

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ  
«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

О. О. Землякова, Н. М. Каширова, О. В. Шахматова

**ПРАКТИКУМ АНГЛІЙСЬКОЇ МОВИ  
ДЛЯ СТУДЕНТІВ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ**

**ENGLISH LANGUAGE PRACTICE WORKBOOK  
FOR ECONOMICS STUDENTS**

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Цей практикум призначений для студентів першого курсу економічних спеціальностей. Він містить різноманітні вправи з англійської мови, розділені на три частини: лексика, граматики та читання. До нього додаються стислі таблиці з теоретичними даними для зручного використання.

This workbook is designed for first-year economics students, containing varied English exercises in vocabulary, grammar, and reading, with concise theoretical tables for easy reference.

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## Вступ

Реформи України, метою яких є інтеграція в європейський освітній простір, певною мірою визначають актуальність вивчення іноземної мови та виносять на перший план значення мовної підготовки студентів у вищих навчальних закладах, яка має бути орієнтована на формування комунікативної компетентності майбутніх спеціалістів, вчених, громадських діячів, тощо.

Мета мовної підготовки студентів економічних спеціальностей полягає у забезпеченні їхніх комунікативних потреб у різних сферах спілкування: науковій (для отримання якісної підготовки за обраним фахом, можливості знаходити та оволодівати професійною літературою), соціально-культурній (для можливості адаптації та ефективного орієнтування в сучасному глобалізованому світі), побутовій (для задоволення потреб повсякденного життя), а також для виховання гармонійної особистості, що володіє навичками міжкультурної комунікації та відкрита до культурного діалогу.

Навчально-методичний посібник розроблено з урахуванням навчальних програм для студентів економічних спеціальностей Національного технічного університету “Харківський політехнічний інститут” 1 курсу (2 семестр).

Актуальність посібника полягає у можливості студентами вивчати іноземну мову поза основним курсом, поглиблюючи свої знання з вживання певних граматичних та лексичних конструкцій у відповідному контексті.

Мета даного посібника – допомогти викладачу ефективно організувати навчальний процес з викладання англійської мови студентам економічних спеціальностей. Посібник містить методичні рекомендації з викладання аспектів мови, а також низку вправ з сучасною лексикою, за допомогою яких можна здійснювати формування знань і навичок з лексики, граматики чи читання.

Структура збірника дозволяє сформувати цілісний підхід до вивчення кожної теми і кожного аспекта мови, на який посібник спрямовано, а саме: читання та письмо. Тестові завдання та вправи надають можливість перевірки ступеня засвоєння студентами теми або відпрацювання певних тем за необхідності; стисло сформульовані основні теоретичні моменти стануть у нагоді у разі самостійного опанування певних тем студентами.

Лексико-граматичний матеріал у посібнику подається невеликими дозами, за якими приводяться різноманітні вправи на відпрацювання поданого матеріалу з метою дати студентам можливість від початку сформувати певні навички правильного вживання тих чи інших граматичних форм в активному мовленні, а потім відточити їх на вправах.

Частина посібника, присвячена читанню, має на меті навчити студентів швидко отримувати інформацію з тексту. У процесі вивчення студентом іноземної мови читання грає важливу роль, перш за все тому, що допомагає задовольнити пізнавальні потреби особистості в отриманні нової інформації, пов'язаної з майбутньою професією. Отже формування навичок ефективного читання є вагомим, оскільки під час читання у студентів формуються навички як монологічного, так і діалогічного мовлення, розширюється словниковий запас, накопичуються та закріплюються знання не лише з мови, а й культури, історії, побутових традицій тощо.

## Вивчення лексичного матеріалу

У процесі навчання англійської мови студентів немовних ВНЗ вагомим значенням набуває навчання лексичного матеріалу, оскільки успішність іншомовного спілкування значною мірою визначається рівнем сформованості лексичних навичок і вмінь. Лексика в системі мовних засобів є одним з найважливіших компонентів мовної діяльності. Це визначає її важливе місце на кожному уроці іноземної мови. Лексика – це той словесний матеріал, яким студенти повинні навчитися легко і швидко оперувати у процесі спілкування іноземною мовою, через це оволодіння нею – необхідна передумова використання мови як засобу спілкування.

Засвоєння лексики є процесом: деякі слова і вирази запам'ятовуються легко, для засвоєння інших потрібні спеціальні вправи. Але при диференційованій роботі студенти можуть опанувати активним лексичним мінімумом.

На етапі осмислення студентами лексикологічних знань і формування необхідних умінь не можна обійтися без спеціальних вправ. Загальноприйнятою є така їх класифікація:

1) Відшукування виучуваного лексичного явища в поданій групі слів, словосполученнях, реченнях, зв'язних текстах. Такі вправи є аналітичними за своєю сутністю і застосовуються з метою закріплення знань студентів про істотні ознаки кожного лексикологічного поняття.

2) Добір (самостійний або з використанням друкованих джерел) прикладів, які ілюструють виучуване лексичне явище.

3) Спостереження за роллю виучуваного лексичного явища у зразкових текстах різних стилів.

4) Групування виучуваних лексичних явищ за певною ознакою.

5) Відшукування і виправлення лексичних помилок і недоліків (у групах слів, словосполученнях, реченнях і текстах).

6) Лексичний розбір (характеристика слова на основі знань про лексичні явища).

Такі вправи спрямовані на розширення і збагачення словника студентів, а головне, для вироблення в них уміння обирати зі свого словникового запасу ті слова, які найкраще відповідають змісту висловлювання — усного чи писемного.

### Personal features

*Check the following words in the dictionary*

#### Adjectives

persuasive	outgoing
creative	sensitive
patient	adaptable
attentive	independent
ambitious	energetic

#### Phrasal verbs

ask after	look down on	put down
bring up	look up to	settle down
fall for	make up	stand up for
get on (with)	pass away	take aback
grow up	pick on	break up

#### Idioms

wet behind the ears	wrong side of the tracks	tough as nails
dime a dozen	night owl	blue collar
down-to-earth	not cut out for something	eat, sleep, and breathe something
up-and-coming	hot-tempered	born with a silver spoon in one's mouth
wasn't born yesterday	man of his word	black sheep

**Exercise 1.**

**Match the personal features an employee might have with definitions in B.**

<b>A</b>	<b>B</b>
persuasive	careful in their work
creative	can change people's opinions
patient	producing or using original and unusual ideas
attentive	friendly and energetic and finding it easy and enjoyable to be with others
ambitious	wants to achieve more, get to the top
outgoing	easily upset by the things people say or do, or causing people to be upset, embarrassed, or angry
sensitive	able or willing to change in order to suit different conditions
adaptable	doesn't get angry or irritated quickly
independent	not influenced or controlled in any way by other people, events, or things
energetic	very active physically and mentally

**Exercise 2.**

**Match the personal features an employee might have with definitions in B.**

<b>A</b>	<b>B</b>
persuasive	careful in their work
creative	can change people's opinions
patient	producing or using original and unusual ideas
attentive	friendly and energetic and finding it easy and enjoyable to be with others
ambitious	wants to achieve more, get to the top
outgoing	easily upset by the things people say or do, or causing people to be upset, embarrassed, or angry
sensitive	able or willing to change in order to suit different conditions
adaptable	doesn't get angry or irritated quickly
independent	not influenced or controlled in any way by other people, events, or things
energetic	very active physically and mentally

*Exercise 2.*

**Fill in the gaps using the words from the box. You will need to use one word twice.**

get	make	put	look	bring	fall	grow
-----	------	-----	------	-------	------	------

Some of us seem to be very kind, while others \_\_\_\_\_ down on everyone around them. Some of us tend to never forget an argument, while others \_\_\_\_\_ up and forgive easily. As people \_\_\_\_\_ up, their personality develops and they found that they \_\_\_\_\_ on with certain people more than with others. Who we are seems to have a large genetic element, but is also influenced by those who \_\_\_\_\_ us up. If we \_\_\_\_\_ up to our parents or other family members, we may want to be like them. On the other hand, if our parents seem to \_\_\_\_\_ us down all the time and we \_\_\_\_\_ out with them a lot, then perhaps we will develop quite different personalities.

*Exercise 3.*

**Speaking activity. Which of these words would you use to describe yourself in a work or study situation? Use a dictionary to find the meaning of the words you don't know.**

• motivated • confident • reliable • proud • dedicated • loyal • determined • charismatic • honest • adaptable • resourceful • meticulous

*Exercise 4.*

**4A. Read the text. Pay attention to the words in bold. Have you ever received any type of training?**

## Training

**Training** is teaching or learning for a specific job. For example, you can **train as** a doctor, an architect, an accountant, an engineer or a lawyer. You can **go on a training course** to **gain, get** or **learn** specific **skills** in computers, management and other **areas** - subjects. A lot of people now have **on-the-job training** - they go on courses which are organized by their company. And they **gain experience** and learn things while they are working.

**4B. Use the words from the text above to complete this interview with Olivia, an Italian car designer. You can use some expressions more than one.**

Interviewer: Olivia, how many cars have you designed?

Olivia: More than 20.

Interviewer: So you have a lot of

(1) .....! Do you use English in your work?

Olivia: Yes, I do. But I trained

(2) ..... a designer in the 1970s and English wasn't so important then.

Interviewer: So what did you do to

(3) ..... English language

(4) .....

Olivia: I went on short courses at work - you know,

(5) ..... language training.

Interviewer: Was that enough?

Olivia: No, it wasn't. So I decided to go on a three-month

(6) ..... in the US a few years ago to get these skills. Now, people tell me that I speak English very well!

**Exercise 5.**

**Fill in the gaps.**

1. I don't think he's ready to be the CFO. He's only 36 years old and still \_\_\_\_\_ behind the ears.

2. He asked for a raise but I wouldn't give it to him. We can easily find someone else to do the job. Guys like him are a \_\_\_\_\_ a dozen.

3. Despite all of her success, she remained a humble, \_\_\_\_\_ -to-earth person.

4. I grew up on the wrong side of the \_\_\_\_\_. Nothing was given to me and I had to work extremely hard for everything I have.

5. Kurt worked in sales for several years but he decided he wasn't cut \_\_\_\_\_ for it. He went back to school and became a nurse.

6. I didn't get John's offer in writing, but he is a man of his \_\_\_\_\_ and I know I can trust him.

7. He's a young, up-and- \_\_\_\_\_ member of the Democratic party.

8. I'm not much of a morning person. I'm more of a night \_\_\_\_\_.

9. No way would I pay \$10,000 for this car. You can't take advantage of me like that. I wasn't born \_\_\_\_\_.

10. Tom is a bit of a hot-\_\_\_\_\_. He loses his temper easily and jumps down people's throats.

11. Saying Luke likes soccer is an understatement. He eats, sleeps, and \_\_\_\_\_ it.

12. I hear she's tough as \_\_\_\_\_ during negotiations. She always gets her way.

13. Martin's brothers and sisters are doctors and lawyers. I guess you could say he's the black \_\_\_\_\_ of the family. He's a drummer in a rock band.

14. He comes from a \_\_\_\_\_ collar, working-class background.

15. Jake's grandfather was a millionaire. Jake was born with a \_\_\_\_\_ spoon in his mouth.

***Exercise 6.***

**Study the following idioms. Then put them in sentences.**  
**would give you the shirt off one's back**

Someone who would give you the shirt off their back is extremely generous.

**dead wood**

Dead wood refers to people no longer useful to an organization.

**out of one's mind**

Out of one's mind means crazy.

**big shot**

A big shot is someone very important.

**follow in someone's footsteps**

To follow in someone's footsteps means to follow someone's example or path in life.

**first rate**

Someone first-rate is excellent. We can also say second rate and third rate to describe someone of inferior quality.

**past one's prime**

If someone is past their prime, they are not as good as they once were due to advanced age.

**diamond in the rough**

A diamond in the rough is someone with potential but lacking refinement.

**keep to oneself**

Someone who keeps to themselves is quiet and does not interact much with other people.

**class act**

A class act is someone regarded as outstanding and admirable.

1. Five years ago he was a great soccer player. Now he's \_\_\_\_\_.
2. Being a \_\_\_\_\_ Hollywood producer has really changed him. He's become a bit full of himself.
3. Stan isn't very social. He tends to \_\_\_\_\_ instead of talking to other people.
4. When she made the investment some people thought she was \_\_\_\_\_, but she turned out to be right.
5. There's a rumor that layoffs are coming. Management wants to get rid of all the \_\_\_\_\_.
6. It's tough to find someone more kind and generous than Christine. She'd \_\_\_\_\_.
7. Mike's a \_\_\_\_\_ architect who has won the respect and admiration of his peers.
8. Elizabeth is applying to law schools right now. Her father was a famous defense attorney. It seems like she wants to \_\_\_\_\_.
9. Mark doesn't have a lot of experience, but we see the potential in him. He's a \_\_\_\_\_.
10. You'll really like the new manager. He's a real \_\_\_\_\_.

