

**Мукачівський державний університет**  
**Гуманітарний факультет**  
**Кафедра англійської філології та**  
**методи викладання іноземних мов**



**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ПРАКТИЧНИХ ЗАНЯТЬ  
ТА САМОСТІЙНОЇ РОБОТИ**

**з дисципліни**

**« Ділова англійська мова »**

**для студентів  
денної та заочної форми навчання**

**спеціальності 8.03050701 «Маркетинг»,  
8.03050801 «Фінанси і кредит», 8.03050901 «Облік і аудит»**

**Мукачево  
2016**

## **ББК**

Методичні рекомендації до практичних занять та самостійної роботи з дисципліни « Ділова англійська мова» для студентів денної та заочної форми навчання спеціальності 8.03050701«Маркетинг», 8.03050801 «Фінанси і кредит», 8.03050901 «Облік і аудит» / І.В. Логойда.– Мукачєво: МДУ, 2016. –36с. (1,9 авт.арк).

Рекомендовано до друку Науково-методичною радою Мукачівського державного університету, протокол №8 від «29» березня 2016р.

Обговорено і схвалено на засіданні кафедри англійської філології та методи викладання іноземних мов, протокол №9 від 24.02.2016р.

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Видання містить матеріали та завдання для практичного оволодіння діловою англійською мовою. Призначене для студентів денної та заочної форм навчання.

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## Передмова

Вивчення іноземної мови стає все більш актуальним, оскільки виникає потреба економічних і культурних зв'язків між країнами. Знання англійської мови допоможе студентам в їх майбутній спеціальності і відкриває широку перспективу для їх професійної діяльності.

Дані методичні рекомендації призначені, перш за все для факультетів вищих навчальних закладів. Мета методичних рекомендацій - дати студентам знання і навички з англійської мови, необхідні для успішного виконання професійних функцій. Ділова англійська мова є одним з важливих предметів в системі підготовки магістрів. Метою цього курсу є вивчення англійської мови на професійно-орієнтованому рівні, закладання та розвиток навичок ділового спілкування. Знання професійної лексики та термінології, оволодіння спеціальними кліше, штампами та основами ділового мовлення, які відіграють важливу роль в становленні майбутнього магістра, відкриваючи широку перспективу для професійної діяльності. Завданнями цього курсу є вироблення навичок як усної та письмової комунікації. Спираючись на досвід та знання, отримані на попередніх етапах вивчення мови, продовжується робота по автоматизації навичок, правильної вимови, аудіювання та граматики. Дане видання складається з 3 розділів: ділові листи (зразки листів, ключові словосполучення), граматичні вправи (вправи на закріплення граматичного матеріалу), тексти для читання та перекладу (тексти та вправи для закріплення лексичного матеріалу).

## **Розгорнута програма дисципліни**

### Тема1. Job interviews.

Speaking. Job interviews. Лексико-граматичні вправи. Listening. Аудіювання на теми: Dealing with incoming calls. Grammar. Інфінітив. Значення і вживання форм інфінітива. Тренінг у вправах. Writing. Укласти резюме.

### Тема2. Work and jobs. Ways of working.

Speaking. Work and jobs. Ways of working. Лексико-граматичні вправи. Grammar. Інфінітив. Функції інфінітива в реченні. Вживання інфінітивної частки to. Тренінг у вправах. Reading. Business correspondence. Ознайомче та вивчаюче читання. Лексико-граматичні завдання по тексту.

### Тема3. Recruitment and selection.

Speaking. Recruitment and selection. Лексико-граматичні вправи. Listening. Аудіювання на теми: Telephone communication problems. Grammar. Комплекси інфінітива. Об'єктний та суб'єктний інфінітивний комплекс. Тренінг у вправах. Writing. Укласти CV.

### Тема4. Skills and qualifications.

Speaking. Skills and qualifications. Лексико-граматичні вправи. Grammar. Комплекси інфінітива. Прийменниковий інфінітивний комплекс. Тренінг у вправах. Reading. Money. Ознайомче та вивчаюче читання. Лексико-граматичні завдання по тексту.

### Тема5. Careers. Pay and benefits.

Speaking. Careers. Pay and benefits. Лексико-граматичні вправи. Listening. Аудіювання на теми: At the airport. Grammar. Дієприкметник. Утворення та форми, значення та вживання. Тренінг у вправах. Writing. Укласти супровідний лист.

### Тема6. People and workplaces.

Speaking. People and workplaces. Лексико-граматичні вправи. Grammar. Дієприкметник. Функції дієприкметника в реченні. Тренінг у вправах. Reading. Business. Forms of business. Ознайомче та вивчаюче читання. Лексико-граматичні завдання по тексту.

### Тема7. The career ladder.

Speaking. The career ladder. Лексико-граматичні вправи. Listening. Аудіювання на теми: At the passport and customs desk. Grammar. Неособові форми дієслова. Об'єктний дієприкметниковий комплекс. Тренінг у вправах. Writing. Укласти лист щодо подяки.

### Тема8. Problems at work.

Speaking. Problems at work. Лексико-граматичні вправи. Grammar. Суб'єктний та незалежний дієприкметниковий комплекси. Тренінг у вправах. Reading. Personal finance. Ознайомче та вивчаюче читання. Лексико-граматичні завдання по тексту.

### Тема9. Organizations.

Speaking. Organizations. Лексико-граматичні вправи. Listening. Аудіювання на теми: At the company office. Grammar. Герундій. Вживання герундія. Тренінг у вправах. Writing. Укласти діловий лист.

Тема10. Company. The structure of a company.

Speaking. Company. The structure of a company. Лексико-граматичні вправи. Grammar. Неособові форми дієслова. Герундій. Тренінг у вправах. Reading. Public finance. Ознайомче та вивчаюче читання. Лексико-граматичні завдання по тексту.

Тема11. Mangers, executives and directors.

Speaking. Mangers, executives and directors. Лексико-граматичні вправи Listening. Аудіювання на теми: Everyday life and service. Grammar. Неособові форми дієслова. Комплекси з герундієм. Тренінг у вправах. Writing. Укласти лист-запит.

Тема12. Business people and business leaders.

Speaking. Business people and business leaders. Лексико-граматичні вправи. Grammar. Неособові форми дієслова. Герундій і віддієслівний іменник. Тренінг у вправах. Reading. Unemployment. Ознайомче та вивчаюче читання. Лексико-граматичні завдання по тексту.

Тема13. Production. Manufacturing and services.

Speaking. Production. Manufacturing and services. Лексико-граматичні вправи. Listening. Аудіювання на теми: At the hotel. At the restaurant. Grammar. Типи речень. Тренінг у вправах. Writing. Укласти лист-пропозицію.

Тема14 The development process.

Speaking. The development process Лексико-граматичні вправи. Grammar. Типи речень. Тренінг у вправах. Reading. Economic environment. Ознайомче та вивчаюче читання. Лексико-граматичні завдання по тексту.

Тема15. Innovation and invention. Making things.

Speaking. Innovation and invention. Making things. Лексико-граматичні вправи. Listening. Аудіювання на теми: At the car rental agency. Grammar. Головні члени речення. Тренінг у вправах. Reading. Decision-making. Ознайомче та вивчаюче читання. Лексико-граматичні завдання по тексту.

## Ділові листи

### LETTERS

#### **Hints of Business Correspondence**

A very large part of business in the world is conducted by means of correspondence. Therefore, it is extremely important to be able to write good business letters — letters that represent one's self and one's organisation to best advantage.

Writing good business letters is a matter of detailed and often quite specialised technique, which is not so complicated as you have been led to fear. All you need is the supply of visiting cards, some good paper, a pen, a typewriter, personal computer and some good will.

#### **General Rules of Business Correspondence**

— You should be familiar with two kinds of letters:

business letters and personal letters. Business organisations usually use printed letter-head for their business letters. Private business letters are typed on plain paper.

