubberheel Road, Wellingborough, Northants, England. Co. and Ltd. are the usual abbreviations for Company and Limited. However it's better to address your letter to some individual — The Managing Director, The Personnel Manager, The Secretary, The Branch Manager, The Export Manager — followed by the name of the company.

If the person you are writing to is known to you, you should begin with, for example, Dear Mr.Thompson, Dear Mrs.Warren, etc. Otherwise you should begin Dear Sir(s), Dear Madam, or Gentlemen: (Am.).Note that Gentlemen is followed by a colon.

The body of the business letter usually includes:

- a) Reference,
- b) Information,
- c) Purpose,
- d) Conclusion.

You should begin your letter with a **reference** to a letter you have received, an advertisement you have seen, or an event which has prompted the writing of your letter. e.g.: *Thank you for your letter of May 3 rd. In your letter of January 13th you inquire about....*

*It was a great pleasure to receive your letter of July 1st that..... I recently called your agent in this country to ask about .... but he was unable to help me.*

It is sometimes necessary to add some detailed **information** related to the reference, in a subsequent paragraph.

**Purpose** is the most important part of the letter, where you are expected to state clearly and concisely what you want and answer carefully and clearly all the questions that you have been asked.

**Conclusion** usually consists of some polite remark to round the letter off.

e.g.: *I look (I am looking) forward to hearing from you soon.*

*I sincerely hope you will be able to help me in this matter.*

*I should greatly appreciate an early reply.*

*Please accept our sincere apologies for the trouble this mistake has caused you.*

*We apologize sincerely for the trouble caused to you, and will take all possible steps to ensure that such a mistake does not occur.*

Then usually follows **the complimentary close**. If you begin your letter with *Dear Sir(s)* or *Dear Madam* you may end it with the words "*Yours faithfully*". If you address a person by name the words "*Yours sincerely*" are preferable. There is a modern tendency however to use "*Yours sincerely*" even to people you have never met.

**The signature:** sign you name clearly, in full, as it should appear on the envelope of the letter addressed to you.

**The connectives** play an outstanding role in writing a business letter. They are used for better comprehension of the contents.

e.g.: *Owing to, Unfortunately, However, We should be delighted, We do hope. It is possible that. We should be pleased, For this reason, We regret about, Taking into account that, Hopefully.*

Summarizing all the above said it should be stressed that any business letter can be written using the following general scheme:

- 1. Heading (writer's address, date of the letter)**
- 2. Inside address (name and address of the person or company receiving the letter)**
- 3. Greeting (Dear Sir:)**
- 4. Body of the letter (reference, information, purpose, conclusion)**
- 5. Closing or complimentary close (saying good-bye)**
- 6. Signature.**

**Task.5. You have found different parts of many letters; choose what phrases you should use: a) at the beginning of a business letter b) in the middle c) at the end. Complete the phrases where it is necessary:** We have pleasure in informing you

Yours sincerely

In reply to your letter dated

We look forward to a visit of the

President

We wish to inform you

Further to our telephone conversation

Yours faithfully

We thank you for your letter dated 23rd March, 2012.

We have to inform you

I'm looking forward to meeting you soon

We enclose with the letter the design documents

Best regards

We highly appreciate the work you have done for us

It allows us to make a decision

Please, contact us as soon as possible

You are kindly requested to study this material and inform us about the decision at your earliest convenience.

I look forward to hearing from you.

We are ready to assist you in this endeavor.

We have attached the payment documents to the letter.

We should like to stipulate the fact that

**Task 6. Join the ideas using the connectives:**

**e.g.** We should be delighted to take a group of your students/ Our company regulations limit maximum numbers of groups to twenty.

We should be delighted to take a group of your students, however (please, take into account that) our company regulations limit maximum number of groups to twenty.

- We should like visiting groups to report to our office on the date of the visit/ Do please contact at the above address at 8 am.
- We have received your message concerning the date of the visit/ Arrange your visit for early 1999.
- Our company makes a small visiting charge/This includes the price of lunch.
- Our company reserves the right to send off the premises any members of the group who misbehave/ It should not happen.



**Task 7. You work at the Organizing Committee of International Finance Conference which will take place in Kyiv, September 25-30, 2009. Write the letters of invitation to the participant of the conference using the model given below:**

**A LETTER OF INVITATION**

United States Department of Commerce  
International Finance Conference  
Washington, DC.,

20658, USA.

June 2nd, 2012

Prof. Petrov,  
FinanceManager,  
ZepterInc , Kyivbranch,  
63, VolodymirskaStr,  
Kyiv  
Ukraine

DearProfessorPetrov. On behalf of the American Finance Society it is an honour for us to welcome you and to be your host in Washington during the International Finance Conference, May 20-27.

It is a pleasure for us not only to invite you to a conference of the highest scientific standard but also to present Washington and, if you wish, other exciting places in the USA.

The scientific planning of the conference has resulted in a most exciting program with more than 40 major and assembly symposia not including the numerous free communication sessions.

I am glad to inform you that your abstract was accepted by our Committee, N 2256 for poster presentation.

We attach with the letter of invitation Reservation and Registration Form. The deadline for its submission: March 15, 2012. If you have any questions or need additional information please contact us without hesitation.

Yours sincerely,  
Jim Smith  
Chairman

**Task 8. Translate the following letter of invitation into English:**

№ 317 від 06 травня 2014 року

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ

Україна, 33000

м.РІВНЕ, вул. Степана Бандери 12.

Тел. (038-2) 76-42-70

Факс (0382)

**ШАНОВНІ КОЛЕГИ!** Щиро запрошуємо Вас взяти участь у Всеукраїнській науково-практичній конференції **"Актуальні проблеми державної регіональної політики в умовах проведення адміністративної реформи в Україні"**, яка відбудеться 16 травня 2021 року у РІВНЕНСЬКОМУ ДЕРЖАВНОМУ ГУМАНІТАРНОМУ УНІВЕРСИТЕТІ. Співорганізаторами проведення конференції виступили:

*Адміністрація Президента України, Верховна Рада України, Кабінет Міністрів України, Головне управління державної служби України, Інститут законодавства Верховної Ради України, Українська Академія державного управління при Президентові України, Рівненська обласна державна адміністрація, Рівненська обласна рада та Рівненська міська рада.*

**Основні тематичні напрямки конференції:**

1. Реформування державного управління.
2. Нова регіональна політика та організація місцевого самоврядування.
3. Структурні зміни в економіці та проблеми соціально-економічного розвитку регіону.
4. Фінансово-бюджетне забезпечення розвитку регіону.
5. Правові засади державного управління та забезпечення адміністративної реформи в Україні.

**Робоча мова конференції: українська, російська, англійська/**

У разі виникнення поточних питань, оргкомітет допоможе їх вирішити, якщо Ви зателефонуєте за номером: (0382) 76-57-95,

факс (0382) 76-57-67 або звернетесь за електронною адресою:

[hirup@ukr.net](mailto:hirup@ukr.net)

***Task 9. Translate the following sentences into English:***

1. Я був би вам дуже вдячний, якщо б ви поінформували про те чи можливо відвідати цю конференцію.
2. Ми б дуже хотіли взяти участь у Вашій конференції. Я знаю, що час попередньої реєстрації вже закінчився, однак, я сподіваюсь на можливість її відвідання.
3. Якщо це можливо, то надішліть нам необхідну інформацію та анкети.
4. Я Вам дуже дякую за люб'язне запрошення та із задоволенням приймаю його.
5. Для мене є великою честю отримати ваше запрошення.
6. Я радий отримати Ваше люб'язне запрошення та з великим нетерпінням чекаю нагоди взяти участь у конференції.
7. Тема конференції є цікавою, а тому я приймаю запрошення взяти у ній участь.
8. Якщо Вам потрібен рукопис мого виступу, то я надішлю його електронною поштою.
9. На жаль, відвідання даної конференції для мене є неможливим.
10. Через поганий стан мого здоров'я я змушений відхилити Ваше запрошення.
11. Пробачте, однак, я не зможу взяти участь у конференції. Вилучіть, якщо це можливо, моє прізвище із програми.

***Task 10. You work at a big bank as a Computer Specialist. Let the company supplier of***

*the computers know that their terms of payment and delivery suit you, but you cannot place an order with them as their prices are too high. Use the following words and word combinations.*

**Company: Apple Computers, Inc., 32 5th Avenue, New York, USA.**

Further to our discussion .....

We wish to inform you.....

We highly appreciate .....

full contract value .....

make a decision .....

unfortunately.....

competitive prices.....

terms of delivery .....

reduce the prices .....

Yours sincerely

**Task 11. You work at a food company as a Sales Manager. Inform your partners that the prices went up and you developed the new items which would be presented at the International Autumn Fair, November 2-10, 2012. Use the words and word combinations given below.**

**Company: Thomas & Co. 25 Ashley Str., Cornwall, U.K.**

We have to inform you .....

revise export prices.....

make necessary.....

increased cost of the production .....

as a result.....

enclose a copy of our price-list.....

draw sb's attention to the new items.....

exhibit at the fair .....

We thank you for your support in the past.....

hope to be of service to sb.....

Yours faithfully

**Task 12. Translate the following letter into English:**

**Шановні пані та панове**

Дійсним повідомляємо Вам про те, що ми закінчуємо виконання контрактних зобов'язань відповідно до нашого контракту на будівництво гідроелектростанції у Вашій країні і проводимо роботи щодо підготовки до відправлення до України частини будівельного обладнання та невикористаних матеріалів, які було ввезено до Вашої країни на умовах тимчасового ввозу.

Як Вам відомо, за останній час існує практика продажу будівельного обладнання та невикористаних матеріалів у країні Замовника по закінченні робіт, що виконуються на умовах «під ключ». Ми також маємо намір продати частину обладнання та матеріалів у Вашій країні. Оскільки Ви виявили бажання на право першого вбору щодо купівлі нашого обладнання, надаємо Вам перелік обладнання та матеріалів, які ми хотіли б продати у Вашій країні.

Все обладнання у робочому стані та буде продаватись із комплектам запчастин. Обладнання буде реалізоване за доступними цінами з урахуванням амортизації обладнання.

Ціни не включають імпордне мито. Воно повинне бути сплачене покупцем обладнання згідно з митними правилами, що існують у Вашій країні.

Огляд обладнання та матеріалів можна здійснити у будь-який зручний для Вас час. З повагою

### **Task 13. Discuss the following topics in groups:**

- 1) What layout should a business letter have?
- 2) What parts are necessary in any business letter?
- 3) How often do you write business letters?
- 4) Do you use connectives in the text of a business letter?
- 5) Do you often send or receive fax messages?