**Exercise 7.**

**Match these words with their opposites.**

<b>A</b>	<b>B</b>
1. clever	a. gregarious
2. extroverted	b. tight-fisted
3. rude	c. courteous
4. frank	d. half-witted
5. cruel	e. insincere
6. generous	f. kind-hearted
7. unsociable	g. introverted

**Exercise 8.**

**Do you think the speaker likes or dislikes the people they are describing?**

1. Ann is very thrifty.
2. John is quite bossy.
3. Sally's usually frank.
4. I find Cameron self-important.
5. Andy is quite broad-minded.
6. Don't you think that Meggie is nosy?
7. Tom can be aggressive.
8. Mary is very original.

**Exercise 9.**

**Rewrite the sentences in the Exercise 8 to give the opposite impression of a person.**

**Exercise 10.**

**Magazines often publish questionnaires, which are supposed to analyze your personality. Look at the words below and then match them to the questions aimed aims to decide whether a person is like that.**

*Example: If you arrange to meet at 8.30 p.m., do you always arrive at 8.30 p.m.? – Punctual and reliable.*

<i>pessimistic</i>	<i>argumentative</i>	<i>sensitive</i>	<i>sociable</i>
<i>extravagant</i>	<i>assertive</i>	<i>inquisitive</i>	

1. Do you like to be in the company of other people?
2. Look at the picture. Do you agree that “the glass is half empty”?
3. Do you find it easy to tell your boss if you feel they have treated you badly?
4. Do you always look out of the window if you hear a car draw up?
5. Do you often buy your friends presents for no particular reason?
6. Do you often disagree with what other people say?
7. Do you lie awake at night because someone has said something unpleasant to you?

***Exercise 11.***

**Describe the person at your work/studies that you really like. Use the following words and phrases.**

persuasive	outgoing	would give you the shirt off one’s back
creative	sensitive	gregarious
patient	adaptable	man of his word
attentive	independent	frank
ambitious	energetic	class act

***Exercise 12.***

**Can you complete these words and phrases?**

1. self- .....
2. .... -tempered
3. .... –minded
4. tight-.....
5. .... -to-earth
6. up-and-.....

- 7. night -.....
- 9. blue -.....
- 10. wasn't -.....yesterday
- 11. a man of his -.....
- 12. -..... as nails

***Exercise 12.***

**From the list below, select adjectives that describe the qualities often asked about during job interviews.**

Generous, optimistic, ambitious, easygoing, indecisive, reserved, cheerful, hardworking, sensitive, moody, sociable, lazy, trustworthy, impatient, attentive.

***Exercise 13.***

**Fill in the blanks with a correct form of the word in brackets.**

- 1. We are \_\_\_\_\_ our strategy will work. (**hope**)
- 2. Jan is one of the most \_\_\_\_\_ people in our industry.  
(knowledge)
- 3. Our goals need to be realistic and \_\_\_\_\_. (**measure**)
- 4. We got a lot done today. It was a \_\_\_\_\_ day. (**produce**)
- 5. We're not friends, but I've known him \_\_\_\_\_ for years.  
(**profession**)
- 6. The recognition I received \_\_\_\_\_ my day. (**bright**)
- 7. Mark is one of the most honest and \_\_\_\_\_ lawyers I know.  
(**trust**)
- 8. The potential benefits \_\_\_\_\_ the risk. (**weigh**)
- 9. He was selfish, rude, and \_\_\_\_\_ to all his coworkers.  
(**respect**)
- 10. He can't say he didn't do it. We have \_\_\_\_\_ proof that he stole from the company. (**deny**)

11. Some lawsuits are preventable, but others are \_\_\_\_\_.

(**avoid**)

12. Unfortunately, the decision is final. They won't \_\_\_\_\_.

(**consider**)

13. Do you think the government should \_\_\_\_\_ Social Security? (**private**)

14. Our manufacturing facilities are \_\_\_\_\_ monitored by a system of video cameras. (**continue**)

15. I'm trying to \_\_\_\_\_ myself with the industry. (**familiar**)

***Exercise 14.***

**Choose the correct meaning for the terms and expressions below.**

1. clinch a deal

- A. put an end to discussions
- B. reach an agreement
- C. spoil an arrangement

2. corner the market

- A. reduce sales significantly
- B. manage to enter the market
- C. dominate an area of business

3. go down the drain

- A. be wasted or lost
- B. need further analysis
- C. decrease in quantity

4. in the pipeline

- A. ready for delivery
- B. currently in progress
- C. shelf life

5. shelf life

- A. must be kept for a long time
- B. use within a certain length of time

- C. place for discarded objects
- 6. second a motion
  - A. agree with a proposal
  - B. put something in action
  - C. make a second proposal
- 7. a down payment
  - A. a reduced payment
  - B. a part of the total payment
  - C. a cash payment
- 8. pick up the tab
  - A. increase the amount
  - B. notice the price
  - C.. pay the bill

***Exercise 15.***

**Fill in the blanks in the text below with one of the words from the box.**

HISTORY	INFORMATION	EXPERIENCE	QUESTIONS
CURRENT	INTEREST	PANEL	ORGANISATION
OPPORTUNITY	PRACTICE	SPECIFIC	APPROPRIATE
IMPRESSION	INTRODUCING		

Prior preparation is essential for a successful interview.

To begin with it's important to do some background research to get as much \_\_\_\_\_ on the company as possible. This might include researching any \_\_\_\_\_ events that relate to the organisation or industry, the organisation's objectives, and the [?] of the company.

Find out as much as you can about the \_\_\_\_\_ position including the skills, academic background, and \_\_\_\_\_ required for the job. This will help you understand the employer's needs and show you how you can benefit their organisation.

Anticipate \_\_\_\_\_ the interviewer may ask. Prepare and \_\_\_\_\_ responses to the questions - but don't try to memorize them. Answers need to sound natural.

At the end of an interview, you are typically asked if you have any questions about the \_\_\_\_\_ or job you're applying for. This is an \_\_\_\_\_ for you to show your \_\_\_\_\_ in the position and the company by asking \_\_\_\_\_ questions which you have previously prepared.

Last but not least, to make a good first \_\_\_\_\_, practise opening a door, coming into a room, greeting the interviewer or \_\_\_\_\_ members by offering your hand confidently, smiling and \_\_\_\_\_ yourself.

## Sales and Marketing

*Check the following words and phrases in the dictionary*

### Adjectives

innovative	hazardous	groundbreaking
strategic	scarce	revolutionary
pioneering	lucrative	jaw-dropping
astonishing	affordable	cutting-edge
alarming	lifetime	robust

### Collocations and phrasal verbs

conduct research	after sales service	deal with
close a deal	cash refund offer	drop in
follow up	on fleek	cut down
convenience store	sort out	break into
mark up	look into	run out of

### Idioms

cold call	fish where the fish are	selling point
across the board	in the long run	word-of-mouth marketing
bank on	in the works	
birds of a feather (flock together)	put (something) on the map	
bring something to the table		

***Exercise 1.***

**Select the correct variant.**

1. There has been a drop in sales. = Sales have \_\_\_\_\_.
  - A. decreased
  - B. downed
  - C. increased
2. Sales have increased for three years \_\_\_\_\_. = Sales have increased for three years in a row.
  - A. even
  - B. straight
  - C. forward
3. You have to market these particular attributes. = You have to market these particular \_\_\_\_\_.
  - A. qualifiers
  - B. qualifications
  - C. qualities
4. We shouldn't use the same old strategies. = We should \_\_\_\_\_ using the same old strategies.
  - A. avoid
  - B. averse
  - C. avert
5. Thanks to smart planning, we have \_\_\_\_\_ another crisis. = Thanks to smart planning, we have thwarted another crisis.
  - A. put forth
  - B. unveiled
  - C. averted
6. We shouldn't rule that out as an option. = We should still \_\_\_\_\_ that an option.
  - A. reject
  - B. consider

C. contain

7. The figures are down from January. = The \_\_\_\_\_ are down from January.

A. numbers

B. numerals

C. mathematics

8. Our company has seen 10 years of uninterrupted growth. = Our company has seen 10 years of \_\_\_\_\_ growth.

A. sporadic

B. steady

C. stagnant

9. We should market this product as being durable and dependable. = We should market this product as being \_\_\_\_\_ and dependable.

A. study

B. sturdy

C. studious

10. We need to develop a new strategy. = We need a new \_\_\_\_\_.

A. appraisal

B. approval

C. approach

### ***Exercise 2.***

#### **Select the correct variant.**

1. When someone "brings something to the table", it means that he/she \_\_\_\_\_.

A. has something to offer

B. has nothing to offer

C. buy everyone lunch

2. HP is one of Dell's main \_\_\_\_\_.

- A. computers
- B. competitors
- C. controllers

3. It's pretty hard to \_\_\_\_\_ against big, established companies.

- A. compete
- B. complete
- C. competition

4. James \_\_\_\_\_ last year.

- A. changed his jobs
- B. changed jobs
- C. made a change in jobs

5. It's not good to \_\_\_\_\_ yourself entirely to your career.

- A. denigrate
- B. detonate
- C. dedicate

6. Bill, I need your \_\_\_\_\_ on this. What do you think of this design?

- A. intake
- B. install
- C. input

7. I thought you \_\_\_\_\_ at the conference.

- A. did a really good job
- B. really did a job
- C. did really a good job

8. P1: We've got a meeting in 10 minutes. Do I have to \_\_\_\_\_? P2: Yes, you do.

- A. atone

B. attend

C. attain

9. I'd like you to do a little \_\_\_\_\_ on investment strategies.

A. present

B. presenting

C. presentation

10. He's away \_\_\_\_\_ at the moment, but he'll be back in an hour.

A. from his desk

B. from a desk

C. from the desk

***Exercise 3.***

**Match the idioms with their meanings.**

24/7	more advanced than the competition
ahead of the curve	at risk
ASAP	an agreement or decision that is made without the public knowing about it
at stake	a very inexact estimate
backroom deal	according to the company rules or policy
big picture	everything that is involved with a particular situation
by the book	as soon as possible
ballpark number/figure	24 hours a day, seven days a week

***Exercise 4.***

**Fill in the gaps with the idioms from the box.**

change of pace	call it a day	behind the scenes	catch someone off guard
cut corners	come up short	cut-throat	from the ground up

1. They make it look so effortless, but they do a lot of hard work and planning \_\_\_\_\_.
2. In business school, the competition was \_\_\_\_\_.
3. Mike was \_\_\_\_\_ when they asked him to direct the meeting.
4. The charity fund raiser was supposed to raise three million dollars, but we \_\_\_\_\_.
5. Bill Gates built Microsoft \_\_\_\_\_.
6. Well, John, it's 7:00 and I'm getting hungry. How about we \_\_\_\_\_?
7. We don't \_\_\_\_\_ on our luxury products.
8. It's nice to go on business trips because it's a \_\_\_\_\_.

**Exercise 5.**

**Match each word with its definition.**

commercial billboard complimentary campaign readership  
 slogan press release features publicity brand awareness

- 1) memorable motto or phrase
- 2) a large, square sign used to post advertisements
- 3) a statement (about a product) released to the news media
- 4) an advertisement on TV, the radio, etc.
- 5) the attempt to manage how a public sees a product
- 6) the number of people that read a particular newspaper, magazine, etc.
- 7) a plan of action (to promote a product)
- 8) a measure of how popular a brand is (how many people know it, etc.)
- 9) special characteristics, qualities
- 10) free

**Exercise 6.**

**Select the best option.**

1. We just \_\_\_\_\_ (= got) five new contracts in China.  
A. landed  
B. lost  
C. listed
2. We have to create a \_\_\_\_\_ for a new deodorant.  
A. campaign  
B. company  
C. approach
3. Someone once said that "all's \_\_\_\_\_ in love and advertising."  
A. even  
B. normal  
C. fair
4. It's hard to develop a campaign for a product that many people perceive \_\_\_\_\_.  
A. negative  
B. negatively  
C. bad
5. The stakes are high. = A lot is at \_\_\_\_\_. (= a lot can be gained or lost).  
A. hand  
B. sake  
C. stake
6. This campaign is \_\_\_\_\_ (= focused/based) on the concept of family.  
A. centered  
B. concerned  
C) called

7. Our biggest creative \_\_\_\_\_ is to associate the product characteristics with the spirit of Christmas.

A. challenge

B. call

C. check

8. Advertising has to be consistent with the brand "\_\_\_\_\_". (= the way the company/advertiser wants the brand to be seen/perceived)

A. sight

B. visual

C. vision

9. The agency got it \_\_\_\_\_. That's not the direction we wanted to go with this.

A. incorrect

B. all wrong

C. improper

10. Very often in advertising, there's more to a message than meets \_\_\_\_\_. (= there is also a hidden message)

A. your eye

B. the eye

C. an eye

## *Exercise 7.*

### **Study the following words.**

#### **afford**

to have enough money to be able to buy something.