— You should answer all letters promptly: within ten days at the outside. If you can't fully answer them within that period, the least you can do is to acknowledge them and explain your delay.

— Let everyone involved know what action has been taken on a letter.

— You should always write a thank-you note to anyone who has given you a letter of introduction, reporting at the same time how well you were received or what results the introduction produced.

— You should sign and send out only the letters that are well typed, well spaced, faultlessly neat and inviting to the eye, i.e. letters that make a good first impression. The letter you write is always a mirror which reflects your appearance, taste and character.

When writing a business letter in English, be careful not to use an old-fashioned commercial instruction book as a guide. The style of writing is changing rapidly. Every year it gets simpler and less formal. Business correspondents prefer simple English to express what they want to say as effectively as possible. But a writer of a business letter must create a good impression, so a few words to promote a feeling of friendship and good will be just to the place.

However, compliments must not be exaggerated, as they may produce the opposite effect, and the reader may feel that the writer is being insincere.

The following is to be remembered when writing a business letter in English:

1. Make a new paragraph for a new subject.
2. Say what you want to say in the simplest, clearest way.
3. Don't say aggressively.
4. Don't exaggerate compliments.
5. Remember that real feelings will have more effect than pretended ones.

#### **Приклад форми запиту/супровідного листа (Format for Letter of Inquiry or Covering Letter)**

Date  
Dr., Mr., Ms.  
Title  
Company, Institution.  
Address

Dear Sir/Madam;

State your reason for writing.

You will either inquire whether any positions' are available or you will say which position you are applying for. If you are applying for a specific position identify the source of the information (a person, a newspaper, including date, etc.)

Describe your educational background and professional experience. Focus on those things from your resume that best relate to the position you are applying for.

Say you are enclosing your resume and/or other supporting material. State your willingness to provide more information and to be interviewed.

Thank them for their consideration. Say you look forward to hearing from them.

Yours faithfully, (signature)

Your name

Address

Phone

Enclosure

Дата

Шановний пане, пані

Посада, звання

Компанія/ заклад

Адреса

Шановний пане, пані

Сформулюйте мету листа.

Ви або запитуете чи є які-небудь вакансії, або повідомляєте, яким робочим місцем Ви цікавитесь. Якщо Ви цікавитесь конкретним місцем, назвіть джерело інформації (людина, об'ява в газеті із зазначенням дати і т.д.)

Опишіть свою освіту і професіональний досвід. Особливу увагу приділіть тим положенням свого резюме, які найкраще пов'язані з місцем, на яке Ви претендуєте.

Вкажіть, що Ви додаєте своє резюме та/або інші необхідні матеріали. Проявіть бажання надати більш детальну інформацію та пройти співбесіду.

Подякуйте за увагу. Повідомте, що Ви чекаєте на відповідь.

Щиро Ваш (підпис)

Ваше ім'я та прізвище

Адреса

Телефон

Опис додаткових матеріалів

### **Приклад супровідного листа (Sample Covering Letter)**

Mark Diamond  
4701 Pine Street, #K-13  
Philadelphia, PA 19143  
Tel. 1-(215)-748-3037  
April 2, 1992

Dear Mr. Marinichenko:

I am a first-year student in the M.B.A. program at the Wharton Business School in Philadelphia.

I understand that you are heading the independent Ukrainian airline. I have heard from my friend Mr. Bill Eastmann, a student at Duke University's Fuqua

School of Business, that you might wish to have an American M.B.A. student work with your airline this summer as an intern. I am very interested in the possibility of such an internship during the summer of 1992.

My professional experience has given me an in-depth knowledge of the air transportation industry. I have, in particular, worked for American Airlines, the Federal Aviation Administration, and Kurth & Company, Inc. , an aviation consulting firm where I was Manager of Airline Analysis. My responsibilities included the study of schedules, fares, equipment selection, and financial results. Notably, I prepared numerous feasibility studies for both jet and turboprop routes, including passenger and cargo flights, for proposed transatlantic and transpacific services.

I wish to place this experience at the disposal of your airline. I believe strongly that my knowledge of the deregulated air transportation industry in the United States could be quite beneficial to your carrier.

I have enclosed a copy of my resume. If my background and qualifications are of interest to you, please telephone me on (215) 748-3037. I would be interested in meeting you in mid-April in New York to discuss further the possibility of such a summer position, and your requirements.

I look forward to hearing from you soon.

Yours sincerely,  
*Mark Diamond*

3rdJun, 1990

Dear Sir,

At your request we are sending you, under separate cover, our latest illustrated catalogue and some other technical data about our new model of Harvester H-130.

We hope that you will find our machine useful and reliable and place an order with us.

Yours faithfully,

### **Useful Phrases**

We are sending you in today's mail...

We are glad to send you by parcel post...

We are pleased to send you separately...

Further to our letter we are sending you...

We are glad to send you a list of Ukrainian organizations dealing in... as requested.

At your request we are pleased to send you...

### **Letters of Confirmation**

There are two cases:

When you need to acknowledge receipt of a document (a letter, a telex, an offer or a contract, etc.), you just write: «We have received your letter of the 2nd of July...»

When you need to confirm the previous agreement (arrangement) made on the telephone, by telegram, by telex or by word of mouth, concerning the price, the terms of payment or delivery, the date of the talks, etc., then you write: «We are writing to confirm our today's telephone conversation about price...»

20th July, 1990

Dear Sir,

We thank you for your telex informing us that you have signed Contract # 60-775 and are sending one copy back to us by today's post.

We are pleased that we have established business relations with you and assure you that you will have our full co-operation.

Yours faithfully,

### Useful Phrases

We thank you for your telex informing us that...

We have received your Order # 3267 and started to...

In confirmation of our telephone conversation this morning we...

### Enquiry Letters

#### Лист-запит (Inquiry)

Лист-запит (*inquiry* або *enquiry*) компанія надсилає, коли хоче:

- отримати докладну інформацію про товари (*goods*);
- дізнатися, чи є вони в наявності (*availability of goods*);
- уточнити час і строки поставки (*delivery dates*);
- отримати інформацію про умови поставки та знижки (*terms and discounts*), спосіб транспортування (*method of transportation*), страхування (*insurance*);
- отримати інформацію про ціни на товари (*prices of goods*);
- отримати каталоги (*catalogues*) і зразки товарів (*samples of goods*), і т.п.

При написанні листа-запиту слід якомога докладніше викласти суть питання (*to give full details*), що дозволить Вашому діловому партнеру скоротити час на складання відповіді.

У випадку, якщо Ви звертаєтесь із запитом у дану компанію вперше, у лист бажано включити такі пункти:

1. Вказівка на джерело інформації про дану компанію та її товар.
2. Суть питання.
3. Короткі відомості про Вашу компанію.
4. Вираження надії на співробітництво.

Не обов'язково дотримуватися даної послідовності. При повторному запиті у лист включається лише другий пункт. Як і більшість інших ділових листів, лист-запит, як правило, друкується на фірмовому бланку, на якому вказані назва компанії-відправника запиту, її поштова адреса, номери телефонів та факсу.

#### Зразок листа-запиту (Sample Inquiry Letter)

Pet Products Ltd.  
180 London Road  
Exeter EX4 4JY  
England

25th February, 1997

Dear Sir,

We read your advertisement in the 'Pet Magazine' of 25th December. We are interested in buying your equipment for producing pet food. Would you kindly send us more information about this equipment:

- price (please quote CIF Odessa price)
- dates of delivery
- terms of payment
- guarantees
- if the price includes the cost of equipment installation and staff training.

Our company specializes in distributing pet products in Ukraine. We have more than 50 dealers and representatives in different regions and would like to start producing pet food in Ukraine. If your equipment meets our requirements, and we receive a favourable offer, we will be able to place a large order for your equipment.

Your early reply would be appreciated.

Yours faithfully,  
V. Smurov  
Export-Import Manager

### Useful Phrases

We are interested in... and would ask you to send us your offer (tender, quotation) for these goods (for this machine, for this equipment).

We require...