## **SELF-STUDY**

### **ADVERTISING**

#### ***Task 1. Learn the following words and phrases:***

advertisement / advert / ad -реклама

advertising agency -рекламне агентство

advertise -рекламувати

brief -короткий

commercial -реклама (на радіо)

classified advertisement -тематична реклама/оголошення

sandwich-board man -подвійний рекламний щит, який на собі носить людина

announcement -оголошення, повідомлення

headline -заголовок

cartoon -комікс

publish -публікувати

income -прибуток

advantage -перевага

consumer -споживач

benefit -перевага

#### ***Task 2. Which of described above ways of advertising do you think is most suitable for these situations?***

1. a travel company selling last-minute trips;
- 2 a car company launching a new model;
- 3 a bank telling customers about a new kind of bank account;
4. a local politician who wants people to vote for him/her.

#### ***Task 3. Match the words to their definitions:***

- |                 |  |
|-----------------|--|
| 1. announcement | a) an ad on television or radio                              |
| 2. cartoon      | b) the good side of something                                |
| 3. slogan       | c) a short film that is made up of many drawings or pictures |

- |                       |   |
|-----------------------|---|
| 4. commercial         | d) an important and official statement  |
| 5. headline           | e) an ad that is shown over the top of a web page                                     |
| 6. flyer              | f) a short phrase that is easy to remember  |
| 7. advantage          | g) title of a newspaper report that is printed in large letters                       |
| 8. advertising agency | h) a person who acquires goods and services for his or her own personal needs         |
| 9. consumer           | i) an organization that creates advertising material, contracts for publication space |

**Task 4. Match a part of each section to make a full sentence:**

- |  |                          |                                       |
|--|--------------------------|---------------------------------------|
| 1. Billboards are owned                  | a. that can be used      | a. of their papers.                   |
| 2. An ad could try                       | b. a lot of people       | b. shop windows.                      |
| 3. Product placements are ads            | c. commercials           | c. that rent them to advertisers.     |
| 4. Some ads use slogans                  | d. send information      | d. a candidate for president.         |
| 5. Newspapers sell advertising space     | e. in charge of creating | e. can advertise the product best.    |
| 6. Advertisers often broadcast           | f. that appear           | f. only to a certain group of people. |
| 7. Some mailing lists                    | g. by companies          | g. many times a day.                  |
| 8. Television can reach                  | h. to make voters choose | h. very quickly.                      |
| 9. Many stores have their own department | i. which type of media   | i. in a TV show or series.            |
| 10. It is very important to find out     | j. in all sections       | j. over and over again.               |

**Task 5. Read and translate the text:**

**How companies advertise**

Advertising informs consumers about the existence and benefits of products and services and tries to make them buy them. The best form of advertising is probably word-of-mouth advertising, which happens when people tell their friends about the benefits of products or services that they have bought. But, of course, no providers of goods and services rely on this alone, but use paid advertising instead.

Many of them use the services of large advertising agencies which have more knowledge about all aspects of advertising and advertising media than a single company. But how advertisers win our hearts and minds and get our money? They may do their jobs in many different ways, even using some 'tricks':

*You can get it for free!*

'Get a free camera when you subscribe to our magazine for two years'. There's something about the word 'free' that immediately attracts us – something for nothing – I want it! The idea makes us feel clever. But that camera (which will probably break as soon as you get it out of the box) wasn't a gift at all. In spite of the advert saying it was free, its price was really included in the magazine subscription.

*Buy now! You won't find it tomorrow! —*

'There are only a few DVDs left. And after they've been sold there won't be any more available'. What happens when we read or hear these words? Even though we don't really

need the products, may be don't even like them we immediately want to be among the lucky few who have them. Do you really think the manufacturers of that 'limited edition' DVD couldn't produce a few more, if they thought they could sell them?

*The TV never lies or does it?*

Adverts frequently use 'real' people to demonstrate the amazing effects of their products on our health or fitness. But of course the person in the advert or TV commercial is just a model or an athlete.

*Trust me I am a doctor (or a celebrity).*

If a celebrity is using the product, it must be fantastic. If a doctor recommends it, it must work. The bigger the authority, the more powerful the advertising message is. But be careful. Although the actress is holding the product in the photo, do you really think she uses it at home? Do the authorities mentioned really exist?

*(Adapted from English File)*

**Task 6. Answer the following questions:**

1. What is the best kind of advertising according to the text? Do you agree with it?
2. Why do most companies use advertising agencies?
3. What marketing techniques can be used by advertising agencies? Which of them might influence you to buy the product?
4. Are there any products that you have bought recently because of the adverts?
5. Have you bought something recently which wasn't as good as the advertisement made you think?
6. Think of adverts which use the following to sell a product:
  - a celebrity • an authority (e.g. a doctor)
  - a good song
  - something free
  - humor •
  - a good slogan
  - a story
  - animals or nature

**Task 7. Do you agree or disagree with the following statements. Comment on your opinion:**

1. Advertising is essential for business, especially for launching new consumer products.
2. Advertising often persuades people to buy things they don't need.
3. Advertising often persuades people to buy things they don't want.
4. Advertising lowers the public's taste.
5. One of the advantages of the advertising industry is that it creates new jobs.
6. Advertising raises prices.
7. Advertising does not present a true picture of products.
8. Advertising has a bad influence on children.

**Task 8. Fill in the blanks with words from the box:** *Appear, athlete, attention, broadcast, cartoon, catchy, consumer, creative, customers, decide, develop, famous, habits,*

*headlines, product, remember, repetition, services, special, status*

Advertising tells people about products and \_\_\_\_\_ and tries to make them buy a \_\_\_\_\_. Ads do their jobs in many different ways. \_\_\_\_\_ are words in big letters that try to get the \_\_\_\_\_ of the readers. Some ads use slogans or \_\_\_\_\_ phrases that are easy to \_\_\_\_\_. Advertising agencies often get a famous person, like an actor or \_\_\_\_\_, to talk about a product. \_\_\_\_\_ characters are often connected to a certain product and become \_\_\_\_\_ with it. One of the most important techniques of advertising is \_\_\_\_\_. Ads are \_\_\_\_\_ many times a week for weeks or months. When people see them they might want the product. Advertising is often done by \_\_\_\_\_ firms. First they try to get information about the buying \_\_\_\_\_ of their \_\_\_\_\_ - who buys a certain product and why. The age, sex and social \_\_\_\_\_ of a \_\_\_\_\_ are also important. The people in the \_\_\_\_\_ department \_\_\_\_\_ ideas and themes. They prepare images, photos and text and \_\_\_\_\_ where the ad should \_\_\_\_\_.

**Task 9. Make the summary of the following text in English:**

Реклама на телебаченні Коли Ви приходите в рекламну агенцію, швидше за все, не маєте уявлення про те, що таке реклама на телебаченні, як вибрати правильні програми, рекламні блоки і як її правильно й грамотно розрахувати. Ви просто приносите фахівцям агенції Ваш бренд, що вимагає рекламної підтримки на телебаченні. Рекламна агенція допоможе виділити й прорахувати цільову аудиторію рекламованого товару або послуги, правильно спланує рекламну кампанію, що включає рекламу на телебаченні, на радіо, у пресі й т.д.

З яким рекламним бюджетом варто йти на телебачення? Це залежить від цілей і завдання рекламної кампанії й звичайно ж від бюджету. Наприклад, рекламувати жувальну гумку з бюджетом в 100 тис. у.о. марно, тому що це продукт широкого вживання й "піймати" цільову аудиторію за таку суму просто неможливо. Ви просто не досягнете тієї кількості контактів, яких необхідно, щоб вона продавалася. 72 Якщо це ексклюзивний продукт, наприклад антени-тарілки —НТВ-Плюс®, у яких 250-300 тисяч користувачів, то це реально.

Отже, Ви вирішили все-таки розмістити рекламу свого товару на телебаченні. Із чого почати? Світова практика показує, що на розвинених ринках клієнти користуються послугами рекламних агенцій. У принципі, логіка зрозуміла: агенції тільки тим і займаються, що вивчають ринок ЗМІ, розробляють медіастратегії, створюють філософію бренду.

В агенції медіапланери складуть доцільний графік виходу реклами в ЗМІ, що включає основні моменти: рекламу на телебаченні, на радіо й т.п. Професійні креатори розроблять концепцію рекламного ролика й напишуть його сценарій. Знову ж агентство з досить істотними знижками купить для Вашої компанії ефірний час у відповідної компанії.

Крім того, самі по собі і прямі реклами, і спонсорство, і product placement неефективні, а тільки в міксі (тобто в сполученні з іншими формами рекламної присутності, з іншими медіа й різними акціями). Телебачення - це завжди шматочок великої кампанії.

**Notes:**

*цільова аудиторія – target group*

*продукти широкого вживання – product of wide consumption*

знижка – discount  
ефірний час – air time  
акція – special offer

**Task 10. Write an advert about any product. Use pictures, slogans and text to make it as interesting as possible. Include the following points:**

- what is good about the product;
- why people should buy it;
- why it is better than a different product;
- the price.

### MODULE TEST

**1 Complete job names and match them to the descriptions from 1-8.**

a m \_ c h \_ \_ \_ c  
b a \_ c \_ \_ t \_ \_ t  
c l \_ w y \_ \_  
d \_ a i \_ d \_ \_ s s \_ \_  
e d \_ \_ t i \_ t  
f n \_ r \_ \_  
g \_ e \_ c h \_ r  
h p \_ \_ o \_  
i s \_ c u \_ \_ ty  
g \_ \_ r \_  
j s \_ l \_ s r \_ \_  
k f \_ \_ m \_ r  
l m u \_ \_ c \_ a \_  
m f \_ \_ e f \_ g \_ \_ \_ r  
n \_ V p \_ \_ s \_ n \_ e \_  
o b \_ \_ u t \_ c \_ a \_  
p b \_ b y \_ \_ t t \_

- 1 I work in an office. \_\_\_\_\_
- 2 I wear white and help people stay healthy. \_\_\_\_\_
- 3 I travel a lot in my job. \_\_\_\_\_
- 4 I entertain and/or inform people. \_\_\_\_\_
- 5 My work helps people look good. \_\_\_\_\_
- 6 I work with children. \_\_\_\_\_
- 7 I get my hands dirty. \_\_\_\_\_
- 8 My job can be dangerous. \_\_\_\_\_

**2 Fill in the gaps with the correct words from the list.**

Advertisements   apply for   CV   candidate   current   qualifications   fill in  
job centre   job interview   personal details   employment   work experience

How to find a job?