How to use: often used with the verb 'can': can afford something; can't afford something; can / can't afford to do something.

#### **Examples**

1. I can't afford to buy the car – it costs \$10,000 and I only have \$8000.
2. We can't afford new office furniture.

#### **borrow**

to take something from someone while agreeing to return it at a later time or date.

How to use: borrow something; borrow something from somebody.

#### **Examples**

1. We borrowed money from the bank.
2. Can I borrow \$10, John? I'll pay you back next week.

#### **lend**

to give something to someone with the agreement that he/she will return it after a certain time.

How to use: lend something to someone; lend someone something  
irregular verb: lend, lent, lent

#### **Examples**

1. We lent £1000 to John and £2000 to Peter.
2. The bank lent me \$12,000.

#### **invoice**

to send a bill to someone in the form of an invoice

How to use: invoice for something; invoice someone (for something).

#### **Examples**

1. We invoiced them \$40 for the books.
2. We haven't invoiced you for the goods yet.

#### **owe**

to have to pay for something which has already been given or done.

How to use: owe something to someone; owe someone something.

#### **Examples**

1. They owe us more than €50,000.
2. He owes us an apology.

**Fill in the gaps.**

1. Our business needed money so we \_\_\_\_\_ from the bank.
2. We've repaid almost 50% of the loan. However, we still \_\_\_\_\_ over \$50,000.
3. Last Christmas, my friend \_\_\_\_\_ me \$500 because I didn't have any money to buy presents.
4. They've lowered the price of the product because the average customer \_\_\_\_\_ it.
5. You shouldn't \_\_\_\_\_ money if you know you can't pay it back.
6. We \_\_\_\_\_ the client a month ago, but he still hasn't paid us.
7. The company owes over \$10,000 \_\_\_\_\_.
8. How much did we invoice them \_\_\_\_\_?
9. Can you \_\_\_\_\_ me some money until I get paid next week?
10. How much do you owe \_\_\_\_\_?

***Exercise 8.***

**Choose a correct meaning for the terms and phrases.**

1. deadline
  - A. short-term credit deal
  - B. a strict time limit
  - C.. a line no longer manufactured
2. get down to business
  - A. travel to work
  - C. start a business
  - D. start working
3. quite a bargain
  - A. a good deal
  - B. a bad deal
  - C.under negotiation
4. at short notice

- A. with a brief explanation
  - B. not far away
  - D. not long in advance
5. in high demand
- A. very frequently ordered
  - B. needed urgently
  - C. ordered by top officials
6. put in a tender
- A. make a tentative suggestion
  - B. make an offer
  - C. make an appearance
7. selling point
- A. argument in favour of a product
  - B. place where products are sold
  - C. sales level reached
8. key factor
- A. successful product line
  - B. main factory
  - C. important reason or fact

***Exercise 9.***

**Fill in the blanks in the text below with one of the words from the box.**

INCREASE STEM LACK PAY LEAVE WORKPLACES SALARIES  
 SENIOR CAUSES EQUAL FOUNDCONNECTED PROMOTING  
 SOLUTION

A report has revealed that men are paid higher \_\_\_\_\_ and receive bigger bonuses than women.

The gender pay gap still exists in companies and \_\_\_\_\_ in many countries, despite legislation to ensure \_\_\_\_\_ pay. What are the causes? Some people believe that women are more hesitant in asking for a

pay \_\_\_\_\_. Others suggest a variety of reasons such as \_\_\_\_\_ of ambition, poor role models or problems \_\_\_\_\_ with maternity \_\_\_\_\_ and time off for child care.

However, the problem could also \_\_\_\_\_ from the fact that it's usually \_\_\_\_\_ managers who decide on \_\_\_\_\_ rises, and most of those are men!

It is also thought in some companies that there is no in point in \_\_\_\_\_ a woman who might leave to have a baby and never come back.

Whatever the \_\_\_\_\_, this modern-day problem continues to exist and a \_\_\_\_\_ needs to be \_\_\_\_\_.

### ***Exercise 10.***

#### **Fill in the blanks with a correct form of the word in brackets.**

1. We require written \_\_\_\_\_ for large orders. (**confirm**)
2. Our team of \_\_\_\_\_ helps fill vacancies with qualified people.  
(**recruit**)
3. Stanley has a \_\_\_\_\_ future with this firm. (**promise**)
4. Don't meet with the entire team. Meet with each member \_\_\_\_\_. (**individual**)
5. This is a new government \_\_\_\_\_. (**initiate**)
6. They have always been \_\_\_\_\_ suppliers that we've enjoyed doing business with. (**depend**)
7. Jim's answers were vague and \_\_\_\_\_. (**direct**)
8. How will my \_\_\_\_\_ be evaluated? (**perform**)
9. Volunteering can be a \_\_\_\_\_ experience. (**reward**)
10. My supervisor has the final say on this. She can \_\_\_\_\_ my decision. (**rule**)
11. I am writing to express my \_\_\_\_\_ with my purchase and to request a full refund. (**satisfaction**)
12. It was a \_\_\_\_\_ argument, so we approved his request.  
(**convince**)

13. He hasn't been fired yet, but he has been suspended \_\_\_\_\_.

**(definite)**

14. It's \_\_\_\_\_ whether the two sides will reach an agreement.

**(doubt)**

15. Your resume should \_\_\_\_\_ your strengths. **(emphasis)**

***Exercise 11.***

**Study the following phrasal verbs**

Phrasal Verb	Definition	Example
to ask around	to ask many people the same question	I need a good real estate agent. Could you ask around and see if anyone knows one?
to back up	to support	Thanks for backing me up in the meeting.
to call back	to return a phone call	We have a bad connection. I'll call you back in a few minutes.
to call off	to cancel	Management is going to call the meeting off because so many people are out sick today.
to check in	to arrive and register at a hotel or airport	We checked in around 5 p.m. and then got something to eat.
to check in (with someone)	to talk with someone to ensure things are going okay	As a manager, I feel it's important to check in with everyone on my team at least once a day.
to check out	to leave a hotel	We checked out a few hours late and had to pay an extra fee.
to check smth out	to look at carefully, investigate	I'm not sure why the copier isn't working. I'll check it out.
to chip/pitch in	to help	We should be able to finish quickly if everyone pitches in.
to come across	to find unexpectedly	I was reading last night and I came across a couple of phrasal verbs I had never seen before.

**Now, fill in the gaps with phrasal verbs from the table above.**

1. I'm in a meeting right now and can't talk. Can I \_\_\_\_\_ you \_\_\_\_\_ in about an hour?
2. I'm looking for a used laptop. Can you \_\_\_\_\_ and see if anyone has one they want to sell?
3. They had planned a strike, but they \_\_\_\_\_ it \_\_\_\_\_ after management gave in to some of their demands.
4. Caroline had her baby last week. If everyone in the department \_\_\_\_\_, we can buy her a nice gift for the baby.
5. Let's \_\_\_\_\_ to the hotel as soon as possible so we can get some rest.
6. It's a fantastic management book. You should \_\_\_\_\_ it \_\_\_\_\_.
7. Thanks for \_\_\_\_\_ me \_\_\_\_\_ during the meeting. I appreciate the support.
8. My mother \_\_\_\_\_ this ancient recipe from my grandmother's things and decided to give it a go. It was absolutely delicious.

### **Exercise 12.**

**Select the best variant.**

1. We should target the group with the highest \_\_\_\_\_.
  - A. potential
  - B. potency
  - C. patent
2. The current economic conditions are creating an even \_\_\_\_\_ demand for our products.
  - A. big
  - B. stronger
  - C. harder
3. We often have to \_\_\_\_\_ (= explain) why we charge so much to create and run a marketing campaign.

- A. talk
  - B. explicate
  - C. justify
4. Your devoted customers = You loyal \_\_\_\_\_
- A. clientele
  - B. subjects
  - C. persons
5. In this case, it would be wiser to concentrate on existing customers, instead of trying to \_\_\_\_\_ ( = find/get) new ones.
- A. access
  - B. accord
  - C. acquire
6. This new software will allow you to \_\_\_\_\_ ( = get, find out) information about customers.
- A. reach (for)
  - B. mine (for)
  - C. acknowledge
7. In marketing terms, a " \_\_\_\_\_ " customer is an "average" customer.
- A. mid-tier
  - B. middle of the road
  - C. middle way
8. We have to take steps to \_\_\_\_\_ ( = utilize/exploit ) the potential of this powerful new medium.
- A. harass
  - B. harness
  - C. harp on
9. We \_\_\_\_\_ everything in preparation for the presentation.
- A. checked twice
  - B. double-checked
  - C. double-glanced
10. We planned to increase our marketing budget by 10% this year,

but we had to \_\_\_\_\_ to 5%.

- A. revise that up
- B. revise that on
- C. revise that down

***Exercise 13.***

**Fill in the gaps with the appropriate phrases from the box.**

1. across the board	9. in the works
2. bank on	10. land (an account)
3. birds of a feather (flock together)	11. payoff
4. bring something to the table	12. put (something) on the map
5. fish where the fish are	13. sold on
6. gain followers/subscribers	14. selling point
7. go viral	15. word-of-mouth marketing
8. in the long run	

1. We have to \_\_\_\_\_. I don't think this marketing campaign is useful because it targets people outside of our age demographic.

2. These investors are \_\_\_\_\_: they all went to Harvard, work on Wall Street, and golf together.

3. After her post \_\_\_\_\_, she received many advertising opportunities.

4. We are \_\_\_\_\_ a final investor to help get this project running.

5. We have an exciting new project \_\_\_\_\_.

6. The \_\_\_\_\_ for this risk was huge!

7. They used \_\_\_\_\_ to create some buzz about their product. After that, it went viral!

8. This new marketing campaign will help \_\_\_\_\_ our product \_\_\_\_\_.

9. He's not \_\_\_\_\_ the idea: I think we should prepare some examples for him of why it will be a good idea.

10. He \_\_\_\_\_ two new accounts last week.

11. We will be making changes to the company \_\_\_\_\_: our mission, our employee structure, and even our logo.

12. We need each of the employees to \_\_\_\_\_ during next week's meeting: everyone needs to have a marketing plan for the next year and three suggested changes to our business model.

13. In order to \_\_\_\_\_, we've identified effective hashtags.

14. We are putting a lot of time and money into this project, but \_\_\_\_\_ it will be worth it.

15. For me, the \_\_\_\_\_ was the budget you created. It was well-written and showed that you're financially responsible.

***Exercise 14.***

**Match the marketing terms with their definitions.**

Benchmarking	Series of stores owned by the same owner and sell similar lines of merchandise
Cash refund offer	Small shop with extended opening hours and in a convenient location
Chain store	The amount added to the cost price of goods to cover overhead and profit
Convenience store	Selling in large amounts at low prices for resale
Joint venture	Comparing the products with the competitor's for quality and performance
Mark up	An exhibition where companies can show or demonstrate similar products
Trade fair	To join with a foreign company to manufacture or sell a product or service
Wholesale	Offer to pay back the purchase price of a product to customers

## Advertising

### *Exercise 1.*

**Match each word with its definition.**

target audience	pioneer	eye-catching	jingle	brand image
poster	misprint	brand management	generic brand	copy

1. a plainly labeled, unadvertised product
2. a person who does something, or thinks of something before anyone else
3. the people that a book, movie, or radio/TV program wants to reach
4. a large piece of paper, usually hung on walls to promote a product, event, etc.
5. an error/mistake in printing
6. text to be used in an advertisement
7. how someone sees, perceives a particular brand
8. the art of creating and maintaining a brand
9. something that grabs one's attention
10. a catchy tune/song used to sell a product

### *Exercise 2.*

**Study the difference between the following words.**

#### **issue**

to produce or to provide something officially how to use issue a statement, a warning, an invoice, a visa; be issued with something; issue someone with something.

#### *examples*

1. The embassy issued my visa yesterday.
2. They issued me with a visa.
3. The police have issued a statement about the robbery.
4. All employees on the building site are issued with safety helmets.

**due**

to be payable, to have reached the time to be paid how to use (about an invoice, a bill) be due to be overdue by a number of days/weeks, etc.

**examples**

1. The invoice is due tomorrow.
2. The second payment is now due.
3. Payment of the invoice is three weeks overdue.

**reminder**

an official statement asking for payment of a debt how to use a reminder to pay an invoice; a first reminder, a second reminder; send/receive a reminder

**examples**

1. If our customers are late in paying, we send them a reminder.
2. I received a reminder saying my rent is a month overdue.