We are regular buyers of...

We are in the market for...

Please send us samples of your goods stating your lowest prices and best terms of payment

Please let us know if you can send us your quotation for.... (if you can offer us...)

Please inform us by return at what price, on what terms and when you could deliver...

We are interested in... advertised by you in...

We have seen your machine, Model 5 at the exhibition and...

We have read your advertisement in...

We have received your address from...

We have learnt from.... that you are exporters of...

Ми зацікавлені в.... і просили б Вас вислати нам Ваші пропозиції (заявку, котировку) на цей товар (на цю машину, на це обладнання).

Нам потрібно (потрібні)...

Ми постійні покупці....

Ми хочемо купити....

Просимо Вас надіслати нам зразки Вашого товару, вказати найнижчі ціни і зручні умови оплати

Просимо Вас повідомити, чи зможете Ви запропонувати нам...

Просимо Вас повідомити зворотною поштою, за якою ціною, на яких умовах і в який термін Ви могли б поставити...

Ми зацікавлені в... розрекламованій Вами...

Ми бачили Вашу машину моделі 5 на виставці та...

Ми прочитали Ваше рекламне оголошення в...

Ми отримали Вашу адресу від... Ми дізнались від..., що Ви є експортерами...

## Letters-Offers (Replies to Enquiries)

### Лист-пропозиція (*Offer*)

Листом-пропозицією постачальник (*the Supplier*) зазвичай відповідає на лист-запит. Відповідаючи на загальне запитання, він дякує за виявлений інтерес та зазвичай пропонує прейскуранти (*pricelists*), каталоги (*catalogues*) або умови типового договору (*Typical Contract*). Відповідь на спеціальне питання передбачає відповіді на всі питання потенційного клієнта.

*Структура листа-пропозиції:*

1. Привід написання.
2. Відповіді на питання потенційного замовника.
3. Додаткові пропозиції.
4. Вираження сподівання на замовлення.

Відповідаючи на питання, слід надати точний опис товару, по можливості супроводжуючи його фотоматеріалами та/або малюнками та/або зразками (*samples*). При визначенні ціни (*price*) враховуються можливі знижки (*discounts*). Окремо вирішуються питання витрат на пакування (*packing*), транспортних витрат (*transportation costs*), умов постачання (*terms of delivery*), і оплати (*terms of payment*). Докладніше про це див. уроки 9, 10.

Листи-пропозиції надсилають також без попереднього запиту, якщо постачальник бажає привернути увагу потенційних клієнтів або знайти нових замовників на конкретні продукти (*special products*) або їх асортимент (*range*). Тверда пропозиція (*firm offer*) передбачає особливі умови, наприклад кінцевий термін (*deadline*) отримання замовлення і систему знижок в залежності від кількості товару та інших умов.

### Зразок листа-пропозиції

#### (*Sample Letter of Offer*)

Mr. Fred North  
Purchasing Manager  
Broadway Autos

November 11, 20\_

Dear Mr. North,

Thank you very much for your enquiry. We are of course very familiar with your range of vehicles and are pleased to inform you that we have a new line of batteries that fit your specifications exactly.

The most suitable of our products for your requirements is the Artemis 66A Plus. This product combines economy, high power output and quick charging time and is now in stock.

I enclose a detailed quotation, specifications and delivery terms. As you will see from this, our prices are very competitive. I have arranged for our agent Mr. Martin of Fillmore S.A. to deliver five of these batteries to you next week, so that you can carry out the laboratory tests. Our own laboratory reports, enclosed with this

letter, show that our new Artemis 66A Plus performs as well as any of our competitor's product and, in some respects, outperforms them.

If you would like further information, please telephone or telex me: my extension number is 776. Or you may prefer to contact Mr. John Martin of Fillmore S.A. in M\_\_\_\_\_ : his telephone number is 01 77 99 02.

I look forward to hearing from you.

Yours sincerely,  
Fred Stock

### Useful Phrases

In reply to your enquiry of...

In reply to your enquiry for ... offering you...

In reply to your enquiry and in confirmation of our today's telephone conversation we are pleased to offer you...

We have received your enquiry and are happy to inform you that we can make you an offer for...

We thank you for your enquiry and are pleased to inform you that we could supply you with ..

Referring to your enquiry we would like to tell you that we could deliver...

We are carefully studying your enquiry and hope to send you our quotation very soon.

We have forwarded your enquiry to the manufacturers and will contact you as soon as we have their reply.

We thank you for your enquiry of..., but regret to inform you that we cannot offer you the goods required.

Our factory is fully engaged with orders now, and we cannot send you a quotation, but we may revert to the matter late next month.

У відповідь на Ваш запит від...

У відповідь на Ваш запит на (щодо)... пропонуємо Вам...

У відповідь на Ваш запит і підтверджуючи нашу телефонну розмову, яка відбулась сьогодні, ми із задоволенням пропонуємо Вам...

Підтверджуючи отримання Вашого запиту, із задоволенням повідомляємо, що ми можемо запропонувати Вам...

Із вдячністю підтверджуємо, що отримали Ваш запит і з задоволенням повідомляємо, що ми могли б доставити Вам...

Посилаючись на Ваш запит, ми хотіли б повідомити Вас, що могли б поставити...

Ми зараз уважно вивчаємо Ваш запит і сподіваємось у найближчий час надіслати Вам свої пропозиції.

Ми передали Ваш запит заводу-виробнику і, як тільки отримаємо відповідь, зв'яжемося з Вами

Дякуємо за Ваш запит від..., але, на жаль, повідомляємо, що ми не можемо запропонувати Вам потрібний товар.

Наш завод повністю загрузений замовленнями зараз, і ми не маємо можливості надіслати пропозиції, але можемо повернутися до цього питання в кінці наступного місяця.

### Резюме (Resume)

Так називається письмове зведення Ваших особистих, освітніх та професійних даних. Воно ніби письмово представляє "товар", який пропонують майбутньому роботодавцю. Резюме має бути досить докладним, але стислим (звичайно не більше однієї сторінки) і мати "товарний" вигляд. Форма його досить довільна. Наприклад:

John H. Mill  
38 Park Avenue, Ap. 50  
New York, N.Y. 11298  
Tel. (312)493-8332

OBJECTIVE SUMMARY	A position as a bookkeeper. 12 years of experience in all routine work in this field. Perfect knowledge of computers and statistics.
RESPONSIBILITIES	Compiled financial reports, balance sheets and production planning forecasts.
EXPERIENCE 1990-1995	FRISCO DOCKS, Inc. San Francisco, California. Deputy Chief of Planning, Commerce Dpt. In charge of account books, statements, new ideas in planning.
1980-1990	SAKHA Co, Ltd. New York. Accountant. Prepared accounts and balance sheets.
EDUCATION (1977-1980)	LONDON SCHOOL OF ECONOMICS London, Great Britain, Bachelor (Ec). Arrived in the United States January, 1980.
PERSONAL	British subject. Married, one child. Available upon request
REFERENCES	

### **Життєпис (Curriculum vitae (CV))**

В основному він відрізняється від резюме тільки обсягом (до 6-8 сторінок) і призначений для кандидатів на високі посади або для роботи за кордоном. Потенційний роботодавець бажає отримати детальну інформацію. Звичайно Ви надаєте фотографію, свої адресу та телефон, особисті та паспортні дані і більш докладно характеризуєте Вашу освіту і кваліфікацію. Наведемо для прикладу одну з функціональних частин CV людини, який претендує на посаду керівника у галузі машинобудування.

Objective: Senior position in engineering management

#### **HIGHLIGHTS OF QUALIFICATIONS**

— Business oriented; able to understand and execute broad corporate policy.

- Strength in analyzing and improving engineering and administrative methods.
- Effective in facilitating communication between management and project team.
- Proven ability to manage both large and small groups and maintain productivity.
- Successful in negotiating favorable design and construction contracts.