Before looking for a job, make sure you have an up-to-date 1 \_\_\_\_\_. It should be easy to read and include your 2 \_\_\_\_\_, your educational 3 \_\_\_\_\_ and your previous 4 \_\_\_\_\_.

Visit your local 5 \_\_\_\_\_ to see what's available.

Check out newspapers, journals and websites for suitable job 6 \_\_\_\_\_.

When you find a job you want to 7 \_\_\_\_\_, write a letter or email explaining why you are interested in the job and why you think you are a good 8 \_\_\_\_\_.

If you are in 9 \_\_\_\_\_, you could also mention why you want to leave your 10 \_\_\_\_\_ job.

You should enclose a copy of your CV and you may need to 11 \_\_\_\_\_ an application form.

If all goes well, you'll receive a reply inviting you to go for a 12 \_\_\_\_\_.

### 3 Circle the correct word in each sentence.

1 This is not a part-time / full-time job: it's only three hours a day.

2 We can offer you a temporary / permanent contract over the Christmas period.

3 The job at the burger restaurant only pays a good salary / the minimum wage.

4 Would you like to work extra time / overtime this weekend?

5 In this job you'll be responsible of / for looking after young children.

6 The fringe benefits / odd jobs include a company car and health insurance.

7 You should include your previous work experience / story in your CV.

8 She got good qualifications / references from her previous employer.

### 4 Fill in the gaps with the correct words. You are given the first letter of each word.

The rise and fall and rise of Cynthia Smith

When Cynthia left university, she found a well 1 p\_\_\_\_\_ job in an investment bank. She worked very 2 h\_\_\_\_\_ and never complained when her boss asked her to 3 w\_\_\_\_\_ overtime. In fact, she 4 d\_\_\_\_\_ her job so well that soon she was 5 p\_\_\_\_\_ to a more senior position. She got a pay 6 r\_\_\_\_\_ and a big 7 b\_\_\_\_\_ at the end of every year. Even though it was stressful and she had to work very long 8 h\_\_\_\_\_, Cynthia enjoyed her job and almost never took any 9 t\_\_\_\_\_ off. She got 10 o\_\_\_\_\_ well with her colleagues and felt she was really 11 p\_\_\_\_\_ of a team. Unfortunately, the company 12 w\_\_\_\_\_ bankrupt and Cynthia was made 13 r\_\_\_\_\_.

She started looking 14 f\_\_\_\_\_ another job, but because of the economic 15 c\_\_\_\_\_ there was high 16 u\_\_\_\_\_ and it wasn't easy to find work. Eventually, she 17 g\_\_\_\_\_ a job in a factory. The career 18 p\_\_\_\_\_ were non-existent and the 19 w\_\_\_\_\_ conditions were terrible (only £4 20 p\_\_\_\_\_ hour), but it was better than being 21 o\_\_\_\_\_ of work. One day all the workers went on 22 s\_\_\_\_\_ for higher wages. Their employer was furious: he 23 f\_\_\_\_\_ everyone and closed the factory. Cynthia was 24 u\_\_\_\_\_ again. What could she do to earn a 25 l\_\_\_\_\_ now? She decided it would be better to run her own 26 b\_\_\_\_\_ than to work for someone else, so she became self-27 e\_\_\_\_\_. Now, she works from home giving financial advice on the Internet. She doesn't 28 e\_\_\_\_\_ as much as she did at the bank, but she's happy

because now she can take a day 29 o\_\_\_\_\_ work whenever she wants to. And she knows her employer will never 30 g\_\_\_\_\_ her the sack.

**Keys:** 1 a mechanic b accountant c lawyer d hairdresser e dentist f nurse g teacher h pilot i security guard j sales rep k farmer l musician m firefighter n TV presenter o beautician p babysitter 1 b, c 2 e, f 3 h, j 4 l, n 5 d, o 6 g, p 7 a, k 8 i, m

2 1 CV 2 personal details 3 qualifications 4 work experience 5 job centre 6 advertisements 7 apply for 8 candidate 9 employment 10 current 11 fill in 12 job interview

3 1 full-time 2 temporary 3 the minimum wage 4 overtime 5 for 6 fringe benefits 7 experience 8 references

4 1 paid 2 hard 3 work 4 did 5 promoted 6 rise 7 bonus 8 hours 9 time 10 on 11 part 12 went 13 redundant 14 for 15 crisis 16 unemployment 17 got 18 prospects 19 working 20 per 21 out 22 strike 23 fired 24 unemployed 25 living 26 business 27 employed 28 earn 29 off 30 give

## MODULE TEST

### 1. Match the words and their definitions.

- |                      |  |
|----------------------|--|
| 1. wastage           | <b>A</b> a mixture of different substances or other things   |
| 2. to provide (with) | <b>B</b> give an affirmative answer to an offer; say yes   |
| 3. blend             | <b>C</b> with no part left out; whole  |
| 4. profit            | <b>D</b> equip or supply someone with (something useful or necessary)  |
| 5. employee          | <b>E</b> a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something |
| 6. to accept         | <b>F</b> manage (a situation or problem)   |
| 7. to handle         | <b>G</b> the action or process of losing or destroying something by using it carelessly or extravagantly   |
| 8. to execute        | <b>H</b> all the people employed by a particular organization  |
| 9. entire            | <b>I</b> put (a plan, order, or course of action) into effect  |
| 10. staff            | <b>J</b> a person employed for wages or salary, especially at non-executive level  |

### 2. Match the words in the right column with the words in the left column to make word combinations.

- |                      |          |                   |
|----------------------|----------|-------------------|
| 1 universal          | <i>a</i> | wastage           |
| 2 to direct          | <i>b</i> | a new product     |
| 3 to get             | <i>c</i> | groups            |
| 4 formally organized | <i>d</i> | efforts           |
| 5 attainment of      | <i>e</i> | a task            |
| 6 to use             | <i>f</i> | things done       |
| 7 to launch          | <i>g</i> | phenomenon        |
| 8 conduct            | <i>h</i> | limited resources |
| 9 perform            | <i>i</i> | group goals       |
| 10 minimum           | <i>j</i> | surveys           |

### 3. Fill in the blanks with appropriate words:

*standing*                      *monthly*                      *efficient*                      *clearly*                      *relationships*  
*vision*                      *employees*                      *occur*                      *outline*                      *shoot*

1. Management goal types are specific and \_\_\_\_\_ defined measurable objectives.
2. Strategic goals are goals made to achieve and support the mission and \_\_\_\_\_ of the company.
3. Strategic goals include goals relating to innovation, market \_\_\_\_\_, productivity, management development and performance, employee conduct and morale, and public and social responsibility.
4. Operational management goals are goals set to impact the running of an organization, where management skills, technology and resources can be utilized in the most \_\_\_\_\_ ways possible.
5. Tactical goals \_\_\_\_\_ the steps necessary for each department within the organization to contribute to the larger strategic goals.

6. Superordinate management goals help to motivate individuals across different departments and are used to solve conflicts and establish \_\_\_\_\_ within the company.
7. While you have a number of aims to \_\_\_\_\_ for as the manager, there are a few that stand out if you want to achieve a successful and smooth-running business.
8. It is important to set goals both for your \_\_\_\_\_ to achieve and for you to accomplish as the owner to ensure a happy workplace.
9. Another ongoing goal you should have as a manager is increasing your profits in each period, whether you track this information on a weekly, \_\_\_\_\_, quarterly or yearly basis.
10. Cost cutting can \_\_\_\_\_ on many levels, but one key way to achieve your cost-cutting goals is to manage your projects more efficiently.

**4. Are these sentences true or false? Correct the false sentences:**

1. Only several types of organizations are involved in management.
2. Management is an art of creating an environment in which people can work individually and in cooperation aiming to achieve group goals.
3. Management is an intentional activity with a clear purpose.
4. The goals of management are the same in every organization.
5. Management is responsible for creating effective working environment.
6. Creating an internal environment includes ensuring availability of raw materials, determination of wages and salaries, formulation of rules & regulations.
7. Good management includes nothing but being efficient.
8. Being effective means doing the right task, while being efficient means doing the task right.

**5. Choose the correct alternative:**

1. All organizations - business, political, cultural or social are **involved/considered** in management.
2. Management is an art of getting things done **thorough/through** and with the people in formally organized groups.
3. It is an art of creating an **environment/society** in which people can perform as individuals and can co-operate towards attainment of group goals.
4. Management is a **purposive/ unreasonable** activity.
5. Management is the **result/process** of working with and through others to effectively achieve the goals of the organization.
6. An enterprise is launching new products by **doing/conducting** market surveys.
7. Management involves creating an **internal/external** environment.
8. It is the management **whom/which** puts into use various factors of production.
9. Management must create conditions **important/conducive** to maximum efforts of people.
10. Being **efficient/effective** means doing the appropriate task.

**6. Match the words in the right column with the words in the left column to make word combinations.**

1 mission and	a	of the list
2 market	b	standing
3 bottom	c	benefits
4 employee conduct	d	line profit
5 within the assigned	e	time frame
6 mutual	f	relationship
7 smooth-running	g	an issue
8 at the top	h	and morale
9 fruitful	I	business
10 to work through	j	vision

**7. Translate the sentences using the for-to-infinitive constructions.**

1. Мені легко бути вільним.
2. Мені зараз важко обговорювати цю проблему, тому що мені потрібно мати свіжий погляд на реальні можливості переселення.
3. Йому достатньо набрати 10 тисяч голосів.
4. Тому мені важко визначити, що таке київська література.
5. Немає сенсу чекати, аби країни Третього Світу зрозуміли, що у захисті довкілля їм доведеться обмежуватися місцевими діями.
6. Є шанс, що рішення буде схвалено.
7. Однак є ще шанс, що корпорація виживе.
8. Для того, щоб вони вчинили так, потрібний прецедент.
9. Не мені про це судити.