**Fill in the gaps.**

1. If an invoice is not paid on time, we send our first \_\_\_\_\_ within a week.
2. Payment was \_\_\_\_\_ on 15 August, but we didn't receive it until 30 August.
3. The invoice is three weeks \_\_\_\_\_.
4. They \_\_\_\_\_ me with a visa last week.
5. When is the second payment \_\_\_\_\_? Could you find it in the contract, please?
6. The invoice \_\_\_\_\_ last month but the customer says he didn't receive it.
7. Payment of rent is \_\_\_\_\_ on the tenth day of every month.
8. The finance manager is going \_\_\_\_\_ a statement about last year's expenses.
9. All factory workers \_\_\_\_\_ with protective clothing for safety reasons.

**Exercise 3.**

**Select the best option.**

1. During the recession, marketers have learned that interactive marketing is \_\_\_\_\_. (= the correct approach)

- A. groundbreaking
- B. the way to go
- C. a way to be

2. Marketing that involves a "conversation" between the prospective client and the company is called \_\_\_\_\_ marketing.

- A. distinct
- B. stifled
- C. interactive

3. He has already predicted \_\_\_\_\_ likely conditions. (= what the conditions will be like in the future)

- A. in the future
- B. future
- C. futuristic

4. Advertising \_\_\_\_\_ = Media for advertising (TV, radio, mobile, online videos, etc.)

- A. channels
- B. locales
- C. lands

5. I doubt the \_\_\_\_\_ of this approach.

- A. effectiveness
- B. affected
- C. affectation

6. Internet forums, weblogs, social blogs, and podcasts are all examples of \_\_\_\_\_ media.

- A. society
- B. outdated
- C. social

7. We have to \_\_\_\_\_ the advertisement to this particular need. = We have to adjust the advertisement to meet/address this particular need.

A. tailor

B. tell

C. tally

8. If an advertising campaign \_\_\_\_\_, that means it achieved the opposite effect of what it wanted to achieve.

A. backfires

B. backs away

C. backs down

9. He's brought a lot of \_\_\_\_\_. = He has obtained a lot of contracts for the company.

A. work out

B. work in

C. work through

10. A \_\_\_\_\_ campaign = A (very) decisive campaign

A. black-or-white

B. make-or-take

C. make-or-break

#### Exercise 4.

Study the following idioms.

Idiom	Meaning
game plan	A "game plan" is a strategy or plan.
get the ball rolling	To "get the ball rolling" means to start something (a project, for example).
give the thumbs up	To "give something or someone the thumbs up" means to give approval. facebook.com
go down the drain	When someone wastes or loses something, it is said to "go down the drain."
go the extra mile	To "go the extra mile" means to do more than what people expect.
go through the roof	If something is "going through the roof," it means it is rapidly increasing.
gray area	If something is in a "gray area," it means that it is something undefined and not easily categorized.
ground-breaking	If something is "ground-breaking," it means it is new and innovative.

1. We go the \_\_\_\_\_ for our customers. If someone is dissatisfied with a purchase, we refund their money and offer them a discount on their next purchase.

2. We're happy our number of Facebook followers \_\_\_\_\_.

3. They \_\_\_\_\_ our new proposal \_\_\_\_\_. We're going out to celebrate tonight.

4. I asked our lawyers if it was legal, and they said it wasn't clear. It's \_\_\_\_\_.

5. He dropped out of college in his third year and never continued his studies. All of his hard work and money \_\_\_\_\_.

6. The iPhone was a \_\_\_\_\_ piece of technology when it was released in 2008.

7. We need to \_\_\_\_\_ on this project. The deadline is in June, and it's already April.

8. They're not sure what their \_\_\_\_\_ is for the upcoming election.

***Exercise 5.***

**Select the most appropriate answer for each sentence.**

1. A common, shortened form of the word advertisement is .....

  - A. ad
  - B. advert
  - C. admonish
  - D) ad and advert

2. A ..... is a short phrase that is used in advertising promotions and/or commercials. "Just do it!" is a famous example of this.

  - A. announcer
  - B. slogan
  - C. celebrity
  - D. spam

3. A ..... is an identifying symbol or statement that is used by companies in order to promote their companies and/or products.

  - A. logo
  - B. marketeer
  - C. media
  - D. delivery

4. A ..... is a short song or verse that is used in advertising campaigns and commercials.

  - A. logo
  - B. jingle
  - C. epic
  - D. passport

5. A ..... is a word or short phrase that is used to describe a product or a company's aims, principles and/or character.

  - A. motto
  - B. catch
  - C. board
  - D. forum

6. Many companies try to use ..... tunes or phrases. These are memorable phrases or songs that many people like instantaneously.

- A. catchy
- B. timely
- C. direct
- D. spotty

7. Companies want to create ..... billboards because they want potential customers to notice the products or services that are displayed and promoted.

- A. eye-catching
- B. indirect
- C. minute
- D. bland

8. Some companies use celebrity ..... to promote their products or services. This is when a company hires a celebrity to promote its products and/or services in commercials, announcements etc.

- A. spam
- B. androids
- C. marks
- E. endorsements

9. Sending ..... to email accounts is a common way of advertising since the inception of the Internet. These are unsolicited emails that are sent to a large number of addresses at once.

- A. bazaars

- B. sponsors
- C. spam
- D. festivals

10. A ..... phrase is a popular phrase or wording used in pop culture.

It is widely known because it's used on a repetitive basis.

- A. open
- B. fair
- C. market
- D. catch

***Exercise 6.***

**Match the words from the box with their definitions.**

market leader   logo   brand   product   market share   advertising  
 marketing   point of sale   market research   house brand   brand loyalty

1. advertising at the place where the consumer buys the product
2. the brand of the shop or supermarket which sells it
3. the symbol or design used to represent the company
4. the work of collecting information about people's buying habits
5. the phenomenon of individuals continuing to buy the same brand
6. something generic which a company makes or sells
7. the particular name given to a product by a company
8. the best selling brand of a particular product
9. the activity of presenting, selling and promoting a product
10. the activity of informing people about a product or service with posters, films etc.
11. the amount a company sells compared to all the other companies

*Exercise 7.*

**Fill in the blanks in the text below with one of the words from the box.**

TRADE	RECORD	MONEY	DIED	DEAL	AMOUNT
TRANSACTION	TRADER	EFFICIENT	SPLIT		
RAISED	VALUE	BROKER	NEGOTIATING		

Prince William and Prince Harry recently took to the trading floor where they registered a world record 25 billion euro deal for charity. They spent around an hour negotiating deals at the BGC Partners brokerage in London's Docklands during the firm's annual charity day to raise \_\_\_\_\_ in memory of its 658 employees who \_\_\_\_\_ in the 9/11 attacks on the World \_\_\_\_\_ Centre in New York exactly 12 years ago.

The last and biggest \_\_\_\_\_ the brothers made was for 25 billion euros, a deal which broke a world \_\_\_\_\_ for a forward foreign exchange. A BGC \_\_\_\_\_ mentored Harry through the deal he made alongside William.

As the brothers switched from desk to desk \_\_\_\_\_ deals with firms including Barclays and Citi, \_\_\_\_\_ gave Harry gifts for his little nephew Prince George. Prince Harry egged on brokers to raise the \_\_\_\_\_ of deals, calling out figures and lifting his hand to indicate the \_\_\_\_\_ needed to be higher. Prince William was also very \_\_\_\_\_, making enough efforts to concentrate on the \_\_\_\_\_ despite the noise around him.

The money \_\_\_\_\_ by each charity day is \_\_\_\_\_ between sev charities in the UK and abroad. The Princes were raising money for SkillForce which William is patron, and WellChild, where Harry is patron.

### ***Exercise 8.***

Study the following words.

#### **attach**

to join one thing to another; to add a file to an email.

How to use: attach something, attach something to something countable

noun: an attachment adjective: attached.

#### **Examples**

1. I've attached a copy of the contract.
2. A copy of the invoice is attached.
3. Please attach a recent photograph to your application form.

#### **enclose**

to put something inside an envelope with a letter.

How to use: enclose something, a price list, a copy of another letter

countable noun: an enclosure.

#### **Examples**

1. I am enclosing our latest price list.
2. Our price list is enclosed.

#### **reply**

to write back to someone who has written to you.

How to use: reply to a letter/invitation/advertisement countable noun: a

reply.

#### **Examples**

1. They haven't replied to our invitation so I assume they are not coming.
2. I wrote to him three weeks ago, but he hasn't replied yet.
3. Thank you for your quick reply.

#### **forward**

to pass on a letter or message to someone else.

How to use: forward something, a letter/an email/ a message to someone

forward someone something, a letter/an email/ a message

#### **Examples**

1. Don't worry: we will forward all your letters to your new address.
2. I am forwarding you a copy of his email.

**Now complete the following using attach, reply, forward or enclose in its correct form.**

1. I have \_\_\_\_\_ some literature about our products in the package for you.

2. Please \_\_\_\_\_ the email which I sent you to all the people involved in the project.

3. All my emails are automatically \_\_\_\_\_ to my new address.

4. All applicants should \_\_\_\_\_ a recent photograph to their CV.

5. I emailed him the details last week, but he hasn't \_\_\_\_\_ yet. He must be on holiday.

6. [In a letter] Please complete and return the \_\_\_\_\_ form to our address as soon as possible.

7. Could you please \_\_\_\_\_ to our offer by the end of next week?

### **Exercise 9.**

#### **Select the best variant.**

1. We \_\_\_\_\_ (= placed) an ad in the local paper.

A. took out

B. took over

C. took in

2. This idea has a lot of \_\_\_\_\_. (= it looks like it could work)

A. potential

B. patience

C. patent

3. Don't \_\_\_\_\_ your time trying to convince him. He has already decided to hire another agency.

A. make

B. throw

C. waste

4. For this product, we need to anticipate questions buyers might have and \_\_\_\_\_ them in the advertisement. A. say  
B. address  
C. tell
5. I don't think their ads are visually \_\_\_\_\_. (= I don't think they look good)  
A. accepted  
B. appalling  
C. appealing
6. We got a lot of new customers because of a spot we \_\_\_\_\_ on a local (TV) station.  
A. ran  
B. set  
C. located
7. Creating name awareness does not happen \_\_\_\_\_.  
(= it takes time)  
A. overnight  
B. at night  
C. nightly
8. \_\_\_\_\_ planning is essential in creating an effective ad campaign.  
A. Ahead  
B. In advance  
C. Advance
9. \_\_\_\_\_ simple. The client doesn't want an ad that's too fancy/complicated.  
A. Keep  
B. Keep it  
C. Arrange it
10. We specialize in \_\_\_\_\_ and label design.  
A. packs

B. packaging

C. boxes

**Exercise 10.**

**Fill in the gaps with the correct forms of words from the box.**

endorse	product placement	brand	viral marketing	billboard
word-of-mouth advertising	tagline	outdoor advertising	brand awareness	target audience

1. \_\_\_\_\_ are similar to slogans. They are both short phrases companies create to represent a brand or product. \_\_\_\_\_ is different from a slogan because taglines are more permanent. \_\_\_\_\_ are not associated with only one particular advertising campaign. \_\_\_\_\_ refer to an idea or message about the brand that doesn't change.

2. \_\_\_\_\_ occurs when customers tell other people about a product (or service) because they like it.

3. \_\_\_\_\_ is advertising that reaches consumers outside of their homes.

4. A \_\_\_\_\_ is a large outdoor sign usually located next to a busy road. \_\_\_\_\_ advertising is a common form of outdoor advertising.

5. \_\_\_\_\_ occurs when a company pays to have their product shown in a movie or television show.

6. \_\_\_\_\_ means to publicly recommend a product or service. People who endorse products are often famous people who are paid for their recommendations.

7. \_\_\_\_\_ occurs when a company creates something and encourages people to pass the message to others, usually by using email or other forms of internet communication.

8. A \_\_\_\_\_ is the name a company gives a product to differentiate it from competitor's products.

9. The \_\_\_\_\_ of an advertisement is the group of people that the ad was intended for.

10. Knowledge that a brand exists is called \_\_\_\_\_. If a lot of people know about the existence of a brand, the brand has high \_\_\_\_\_. If not many people know about the brand, the brand has low \_\_\_\_\_.

### ***Exercise 11.***

#### **Study the following words.**

##### **expansion**

the process of becoming bigger and more successful in business; increasing the number of your shops or sales areas.

How to use: uncountable or countable noun expansion of a company/factory; expansions plans, plans for expansion verb: to expand

##### **Examples**

1. The company's biggest expansion last year was in Russia.
2. The company has expanded by building a new factory in Poland.

##### **break even**

to make neither a loss nor a profit in business.