Після співбесіди, проаналізувавши свою поведінку, подумайте, як Ви можете покращити враження про себе. Якщо Ви відішлете інтерв'юеру листа з подякою, це буде більше, ніж ввічливий жест. Це позитивне нагадування про Вас стане частиною заходів, що сприяють Вашому зарахуванню на роботу.

## SPECIMEN RESUMES

When Writing a Resume...

- Put most important facts first
- Make it neat
- Make it easy to read
- Keep it brief
- Type or print it
- Use only job-related information.

## Граматичні вправи

### **Інфінітив**

Exercise 1. Combine the two sentences as in the models.

MODEL:

*I teach English here. I am glad of it.— I am glad to teach English here.*

*We helped him. We are happy about it.— We are happy to have helped him.*

*I was examined yesterday. I am glad of it.— I am glad to have been examined yesterday.*

1. I work at the factory. I am happy about it. 2. I see you. I am glad of it. 3. I study French. I am glad of it. 4. I live in this town. I am happy about it. 5. I know this man. I am happy about it.

1. I am going to Paris. I am happy about it. 2. I am spending my holidays in the Crimea. I am happy about it. 3. I am listening to the symphony. I am glad of it. 4. I am reading his letter. I am glad of it. 5. I am playing chess with you. I am glad of it.

1. I spent my holidays in the country. I am happy about it, 2. He played chess with the world champion. He is happy about it. 3. I bathed in the river. I am glad of it. 4. I learned English at school. I am glad of it. 5. I passed my examination yesterday. I am glad of it.

1. I don't understand this rule. I am sorry about it. 2. I am not working there now. I am sorry about it. 3. I have not seen this film. I am sorry about it. 4. She has not been working all these years. She is sorry about it. 5. Peter didn't see her. He is sorry about it.

1. She was not invited to the evening party. She is sorry about it, 2. We are taught English. We are glad of it. 3. I was waked early this morning. I am glad of it. 4. I was not informed of it. I am sorry about it. 5. I am not allowed to go there. I am sorry about it.

Exercise 2. Combine the given two sentences into one using the Objective Infinitive Complex.

MODEL:

*Mary opened the window. I saw it.— I saw Mary open the window.*

1. Peter took my pen. I saw it. 2. He ran to the river. I saw it. 3. The girl smiled. I noticed it. 4. The children shouted in the next room. I heard it. 5. She played the violin. My brother heard it. 6. The man tried to open the door. We saw it. 7. They got into a taxi. He saw it. 8. Somebody knocked at the door. We heard it.

Exercise 3. Change the following complex sentences into simple ones using the Objective Infinitive Complex.

- A. 1. We watched the dockers as they unloaded the ship. 2. They watched me as I made my bed. 3. Mother saw him as he climbed over the fence. 4. I watched them as they played ice-hockey. 5. Nobody noticed her as she went away.
- B. 1. We expect that he will come back at 7. 2. They expect that their football team will win the game. 3. She expected that her friend would write her a letter. 4. I expect that you will come in time. 5. He expects that his friends will help him.
- C. 1. I think that he is a good engineer. 2. I suppose that he is about forty. 3. I believe that they are at home now. 4. I know that she is very modest. 5. They believe that he is honest.
- D. 1. My wish is that you should tell me about it. 2. Her parent's wish is that she should enter a music school. 3. Our wish is that you should go to the forest with us. 4. His father's wish is that he should become an engineer. 5. My wish is that you should stay here.
- E. 1. I desire that he should see me off. 2. I desire that she should go shopping. 3. We desire that he should repair our radio set. 4. I desire that he should stop smoking. 5. I desire that they should return tomorrow.

Exercise 4. Transform the sentences using the Subjective Infinitive Complex instead of the Objective Infinitive Complex.

MODEL:

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

1. We heard her sing a folk song. 2. I saw him put his coat on. 3. They heard the clock strike nine. 4. We saw the rider disappear in the distance. 5. We saw the plane take off. 6. They expected him to return in a fortnight. 7. We know her to be a talented actress. 8. Everybody supposed him to be a foreigner. 9. Everybody considered him to be a great man. 10. I expect the telegram to be sent tomorrow.

Exercise 5. Transform the following complex sentences into simple ones using the Subjective Infinitive Complex.

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

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

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

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

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

Exercise 6. Paraphrase the following using the Prepositional Infinitive Complex.

MODEL:

*The stone was too heavy. I couldn't lift it.— The stone was too heavy for me to lift it.*

1. The text is too difficult. The pupils can't translate it. 2. The car is too dear. I can't buy it. 3. The story is easy enough. I can read it without a dictionary. 4. The weather was too bad. We couldn't go to the forest. 5. The coat is too long. She can't wear it.

### Дієприкметник

Exercise 1. Transform the following sentences using participle phrases instead of the subordinate clauses.

MODEL:

*The boys who live in this house formed a football team.— The boys living in this house formed a football team.*

1. Most of the people who work at our factory have received comfortable flats in new houses. 2. Many pupils who learn English are members of our English club. 3. The man who sells newspapers showed me the way to the post-office. 4. The students who live on the left bank of the river cross this bridge twice a day. 5. The woman who teaches English at our school studied in Kyiv.

MODEL:

*The girls who are watering flowers are my friends. —The girls watering flowers are my friends.*

1. The man who is making the report is our history teacher. 2. The workers who are repairing the road go home by bus. 3. The girl who is reciting the poem is our teacher's daughter. 4. The boys who are playing hockey live in our house. 5. The women who are working in the field go to the exhibition.

MODEL:

*When we arrived in London, we went sightseeing the city.— Arriving in London, we went sightseeing the city.*

1. When she heard her name, she turned round. 2. When we saw our teacher, we stopped and waited for her. 3. When he came home, he switched on the TV set. 4. As I entered the hall, I saw my friends dancing round the fir-tree. 5. As I went out of the shop, I met my schoolmate.

MODEL:

*When I read this story, I came across many new words.— When reading this story, I came across many new words.*

1. When the pupils discussed this novel, they expressed their thoughts in good literary language, 2. When Jane cooked dinner, she forgot to salt it. 3. When Paul studied at the University, he published several scientific articles. 4. While I was waiting for you, I read this magazine.

MODEL:

*When she finished her work, she went home.— Having finished her work, she went home.*

1. After we had passed our examinations we went to a summer camp. 2. As I had lost my key, I couldn't get in. 3. When Nick had a dictionary, he did not have to go to the reading-hall every day. 4. As we had booked tickets beforehand, we went to the theatre half an hour before the performance began. 5. After they received the telegram, they packed and left for Glasgow.

MODEL:

*We live in the city which was founded 1,500 years ago.— We live in the city founded 1,500years ago.*

1. We live in a house which was built last year. 2. She received a telegram which was sent yesterday. 3. I've got a TV set which was made in Lviv. 4. The decisions which were adopted at the conference are supported by many scientists. 5. The machines which are made at our plant are exported to many countries of the world.

Exercise 2. Replace one of the homogeneous predicates by Participle I.

MODEL:

*The girls walked home and sang.— The girls walked home singing.*

1. She looked at me and smiled. 2. The children sat and watched television. 3. The girl spoke and trembled. 4. The children ran about and shouted. 5. He turned over the pages of a book and looked at the pictures. 6. The man read a book and made notes from time to time.

Exercise 3. Transform the following complex sentences into simple ones using the Objective Participle Complex.

MODEL:

*I saw them as they were working in the field.— I saw them working in the field.*

1. I saw him as he was picking flowers in the park. 2. We watched them as they were playing hockey. 3. The teacher observed the pupils as they were writing compositions. 4. I saw the girl as she was crossing the street, 5. She watched him as he was repairing his car. 6. We saw wild geese as they were flying to the South.

Exercise 4. Combine the given two sentences into one using Objective Participle Complex.

MODEL:

*The girls were singing a folk song. I heard it.— I heard the girls singing a folk song.*

1. The woman was shouting at the boys. We heard it. 2. The birds were singing in the trees. She heard it. 3. The man was trying to unlock the door. I noticed it. 4. The boy was whistling. They heard it. 5. The children were swimming in the river. We watched it.