## MODULE II

### GRAMMAR EXERCISES THE NOUN

**Fill in the correct plural forms of the given words into the gaps.**

*singular - plural*

1. thief - \_\_\_\_\_
2. fish - \_\_\_\_\_
3. cat - \_\_\_\_\_
4. carpet - \_\_\_\_\_
5. turkey - \_\_\_\_\_
6. computer - \_\_\_\_\_
7. farmer - \_\_\_\_\_
8. half - \_\_\_\_\_
9. watermelon - \_\_\_\_\_
10. flower - \_\_\_\_\_
11. scarf - \_\_\_\_\_
12. box - \_\_\_\_\_
13. mountain - \_\_\_\_\_
14. kiss - \_\_\_\_\_
15. smile - \_\_\_\_\_

**Fill the gaps with the correct form of the nouns (singular or plural).**

1. They ate some (tomato) \_\_\_\_\_.
2. You can put (sugar) \_\_\_\_\_ in your tea.
3. We have to buy new (furniture) \_\_\_\_\_.
4. I need to wash my (hair) \_\_\_\_\_.
5. We had lots of (fun) \_\_\_\_\_.
6. The Milfords have a lot of (money) \_\_\_\_\_.
7. How many (people) \_\_\_\_\_ were at the cinema with you?
8. Could you give some (information) \_\_\_\_\_ on your project?
9. In this hotel, (family) \_\_\_\_\_ are very welcome.
10. Those (man) \_\_\_\_\_ seem to be very tired.

**Write the plural of the nouns.**

A clock, a boy, a leaf, a child, a dress, a tomato, a deer, a bush, a voice, a scarf, a man, a monkey, a box, a nut, a witch, a mouse, a family, a ship, a cucumber, a brother, a toy, a sheep, a monster, a city, a goose.

**Write the nouns into two columns.**

Happiness, hat, sugar, foot, palace, window, noise, money, fireplace, cake, banana, friendship, chocolate, horse, rice, room, lemonade, butter, furniture, plate, air.

**Countable Nouns    Uncountable Nouns**

**Circle the correct item.**

- 1) My hair ... clean.  
a) is                      b) are
- 2) Bad news ... people happy.  
a) don't make                      b) doesn't make
- 3) ... trousers fit me well.  
a) this                      b) these
- 4) Knowledge ... power.  
a) is                      b) are
- 5) Can I use your scissors? Mine ... not sharp enough.  
a) is                      b) are
- 6) His advice ... very helpful.  
a) was                      b) were
- 7) The pyjamas ... smart.  
a) look                      b) looks
- 8) Where ... my glasses?  
a) is                      b) are
- 9) The money ... in the wallet.  
a) is                      b) are
- 10) His progress in learning foreign languages ... great.  
a) was b) were

**Complete the sentences with the words a bar, a bottle, a carton, a packet, a cup, a jar, a loaf, a slice, a piece, a kilo.**

- 1) We need to buy ... of tea and ... of jam for supper.
- 2) I'd like to have ... of ham with my sandwich.
- 3) I'm thirsty. I'll buy ... of mineral water.
- 4) I've bought ... of fresh milk and ... of oranges.
- 5) He had ... of tea and ... of cake.
- 6) A woman gave ... of chocolate to a little boy.
- 7) Don't forget to buy ... of bread.

## THE ARTICLE

**Decide whether to use the definite article the or not**

1. Last year we visited \_\_ Ukraine.
2. \_\_ mount Everest is the highest mountain on \_\_ planet.
3. \_\_ river Dniپر is \_\_ biggest river in the region.
4. \_\_ most children dislike it.
5. \_\_ summer of 2010 was hot and dry.
6. \_\_ smog is a problem in \_\_ most big cities.
7. Our children go to \_\_ school by bus.
8. \_\_ apples are good for people.
9. In our country \_\_ milk is more expensive than \_\_ beer.
10. We had a very nice meal in that restaurant. \_\_ food was really good.
11. They got married two years ago but \_\_ marriage wasn't successful.
12. I know someone who wrote a book about \_\_ life of V. Lenin.
13. \_\_ cycling is my favourite sport but I also like \_\_ swimming.
14. Do you know \_\_ family who lives next house?
15. Are you interested in \_\_ photography or \_\_ drawing?

**Write the correct forms of the indefinite articles a or an**

**A.**

1. There is \_\_\_ red book on the table.
2. She's reading \_\_\_ old comic story.
3. We've got \_\_\_ idea.
4. She is drinking \_\_\_ cup of coffee.
5. The man is \_\_\_ pilot.
6. Odessa has \_\_\_ airport.
7. This is \_\_\_ expensive car.
8. Look! There's \_\_\_ bird running.
9. My friend is \_\_\_ honest person.
10. Jr. Moraes is \_\_\_ good football player.

**B.**

1. Tatyana is \_\_\_ hardworking student.
2. Is he \_\_\_ smart person?
3. A lion is \_\_\_ animal.
4. Is that \_\_\_ good book?
5. GM is \_\_\_ American brand.
6. Is there \_\_\_ eraser?
7. Segodnya is \_\_\_ popular newspaper.
8. Alexander is \_\_\_ fisherman.
9. It's \_\_\_ honor for me to meet you.
10. Kirsten Dunst is \_\_\_ actress.

**Use articles if necessary.**

1. What's ... weather like today? - ... weather is fine.
2. ... teacher asked me many questions at ... lesson. ... questions were difficult.
3. My brother is doing his homework. ... homework was easy.
4. It is very dark in ... room. Turn on ... light, please.
5. This is ... dress you wanted to buy.
6. She is ... teacher you intended to talk to.
7. This is ... poem you have to learn for the next lesson.
8. ... diamond is ... most precious stone.
9. ... dolphin is considered to be ... cleverest animal on ... Earth.
10. ... light bulb was invented by Thomas Edison.
11. Bill Robins was ... very rich man. He was ... richest man in ... village.
12. Pete is ... tallest boy in ... class. Nick is ... shortest boy, but he is very strong. I think Nick is ... strongest boy in ... class.
13. Which was ... most difficult exercise in ... test paper?
14. February is ... shortest month of the year.
15. ... weather is fine today. ... sky is blue, ... sun is shining brightly in ... blue sky.
16. ... Earth is ... planet.
17. ... President of the United States is elected every four years.
18. ... moon goes round ... earth every 27 days.
19. ... capital of Peru is Lima.
20. ... earth goes round ... sun.
21. ... giraffe is ... tallest of all animals.
22. ...



whale is a mammal but it lives in ... sea. 23. ... ostrich is ... largest living bird. 24. ... piano is my favourite instrument. 25. John was ... only person I talked to at the party. 26. Write your name at ... top of ... page. 27. ... beginning of ... film was not very good. 28. My house is at ... end of ... street. 29. ... table is in ... middle of ... room. 30. Do you drive on ... left or on ... right in your country? 31. These books are not different. They are ... same. 32. I never listen to ... radio. 33. We don't go to ... theatre very much these days. In fact, in ... town where we live there isn't ... theatre. 34. Would you rather live in ... town or in ... country. 35. Don't sit on ... ground! 36.... man over there is collecting money for ... blind. 37. Why doesn't ... government do more to help ... unemployed? 38. Robin Hood robbed ... rich and gave the money to ... poor. 39. ... next day, when they were in ... field, he shouted at ... top of his voice. 40. ... French are famous for their food. 41. France is to ... north of Italy. 42. I am ... oldest and my sister is ... youngest; she plays ... violin really well and wants to be ... professional musician. 43. My mother likes to play ... piano. She often plays ... piano in ... evening. 44. I like to read books in ... original. 45. ... more poems you learn, ... better memory you have.

### **Use articles if necessary.**

There is more water than land on our planet . (1)... largest and deepest ocean in (2)... world is (3)... Pacific, then comes(4) ... Atlantic.(5) ... Indian ocean is only (6)... little smaller. (7)... smallest ocean is (8)... Arctic.

(9)... longest river in (10)... world is (11)... Mississippi, (12)... largest sea is (13)... Mediterranean, (14) ... deepest lake is (15)... Lake Baikal.

Large masses of land are called (16)... continents. They are (17)... Europe and (18) ...Asia, (19)... North and (20)... South America, (21)... Australia and (22)... Antarctica.

There are mountain chains in many parts of (23)... world. Some of them such as (24)... Urals are old, others like (25)... Caucasus are much younger. (26)... highest mountain chain, which is called(27) ... Himalayas, is situated in (28)... Asia.

### **THE ADJECTIVE**

#### **Write the Comparative forms of the adjectives:**

0. tall - taller

1. fast \_\_\_\_\_

2. heavy \_\_\_\_\_
3. dangerous \_\_\_\_\_
4. small \_\_\_\_\_
5. large \_\_\_\_\_
6. light \_\_\_\_\_
7. rare \_\_\_\_\_
8. common \_\_\_\_\_
9. bad \_\_\_\_\_
10. good \_\_\_\_\_

**Correct the sentences**

1. Cats are popularer than snakes as pets.  
\_\_\_\_\_
2. Pigs are more intelligent as other animals.  
\_\_\_\_\_
3. Turtles are slow than crocodiles.  
\_\_\_\_\_
4. Elephants are heavyer than pigs.  
\_\_\_\_\_
5. Bears are more rare than snakes.  
\_\_\_\_\_

**Complete the sentences**

**A.**

1. I am \_\_\_\_\_ (tall) my sister.
2. My mum thinks that cats are \_\_\_\_\_ (good) pets than dogs.
3. Cycling is one of \_\_\_\_\_ (dangerous) sports.
4. I want to have \_\_\_\_\_ (big) car.
5. A blue whale is \_\_\_\_\_ (heavy) twenty-five elephants.
6. You look \_\_\_\_\_ (thin) last month. Have you lost weight?
7. Bicycles are \_\_\_\_\_ (slow) cars.
8. She is \_\_\_\_\_ (nice) person I know.
9. What is \_\_\_\_\_ (good) film you've seen?
10. Computers are \_\_\_\_\_ (cheap) mobile phones.
11. Is your brother \_\_\_\_\_ (tall) you?
12. I think Spanish is \_\_\_\_\_ (easy) Japanese.
13. Our dog is \_\_\_\_\_ (nice) your dog.
14. Glass bottles are \_\_\_\_\_ (good) plastic bottles.
15. I think Rafael Nadal is \_\_\_\_\_ (good) tennis player in Spain.
16. Sharks are \_\_\_\_\_ (dangerous) other fish.
17. This situation is \_\_\_\_\_ (serious) the last one.
18. He is \_\_\_\_\_ (smart) his brother.
19. My brother wanted \_\_\_\_\_ (expensive) trainers in the shop.
20. Today is \_\_\_\_\_ (good) day of the year.
21. Daniela is \_\_\_\_\_ (funny) me.
22. My house is \_\_\_\_\_ (larger).
23. Mount Everest is \_\_\_\_\_ (high) mountain in the world.