How to use: irregular verb: break, broke, broken intransitive verb (the verb never has an object).

##### **Examples**

1. We should break even before the end of this year.
2. In the first year the company made a loss. In the second year they broke even. In the third year they made a profit.

##### **a target**

a group of people (sorted by age, location, etc.) that you want to sell a product to.

How to use: have a target; set a target; reach a target.

##### **Examples**

1. The target of this advertising campaign is teenagers.
2. We set a target of \$2m for January.
3. We didn't reach our sales target last month.

##### **a deal**

a business agreement or arrangement between people or companies.

How to use: countable noun: have a deal, sign a deal, do/make a

deal (with someone).

**Examples**

1. We signed a deal with a telecommunications company worth \$5m.

2. We have a distribution deal with Sony starting next year.

3. They signed a three-year deal.

a retailer

a shop which sells things directly to the public, not to other shops.

How to use: a retailer, retailers opposite: a wholesaler.

**Examples**

1. The biggest retailer in the world is Wal-Mart.

2. I am an online mobile phone retailer.

**Now try this exercise. Choose a word from the box for each gap in the text. Use each word once:**

Market	expansion	deal	customers
expansion	retailer	breakbreak	target

**An Expanding Business**

The British Internet bank, IBUK, has begun its \_\_\_\_\_ into the Asian \_\_\_\_\_ by buying the Japanese online bank BOJ. IBUK immediately set a \_\_\_\_\_ of a million new \_\_\_\_\_ in Asia over the next two years. The bank says it believes the operation will \_\_\_\_\_ even by the end of 2020.

**More Supermarkets**

Tesco, the world's third biggest \_\_\_\_\_, has announced that it will open twenty new stores in the UK next year. A spokesman for the company, Mark Smith, said that it also hopes to sign a \_\_\_\_\_ with a large British bank, which will enable it to sell better financial products in its stores. Last year Tesco focused its \_\_\_\_\_ in France and Germany, where it opened fifty new shops. However, the company has closed all its stores in Italy. Because of huge investments and a very competitive market there, supermarkets were not able to \_\_\_\_\_ even, Smith said.

**Exercise 12.**

**Match the words in the box with their meaning.**

artwork	body copy	slogan	logo	headline
---------	-----------	--------	------	----------

1. a little drawing that represents the company
2. a word or short sentence that gives the main idea of the advert
3. a photo or drawing
4. words that are in smaller letter that give more information about what is being advertised
5. a short phrase that is easy to remember and represents the company  
e.g. “Just do it” (Nike)

**Exercise 13.**

**Match the advertising terms with their definitions.**

Buying habit	Maintaining professional public image by a company
Market niche	Encouragement to buy
Marketing strategy	Specific segment of a market that a company is a specialist
Public relations	An increase in price
Sales promotion	The final user of a product
Price hike	Plan that indicates the marketing goals
Market share	Percentage of sales of a product or service captured by a brand
End-user	Tendency to buy the same brand again and again

**Exercise 14.**

**Fill in the gaps with the phrases from the box.**

in the pipeline	it's cracked up to be	deliver the goods	out the door
price yourself out of the market	sell a bill of goods	selling point	sold on <i>smth</i>
TLC			

1. That car will cost you \$8,600 \_\_\_\_\_.
2. I know many stores are introducing cell phone payment systems, but we're not \_\_\_\_\_ the idea yet.
3. I wasn't sure about our young quarterback, but he really \_\_\_\_\_ – he had 22 touchdown passes in his first season.
4. Durability has always been one of the \_\_\_\_\_ of Toyota cars.
5. At £150,000 for a season, he really is \_\_\_\_\_.
6. I'll sell you this car for \$2,000. It needs \_\_\_\_\_, but the engine is new.
7. Everyone's talking about the Apple Watch, but I think it's not \_\_\_\_\_.
8. Toyota's product lineup recently has been a little stale, but new models are \_\_\_\_\_.
9. I think I was \_\_\_\_\_. They promised me an office with a window, but all I got was a little cubicle.

**Additional exercises**

**Exercise 1.**

**Find the words. They can go horizontally, vertically and diagonally - backwards or forwards.**

retail	capital	customer	product	deal	stock	shareholder
stock	launch	competitor	turnover	loss	sales	wholesale
yield	merger	agreement	contract	sales	profit	investment

H L G Q T K C E L A S E L O H W  
 Z V C G C N U Y R N N L L K B K  
 R W J O V P S M I M E E T N G L  
 V N T Z R R T M K E B R I C A L  
 R S T S W O O L E Y L G R T T L  
 C R R S R D M R R R R D I T J R  
 H M Q O Q U E N K A G P P Q D E  
 T C Q L D C R R M Z A E L D P D  
 N F N E C T M F K C L M R R R L  
 E N A U C O M P E T I T O R R O  
 M L L P A H N Q M H S F Y C M H  
 E C L L L L M T R V I E Q C F E  
 E L J B N P N R R T C P L L H R  
 R L L I A T E R Z A D W Z A Z A  
 G T U R N O V E R N C K M D S H  
 A T N E M T S E V N I T X M K S

*Exercise 2.*

**In the blanks, write the noun that collocates with the words in bold.**

1.

We can **draw** several \_\_\_\_\_ from this data.

Let's not **jump to** \_\_\_\_\_ without having all the facts.

- A. decisions
- B. conclusions
- C. ideas

2.

Internet gaming is a **thriving** \_\_\_\_\_.

The government is stepping in to **regulate the** \_\_\_\_\_.

Everyone uses the QWERTY keyboard because it's the \_\_\_\_\_ **standard**.

A. industry

B. area

C. process

3.

What is the **monthly** \_\_\_\_\_ on your car loan?

I'm working two jobs to save enough money for a **down** \_\_\_\_\_ on a new home.

They don't accept cash on delivery, only \_\_\_\_\_ **in advance**.

A. check

B. salary

C. payment

4.

We need to invest in a professional, **modern** \_\_\_\_\_ for our employees.

The new conference center is a **state-of-the-art** \_\_\_\_\_ conveniently located in the downtown area.

We're investing millions of dollars to **upgrade** our \_\_\_\_\_.

A. facility

B. place

C. warehouse

5.

Due to \_\_\_\_\_ **constraints**, we haven't hired any additional staff this year.

We were able to put together a prototype on a **shoestring** \_\_\_\_\_.

We're on a **tight** \_\_\_\_\_, so let's shop around and make sure we're getting the best price.

A. money

B. budget

C. deadline

6.

**A word of** \_\_\_\_\_: if it sounds too good to be true, it probably is.

I think you need **legal** \_\_\_\_\_ to find out what your rights are.

James has a lot of experience and typically gives me **sound** \_\_\_\_\_.

- A. help
- B. song
- C. advice

7.

Many people distrust him. They think he has a **hidden** \_\_\_\_\_ and isn't acting in our best interest.

What's **next on the** \_\_\_\_\_ today?

- A. plan
- B. agenda
- C. route

8.

The car dealership is having an end-of-year **sales** \_\_\_\_\_.

We're offering a **special** \_\_\_\_\_ to our loyal customers.

My supervisor **recommended me for a** \_\_\_\_\_.

- A. promotion
- B. rise
- C. price

### ***Exercise 3.***

**Now try to find the words yourself.**

1.

If you are not 100% satisfied with our product, you are **entitled to a** \_\_\_\_\_.

I was given a **full** \_\_\_\_\_ for the faulty product I purchased.

2.

It was an **attractive** \_\_\_\_\_, but I didn't take it.

They told me they would hire me, but I don't have a **firm** \_\_\_\_\_ yet.

Kurt **turned down the** \_\_\_\_\_ they made him.

3.

I think the **benefits outweigh the** \_\_\_\_\_. We should go for it.

If we start charging for this service, we'll **run the** \_\_\_\_\_ **of** losing our customers.

We **took a** \_\_\_\_\_ by allowing someone young and relatively inexperienced to run the department.

4.

Our **primary** \_\_\_\_\_ is to provide an excellent customer-service experience.

I'm not sure if what we're doing is in line with our **stated** \_\_\_\_\_.

We **accomplished** our \_\_\_\_\_ of increasing sales by 15%.

5.

An internship can be a great way to **gain** \_\_\_\_\_ in your field.

Volunteering my time was a **rewarding** \_\_\_\_\_.

Stan is highly-educated but lacks **hands-on** \_\_\_\_\_.

6.

We were behind schedule, so we worked overtime to **meet** our \_\_\_\_\_.

The project must be finished on time. We cannot **miss** this \_\_\_\_\_.

We were behind schedule, so we asked our manager to **extend the** \_\_\_\_\_.

7.

I don't know what it would cost, but to give you a **rough** \_\_\_\_\_, I'd say about \$4,000 a month.

Even by our most **conservative** \_\_\_\_\_, at least 15% of the workforce is underemployed.

The **preliminary** \_\_\_\_\_ for GDP growth is 2%.

8.

Our product outperformed the **leading** \_\_\_\_\_.

They need to update their \_\_\_\_\_ **identity**.

Our website helps us build \_\_\_\_\_ **awareness** and gain credibility.

9.

The copier is **under** \_\_\_\_\_, so it shouldn't cost anything to get it fixed.

The laptops come with a **limited** \_\_\_\_\_.

10.

My first job was working as a landscaper for **minimum** \_\_\_\_\_.

Registered nurses earn a fairly high **hourly** \_\_\_\_\_.

Do you think their factory workers earn a **fair** \_\_\_\_\_?

11.

There has been **growing** \_\_\_\_\_ for simplifying the tax code.

Both political parties have **pledged** \_\_\_\_\_ for public education.

12.

Read this testimonial from a **satisfied** \_\_\_\_\_.

Many companies record all their \_\_\_\_\_ **service** calls.

We'll do whatever we can to prevent **losing a** \_\_\_\_\_.

#### *Exercise 4.*

**Match the idiom from the box with its definition.**

live up to	every dog has its day	hit pay dirt	kill two birds
with one stone	ahead of the curve	bat a thousand	on a roll
front runner	make a comeback	in the bag	

1. to be better than the average competitor
2. to do something flawlessly
3. everyone experiences success at some point
4. the clear favorite to win or be chosen for something
5. to do something which results in acquiring considerable wealth or something of great value
6. victory or success is almost certain
7. to do one thing to accomplish two objectives
8. to do as well as what was expected
9. to regain success
10. experience a lucky or successful streak

**Exercise 5.**

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

world	way	ahead	day	made	rise		
park	limit	colors	by	high	run	off	hit

1. It's hard to overestimate how much potential he has. The sky's the \_\_\_\_\_, really.

2. I knew that being bilingual would help put me \_\_\_\_\_ of the pack.

3. After winning several high-profile cases, John was riding \_\_\_\_\_ and had established himself as one of the top defense attorneys in the city.

4. We only had one day to prepare for our presentation. Somehow, we did really well. I have no idea how we were able to pull it \_\_\_\_\_.

5. Our client interviewed me to test my technical knowledge. It was easy. I passed with flying \_\_\_\_\_.

6. Mary's not just a little bit better than her peers. She can \_\_\_\_\_ circles around them.

7. I remember when our operations manager was an intern here. He's certainly come a long \_\_\_\_\_.

8. He really \_\_\_\_\_ the jackpot with that investment. It's tripled in value this year.

9. Police couldn't find the suspect until an anonymous informant saved the \_\_\_\_\_ by informing police of the suspect's whereabouts.

10. We had a great meeting with a prospective client today. We really knocked it out of the \_\_\_\_\_.

11. It's a self-help book that has taken the world \_\_\_\_\_ storm.

12. Our developers say that they have \_\_\_\_\_ headway on the new software release.

13. When I finally became a senior analyst, I felt like I was on top of the \_\_\_\_\_.

14. We need people who can \_\_\_\_\_ to the occasion and be leaders during these difficult times.

**Exercise 6.**

**Match an idiom with its definition.**

well off	to suddenly become wealthy
strike it rich	to make a lot of money on a deal, transaction, business, etc.
born with a silver spoon in one's mouth	to spend less and have a lower standard of living
go broke	fairly wealthy
tighten one's belt	not to have money to spend at the moment
strapped for cash	to be in debt
in the hole	to lose all of one's money
make a killing	to be born wealthy and privileged

**Exercise 7.**

**Complete the sentences with the idioms from the box.**

rip smb off	to be in the black	in the red	going rate
make a living	make end meet	go broke	pinch pennies
pay top dollar	more money than sense	deep pockets	

1. Sam tried to \_\_\_\_\_ as a writer, but he was never successful enough to make it a full-time career.
2. These are really important clients with \_\_\_\_\_. Let's make sure we impress them.
3. Yes, saving for retirement is important, but you don't want to have to \_\_\_\_\_ and worry about every dollar you spend.
4. Last week a rare stamp sold for \$250,000. I guess some people have \_\_\_\_\_.