Exercise 5. Paraphrase the following using the Objective Participle Complex.

MODEL:

*The hairdresser did her hair.— She had her hair done.*

1. The tailor made a suit for him. 2. The worker repaired his car. 3. The photographer took a photograph of him. 4. The typist typed his article for him. 5. The waitress brought them dinner. 6. His wife washed and ironed his shirt. 7. Their daughter cooked supper for them. 8. The porter brought his luggage into the car.

Exercise 6. Transform the following complex sentences into simple ones using the Absolute Participle Complex.

MODEL:

*As the weather was fine, we went for a walk.—The weather being fine, we went for a walk.*

1. As my friend lives far from here, I go to his place by bus. 2. As the play was very popular, it was difficult to get tickets. 3. As it is rather cold, I put on my coat. 4. As his mother teaches English, he knows the language very well. 5. As her son was ill, she could not go to the theatre.

MODEL:

*As my brother had locked the door, I couldn't get into the room.— My brother having locked the door, I couldn't get into the room.*

1. As our teacher had visited India, we asked him to tell us about that country. 2. When the match had ended, the people went home. 3. As my friend had bought the tickets beforehand, we did not need to hurry. 4. After the sun had risen, we continued our way. 5. As his sister has broken his spectacles, he had to buy a pair of new ones.

MODEL:

*As the bridge was destroyed we couldn't cross the river.— The bridge being destroyed, we couldn't cross the river.*

1. As all shops were closed, we couldn't buy anything. 2. As the road was being repaired, I couldn't go there by bus. 3. As the book was being printed, we hoped to get it soon. 4. As houses are built very quickly nowadays, we'll soon get a new flat. 5. As the waiting-room was being cleaned, the passengers were not let in.

## Герундій

Exercise 1. Transform the sentences using the gerund instead of the infinitive.

MODEL:

*My father began to work at this plant 20 years ago.— My father began working at this plant 20 years ago.*

1. We continue to study English. 2. The children like to play basket-ball. 3. The boy started to run. 4. His mother intends to spend her holiday in the Crimea. 5. They preferred to go there by plane. 6. She tried to open the window but couldn't. 7. I have just begun to translate the text.

Exercise 2. Combine the sentences using the gerund.

MODEL:

*You helped me. I thank you for it.— I thank you for helping me.*

1. You gave me a dictionary. I thank you for it. 2. The woman showed me the way. I thanked her for it. 3. You explained to us this grammar rule. We thank you for it. 4. Ann passed me the salt. I thanked her for it. 5. Nick bought a note-book for Pete. Pete thanked him for it. 6. He repaired my TV set. I thanked him for it.

Exercise 3. Transform the following sentences using gerundial phrases instead of the subordinate clauses.

MODEL:

*I think I'll go to Minsk next week.— I think of going to Minsk next week.*

1. I think I'll go to the theatre tomorrow. 2. I think I'll join them. 3. I thought I would buy that coat. 4. Tom thinks he will play hockey on Saturday. 5. She thought she would take a taxi. 6. We think we shall visit him in the hospital.

MODEL:

*After he finished school, he worked at a plant.— After finishing school he worked at a plant.*

1. After they passed their exams, they went to the Caucasus. 2. Before we moved to this town we lived in Kyiv. 3. After she wrote the letter, she went to the post-office. 4. Before you cross the street you must look to the left and then to the right. 5. I turned off the light before I left home. 6. We met him after we walked about two miles.

MODEL:

*She insisted that she should go to the library.— She insisted on going to the library.*

*She insisted that she should be sent to the library.— She insisted on being sent to the library.*

1. He insisted that he should show them the way. 2. He insisted that he should be shown the way. 3. They insisted that they should help me. 4. They insisted that they should be helped with their work. 5. I insisted that I should examine them in the afternoon. 6. I insisted that I should be examined first.

Exercise 4. Paraphrase the following sentences using the gerund.

MODEL:

*I want very much to get a letter from you.— I am looking forward to getting a letter from you.*

1. I want very much to visit that exhibition. 2. She wanted very much to go to the country. 3. He wants very much to be offered this job. 4. We want very much to see this performance. 5. I want very much to be invited to the conference.

MODEL:

*It gave me much pleasure to see this performance.— I enjoyed seeing this performance.*

1. It gave me much pleasure to work with him. 2. It gave me much pleasure to read this story. 3. It gave me much pleasure to play tennis. 4. It gives him much pleasure to ride a bicycle. 5. It will give him much pleasure to listen to this lecture.

MODEL:

*It is useless to learn rules without examples.—It is no use learning rules without examples.*

1. It is useless to invite her. She won't come. 2. It is useless to grow tomatoes in this region. The summer is too short here: they won't ripen. 3. It is useless to teach her to play the piano. She has no ear for music. 4. It is useless to go shopping now. Most of the shops are closed. 5. It is useless to go to the theatre now. The tickets are sold out.

Exercise 5. Transform the following complex sentences into simple ones using the gerund.

MODEL:

*I am sorry that I trouble you.— Excuse me for troubling you.*

1. I am sorry that I ring you up so late. 2. I am sorry that I turned on the radio when you are working. 3. I am sorry that I came so late. 4. I am sorry that I broke your pencil. 5. I am sorry that I went home without waiting for you.

MODEL:

*I am sorry that I did not tell you about it.— I am sorry for not telling you about it.*

1. I am sorry that I did not help you yesterday. 2. I am sorry that I didn't wait for you. 3. I am sorry that I did not do my homework. 4. I am sorry that I did not ring you up. 5. I am sorry that I did not answer your letter.

Exercise 6. Paraphrase the sentences using gerundial complexes.

MODEL:

*I want him to take the floor.— I insist on his taking the floor. I don't want him to be sent there.— I object to his being sent there.*

1. I want Kate to recite this poem. 2. They wanted me to take part in the competition. 3. I don't want Jane to stay here alone. 4. The teacher wanted the pupils to do this exercise. 5. Mother did not want Mary to go to the cinema. 6. I don't want him to be elected chairman. 7. I want her to be sent to the conference.

**Тексти для читання та перекладу**

## **BUSINESS CORRESPONDENCE**

### **Read and translate the text:**

Business letters include all kinds of commercial letters, Inquiries, replies to inquiries, Letters of Credit (L/C), invoices, Bills of Lading (B/L), Bills of Exchange or drafts, letters of insurance, explanatory letters, orders, letters of packing, letters of shipment, letters of delivery, offers, letters of complaint, replies to those of mentioned above, etc.

A business letter should be as short as possible, intelligible, polite, benevolent and its language must be simple.

A private business letter is written by hand, each paragraph begins with an indented line. But if a letter is sent by an organization it is typed on the form of this organization. In this case it is not necessary to use indented lines.

A letter is composed of the following elements: heading, date, address, salutation text, subscription.

A letter can be typed on the organization's form. Any form has its letterhead printed typographically. The letter-head bears the name of organization or firm, sending this letter, its address, (telegrams, telephone, telex, fax). If you do not use the form, write your address (as a sender) on the upper right side of the letter. Do not indicate your name here, it will follow your signature. Ukrainian names of foreign trade organizations are not translated into foreign languages. They are written with Latin letters using English transcription. Your telephone number may be written below.

The date is written on the right side above (under your address if the letter is written on a form or under a typographical letter-head of the form).

As a rule, before the address of the recipient a reference is indicated which the sender asks to mention in the reply to the letter. A common reference represents the initials of the person who wrote the letter and those of the typist who typed it.

The address of the recipient (inside address) is written on the left above, under the reference. Lower, the name of the firm is written under which the number of the house, street, city or town, state or country are indicated, the last element being the country.

The salutation is written on the left (not in the center).