24. The sea is \_\_\_\_\_ (large) a lake.
25. My job is \_\_\_\_\_ (easy) yours.
26. London is \_\_\_\_\_ (big) city in England.
27. This car is \_\_\_\_\_ (comfortable) yours.
28. He is \_\_\_\_\_ (rich) man in town.
29. I am \_\_\_\_\_ (strong) you.
30. A baby blue whale gets \_\_\_\_\_ (big) a great white shark.

**B.**

1. A Mercedes is \_\_\_\_\_ (expensive) a Fiat.
2. Maradona is \_\_\_\_\_ (good) football player ever.
3. A swordfish is \_\_\_\_\_ (fast) a jellyfish.
4. Julio is \_\_\_\_\_ (friendly) Carlos.
5. Irene is \_\_\_\_\_ (clever) Sveta .
6. Comedies are \_\_\_\_\_ (funny) police dramas.
7. Pablo is \_\_\_\_\_ (big) Juanma.
8. Max is \_\_\_\_\_ (old) John.
9. Adriano is \_\_\_\_\_ (fast) Ronaldo.
10. My hair is \_\_\_\_\_ (long) yours.
11. A dolphin is \_\_\_\_\_ (intelligent) a shark.
12. Elaine is \_\_\_\_\_ (wise) her sister.
13. Tony is \_\_\_\_\_ (happy) Max.
14. Sandra is \_\_\_\_\_ (busy) Sam.
15. Skiing is \_\_\_\_\_ (dangerous) football.
16. This is \_\_\_\_\_ (narrow) of all roads in Málaga.
17. Health is \_\_\_\_\_ (important) money.
18. Those cakes are \_\_\_\_\_ (bad) I've ever tasted.
19. My dog is \_\_\_\_\_ (good) dog in the world.
20. Patricia's house is \_\_\_\_\_ (small) Linda's .
21. A car is \_\_\_\_\_ (fast) a bike.
22. My laptop is \_\_\_\_\_ (fast) yours.
23. The ant is \_\_\_\_\_ (small) insect.
24. This lamp is \_\_\_\_\_ (bright) one in the room.
25. My house is \_\_\_\_\_ (clean) her house.
26. Jack is \_\_\_\_\_ (tall) boy in his class.
27. Steven Spielberg is \_\_\_\_\_ (good) film director in the world.
28. This dress is \_\_\_\_\_ (old) that one.
29. A sea lion is \_\_\_\_\_ (heavy) a lobster.
30. A sports car is \_\_\_\_\_ (fast) a motorbike.

**Write comparative and superlative adjectives**

1. clean \_\_\_\_\_
2. easy \_\_\_\_\_
3. good \_\_\_\_\_
4. dirty \_\_\_\_\_
5. fat \_\_\_\_\_
6. beautiful \_\_\_\_\_

7. sad \_\_\_\_\_
8. flat \_\_\_\_\_
9. active \_\_\_\_\_
10. comfortable \_\_\_\_\_
11. hot \_\_\_\_\_
12. happy \_\_\_\_\_
13. wet \_\_\_\_\_
14. narrow \_\_\_\_\_
15. big \_\_\_\_\_
16. busy \_\_\_\_\_
17. noisy \_\_\_\_\_
18. friendly \_\_\_\_\_
19. thin \_\_\_\_\_
20. little \_\_\_\_\_
21. bad \_\_\_\_\_
22. few \_\_\_\_\_
23. much \_\_\_\_\_
24. many \_\_\_\_\_
25. rich \_\_\_\_\_

### **Comparative or superlative**

1. Jeremy is 10 years old. Julie is 8 years old. Jeremy is (old) \_\_\_\_\_ Julie
2. The Alps are very high. They are (high) \_\_\_\_\_ mountains in Europe.
3. An ocean is (large) \_\_\_\_\_ a sea.
4. A Rolls Royce costs a lot of money. A Twingo costs less money. A Rolls Royce is (expensive) \_\_\_\_\_ a Twingo.
5. William's results were bad. Fred's results were very poor. Fred's results were (bad) \_\_\_\_\_ William's.
6. This exercise is not difficult. It's (easy) \_\_\_\_\_ I expected.
7. The weather is not good today - it's raining. I hope the weather will be (good) \_\_\_\_\_ next week.
8. People are not friendly in big cities. They are usually (friendly) \_\_\_\_\_ in small towns.
9. In the government of a country, the President is (important) \_\_\_\_\_ person.
10. People say that Chinese is (difficult) \_\_\_\_\_ to learn than English.

## **THE NUMERAL**

### **Write the numbers.**

1. The number of Dwarves Snow White lived with — \_\_\_\_\_
2. The Celsius freezing point — \_\_\_\_\_
3. Days in April — \_\_\_\_\_

4. The number of letters in the English alphabet — \_\_\_\_\_
5. An unlucky number — \_\_\_\_\_
6. Teeth in the normal human mouth — \_\_\_\_\_
7. The number of years in a millennium — \_\_\_\_\_
8. The number of months in a year — \_\_\_\_\_
9. Days in December — \_\_\_\_\_
10. Degrees in a right angle — \_\_\_\_\_
11. Books in a trilogy — \_\_\_\_\_
12. Minutes in an hour — \_\_\_\_\_
13. Legs has an octopus — \_\_\_\_\_
14. The number of cents in a half-dollar — \_\_\_\_\_
15. Players in a soccer team — \_\_\_\_\_
16. Number of hours in a day — \_\_\_\_\_
17. Celsius boiling point — \_\_\_\_\_

**Example: (2) (a man) – two men,**

(3) (a woman),

(12) (a child),

(15) (an ox),

(18) (a sheep),

(32) (a tooth),

(57) (a bison),

(95) (a forget-me-not).

Choose the correct form.

1. My daughter is still a teenager. She is only fifteen/fifty.
2. He knew it was a painting worth \$10 million/millions.
3. Three hundred/Three hundreds people gathered at the stadium.
4. In the section 2/section 2 we also suggest other topics that need to be researched.
5. The first battle of the American Revolution was fought in year/the year 1775.
6. Hundred/A hundred years ago the principal means of communication was by post and telegraph.

7. How many children are there in the school? About three hundred/three hundreds.
8. The report has got over five hundred/five hundreds pages.
9. It happened in the year two thousand and two/two thousand and second.
10. All International flights are from Terminal One /the Terminal One.

**Fill in the blanks**

1. The division of the circle into \_\_\_\_\_ (360) parts occurred in ancient India, as evidenced in the Rigveda
2. \_\_\_\_\_ (22 200) donors from Manchester have been honoured at an awards ceremony for donating.
3. The newly elected board of directors consists of \_\_\_\_\_ (42) new members.
4. Chelsea won \_\_\_\_\_ (2:0) against Marseille at Stamford Bridge.
5. Russia is the largest country in the world by surface area, covering more than \_\_\_\_\_ (1/8) of the Earth's inhabited land area, with over \_\_\_\_\_ (144 000 000) people at the end of March \_\_\_\_\_ 2016.

**Hundred or hundreds? Choose the correct item.**

1. There were hundreds of people/hundred of people at the pool today.
2. That dress costs hundreds of pounds/hundreds of pound.
3. We've driven a hundred miles/a hundred mile in the last two hours.
4. I agree with you one hundred percent/one hundreds percent.
5. Hundreds/hundred of people watched the football match at the i stadium.
6. Eight hundred/eight hundreds is not enough. Her paintings cost thousands/thousand.
7. Benjamin received cards from scores/score of local people.
8. People are leaving the Nationalist Party by the score/by a score.
9. Nearly a thousand/thousands football fans were arrested.
10. There are literally thousands/thousand of people without homes.

**Fill in the blanks with hundred, thousand, million, billion**

1. Over the past two years, over \_\_\_\_\_ (million) immigrants found work, many illegally.

2. \_\_\_\_\_ (thousand) of bees have been stolen from a British university.
3. Two \_\_\_\_\_ (hundred) years after the Constitution was signed, free-enterprise economics had produced doubtful results.
4. State prosecutors investigate more than \_\_\_\_\_ (thousand) cases of stolen babies in Spain.
5. According to the estimate, the world population has exceeded the number of seven \_\_\_\_\_ (billion) people
6. Officials issued public warnings after \_\_\_\_\_ (hundred) of sharks were spotted in the waters.
7. Roman Abramovich threw a party costing five \_\_\_\_\_ (million) pounds.
8. \_\_\_\_\_ (million) of people in West Africa must be protected from a serious food crisis.
9. It has been found that walking ten \_\_\_\_\_ (thousand) steps a day will help you drop undesired pounds.

## THE PRONOUN

**Замініть слова в дужках англійськими відповідниками:**

1. (Я) am ready. 2. (Ти) should do it today. 3. (Він) lives there. 4. (Вона) is tired. 5. (Вона, чашка) is on the dinner table. 6. (Ми) are not friends. 7. (Ви) know the truth. 8. (Вони) can help you.

**Замініть слова в дужках англійськими відповідниками:**

1. Let (мені) see the book. 2. I saw (тебе) yesterday. 3. I'll ask (його) to do it. 4. Tell (їй) to come. 5. Put (його, портфеля) on the floor. 6. Explain it to (нам). 7. I'll meet (вас) at the airport. 8. Can you help (їм)?

**Замініть виділені слова відповідними займенниками:**

1. I have a book. 2. My father loves my mom. 3. Our grandparents kissed my father. 4. My sisters and I bought a lot of new clothes. 5. I'll meet my brother at the airport. 6. You and your boyfriend will buy a house soon. 7. My group-mates don't like this professor. 8. I have a lot of nice and expensive clothes. 9. Where do you take the book?

**Перекладіть словосполучення (те, що в дужках, перекладати не обов'язково - воно для пояснення ситуації):**

1. читати її (книгу) 2. обняти тебе 3. подякувати вам 4. спитайте в нас 5. взяти його (блокнот) 6. вкрати їх 7. прочитайте нам книгу 8. написати тобі листа 9. впустити її (ручку) 10. забути його (вірш) 11. згадати їх (слова пісні) 12. побачити

тебе 13. дати вам 14. одягти його (светра) 15. носити його (одяг) 16. співати її (пісню) 17. вбити тебе 18. любити вас 19. сміятися над нами/з нас

**much, many, little, few, some, any**

**Choose *much, many, little, few, some, any* to complete each sentence.**

Page 1 of 2

1 We haven't got \_\_\_\_\_ petrol. We need to stop and get some.

- a. much
- b. many
- c. little

2 We had \_\_\_\_\_ rain last autumn.

- a. a lot of
- b. much
- c. many

3 There was \_\_\_\_\_ food in the fridge. It was nearly empty.

- a. little
- b. a little
- c. few

4 You travel a lot. Have you been to \_\_\_\_\_ countries?

- a. much
- b. many
- c. few

5 It costs \_\_\_\_\_ money to give your children a good education.

- a. much
- b. many
- c. a lot of

**Fill in the gaps with *a lot of, much, many, how much, how many*.**

1 There were  people in the streets.



2Are there  new students this year?