5. We're willing to \_\_\_\_\_ to fill this position with a qualified candidate.
6. Many people \_\_\_\_\_ trusting Bernie Madoff with their money.
7. I just found out we could have gotten the same product for half the price. I can't believe they \_\_\_\_\_ like that.
8. I don't know if the price he quoted you is fair. I'm not sure what the \_\_\_\_\_ is for private English classes.
9. Some recent college graduates are working two jobs just to \_\_\_\_\_.
10. Our profits weren't very good this year. We're not quite \_\_\_\_\_, but our profits are almost negligible.
11. My consulting business didn't make money the first two years, but fortunately we're \_\_\_\_\_ this year.

***Exercise 8.***

**Select the best variant**

1. Q: How good are you at \_\_\_\_\_? A: I'm great at it! I can do seven things at the same time.
- A. multiple task making
  - B. multitasking
  - C. multijobbing
2. If someone asks you about your "time \_\_\_\_\_ skills", he/she wants to know how well you manage your time (at work).
- A. restraint
  - B. advertising
  - C. management
3. Q: Did Robert leave you a message? AA: I don't know, I haven't checked my \_\_\_\_\_.
- A. voice post

B. voice mail

C. vocal mail

4. David, Mr. Suzuki called. He would like you to \_\_\_\_\_ as soon as you can.

A. call him back

B. call back to him

C. lender

5. I'd like to speak to Mr. Kim. This is \_\_\_\_\_ (= about) his credit card application.

A. regarding

B. regards

C. guarding

6. We have to develop a \_\_\_\_\_ to get more clients.

A. strategies

B. strategic thinking

C. strategy

7. Q: Do you work in marketing? A: No, I'm in \_\_\_\_\_. sales selling salesperson 8. \_\_\_\_\_ (= building connections) is very important in business.

A. Networking

B. Netting

C. Net

9. A "team \_\_\_\_\_" likes working with other people and sharing ideas with them. Someone who doesn't like working with other people is not a team \_\_\_\_\_.

A. play

B. player

C. person

10. To "reevaluate" something means \_\_\_\_\_.

A. to complete one's work

B. to judge something

C. to revise one's assessment of something

***Exercise 9.***

**Put these sentences in the best order.**

1

A Very well, thanks. Let's get down to business, shall we?

B I'm fine, thanks. How are you?

C Hello again! How are you getting on?

D Yes, all right.

2

A Miss Smith, I'd like you to meet Mrs Jones.

B Oh, please call me Liz.

C How do you do, Mrs Jones?

D And I'm Claire.

3

A Oh, yes. I've heard of you.

B The name's Alex White.

C I'd like to introduce myself.

D Pleased to meet you.

4

A I wondered if I might take Friday off?

B Yes. Tony, of course.

C Oh, Friday's rather difficult.

D Mrs Lang, could I have a word please?

5

A What do you think?

B Yes, sure, Bob.

C Geoff, could you come over here a minute?

D Aha, yes, you've put a lot of work into it.

**Exercise 10.**

**Fill in the appropriate word from the box.**

pleasure	touch	in	catalogue	of	further
forward	enclosed	draw	faithfully	from	delight
notice	sincerely				

Dear Mr Jacobs,

Thank you very much for your letter (1) \_\_\_\_\_ 5 March. (2) \_\_\_\_\_ answer to your request, we have (3) \_\_\_\_\_ in enclosing our latest (4) \_\_\_\_\_ and price list.

I would like to (5) \_\_\_\_\_ your attention to the special offers. These products are available at a reduced price for a limited time only.

If you would like any (6) \_\_\_\_\_ information, please get in (7) \_\_\_\_\_ with me.

I look (8) \_\_\_\_\_ to hearing from you.

Yours (9) \_\_\_\_\_,

Howard Johnson

Sales Manager

(10) \_\_\_\_\_: catalogue, price list, special offers supplement

**Exercise 11.**

**Match the words 1-5 to their definitions A-G. There are two extra definitions you do not need to use.**

1. CIF	A. The cost and transportation of the goods, carriage paid, to a named destination in the buyer's country.
2. EXW	B. This document is a receipt for goods loaded on a ship.
3. CPT	C. This price covers the cost, insurance and freight charges to port of destination.
4. irrevocable letter of credit	D. This document is evidence that goods have been sent by air.
5. CFR	E. This document ensures that the exporter will be paid.
	F. This price includes cost and freight, but not insurance, to a named port of destination in the buyer's country.
	G. This price covers the ex-works cost of goods, but not the insurance and freight charges.

***Exercise 12.***

**Fill in the appropriate word in gaps 1-5 from the box. There are three words you do not need to use.**

introductory	regular	stock	warehouse	return
recent confirm	place			

Thank you for your (1)\_\_\_\_\_ enquiry about our AntiSpy SP 700 computer screen protector. This particular model is available from (2) \_\_\_\_\_ at this time. The special (3) \_\_\_\_\_ price is \$199 per unit or \$499 for six. The (4) \_\_\_\_\_ price is \$499. Please let me know by fax or e-mail if you would like to (5) \_\_\_\_\_ an order at these prices as this offer will end on 31 March.

***Exercise 13.***

**Match the words 1-5 to their definitions A-G. There are two extra definitions you do not need to use.**

<ol style="list-style-type: none"> <li>1. CWO</li> <li>2. International money order</li> <li>3. Documentary bill of exchange</li> <li>4. Banker's draft</li> <li>5. Telegraphic transfer</li> </ol>	<ol style="list-style-type: none"> <li>A. Fastest method of sending money abroad.</li> <li>B. A cheque drawn on an overseas bank.</li> <li>C. Payment in advance of delivery.</li> <li>D. Payment not required until after despatch of goods.</li> <li>E. Usually the slowest method of payment.</li> <li>F. Can be purchased from a bank and posted to supplier.</li> <li>G. Your bank can instruct an overseas bank by airmail to make a payment.</li> </ol>
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## Вивчення граматичного матеріалу

Згідно програми з іноземної мови цей посібник має на меті перш за все практичні цілі. Іноземна мова розглядається як засіб спілкування в рамках передбачених програмою тем. Таке вміння дає можливість добре володіти практичною граматиною. Як показує практика, саме граматичний матеріал засвоюється студентами недостатньо і це стає причиною поганого володіння іноземною мовою, тому саме цьому аспекту в вивченні іноземної мови і призначена ця частина посібника.

Опанування граматиною іноземної мови важливо не тільки для формування продуктивних умінь в усному та письмовому мовленні, але й для розуміння мови інших людей під час аудіювання та читання. Недостатній рівень граматичних навичок стає непереборним бар'єром на шляху формування не тільки мовної, а й мовної та соціокультурної компетенції.

У цьому посібнику ви знайдете сукупність вправ, спеціально систематизованих таким чином, що їх якість, кількість, послідовність та співвідношення видів та підвидів забезпечують оптимальний ефект у процесі формування чи вдосконалення навичок: closed activities (gap filling, reconstruction, matching), eliciting(questioning, rephrasing), information transfer, questioning(display, multiple-choice, true-false, closed), reconstruction(gap filling, completion, unscrambling), odd-one-out, classifying (selecting, identification, comparison, sorting, grouping, ranking).

Рекомендації до викладання граматичного аспекту у світлі комунікативно- функціонального підходу зводяться загалом до наступного:

1) матеріал на навчання граматиці повинен відбивати природне використання мови у спілкуванні без штучних прикладів та надуманих ситуацій;

2) у навчальному матеріалі слід чітко виділяти формальні,

семантичні та функціональні аспекти, щоб учні могли встановити зв'язок між ними у певних контекстах;

3) граматичний матеріал доцільно пред'являти у доступному обсязі з метою можливості його закріплення у нових контекстах;

4) введенню нового матеріалу має передувати повторення раніше засвоєного і широко використовувати як опору ілюстративну наочність, схеми, таблиці та ін;

5) пояснення та правила повинні бути короткими, точними та простими, адекватно відбивати специфіку граматичного матеріалу;

6) для закріплення граматичних явищ слід використовувати різні види спілкування, у тому числі парну та групову роботу.

Методична цінність наведених у посібнику вправ полягає в тому, що вони розвивають мовну активність та самостійність учнів, а також сприяють мотивованому залученню у спілкування.

## THE PASSIVE VOICE

The Passive Voice						
	Present		Present		Present	
Indefinite	I	am listened	I/He/She/It	was listened	I/He/She/It/We/You/They	will be listened
	He/She/It	is listened	We/You/They	were listened		
	We/You/They	are listened				
Continuous	I	am being listened	I/He/She/It	was being listened		
	He/She/It	is being listened	We/You/They	were being listened		
	We/You/They	are being listened				
Perfect	I/We/You/They	have been asked	I/He/She/It/We/You/They	had been asked	I/He/She/It/We/You/They	will have been asked
	He/She/It	has been asked				

## Functions of the passive voice

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

### Examples

The passive voice **is used** frequently. (= we are interested in the passive voice, not in who uses it.)

The house **was built** in 1654. (= we are interested in the house, not in who built it.)

The road **is being repaired**. (= we are interested in the road, not in the people who are doing the repairs.)

Sometimes we use the passive voice because we don't know or do not want to express who performed the action.

### Examples

I noticed that a window **had been left** open.

Every year thousands of people **are killed** on our roads.

All the cookies **have been eaten**.

My car **has been stolen**!

The passive voice is often used in formal texts. Switching to the active voice will make your writing clearer and easier to read.

If we want to say who or what performs the action while using the passive voice, we use the preposition *by*. When we know who performed the action and are interested in him, it is always better to switch to the active voice instead.

Passive	Active
A great deal of meaning <b>is conveyed</b> by a few well-chosen words.	A few well-chosen words <b>convey</b> a great deal of meaning.
Our planet <b>is wrapped</b> in a mass of gases.	A mass of gases <b>wrap</b> around our planet.
Waste materials <b>are disposed</b> of in a variety of ways.	The city <b>disposes</b> of waste materials in a variety of ways.

If we want to say who or what performs the action while using the passive voice, we use the preposition *by*. When we know who performed the action and are interested in him, it is always better to switch to the active voice instead.

Passive	Active
"A Hard Day's Night" <b>was written by</b> the Beatles.	The Beatles <b>wrote</b> "A Hard Day's Night".
The movie ET <b>was directed by</b> Spielberg.	Spielberg <b>directed</b> the movie ET.
This house <b>was built by</b> my father.	My father <b>built</b> this house.

***Exercise 1.***

**Change the form of the verbs in the sentences from the active into the passive voice.**

1. We turn on the light when it's dark.
2. The students finished their translation in time.
3. Helen washed the dishes.
4. Betty often took Benny to the park.
5. Mother has made some coffee.
6. Have you ironed your dress yet?
7. Nina mispronounced the word.
8. We pronounce the consonant with aspiration.
9. We form the Present Perfect Tense with the help of the auxiliary verb 'to have'.
10. They told her the truth.
11. She promised me a book.
12. She's cooked the cake very well.
13. One uses chalk for writing on the blackboard.
14. I'll finish my work at about seven.
15. Somebody is cleaning the room at the moment.
16. Someone has opened the door.
17. One of my friends took me to the pictures last week.
18. They'll meet me at the station.
19. Mother was cleaning the room when I arrived.
20. We shall finish this work in time.
21. They didn't invite me to the birthday party because they didn't know I was in Moscow.
22. She's given me an English book.
23. They didn't turn off the light.
24. Have you written the letter yet?
25. Suddenly I heard footsteps behind me. The boy was following me.
26. You should open the wine about three hours before you use it.

27. You must not hammer nails into the walls without permission.
28. They are pulling down the old building.
29. The organizers will exhibit the paintings till the end of August.
30. The judge gave him a month in which to pay the fine.
31. They feed the tigers at the zoo twice a day.
32. The author has written a special edition for women.
33. Did the idea interest you?
34. Previous climbers had cut steps in the rock.
35. Someone will serve coffee.
36. Members may keep books for three weeks. After that they must return them.
37. I've bought a piano. They are delivering it now.
38. Who wrote it?
39. He expected us to offer him the position.
40. They will say nothing more about the matter if someone returns the stolen gun.

### *Exercise 2.*

**Change the form of the verbs in the sentences from the passive into the active voice. Think of new subjects in the sentences.**

### *Exercise 3.*

**Make the sentences passive. Use *by...* only if it is necessary to say who does/did the action.**

1. Shakespeare wrote 'Hamlet'.
2. They have arrested her for shoplifting.
3. They are repairing your car now.
4. People in Chile speak Spanish.
5. Has anybody asked Peter?
6. My mother made this ring.
7. Electricity drives this car.
8. Somebody will tell you where to go.
9. A drunken motorist knocked her down.
10. The Chinese invented paper.
11. They don't sell stamps in bookshops.
12. The directors are still considering your application.