а) знайти в тексті англійські еквіваленти слідуючим словам та виразам:

ділові листи;	вексель;
лист-запит;	звертання;
лист-відповідь;	лист-рекламація;
коносамент;	рахунок;
бланк;	шапка (листа);

б) укласти і написати сім запитань різного типу до тексту

II. Укласти діалог на тему “Візит зарубіжного партнера. Зустріч в офісі фірми”, використавши максимум даних виразів:

1. I'd like you to meet .....
2. Let me introduce

3. to deal with
4. Would you like .....
5. business card
6. I hope
7. Nice to meet you .....
8. So am I
9. to come to an agreement
10. to have an appointment with
11. at your disposal
12. to study the requirements

III. Укласти рекламний лист, користуючись слідуючими кліше:

1. We are attaching some information about .....
2. As you requested, we are enclosing a copy of our latest catalogue.
3. I am enclosing a folder with information on our new .....
4. Enclosed you will find the latest listing of our production.
5. I am enclosing our price-list, which gives you some idea of the range of areas we promote information on so you can see whether or not we could be of service to you.
6. We appreciate your cooperation
7. Thank you for your interest in .....
8. Would you please let me have your comments at your earliest convenience?
9. If you have any other questions, please get in touch with .....
10. I hope that this information will be some assistance to you.

IV. Визначити і написати назви складових частин ділового листа.

Date; main paragraph; letterhead; References; salutation; introductory paragraph; concluding paragraph; recipient's address; (sender's) address; (typed) signature; complimentary ending; enclosures (abbreviation); position/title; signature.

- (1) WIDGETRY LTD  
6 Pine Estate, Westhornt, Bedfordshire, UB18 22BC.
- (2) Telephone 9017 23456 Telex X238 WID Fax 9017 67893  
Michael Scott, Sales Manager,  
Smith and Brown pie,
- (3) Napier House,  
North Molton Street, Oxbridge OB84 9TD.
- (4) Your ref. MS/WID/15/88
- (5) Our ref. ST/MN/10/88
- (6) 31 January 20
- (7) Dear Mr. Scott,  
Thank you for your letter of 20 January, explaining that the super widgets,
- (8) catalogue reference X-3908, are no longer available but that ST-1432,  
made to the same specifications but using a slightly different alloy, are now available instead.

Before I place a firm order I should like to see samples of the new super widgets. If the replacement is as good as you say it is, I shall certainly wish to reinstate the original order, but placing an order for the new items.

- (9) Apart from anything else, I should prefer to continue to deal with Smith and Brown, whose service has always been satisfactory in the past. But you will understand that I must safeguard Widgetry's interests and make sure that the quality is good.
- (10) I would, therefore, be grateful if you could let me have a sample as soon as possible.
- (11) Yours sincerely,
- (12) Signature
- (13) Simon Thomas
- (14) Production Manager

V. Відкрити дужки, вживаючи інфінітив у потрібній часовій формі.

1. The last time I ..... (go) to Brighton was in August.
2. I'd like to meet a ghost, but I ..... (never / see) one.
3. I've finished my homework. I ..... (do) it before tea.
4. And the race is over! And Micky Simpson ..... (win) in a record time!
5. I ..... (work) for a computer company for a year. That was after college.
6. What time ..... (you / get) to work this morning?
7. Martin ..... (be) to Greece five times. He loves the place.

## MONEY

### **Read and translate the text:**

Money is used for buying or selling goods , for measuring value and for storing wealth . Almost every society now has a money economy based on coins and paper bills of one kind or another . However , this has not always been true . In primitive societies a system of barter was used . Barter was a system of direct exchange of goods . Somebody could exchange a sheep , for example , for anything in the marketplace that they considered to be of equal value . Barter , however , was a very unsatisfactory system because people's precise needs seldom coincided . People needed a more practical system of exchange , and various money systems developed based on goods which the members of a society recognized as having value . Cattle , grain , teeth , shells , feathers , skulls , salt , elephant tusks , and tobacco have all been used . Precious metals gradually took over because , when made into coins , they were portable , durable , recognizable , and divisible into larger and smaller units of value .

A coin is a piece of metal, usually disk-shaped , which bears lettering, designs or numbers showing its value . Until the eighteenth centuries: , coins were given monetary worth based on the exact amount of metal contained in them , but most modern coins are based on face value. - the value that governments choose to give them , irrespective of the actual metal content . Coins have been made of gold (*Au*), silver (*Ag*), copper(*Cu*), aluminum (*Al*), nickel (*Ni*), lead (*Pb*) , zinc (*Zn*) , plastic and in China even from pressed tea leaves.

Most governments now issue paper money in form of bills , which are really 'promises to pay '. Paper money is obviously easier to handle .and much more convenient in the modern world . Checks and credit cards are being used increasingly , and it is possible to imagine a world where 'money' in the form of coins and paper currency will no longer be used .Even today, in the United States, many places , especially filling stations will not accept cash at night for security reasons.

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

1. В сучасному світі гроші виконують декілька функцій.
2. Гроші використовуються при купівлі та продажу речей.
3. Гроші є засобом зберігання покупної вартості.
4. Якщо ми хочемо, ми можемо гроші в банк.
5. Покупна спроможність сучасних грошей може дуже сильно змінюватись.

**2. Match the personal qualities with the abilities on the right.**

*If you*

- 1 are computer literate
- 2 are trilingual
- 3 are good at mental arithmetic
- 4 are autonomous
- 5 have a creative personality
- 6 have a logical mind

*you can*

- a) work well on your own.
- b) use different types of software.
- c) solve problems rationally.
- d) be a good leader.
- e) calculate quickly in your head.
- f) speak three languages.
- g) bring new ideas to projects

**3. Answer the following questions:**

1. Where is money used?
2. What are the functions of money in modern world?
3. What are the good and bad points if we consider money as a means of storing up buying power?
4. What forms does money exist in?
5. Why are some people doubtful about the wisdom of saving money?
6. What is English / American currency?
7. Where are British coins made?

**4 . Write a short composition on the topic: Money in our life.**

**BUSINESS. FORMS OF BUSINESS**

**Read, translate the text.**

The word "business" is used in many modern languages. In ancient times it meant trade for things people wanted. Nowadays business is production, distribution and sale of goods or services to get some profit.

Production is, as a matter of fact, making things, producing goods and creating services.

Distribution is moving things from the place of production (works or factory) to the market-place.

As for the sale of goods and services, it is the exchange of a product or service for money.

In any business activity making a profit is the major aim. Profit is defined as the money that remains after paying all the expenses in business.

In most countries there are three forms of business. They are the sole proprietorship, the partnership and the corporation.

The sole proprietorship means to go into business for oneself. Everybody has the right to do it. All you need is ideas about the business, some capital to begin with and knowledge of regulations of this business.

The partnership is an association of two or more people involved in business. In partnership it is important to have a written partnership agreement.

The corporation is the so-called "a legal person", an institution to make a profit. Those, who operate a corporation have stock certificates. The individuals who own such stock certificates (or shares) are called stock-holders. As a matter of fact, there are privately own business corporations and governmental ones.

## **2. Answer the following questions**

What was the definition of business in ancient times?

2. What is the modern definition of business?
3. What does production in business mean?
4. What do we mean under distribution in business?
5. What does sale of goods and services mean in business?
6. Can you give the definition of profit?

## **DECISION-MAKING**

**Read, translate the text and divide it into logical parts.**

In carrying out management functions, such as planning, organizing, motivating and controlling, a manager will be continually making decisions. Decision-making is a key management responsibility.

Some decisions are of the routine kind. They are decisions which are made fairly quickly, and are based on judgement. Because a manager is experienced, he knows what to do in certain situations. He does not have to think too much before taking actions. For example, a supervisor in a supermarket may decide, on the spot, to give a refund to a customer who has brought back a product. The manager does not have to gather a great deal of additional information before making the decision.