3There isn't  cheese left in the fridge.

4 backpackers travel to the east coast every summer.

5We went to that hotel because we didn't have  options.

6 milk do you want in your coffee?

7Not  people know his secret.

8Was there  turbulence during the flight?

9There are  things that I haven't told you yet.

10 visitors does this museum have every day?

### PRESENT SIMPLE TENSE

**Виберіть правильну форму дієслова з поданих нижче та підставте його у речення:**

*do(es) - cause(s) – close(s) - open(s) – wake(s) up - speak(s) – take(s) – live(s) –  
play(s) – drink(s)*

1. Mike  football very well.

2. I never  coffee.

3. The gym  at 8:00 in the morning.

4. It  at 10:00 P.M.

5. Bad driving can  many accidents.

6. My grandparents  in a small flat.

7. The Olympic Games  place every four years.

8. They are good pupils. They always  their homework.

9. Her students  a little French.

10. I always  early in the morning.

**Поставте дієслова в дужках в правильну форму:**

1. Mila (not/drink)  tea very often.

2. What time (the banks/close)  in USA?
3. Where (Amanda/come)  from?
4. It (take)  me an hour and a half to get to work.
5. Jim (not/wake)  up early on Saturdays.

**Підставте дієслова у речення. В деяких випадках, вам потрібно буде зробити заперечну форму у реченні:**

*eat - rise - write – turn – tell*

1. The earth  around the Moon.
2. The sun  in the west.
3. Vegetarians  fruits.
4. A liar is someone who  the truth.
5. A novelist  novels.

**Put the verbs in the Present Simple form.**

One fly \_\_\_\_\_ (to fly) , two flies \_\_\_\_\_ (to fly).

One girl \_\_\_\_\_ (to cry), four girls \_\_\_\_\_ (to cry).

When a wolf \_\_\_\_\_ (to see) the moon, it \_\_\_\_\_ (to begin) to howl (вити).

Wolves and sheep \_\_\_\_\_ (to be) never friends.

Our hens \_\_\_\_\_ (to lay [відкладати]) a lot of eggs.

Boys \_\_\_\_\_ (to fight) and \_\_\_\_\_ (to shout).

That boy \_\_\_\_\_ (to try) to catch some balls.

These girls \_\_\_\_\_ (to try) to run away from an angry turkey.

If one goose \_\_\_\_\_ (to have) one tooth, how many teeth \_\_\_\_\_ (to have) thirteen geese?

**Вставте дієслова з дужок у формі Present Simple. Yan is at a summer camp in Poland. Write what he usually does in the camp. Put the verbs in bracket in the correct form.**

He \_\_\_\_\_ (get) up at 7. He \_\_\_\_\_ (have) his English lesson every day. He \_\_\_\_\_ (speak) English to his friends. He \_\_\_\_\_ (play) board games in the afternoon. He Sometimes \_\_\_\_\_ (swim) in the lake. He often \_\_\_\_\_ (go) hiking. He sometimes \_\_\_\_\_ (sit) by the camp fire in the evenings. He never \_\_\_\_\_ (go) on a trip without his friends.

Джерело: <http://poradu24.com/english/present-simple-vpravi-na-vidpracyuvannya-z-vidpovidyami-the-present-simple-tense-exercises-with-answers.html>

## PASTSIMPLETENSE

**Впишіть правильну форму дієслова у пропуски:**

1. Last month I (go)  to Scotland on holiday.
2. It (be)  awesome movie!
3. I (visit)  lots of museums. I (be)  with friend of mine .
4. In the evening we (meet)  him.
5. In the morning I (get)  up early.
6. The weather (be)  fine yesterday.
7. It (be not)  cheap.
8. We (see)  some beautiful rainbows.
9. Where (spend / she)  her last holiday?

**Напишіть минулу форму дієслова:**

	Інфінітив	Past Simple
1.	take	<input type="text"/> .
2.	drive	<input type="text"/> .
3.	say	<input type="text"/> .
4.	put	<input type="text"/> .
5.	write	<input type="text"/> .
6.	sing	<input type="text"/> .
7.	be	<input type="text"/> .
8.	sit	<input type="text"/> .
9.	stand	<input type="text"/> .
10.	speak	<input type="text"/> .

**Оберіть “was” чи “were”:**

1. The teacher was/were nice.
2. The pupils was/were very clever.
3. But one pupil was/were in trouble.

4. Teacher was/were sorry for him.
5. He was/were nice though.

## FUTURE SIMPLE TENSE

Change the sentences according to the pattern using the Future Indefinite Tense  
*He went to Paris last year. — He will go to Paris next year.*

1. He went to New York last week.
2. She went to Berlin last month.
3. I went to London last year.
4. We went to Rome last month.
5. They went to Geneva last year.
6. You went to Stockholm last week.
7. He went to Madrid yesterday.

**Answer the questions in the negative.**

*Will he call on us tomorrow? — No, he won't. He won't call on us tomorrow.*

1. Will it snow in the morning?
2. Will he become a good engineer?
3. Will she translate this article tomorrow?
4. Will the manager answer my question on Saturday?
5. Will granny receive the letter tomorrow?
6. Shall we review these rules in some days?
7. Will this medicine do her good

**Put the verbs in brackets into the Future Indefinite Tense**

1. I (do) my homework in the evening.
2. They (tell) us about their work.
3. John (see) his friend at the cinema.
4. I (be) in the dining-room at eight o'clock.
5. He (cook) the breakfast for you?
6. We (see) you on Sunday.
7. She (get) up early tomorrow morning.
8. She (finish) her work next month?
9. I (know) the result in a week.
10. You (have) time to help me tomorrow?
11. I (remember) this day all my life.
12. Jack (be) twenty years old next week.
13. She (stay) at home tomorrow.
14. Where the children (go) on the summer holiday? — They (go) to the seaside.
15. I hope he (remember) to buy bread.
16. Perhaps he (arrive) in time for lunch.

**Add question tags**

1. *You'll learn this poem. — You'll learn this poem, won't you?*

2. *You won't translate this article. — You won't translate this article, will you?*

1. You'll wait for me in the waiting room.
2. Your friend won't miss the train.
3. Jack will get tickets to the Opera house.
4. He'll phone you tomorrow.
5. I'll carry your case for you.
6. She won't pass the exam.
7. My sister won't fall ill.
8. Her father will arrive by the 5 o'clock train.
9. This doctor will treat you.
10. It will improve the state of affairs.

### **Answer the questions using the phrases in brackets**

*What will you do when you have spare time? (To go to the cinema). — When I have spare time, I shall / will go to the cinema.*

1. What will you do if you get a new flat? (To buy a set of furniture).
2. What will she do when she graduates from the Institute? (To work at a school).
3. Where will they live when they get married? (In Kyiv).
4. What will you do after you pass the exams? (To go to the cinema).
5. What will you do if your TV set is out of order? (To buy a new one).
6. What will she do if she doesn't find them at home? (To ring them up later on).

### **Join the following sentences according to the pattern**

*He will live in the center of the city. He will get a new flat. (When). — He will live in the center of the city when he gets a new flat.*

1. He will come. He will return from the country. (When).
2. They will tell you everything. They will come to see you. (When).
3. These students will work in various fields of our economy. They will graduate from the Institute. (After).
4. I shall show you the photo of my family. I shall leave. (Before).
5. She will not come. They will invite her. (Until).
6. She will look quite beautiful. She will cut her hair short. (After).

### **Present Continuous Tense**

#### **Change the sentences using the Present Continuous Tense**

*Tom plays tennis every Saturday. (Now). — Tom is playing tennis now.*

1. She often sits here. (Now).
2. My father works here every morning. (Still).
3. My mother cooks dinner every day. (Now).
4. It often rains here in autumn. (Now).
5. The teacher answers his students' questions at each lesson. (At this moment).
6. He always waits for his friend. (At present).
7. She thinks about her friend a lot. (At the moment).

#### **Change the sentences to questions**

*He is getting ready for school. — Is he getting ready for school?*

1. You are staying at that hotel.
2. She is looking at the picture.
3. My father is reading a newspaper.
4. They are reviewing their homework.
5. The boys are playing football.
6. The teacher is explaining the Passive Voice.
7. We are listening to your words.

**Answer the questions according to the pattern**

*Is your sister playing computer games? — Yes, she is. Yes, she is playing computer games.*

1. Are your brothers playing chess?
2. Is it raining?
3. Is George speaking to the dean?
4. Are they having a rest?
5. Is Mary packing her things?
6. Is the doctor examining a patient?
7. Are people walking in the street?

**Give negative answers to the questions**

*Are you staying at the Hilton Hotel? — No, I am not. I am not staying at the Hilton Hotel.*

1. Is the sun shining?
2. Are you laughing?
3. Is she learning French at night school?
4. Are you working hard these days?
5. Is your friend helping you?
6. Is your father teaching you?
7. Are you listening to what I am saying?

**Translate into English to complete the sentences. Use the Present Continuous Tense**

*He never speaks, коли він працює. — He never speaks while he is working.*

1. My younger brother always moves his lips, коли читає.
2. We always consult a dictionary, коли перекладаємо з англійської.
3. My sister always smiles, коли танцює.
4. He is always silent, коли вночі.
5. The students always listen, коли пояснюють новий матеріал.
6. Never interrupt other people, коли вони розмовляють.
7. My mother never disturbs me, коли працюю.
8. My younger sister listens attentively, коли читає.

**Fill in the blanks with the articles where necessary**

1. Miss Green is going to have ... lunch with ... friends at ... canteen.

2. What are you reading? — I'm reading ... very interesting book.
3. Do you usually have ... dinner at ... home or at ... canteen?
4. If ... weather is fine, they go to ... park and spend ... day in ... open air.
5. What is ... highest mountain in ... world?
6. As a rule I cook ... breakfast every ... morning except ... Sunday.
7. He gives ... lectures twice ... week: on Monday and Friday.
8. There are ... lot of ... advantages of living outside ... city.
9. There is not so much ... noise and hurry.
10. He has ... nice garden in ... front of... his house.