***Exercise 4.***

**Read a sentence and then write another sentence with the same meaning.**

1. The bill includes the service. The service ... in the bill. 2. People don't use this road very often. This road ... . 3. They cancelled all flights because of fog. All flights ... . 4. Somebody accused me of stealing the money. I ... . 5. They are building a new ring-road round the city. A new ring-road ... . 6. I didn't realize that someone was recording our conversation. I didn't realize that our conversation ... . 7. They have changed the date of the meeting. The date of the meeting ... . 8. Brian told me that somebody had attacked and robbed him in the street. Brian told me that ... . 9. They didn't offer Ann the job. Ann ... . 10. We will send you your examination results as soon as they are ready. Your examination results ... to you as soon as they are ready.

***Exercise 5.***

**Correct any verb forms which are impossible or inappropriate.**

1. A lot of homes in the area have been being broken into by burglars. 2. As I drove south, I could see that the old road was rebuilding. 3. I suppose the letter will have been delivered by now. 4. Jim was been given the sack from his new job. 5. Somehow without my noticing my wallet had been disappeared. 6. The new shopping center has been being opened by the local MP. 7. Harry is been questioned by the police about the accident now. 8. A lot of meetings have been held, but nothing has being decided yet. 9. Last week it is decided not to have an office party after all. 10. The letter was being sent by post on the 21<sup>st</sup> of last month.

### ***Exercise 6.***

#### **Open the brackets, using the necessary tenses in the Passive Voice**

1. Dictionaries may not (use) at the examination. 2. I'm not wearing my black shoes today. They (mend). 3. This room (use) only on special occasions. 4. Bicycles must not (leave) in the hall. 5. He (take) to hospital this afternoon, and (operate) on tomorrow morning. 6. The damaged buildings (reconstruct) now, the reconstruction (finish) by the end of the year. 7. The paintings (exhibit) till the end of the month. 8. She heard footsteps, she thought she (follow). 9. Normally this street (sweep) every day, but it (not sweep) yesterday. 10. Thousands of new houses (build) every year. 11. Why don't you use your car? – It (repair) now, I had a bad accident a week ago. – Anybody (hurt)? 12. My keys (return) to me yesterday; they (pick) up in the street. 13. The living-room (sweep), (mop) and (dust). It is clean now. 14. We (tell) to wait because the man (question) in the room. 15. If he comes in you (find) looking through his papers. 16. The boxes (not pack) yet. 17. Your food still (prepare). 18. Luckily by the time we got there the painting (not sell). 19. We had to go on holiday because our house (decorate). 20. I'm afraid that next week's meeting (cancel). 21. If we don't hurry, all the tickets (sell) by the time we get there. 22. All main courses (serve) with vegetables or salad. 23. The cathedral (build) in the fourteenth century. 24. Nothing (see) of Pauline since her car (find) abandoned near Newbury last week. 25. The Tower of London formerly (use) as a prison.

### ***Exercise 7.***

#### **Use the verb in brackets in the appropriate form.**

1. For the first two minutes he (occupy) with eating; then as his appetite (quiet), he took his time. 2. Why nothing (do) about it at the time? 3. You can't go in. She (interview) for the TV. 4. I had a most unpleasant feeling that I (watch). 5. She looked a different girl. Her face (wash), her hair (comb). 6.

We could still see the tracks where the car (drag) off the road. 7. You can't use the office at the moment, it (redecorate). 8. A new metro line (construct) now. One of its stations (build) in our street. 9. Maize (use) by many peoples of the world to make their bread. 10. The house (lock) up before they set off. 11. Wherever I went I found evidence that the camp (leave) only a short time before we arrived. 12. The place looked wonderful. Everything (prepare) for the ball. 13. Evidently the tea (sweeten) before I put sugar into it. 14. The student (ask) to tell the story again. 15. Progress (make) every day in the world of science. 16. He saw that the table (push) into the corner. 17. Empty bottles must (throw) away, the sooner the better. 18. Photographs (take) after the ceremony. 19. I never (speak) to like that before. 20. In some countries women still (deny) the right to vote. 21. My uncle recently (make) a captain. 22. We (suppose) to take your remark seriously? 23. The newspaper (deliver) before I got up this morning. 24. Smoking (not allow) in this part of the building. 25. I phoned the police when I found out that my passport (steal). 26. The National Gallery (restore) at the moment. 27. When I entered the room Richard still (examine). 28. We can't take the car yet: it still (repair). 29. The windows are really dirty: they (not clean) for years.

### ***Exercise 8.***

#### **Supply appropriate prepositions.**

1. Though the question had been discussed for a long time no decision was arrived .... 2. The visit of this delegation is widely commented ... in the newspapers. 3. He left for Australia five years ago and hasn't been heard ... since. 4. I'm sure your idea of spending the week-end in town will be strongly objected .... 5. Unfortunately our work was constantly interfered .... 6. His presence at the meeting will be insisted .... 7. Don't say foolish things. You will be laughed .... 8. Mr. Brown is such an experienced lecturer. I'm sure he will be listened ... with great attention when he gives his lecture on Modern Art. 9. I felt I was being looked ... and turned around.

10. The children should be looked ... better. They look so grubby. 11. The key has been looked ... since morning but it's nowhere to be found. 12. A shop was broken ... last night. A man was seen leaving it. 13. He was knocked ... by a bus and taken to hospital. 14. The roof was blown ... by a gust of wind. 15. The matter will be dealt ... as soon as possible. 16. Nobody likes to be shouted .... 17. Mr. Sakson has been sent ... and he will soon come. 18. This newspaper article is often referred .... 19. He can never be relied .... Whenever he makes a promise he always breaks it. 20. There was a road accident last night. An elderly man was run ... by a car and was badly injured. 21. Where have you been all this time? You have been asked ... more than once. 22. When they realized that the child was running a high temperature the doctor was sent ... immediately.

### ***Exercise 9.***

#### **Supply the required passive forms of the verbs in brackets.**

1. Meg (look) upon as a perfect wife for a clergyman. 2. After his brother's departure Paul sat for a long time thinking about what (say). 3. "I'm not prepared," my father said, "to listen to your suggestions that you never (treat) fairly at school." 4. "Remember, I (pay) by an hour," grumbled the driver. 5. But there were signs that order (restore) in the town. 6. Well, what (do) about it, Ted? 7. He went into the bedroom. The bed (turn) down for the night by the maid many hours before. 8. Please, find out if our father (see) to leave. 9. She could have gone to Cambridge if she had wanted, she (offer) a scholarship. 10. On Friday she (give) two weeks' notice at the Works. 11. I found the idea of going to Hereford very upsetting because I (promise) a very nice job a couple of weeks before. 12. Not far away she noticed the film manager in whose office she once (make) to feel so ridiculous. 13. "You must be very prosperous, Eustace, to own a car like that." – "This car (lend) to me by an American woman." 14. I wondered to

what extent she (influence) by his name to accept his offer. 15. Such are matters that (deal) with in Mr. Burrough's book.

### ***Exercise 10.***

#### **Translate into English.**

1. ЦіходовіспоживчітоваривиробляютьсявУкраїні.
2. Ці послуги надаються безкоштовно.
3. Було обговорено лише два питання, коли ми почули дзвоник.
4. Мені завжди давали корисні поради.
5. Що вам пояснювали, коли я зайшов?
6. Не входьте без запрошення. Зараз обговорюється дуже важливе питання.
7. На жаль нічого не було зроблено для того, щоб допомогти йому закінчити цей проект.
8. Цікаво, де надаються такі послуги?
9. Цей високоприбутковий товар буду завезено із західного регіону.

### ***Exercise 11.***

#### **Put the verbs in brackets into the correct tense form in the Active or in the Passive Voice.**

1. Each of the children (receive) a due share of Mrs. Gerhardt's attention.
2. From the clink of dishes one could tell the supper (prepare).
3. The front door of his house (unlock) as he (leave) it.
4. Mrs. Fripp (come) to inform her that dinner already (serve).
5. His phrase (greet) by a strange laugh from a student who (sit) near the wall.
6. A note (bring) in, addressed to Eleanor, and (put) on the table to await her
7. When the door (close), old Jolyon (drop) his paper, and (stare) long and anxiously in front of him.
8. To his knowing eyes the scene below easily (explain).
9. The door (shut) behind him.
10. Finally, his name (call), and the boy (push) forward to her.
- 11.

Finally, he (persuade) by Bass to go away. 12. But when autumn (come) the cows (drive) home from the grass. 13. “Will you work on this new job all your life?” The question (ask) with sincere interest. 14. She (tap) on the door. John (open) it. 15. Look! There’s nothing here. Everything (take) away.

***Exercise 12.***

**Use the required tense instead of the infinitives in brackets.**

The Bedes (to be) in their new house for twenty-two days when their first mail (to deliver). Three large envelopes (to bring) by the postman. There (to be) a letter from Gwen’s sister. Gwen (to think): “I (to read) it when the postman (to go) away.” One envelope (to address) to Mrs. Alison who (to live) next door at that time but she (to leave) somewhere on holiday. Gwen (to promise) to keep the letter until Mrs. Alison arrived. When Gwen’s husband returned from work he (to say): “Mrs. Alison (to come) back from her holiday. She (to come) to see us tonight.”

***Exercise 13.***

**Translate the following sentences into English. Mind the tense and voice forms of the verbs.**

1. Коло послуг нашої компанії було розширене минулого року.
2. Ці товари завжди купуються для перепродажу.
3. Права споживача захищаються державою.
4. Цей закон був прийнятий кілька років тому.
5. Ця інформація завжди розповсюджується рекламними агенціями.
6. Смаки споживачів будуть досліджуватися нашим маркетинговим відділом.
7. Клієнтам нашого банку будуть запропоновані значні знижки.
8. Побутові послуги сплачуються за допомогою пластикової картки.

9. Спільне підприємство було створене своєчасно, і зараз ми маємо великий прибуток.

10. Ми не можемо повірити вашим словам, оскільки всі ваші вимоги були задоволені.

### PERSONAL PASSIVE

When we put an object of an active sentence into passive, it becomes subject of the passive sentence.

- Active sentence → The professor gave the students the books.
- Passive sentence → The students were given the books.

We sometimes use a pronoun for *the students* or *the books* in its subject form (here: *they*).

- Active sentence → The professor gave them the books.
- Passive sentence → They were given the books.

We very often leave out the *by-agent* in the passive sentence (here: *by the professor*).

Impersonal Passive – *It is said ...*

The phrase **It is said ...** is an impersonal passive construction. This construction is used informally. **It is said ...** is used when one doesn't want to, or is unable to, cite legitimate sources for what you are saying. It is, essentially, a way of claiming any position without justifying it.

- *Passive sentence 1* → **It is said** that children are afraid of ghosts.
- *Passive sentence 2* → Children are said to be afraid of ghosts.

The correct active sentence would be:

- *Active sentence* → People say that children are afraid of ghosts.

***Exercise 1.***

**Complete the sentences, as in the example.**

e.g. It is expected that he will win the race tomorrow. – He is expected to win the race tomorrow.

1. It is said that she speaks seven languages. She \_\_\_\_\_.
2. It is believed that the missing jewellery has been found. The missing jewellery \_\_\_\_\_.
3. It is thought that she is a talented pianist. She \_\_\_\_\_.
4. It is said that the athletes train for eight hours every day. The athletes \_\_\_\_\_.
5. It is expected that the American team will break the world record. The American team \_\_\_\_\_.
6. It is known that she is hiding somewhere in the city. She \_\_\_\_\_.
7. It is reported that the world leaders have reached an agreement. The world leaders \_\_\_\_\_.
8. It is reported that the thieves have escaped from prison. The thieves \_\_\_\_\_.
9. It is expected that they will give her the prize. She \_\_\_\_\_.

### ***Exercise 2.***

#### **Complete the following sentences.**

e.g. It is said that this orchestra is the best in the world. This orchestra is said to be the best in the world.

1. It is believed that the thieves have left the country. The thieves \_\_\_\_\_.
2. The fire is reported to have started by accident. It \_\_\_\_\_.
3. He is known to be making a lot of money. It \_\_\_\_\_.
4. It is expected that they will arrive in time for dinner. They \_\_\_\_\_.
5. She is said to know a lot about gardening. It \_\_\_\_\_.
6. It is thought that he will be attending the meeting. He \_\_\_\_\_.
7. It is believed that we are able to win the competition. We \_\_\_\_\_.
8. The company is thought to be making a big profit. It \_\_\_\_\_.
8. It is reported that the government has reached a decision. The government \_\_\_\_\_.
9. It is said that they were responsible for the damage. They \_\_\_\_\_.
10. She is expected to break the world record. It \_\_\_\_\_.
11. He is known to have several foreign bank accounts. It \_\_\_\_\_.
12. They are reported to have financial problems. It \_\_\_\_\_.