Other decisions are often intuitive ones. They are not really rational. The manager may have a hunch or a gut feeling that a certain course of action is the right one. He will follow that hunch and act accordingly. Thus, when looking for an agent in an overseas market, a sales manager may have several companies to choose from. However, he may go for one organization simply because he feels it would be the most suitable agent. He may think that the chemistry between the two firms is right. Such a decision is based on hunch, rather than rational thought. Many decisions are more difficult to make since they involve problem-solving. Very often, they are strategic decisions involving major courses of action which will affect the future direction of the enterprise. To make good decisions, the manager should be able to select, rationally, a course of action. In practice, decisions are usually made in circumstances

which are not ideal. They must be made quickly, with insufficient information. It is probably rare that a manager can make an entirely rational decision.

When a complex problem arises, like where to locate a factory or which new products to develop, the manager has to collect facts and weigh up courses of action. He must be systematic in dealing with the problem. A useful approach to this sort of decision-making is as follows: the process consists of four phases:

I) defining the problem; II) analyzing and collecting information; III) working out options and IV) deciding on the best solution.

As a first step, the manager must identify and define the problem. And it is important that he does not mistake the symptoms of a problem for the real problem he must solve. Consider the case of a department store which finds that profits are falling and sales decreasing rapidly. The falling profits and sales are symptoms of a problem. The manager must ask himself what the store's real problem is. Does the store have the wrong image? Is it selling the wrong goods? Or the right goods at the wrong prices? Are its costs higher than they should be?

At this early stage, the manager must also take into account the rules and principles of the company which may affect the final decision. These factors will limit the solution of the problem. One company may have a policy of buying goods only from home suppliers; another firm might, on principle, be against making special payments to secure a contract; many enterprises have a rule that managerial positions should be filled by their own staff, rather than by hiring outside personnel. Rules and policies like these act as constraints, limiting the action of the decision-taker.

The second step is to analyse the problem and decide what additional information is necessary before a decision can be taken. Getting the facts is essential in decision-making. However, as already mentioned, the manager will rarely have all the knowledge he needs. This is one reason why making decisions involves a degree of risk. It is the manager's job to minimize the risk.

Once the problem has been defined and the facts collected, the manager should consider the options available for solving it. This is necessary because there are usually several ways of solving a problem. In the case of the department store, the management may decide that the store has the wrong image. A number of actions might be possible to change the image. New products could be introduced and existing lines dropped; advertising could be stepped up; the store might be modernised and refurbished or customer service might be improved.

**1 Answer the following questions to the text:**

- 1) What is a key management responsibility?
- 2) What place does it occupy among other management functions?
- 3) What decisions are considered to be of the routine kind?
- 4) How can you characterize the intuitive decisions?
- 5) Are many decisions dependent on problem-solving?
  - 5) What are the four phases of decision-making?

**2. Comment on the following statements:**

- 1) Decision-making is a key management responsibility.

- 2) Decisions are usually made in circumstances which are not ideal.
- 3) Taking no action is a decision just as much as taking a positive course of action.

## UNEMPLOYMENT

### **Read and translate the text:**

One of the problems that a national economy might face is a high level of unemployment. High unemployment means that there is a large amount of wasted labour resource, and governments will often try to reduce unemployment to an 'acceptable' level.

There exist a number of different categories of unemployment.

***Frictional unemployment.*** It is inevitable that some unemployment is caused not so much because there are not enough jobs to go round, but because of the *friction* in the labour market, i. e. the difficulty in quickly matching workers with jobs, caused perhaps by a lack of knowledge about job opportunities. Frictional unemployment occurs where there is a shortage of a given type of worker in one region, but a surplus of the same type in another. In general, it takes time to match prospective employees with employers. And individuals will be unemployed during the search period for a new job. Frictional unemployment is temporary, lasting for the period of transition from one job to the next.

***Seasonal unemployment.*** This occurs in certain industries, e.g. building, tourism and farming, where the demand for labour fluctuates in seasonal patterns throughout the year.

***Structural unemployment*** occurs where long-term changes in the conditions of an industry occur, e.g. an industry may decline leaving many workers redundant and reluctant to move to a new industry (labour immobility). The feature of structural unemployment is high regional unemployment in the location of the industry affected.

***Technological unemployment.*** This is a form of structural unemployment, which occurs when new technologies are introduced. With automation, employment levels in an industry can fall sharply, even when the industry's total output is increasing.

***Cyclical unemployment.*** It has been the experience of the past that domestic and foreign trade go through cycles of boom, decline, recession, recovery, then boom again, and so on. Cyclical unemployment can be long-term, and a government might try to reduce it by doing what it can to minimise a recession or to encourage faster economic growth.

Frictional and seasonal unemployment will be short-term. Structural, technological and cyclical unemployment are all long-term and more serious.

Governments are anxious to influence unemployment levels for a number of reasons. Unemployment is a waste of economic resources, and it leads to individual hardship. Politically, the level of unemployment is seen as a key indicator of a government's success or failure.

A government's policies to influence employment will probably be aimed either at reducing the total number of unemployed people down to an 'acceptable' level, or at creating more jobs. Job creation and reducing unemployment should often mean the same thing.

A government can try to create jobs or reduce unemployment by:

- spending more money directly on jobs, i. e. hiring more civil servants;
- encouraging growth in the 'private sector' of the economy. When aggregate demand is growing, firms will probably want to increase output to meet demand, and so will hire more labour;
- encouraging training on job skills. There might be a high level of unemployment amongst unskilled workers, and at the same time a shortage of skilled workers. A government can help to finance training schemes, in order to provide a 'pool' of workers who have the skills that firms need and will pay for.

**acceptable** - прийнятний

**frictional unemployment** - тимчасове

безробіття, викликане перепідготовкою робітників

**temporary unemployment** - тимчасове безробіття

**structural unemployment** - безробіття, викликане структурними змінами в економіці

**technological unemployment** -

технологічне безробіття

**cyclical unemployment** - циклічне

безробіття

**civil servants** - державний службовець

**aggregate demand** - сукупний попит

**pool** - резерв, фонд

**I.** *Discuss the following in groups and present the results of the discussion.*

In your opinion, when there is high unemployment during a recession, should the government intervene in the economy to create jobs? For example, should it use unemployed construction workers to build new housing or roads or transport systems, and unemployed teachers to reduce the size of classes in schools, and so on, rather than pay social security benefits to those people to do nothing? If not, why not? What are the economic arguments against such governmental spending?

**II.** *Which of the following words mean the same as to **employ** someone, and which mean the same as to **dismiss** someone?*

Appoint, engage, discharge, fire, hire, give a person the boot, recruit, kick out, pack off, lay off, make redundant, sack, take on.

## THE ECONOMIC ENVIRONMENT

**Read and translate the text:**

The economy comprises millions of people and thousands of firms as well as the government and local authorities, all taking decisions about prices and wages, what to buy, sell, produce, export, import and many other matters. All these

organizations and the decisions they take play a prominent part in shaping the business environment in which firms exist and operate.

The economy is complicated and difficult to control and predict, but it is certainly important to all businesses. You should be aware that there are times when businesses and individuals have plenty of funds to spend and there are times when they have to cut back on their spending. This can have enormous implications for business as a whole.

When the economy is enjoying a boom, firms experience high sales and general prosperity. At such times, unemployment is low and many firms will be investing funds to enable them to produce more. They do this because consumers have plenty of money to spend and firms expect high sales. It naturally follows that the state of the economy is a major factor in the success of firms.

However, during periods when people have less to spend many firms face hard times as their sales fall. Thus, the economic environment alters as the economy moves into a recession. At that time, total spending declines as income falls and unemployment rises. Consumers will purchase cheaper items and cut expenditure on luxury items such as televisions and cars.

Changes in the state of the economy affect all types of business, though the extent to which they are affected varies. In the recession of the early 1990s the high street banks suffered badly. Profits declined and, in some cases, losses were incurred. This was because fewer people borrowed money from banks, thus denying them the opportunity to earn interest on loans, and a rising proportion of those who did borrow defaulted on repayment. These so-called "bad debts" cut profit margins substantially. Various forecasters reckoned that the National Westminster Bank's losses in the case of Robert Maxwell's collapsing business empire amounted to over £100 million.