### **Past Continuous Tenses**

**Change the sentences to the Past Indefinite and the Past Continuous Tenses using corresponding time phrases**

*I go to the cinema. — I went to the cinema yesterday. — I was going to the cinema when I met you.*

1. It often snows in winter.
2. George sometimes cooks himself.
3. It gets dark early now.
4. On Sundays we often go to the forest.
5. I play the piano.
6. Tom often skates not far from his house.
7. The children drink milk in the evening.
8. We usually swim in the river and bathe in the sun in summer.
9. We usually have dinner in the evening

**Translate into English using either the Past Indefinite or the Past Continuous Tense**

1. О чверть на сьому вони вивчали англійську мову.
2. Учора з четвертої до п'ятої години ранку йшов дощ.
3. Він читав книгу, коли я прийшов.
4. Я читав цю книгу минулого року.
5. Я дзвонила йому учора, але його не було вдома.
6. Він дивився телевизор, коли задзвонив телефон.
7. Коли Мері грала з дітьми, її брат поливав квіти.
8. Коли не було дощу, ми ходили до лісу.
9. Коли настала зима, декілька тижнів ішов сніг.
10. Люди діставалися до місця роботи з великими труднощами.
11. Діти каталися на ковзанах недалеко від нашого дому.
12. Мені дуже сподобалося літо.
13. Ми часто ходили купатися і загоряти на річку.
14. Що ви вчора робили? Ми встали о дев'ятій годині, оскільки була неділя, поснідали і пішли гуляти. Після обіду ми слухали музику, а увечері пішли в кіно.
15. Минулого тижня я придбав дві англійські книги. Одну з них я дав почитати своїй сестрі, другу я читав сам три дні.

### **Future Continuous Tense**

### **Write sentences using the Future Continuous Tense**

*... to leave next week — I'll be leaving next week.*

1. ... to watch TV when you come.
2. ... to play the piano at this time tomorrow.
3. ... to translate the story in the afternoon.
4. ... to take an exam in English in the morning.
5. ... to have a dancing class at 2 p.m. tomorrow.
6. ... to work in the garden

**Change to a) negative sentences, b) questions He'll be dancing at 7 p.m. tomorrow.**

**a) He won't be dancing at 7 o'clock. b) Will he be dancing at 7 p.m. tomorrow?**

1. I'll be working at my French at 12 o'clock tomorrow.
2. She'll be making a report at this time tomorrow.
3. We'll be watching TV tonight.
4. You'll be waiting for me at 3 p.m. tomorrow.
5. My sister will be explaining this rule to me when you come.
6. She'll be playing the piano at 9 p.m. tomorrow.
7. He'll be working in the lab at the usual time tomorrow.
8. She'll be leaving for Kyiv at this time in two days.

### **Use the Future Continuous or Future Indefinite Tense of the verbs in brackets**

1. This time next month I (sit) on a beach.
2. I'll come at three o'clock. — Good, I (wait) for you.
3. The garden (look) its best next month.
4. Don't ring her up at 9 o'clock, she (put) the children to bed. Ring her later.
5. When I get home my dog (sit) at the door waiting for me.
6. When we reach England it (rain) probably.
7. When you next see me I (wear) my new dress.
8. If you come after eleven o'clock, I (sleep).
9. When I come back they (have) supper.
10. If I receive a letter from him, I (let) you know.

### **Change the sentences according to the time phrases in brackets**

*Ann often takes photographs. (At this time tomorrow). — Ann will be taking photographs at this time tomorrow.*

1. I'll read this book tomorrow. (When you ring me up).
2. He played the guitar yesterday. (From 9 to 11 tomorrow).
3. He is learning English. (At this time tomorrow).
4. She'll have a French lesson tomorrow. (At 4 o'clock tomorrow).
5. Helen will work at the library tomorrow. (All day tomorrow).
6. The children will ski tomorrow. (At 4 o'clock).
7. The boy will play tennis tomorrow. (When you return).

**Translate into English to complete the sentences. Use the Future Continuous Tense**



*Вони будуть вечеряти, when you come back. — They'll be having supper when you come back.*

1. Ви будете розмовляти по телефону, when your mother comes.
2. Він буде слухати радіо at this time tomorrow.
3. Він буде працювати тут all day long.
4. Ми будемо обговорювати це питання at 3 p.m. tomorrow.
5. Діти будуть снідати, when you come back.

### **Translate into English using the Present, Past or Future Continuous Tense**

1. Що ти робив о другій годині? — Слухав музику.
2. Я поспішав на роботу, коли зустрів свого давнього друга.
3. Я буду грати на піаніно весь вечір.
4. Чи вона буде займатися англійською з дев'ятої до одинадцятої? — Так.
5. Ми прийдемо о п'ятій годині. — Добре, я буду чекати на вас.
6. Я гадаю, ми зустрінемося зі своїми друзями<sup>74</sup> через декілька днів.
7. Ми подорожували, коли отримали листа від батьків.
8. Ви перекладали статтю чи готувалися до контрольної о другій годині? — Я готувався до контрольної.
9. Я пишу листа своєму другу зараз.
10. Якою мовою вони розмовляють зараз з вашим другом? — Вони розмовляють англійською, але мій друг також знає німецьку.
11. Поїзд відійде за п'ять хвилин.
12. Завтра у цей час ми будемо проводити його на вокзал.
13. Ми не виходили тому, що йшов дощ.
14. Що ти робив о цій порі учора?
15. Він обпік руку, коли готував обід.

### **The Present Perfect Tense**

#### **Use the right verb form**

1. I've (speak) English all my life.
2. He's (know) me for over ten years.
3. She has (work) hard for ten years.
4. How long have you (be) here?
5. Has she (have) breakfast already?
6. They've (go) to bed late every night for two weeks.
7. You haven't (speak) German all your life, have you?
8. I've (get) dressed quickly this morning.
9. He has (do) his work.

#### **Change the sentences to the Present Perfect Tense**

*I wrote the letter yesterday. — I have written the letter this morning.*

1. He saw this film yesterday.
2. She wrote a new book last year.
3. He gave me the answer to my question at the last lesson.
4. Mr. Smith spoke to me about you on Monday.

5. I heard about the play yesterday.
6. Bill studied very hard last year.
7. They went to the theatre together yesterday evening.
8. We read a play by Shakespeare last summer.
9. You left your book at home yesterday morning.
10. John gave us the tickets two days ago

**Change the following sentences to questions**

*Jane has (never) seen this film. — Has Jane (ever) seen this film?*

1. Mother has told me to answer the letter.
2. He has enjoyed the performance.
3. This painter has lived in Paris for a long time.
4. Granny has prepared the dinner.
5. He has written a letter to his parents.
6. They have seen this play.
7. I have never smoked.
8. It hasn't rained for ages.
9. I have seen George recently.
10. He has phoned Mary this evening.

**Answer the questions according to the pattern. Translate the answers**

*Has he bought a car? — Yes, he has. He has just bought a car. Так. Вінщойнокупивмашину. — No, he hasn't. He has not bought a car yet. Вінщенекупивмашину.*

1. Have you written the exercise?
2. Has she finished her work?
3. Has the steamer arrived?
4. Has the manager signed the letter?
5. Have you seen the film «Gone with the wind?»
6. Have you rung her up today?
7. Have we received any letters from him this week?

**Change the sentences to the Present Perfect Tense using the adverb «already».**

**Translate the sentences** *My brother is going to do the shopping.*

*Мійбратзбираєтьсязробитипокупки. — My brother has already done the shopping. Мійбратвжезробивпокупки.*

1. They are going to have dinner soon.
2. What are you going to do?
3. I'm going to buy some food-stuffs.
4. His family is going to listen to the seven o'clock news.
5. I am going to clean the flat.
6. John is going to shave.
7. They are going to have a rest in the country.
8. Ann is going to switch on the light.
9. Who is going to have lunch?
10. They are going to have a cup of tea.

**Use the given words to make sentences and put the verb into the Present Perfect Tense**

*Phil /find/ a new job. — Phil has found a new job. You ever /be/ to Rome? — Have you ever been to Rome?*

1. Charles /go/ to Brazil.
2. Jack and Jill /decide/ to get married.
3. Tom /give up/ smoking.
4. Ann /pass/ her driving test.
5. Bill /break/ his leg.
6. Mary /lose/ weight.
7. Jill /wash/ her hair.
8. I /pay/ the waiter.
9. Chris /forget/ to phone Tome.
10. We /see/ John.
11. You /read/ any English books?
12. You /live/ in this town all your life?
13. You ever /eat/ caviar?
14. You ever /have/ a car?

**Translate into English to complete the sentences**

*A Вона знаходиться тут since two o'clock. — She has been here since two o'clock. («Since» is a preposition). Я його не бачила since. — I haven't seen him since. («Since» is an adverb). Я його не бачила since he graduated from the Institute. — I haven't seen him since he graduated from the Institute. («Since» is a conjunction).*

1. Вона живе у Києві since 1955.
2. Я одержала від нього тільки два листа since I graduated from the Institute.
3. Він поїхав на північ, і я не бачила його since.
4. Я знаю його since childhood.
5. Визустрічали своїх шкільних друзів since you finished school?
6. Дівчина не спала since the day before yesterday.

*В Я знаю його for two years. — I have known him for two years.*

1. Я не одержую від нього листів for many years.
2. Мої батьки живуть у Києві for ten years.
3. Він знає мене for several years.
4. Ваш знайомий був тут for half an hour.
5. Я не бачила його for ages.
6. Вона вже хворіє for a fortnight.
7. Вони одружені for twenty years.

**Translate into English using the Present Perfect Tense**

1. Ви написали листа своєму другу?
2. Чи відпочивали ви колись будь-навеки?
3. Ми ще не бачили картин цього художника.
4. Щось трапилось з цим хлопцем.
5. Я вже бачила цей фільм.

6. Ви приготували обід на сьогодні?
7. Ви вже відповіли на це запитання?
8. Вони вирішили багато важливих проблем.
9. Він був у Франції три роки.
10. Вона живе у Києві з жовтня.

### PAST PERFECT TENSE

**Напишіть речення, ставлячи дієслова у правильну форму:**

1. I lost the key that he (give)  to me.
2. She told me that she (see)  the film .
3. I went outside as I (hear)  a noise.
4. She picked out the red dress, which she (not / wear)  for ages.
5. Mike (not / swim)  in the beach before that day.
6. His father was angry because he (not / help)  him.
7. (you / have)  dinner before you left the house?
8. (he / manage)  to find a place to stay when he went to Paris?
9. Where (she / stay)  before she moved to live with her boyfriend?