No individual firm has the ability to control this aspect of its environment. Rather, it is the outcome of the actions of all the groups who make up society as well as being influenced by the actions of foreigners with whom the nation has dealings.

to comprise - включати в себе, містити  
local authorities - місцеві органи влади  
to take (*syn.* to make)  
decisions - приймати рішення  
to shape the environment - формувати  
навколишнє середовище  
to predict (*syn.* to forecast)  
-передбачати, віщувати  
to be aware - усвідомлювати, знати  
to cut back on spending = to cut expenditure - скоротити витрати  
enormous implications - велике  
значення/вплив  
general prosperity - загальне  
процвітання

to decline - знижуватися  
luxury items - предмети розкоші  
to incur (*syn.* to bear, to suffer)  
losses - зазнавати збитків  
to deny the opportunity – позбавляти  
можливості  
to earn interest – одержувати  
процентний дохід  
to default on repayment - не виконати  
зобов'язання з виплати (боргів,  
процентів і т. п.)  
profit margin - маржа прибутку  
the outcome of the actions - результат  
дій  
to have dealings - мати торговельні

to alter - змінюватися  
a recession - занепад

(ділові) зв'язки

I. *Answer the following questions:*

1. What does the economy comprise?
2. What's a boom in the economy? What characterizes the state of the economy at that time?
3. What happens when the economy moves into a recession?
4. What are "bad debts"?
5. What happened to some banks in the early 1990s and why?

II. *Suggest Ukrainian equivalents:*

- the government and local authorities
- firms experience high sales
- their sales fall
- total spending declines as income falls
- luxury items
- the high street banks
- suffered badly
- to earn interest on loans
- so-called "bad debts"

**Завдання для самоконтролю  
та контролю досягнутих результатів навчання**

## 1 Which words do the following sentences define?

1. To inspire, to induce, to give a reason or incentive to someone to do something.  
a) motivate b) promote c) provoke
2. A person employed by someone else, working for money.  
a) earner b) employee c) employer
3. Relations between employers and employees, managers and workers, management and unions.  
a) human relations b) labour relations c) labour unions
4. Having control of something as part of your job.  
a) command b) power c) responsibility
5. Money paid (per hour or day or week) to manual workers.  
a) earnings b) salary c) wages
6. A fixed regular payment made by employers, usually monthly, for professional or office work.  
a) earnings b) salary c) wages
7. Advantages which come with a job, apart from wages or salary.  
a) benefits b) profits c) supplements
8. To be raised to a higher rank or better job.  
a) motivation b) promotion c) sales promotion
9. Knowing that there is little risk of losing one's job.  
a) bureaucracy b) job safety c) job security
10. Having particular abilities, acquired by training.  
a) educated b) skilled c) talented

## 2. Match the terms with the definitions.

Terms	Definitions
1. Structural unemployment	a) Unemployment arising from a long-term decline in a particular industry.
2. Cyclical unemployment	b) Unemployment occurring in certain industries, e.g. building, tourism and farming, where the demand for labour fluctuates in seasonal patterns throughout the year.
3. Frictional unemployment	c) Unemployment arising from a difficulty in matching unemployed workers with available jobs.
4. Seasonal unemployment	d) A form of structural unemployment, which occurs when new technologies are introduced.
5. Technological unemployment	e) Unemployment occurring in the downswing of an economy in between two booms.

## 3. Opposites. Match the opposites in pairs.

Open, buy, profit, cancel, rise, close, asset, debtor, fail, creditor, fall, succeed, send, fire, lend, hire, sell, liability, grow, loss, borrow, receive, confirm, shrink

## 4. Grammar test

- 1 My sister and I ..... from Scotland.  
a) we are b) am c) are d) is

- 2 How old .....
- a) are you b) you are c) you have d) have you
- 3 They ..... in London.
- a) no live b) don't live c) live not d) doesn't live
- 4 Where ..... Mary live?
- a) does b) do c) are d) is
- 5 Where are Geoff and Anne? ..... in the garden.
- a) They're siting b) They sitting c) There sitting d) They're sitting
- 6 What....., Sally?
- a) you are b) are you c) do you d) are you doing
- 7 It's very cold today and .....
- a) it's snowing b) it snows c) its snowing d) it snowing
- 8 ..... close the window please.
- a) No b) Not c) Don't d) You don't
- 9 Where ..... yesterday?
- a) was you b) you were c) were you d) did you be
- 10 They ..... last week.
- a) didn't come b) came not c) don't came d) didn't came
- 11 What..... doing at nine o'clock yesterday evening?
- a) Peter were b) Peter was c) did Peter d) was Peter
- 12 I didn't hear the phone because when it rang, I ..... a shower.
- a) had b) was having c) have had d) having
- 13 My cousins ..... seen a kangaroo.
- a) have never b) never have c) has never d) haven't never
- 14 Have you ..... to Canada?
- a) ever been b) ever gone c) been ever d) gone ever
- 15 I'm sorry. Mrs Johnson hasn't.....
- a) arrived just b) already arrived c) arrived already d) arrived yet
- 16 My husband and I ..... to Edinburgh in 2001.
- a) have moved b) moved c) did moved d) has moved
- 17 I ..... to London five times already this week.
- a) went b) have gone c) have been d) was going
- 18 Margaret has..... here since February.
- a) being worked b) working c) been working d) been worked
- 19 I'm a vegetarian. I ..... meat since I was a child.
- a) haven't eaten b) don't eat c) haven't been eating d) am not eating
- 20 When we arrived, the train ..... the station.
- a) already left b) had already left c) had left already d) has left already
- 21 When Carol was younger, she ..... in a jazz band.
- a) use to sing b) sang usually c) was singing d) used to sing
- 22 What..... do tomorrow?
- a) you are going to b) are you going c) you are going d) are you going to
- 23 Are you thirsty? ..... make you a drink?
- a) Will I b) Shall I c) Do I d) I'll

- 24 My cousins ..... visit us next weekend.  
 a) will to b) going to c) are going to d) are going
- 25 I can't see you tomorrow. .... lunch with Paul.  
 a) I'm having b) I'll have c) I'm going have d) I will to have
- 26 We can start as soon as they .....  
 a) arrive b) are arriving c) will arrive d) are going to arrive
- 27 Can somebody come and help me? ~ Yes, ..... you.  
 a) I'll help b) I'm helping c) I will to help d) I help
- 28 The film was very sad. It ..... cry.  
 a) made us to b) made us c) let us d) let us to
- 29 The teacher..... go home early.  
 a) wanted that we b) made us to c) decided us to d) let us
- 30 When you've ....., I'll tell you what I think.  
 a) stopped talking b) stopped to talk c) been stopping talking d) been stopped to talk
- 31 Would you ..... to the cinema?  
 a) to like go b) like to go c) like going d) to like to going
- 32 I'm going to India next year. .... Kerala, Goa and Mumbai.  
 a) I'm going to plan visiting b) I plan visiting c) I'm going to plan to visit  
 d) I plan to visit
- 33 This is a machine ..... boxes.  
 a) for make b) for to make c) for making d) to making
- 34 We invited ..... come to the party.  
 a) them to b) to them c) that they d) that they

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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ПРАКТИЧНИХ ЗАНЯТЬ  
ТА САМОСТІЙНОЇ РОБОТИ**

**з дисципліни**

**« Ділова англійська мова »**

**для студентів  
денної та заочної форми навчання**

**спеціальності 8.03050701 «Маркетинг»,  
8.03050801 «Фінанси і кредит», 8.03050901 «Облік і аудит»**

Віддруковано у редакційно-видавничому відділі МДУ  
89600 м. Мукачево  
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*Свідоцтво про внесення суб`єкта видавничої справи до державного  
реєстру видавців, виготовлювачів і розповсюджувачів видавничої продукції  
Серія ДК № 4916 від 16.06.2015 р.*