**Поставте дієслова у правильну форму, використовуючи Past Simple чи Past Perfect:**

1. The storm (destroy)  the house that they had built .
2. When she went out to play, she (do / already)  her homework.
3. The children (clean)  the blackboard they had used to do the mathematics exercise.
4. He took off the jacket he (put on)  before.
5. They (eat)  all of the food that she had made .

### **Вставте дієслова в Past Perfect**

I ... (to have) before breakfast I went to school.

He went to meet his friends after he ... (to do) his homework.

By 8 o'clock the rain ... (to stop).

Alice was late because she ... (to miss) the bus.

She went to the post-office after she ... (to write) the letter.

He ... (to work) at the factory before he entered the college.

He got a bad mark for his test because he ... (to make) a lot of mistakes in it.

I went to bed after I ... (to finish) reading the book.

The child ... (to fall) asleep before the parents came home.

Вони ... (to marry) before they bought this house.

**Використайте Past Perfect запропонованих дієслів, щоб доповнити речення.**

to leave, to go, to die, to see, to live, to fly

I didn't read the text in class because I ... my book at home.

The children didn't want to go to the cinema because they ... already ... the film.

Kate wasn't at home last week because she ... to visit her uncle.

Linda never knew her father because he ... before she was born.

I was excited when the plane took off because I... never ... before.

My grandfather was always afraid of animals because he ... never in the country.

**Вставте дієслова в Past Perfect.**

1. Jill was afraid she \_\_\_\_\_ (forget) her key at home, but she found it in her handbag.
2. Dad wasn't at home when I came back. He \_\_\_\_\_ (go) out twenty minutes before.
3. I wasn't hungry because I \_\_\_\_\_ (just/have) breakfast.
4. Peter saw an urgent message on his table. Somebody \_\_\_\_\_ (leave) it the day before.
5. I apologized \_\_\_\_\_ (not/phone) her.
6. He told me that he \_\_\_\_\_ (come back) a fortnight before.
7. I knew him at once though I \_\_\_\_\_ (meet) him many years before.
8. We spent the night in Klin, a town we \_\_\_\_\_ (often/hear of) but \_\_\_\_\_ (never/see).
9. They couldn't believe he \_\_\_\_\_ (give up) his job in the bank. He \_\_\_\_\_ (make) a good living there.
10. Mr. Jackson said that he \_\_\_\_\_ (already/buy) everything for lunch.
11. Alice asked her brother, where he \_\_\_\_\_ (arrange) to meet his friends.
12. We had no car at that time because we \_\_\_\_\_ (sell) our old one.
13. They \_\_\_\_\_ (finish) painting the ceiling by two o'clock.

**Визначте, яку дію сталося раніше. Об'єднайте два речення в одне, не змінюючи частині місцями. Використовуйте BEFORE**

*Example/ Приклад*

*I sent a telegram. Then I met my friend.*

*— I had sent a telegram before I met my friend.*

The rain stopped. I went for a walk.

I did my homework. My mother returned home.

We met in the street. We went to the park.

They packed their things. Then they started.

I had dinner. I switched on the TV set.

He returned home. The guests left.

We came to the cinema. The film began.

I read the book. I saw the play. .

They lived here. They moved to another place.

We played a game of tennis. We went to my place

**Об'єднайте дві речення в одне, використовуючи before, as soon as, after.**

*Example/Приклад*

*They had lived in the country. They moved to the city.*

*— They had lived in the country before they moved to the city.*

He had finished school. He went to a camp.

She had phoned her friend. She went to meet her.

I read the book. I had seen the film.

I had cleaned my room. I invited my friends home.

He entered the university. He had finished school.

He told me about his impressions. He had returned from his journey.

He was unhappy. He had got bad news.

I had finished the text. I handed in my exercise book.

**Доповніть речення, використовуючи Past Perfect.**

I watched a new film after...

I went for a walk after...

I fell asleep after...

I began to read a book after...

I helped my mother about the house after...

**Future Perfect Exercises.**

**Вставте дієслово в часі Future Perfect.**

I \_\_\_\_\_ a Londoner for five and a half years by next September. (be)

By Tuesday Jill \_\_\_\_\_ these novels by O'Henry. (finish)

Next year is and Fred Kate's 10th wedding anniversary. They \_\_\_\_\_ happily married for ten years. (be)

Molly thinks the film \_\_\_\_\_ by the time she gets to Fred's. (to start)

They \_\_\_\_\_ the plans by then. (to finish)

Before his holiday Tom \_\_\_\_\_ all his money. (to spend)

The train \_\_\_\_\_ by the time the couple get to the station. (to leave)

I \_\_\_\_\_ dinner by then. (cook)

I \_\_\_\_\_ my chemistry homework before Jillian comes home. (finish)

Fernando \_\_\_\_\_ his operation by August and should be much fitter. (have)

Before Lisa arrives, I \_\_\_\_\_ dinner. (finish)

Johnny \_\_\_\_\_ this document by 7pm O'clock this afternoon. (translate)

Helen \_\_\_\_\_ this awesome doll by her daughter's birthday. (make)

Steven \_\_\_\_\_ his lesson by tomorrow. (not/learn)

This test is so arduous, that I \_\_\_\_\_ it in a day's time. (not/complete)

You \_\_\_\_\_ over half a thousand words when you finish this English book (learn).  
The commission \_\_\_\_\_ to a definite decision in a month. (come)  
I won't see Molly on the 1st of August since I \_\_\_\_\_ to the South by that time. (go)

**Дайте відповідь, використовуючи Future Perfect Tense та слова в дужках.**

*Example: Will Jill be busy at 6pm? (finish essay)*

Oh, no, Jilly will have finished her essay by that time.  
Will the couple be at their hotel on Monday? (move to the old beach house)  
Will be the committee discussing the project at 2 o'clock? (make a decision)  
Will the pupils be writing their test at ten? (finish)  
Will Mike's niece still be a pupil next autumn? (finish school)  
Will Greg still remember Molly in ten years? (forget)  
Will Greg be at home on Tuesday? (leave for China)

**Складіть пропозиції в часі Future Perfect.**

have / Jill / she / perfected / will / from / her / by the time / Japanese / comes / Tokyo.  
promotion / Melody / have / By December / will / her / received.  
gets home / Helen's / cleaned / By the time / relatives / she / will / the house / have.  
to communicate / Steven / he / learned / Will / have / well / Chinese / before / enough /  
flies to Beijing?  
finishes / have / By the time / twenty / taken / Jillian's father / that course / he / will /  
online tests.

**Translate into English using Future Perfect.**

Майкл закінчить цей звіт до завтра.  
Студенти його дороблять до третьої години по полудні.  
До червня ми здамо сесію.  
Будівельники побудують школу до початку вересня.  
Я напишу заяву до того часу, як приїде секретар.  
Поїзд піде, поки ми доберемося до станції.  
Зоя переведе цю доповідь до понеділка.  
До ночі Меган переведе цю довгу статтю.  
Стівен вже поїде в Париж, коли Моллі повернеться з Конго.  
Зора не дочитає цю ідіотську книжку до кінця року.  
Відповіді до вправ на Future Perfect.

1. Арзянцева Н.І.: Barristers and Solicitors (навчально-методичні матеріали для студентів-юристів) / Н.І. Арзянцева. – Хмельницький університет управління та права, 2002. – 29 с.
2. Борисова А. О. Англійська для менеджерів та маркетингологів: навч.-метод. посібник / А. О. Борисова, В. О. Архипова, О. Ф. Белікова, О. М. Муравйова. – Х. : ХДУХТ, 2016. – 198 с.
3. Вовченко Н.Ф.: Across Great Britain / Н.Ф. Вовченко. - К.: Знання, 2001. – 64 с.
4. Гапонова С.В. Readings on Ukraine. Part I, Part II / С.В. Гапонова. - К., 1997. – 220 с.
5. Гуманова Ю.Л.: Just English. Английский для юристов / Ю.Л. Гуманова, Королева-Макари. – М.: Зеркало, 2004. – 248 с.
6. Данилова З.В.: Business English. The legal Environment for Business / З.В. Данилова, С.П. Гулькевич. - Л., 1999. – 180 с.
7. Зернецький П.В.: англійська мова для правників / П.В. Зернецький, М.В. Орлов. – К.: КМ Академія, 2003. – 180 с.
7. Камянова Т.: 2000 тестових завдань по англійській граматиці / Т. Камянова. - М., 2008. – С. 28-39, С. 44-54
8. Кічигін В.О.: Legal professions in Ukraine / В.О. Кічигін. – Х.: ХУУП, 2004. – 23 с.
8. Лічків В.: спілкуйся на професійні теми / В. Лічків. – Тернопіль, 2000. – 128 с.
9. Ляпина Н.П.: англійський мовний курс / Н.П. Ляпина. – М.: МГУ, 1992. – 178 с.
10. Мисик Л.В.: English Communicative Aspect / Л.В. Мисик. – Л.: Атика, 2000. – 368 с.
11. Песочин А.А.: практичний курс англійської мови для юристів / А.А. Песочин, С.П. Юрчук. – Х.: Консум, 2002. – 318 с.
12. Петрушко А.А.: English is the World Language / А.А. Петрушко. – Х.: ХУУП, 2004. – 31 с.
13. Пінська О.В.: Current Events in Mass Media / О.В. Пінська. – К.: Знання, 2004. – 64 с.
14. Сімонок В.П.: посібник з англійської мови для студентів-юристів / В.П. Сімонок. – Харків: Право, 2005. – 264 с.
15. Шишкіна Т.Н.: Just English. Английский для юристов / Т.Н. Шишкіна. – М.: МГУ, 1997. – 200 с.
16. Gumovska I. English for Law Students: навчальний посібник / I. Gumovska. - Тернопіль: Лілея, 1997. – 48 с. 290
17. Knodel L.V.: English for Law / L.V. Knodel. - К.: Publisher Paluvodova A.V., 2007. – 260 p.
18. Martynenko B. International Organizations. – К., 2003. – 164 с.
19. Nesterchuk G.V. The USA and the Americans. Минск: Высшая школа, 2002. – 238 с.
20. Сніцар І.В., Пасічник О.С., Школяр Н.В. : English for business communication. Англійська мова для ділового спілкування. Методичні вказівки з розвитку усного і письмового мовлення. Для студентів усіх спеціальностей. – Хмельницький: ХНУ, 2013. – 83 с.



21. English for Lawyers. – Для студентів юридичних спеціальностей –  
Хмельницький: Хмельницький університет управління та права, 2011. – 290 с.