### ***Exercise 3.***

#### **Rephrase the sentences.**

Example: People believe that English is the most widely spoken language  
language

It is believed that English is the most widely spoken language.

English is believed to be the most widely spoken language.

1. A journalist reports that they are leaving Las Vegas tomorrow night.
2. The lecturer thought that Columbus never realized that he had discovered America
3. Their parents thought that the teenagers were dancing at the disco.
4. Everybody thinks that she sings beautifully
5. The children reported that their friends were swimming when they disappeared.

6. People believed that they had killed the animals during the night.
7. My friends think that my parents are the best parents in the world.
8. They believed that the horse was a present.
9. People are thinking that drugs are very dangerous.
10. They knew that Mr. Brown was stealing iron from the factory.
11. Ancient people thought that the stars would fall on them.
12. People consider that the team will be classified for the final.
13. Everybody says that he settled the business.
14. The reporters believed that the meeting would finish soon.
15. They have thought the sportsmen are arriving today.
16. Citizens presume that the government is responsible for the accident.
17. The newspapers are reporting that the most outstanding athletes represent their country.
18. The shareholders thought that the group had rejected the offer.
19. They say that the meeting will be held here.
20. The hooligans expected that their team would win

***Exercise 4.***

**Rewrite these sentences using the introductory words given, and one of the constructions above.**

1. We know that customs officials confiscated ten foreign passports last week. Ten foreign passports\_\_\_\_\_
2. People say that most small corner shops are losing business with the recession. Most small corner shops \_\_\_\_\_
3. It is expected that tax increases will be announced in tomorrow's budget.  
Tax increases \_\_\_\_\_
4. People thought at first that the Crown Prince had been attacked.  
The Crown Prince \_\_\_\_\_ -

5. We know that inner-city crime rates are increasing. Inner-city crime rates \_\_\_\_\_

6. They say the star's wife has had at least two face-lifts. The star's wife \_\_\_\_\_

7. It is rumoured that the Princess is in hiding in Balmoral Castle in Scotland. The Princess \_\_\_\_\_

8. It is feared that nine crew members were lost overboard.

Nine crew members \_\_\_\_\_

9. It was considered that his speech was one of the best. His speech \_\_\_\_\_

10. We can't deny that we made certain mistakes early on. It \_\_\_\_\_

11. Police reported that a man had been helping them with their investigation.

A man \_\_\_\_\_

12. The accused was alleged to have committed fraud. It \_\_\_\_\_

### *Exercise 5.*

**Rewrite each sentence so that it contains the word in capitals.**

1. We believe that the government has prepared a plan. HAVE

2. We are thinking of getting someone to paint the outside of the house. PAINTED

3. In the end I was unable to find a garage to service my car. GET

4. People say that Mrs Turner was having business difficulties. BEEN

5. The treasure is thought to date from the 13th century. IT

6. The police towed away Alan's car. GOT

7. Your hair needs cutting. GET

8. The police believe that a professional thief stole the statue. BEEN

9. Jill's parents are making her study hard. MADE

## GET / HAVE SOMETHING DONE (Passive Voice)

This construction is passive in meaning. It may describe situations where we want someone else to do something for us. Examples □ I must get / have my hair cut.

When are you going to get that window mended?

We're having the house painted. If the verb refers to something negative or unwanted, it has the same meaning as a passive sentence:

Jim had his car stolen last night. (= Jim's car was stolen)

They had their roof blown off in the storm. (= Their roof was blown off in the storm) The construction can refer to the completion of an activity, especially if a time expression is used:

We'll get the work done as soon as possible.

I'll get those letters typed before lunchtime.

In all these sentences, we are more interested in the result of the activity than in the person or object that performs the activity.

Present simple	He <b>paints</b> the house	He <b>has the house painted</b> .
Present continuous	He <b>is painting</b> the house.	He <b>is having the house painted</b> .
Past simple	He <b>ainted</b> the house.	He <b>had the house painted</b> .
Past continuous	He <b>was painting</b> the house.	He <b>was having the house painted</b> .
Future simple	He <b>will paint</b> the house.	He <b>will have the house painted</b> .
Future continuous	He <b>will be painting</b> the house.	He <b>will be having the house painted</b> .
Present perfect	He <b>has painted</b> the house.	He <b>has had the house painted</b> .
Present perfect continuous	He <b>has been painting</b> the house.	He <b>has been having the house painted</b> .
Past perfect	He <b>had painted</b> the house.	He <b>had had the house painted</b> .
Past perfect continuous	He <b>had been painting</b> the house.	He <b>had been having the house painted</b> .
Infinitive	He <b>must paint</b> the house.	He <b>must have the house painted</b> .
-ing form	It's <b>worth painting</b> the house.	It's <b>worth having the house painted</b> .

## 'X' NEEDS DOING

In the same way, this construction has a passive meaning. The important thing in our minds is the person or thing that will experience the action, e.g.

- The ceiling needs painting (= the ceiling needs to be painted)
- My hair needs cutting (= my hair needs to be cut)

Needs to be done, or needs being done

I need to do something = it is necessary for me to do it:

- I need to take more exercise.
- He needs to work harder if he wants to make progress.
- I don't need to come to the meeting, do I?

Something needs doing = something needs to be done:

- The batteries in the radio need changing. (= they need to be changed)
- Do you think my jacket needs cleaning? (=needs to be cleaned)
- It's a difficult problem. It needs thinking about very carefully. (= it needs to be thought about)

## SOME VERBS HAVE SPECIAL PASSIVE FORMS:

### □ MAKE AND HELP

They are followed by a bare infinitive in the active, but take a to-infinitive in the passive

Active: Her two sisters made him clean the house

Passive: He was made to clean the house by her two sisters.

### □ LET

In the passive, let is replaced by allowed and is followed by a to-infinitive.

Active: The teacher let us leave early

Passive: We were allowed to leave early (by the teacher)

### □ SEE AND HEAR

Some verbs of the senses can be followed by either a to-infinitive or a gerund form in the passive.

Active: They heard the baby cry / crying. Passive: The baby was heard to cry / crying.

MODAL	MEANING	PRESENT FORM	PAST FORM	FUTURE FORM	NEGATIVE FORM
Can	1. Ability	He <b>can</b> play the piano.	He <b>could</b> play the piano.	He <b>will be able to</b> play the piano.	He <b>cannot</b> play the piano.
	2. Opportunity	I <b>can</b> go now that I've finished working.	I <b>was able to</b> go when I finished working.	I <b>can</b> go when I finish working later tonight.	I <b>cannot</b> go.
	3. Permission	Their parents say they <b>can</b> have a party.	Their parents said they <b>were allowed</b> to have a party.	Their parents will surely say that they <b>can</b> have a party.	They <b>cannot</b> have a party.
	4. Informal request (refers to near future)			<b>Can</b> I borrow your book?	<b>Can't</b> I borrow your book?
	5. Possibility (usually a generalization)	It <b>can</b> be tiring to study and work at the same time.			It <b>can't</b> be tiring to sit around and watch TV all day!
Could	1. Past of can		Before I hurt my wrist, I <b>could</b> toss pizza dough.		Even before I hurt my wrist, I <b>couldn't</b> toss pizza dough.
	2. Conditional		I <b>could</b> have made an omelet if we had had the ingredients.	I <b>could</b> make an omelet if we have the ingredients.	I <b>couldn't</b> make an omelet even if we had the ingredients.
	3. Suggestion		You <b>could</b> have taken a long weekend to visit your family.	You <b>could</b> take a long weekend to visit your family.	
	4. Polite Request (refers to near future)			<b>Could</b> you phone me when you arrive?	<b>Couldn't</b> you phone me when you arrive?
	5. Possibility / Impossibility	Ms. Stevens <b>could</b> be the electors' choice for mayor.	Ms. Stevens <b>could</b> have been the electors' choice for mayor.	Ms. Stevens <b>could</b> become mayor.	Ms. Stevens <b>couldn't</b> be the electors' choice for mayor.

May	1. Permission	You <b>may</b> submit your paper via email now.	You <b>were allowed to</b> submit your paper via email.	When you finish, you <b>may</b> submit your paper via email.	You <b>may not</b> submit your paper via email.
	2. Polite Request (refers to near future)			<b>May</b> I use your phone?	
	3. Possibility	The bakery <b>may</b> be open now.	The bakery <b>may</b> have opened earlier today.	The bakery <b>may</b> open later today.	The bakery <b>may not</b> open.
Might	1. Request (refers to near future)			<b>Might</b> I use your phone?	
	2. Conditional	If you give me a chance, I <b>might</b> impress you!	If you had given me a chance, I <b>might</b> have impressed you!	If you will give me a chance, I <b>might</b> impress you!	Even if you give me a chance, I <b>might not</b> impress you.
	3. Suggestion		You <b>might</b> have called to say you weren't coming.	You <b>might</b> call to say you aren't coming.	You <b>might not</b> want to call to say you aren't coming.
	4. Possibility	My dog <b>might</b> be the one who made the mess.	My dog <b>might</b> have made the mess.	My dog <b>might</b> make a mess.	My dog <b>might not</b> make a mess.

MODAL	MEANING	PRESENT FORM	PAST FORM	FUTURE FORM	NEGATIVE FORM
Must	1. Certainty	She <b>must</b> be the best athlete in our school's history.	She <b>must</b> have been the best athlete in our school's history.		She <b>must not</b> be the best athlete in our school's history.
	2. Strong recommendation	To be healthy, you <b>must</b> eat well.	To have stayed healthy, you <b>should</b> have eaten better.	To be healthier, you <b>should</b> eat better.	To be healthy, you <b>mustn't</b> eat poorly.
	3. Necessity	Visitors <b>must</b> sign in at reception.	In the past, visitors <b>had to</b> sign in at reception.	In the future, visitors <b>must</b> sign in at reception.	Visitors <b>don't have to</b> sign in at reception.
	(Must not)	4. Prohibition			
Shall	1. Inevitability			One day, we <b>shall</b> overcome our dependence on oil.	Humanity <b>shall never</b> abandon the quest for immortality.
	2. Promising (British usage)			I <b>shall</b> ensure that everything goes according to plan.	I <b>shall not</b> let you down.
	3. Future Action (British usage)			Our train <b>shall</b> arrive ahead of schedule.	Our train <b>shall not</b> arrive ahead of schedule after all.
Should	1. Recommendation	For strong bones, you <b>should</b> drink milk.	For stronger bones, you <b>should</b> have drunk milk.	For strong bones, you <b>should</b> start drinking milk.	You <b>shouldn't</b> drink too much milk.
	2. Obligation			I <b>should</b> return this library book.	
	3. Expectation	She <b>should</b> be at the airport right now.	She <b>should</b> have arrived at the airport by now.	She <b>should</b> arrive at the airport before 9 o'clock tonight.	She <b>shouldn't</b> be at the airport yet.

Will	1. Future Action			We <b>will</b> go to the movie tonight.	We <b>will not</b> go to the movie tonight.
	2. Promising			I <b>will</b> ensure that everything goes according to plan.	I <b>will not</b> disappoint you.
Would	1. Past of will		You said we <b>would</b> go to the movie.		You said we <b>wouldn't</b> go.
	2. Conditional	If I were in trouble, I <b>would</b> ask him for help.	If I had been in trouble, I <b>would</b> have asked him for help.	If I got into trouble, I <b>would</b> ask him for help.	Even if I got into trouble, I <b>would not</b> ask him for help.
	3. Repetition in the past / habitual action or behaviour		When we were kids, we <b>would</b> always play street hockey in the alley.		When we were kids, we <b>would not</b> play street hockey in the alley.

MODAL	MEANING	PRESENT FORM	PAST FORM	FUTURE FORM	NEGATIVE FORM
Be able to	Ability	She <b>is able to</b> join us.	She <b>was able to</b> join us.	She <b>will be able to</b> join us.	She <b>is not able to</b> join us.
Be going to	Plan (for the future)		I <b>was going to</b> start university next fall.	I <b>am going to</b> start university next fall.	I <b>am not going to</b> start university next fall.
Be supposed to	Expectation		He <b>was supposed to</b> bring dessert, but I guess he forgot.	He <b>is supposed to</b> bring dessert tonight.	He <b>is not supposed to</b> bring anything tonight!
Be to	Expectation / obligation		She <b>was to</b> see the project through to its end, but she left before its completion.	She <b>is to</b> see the project through to its end, no matter how long it takes.	She <b>is not to</b> see the project through to its end after all.
Have to	Obligation (= must)	I <b>have to</b> leave now.	I <b>had to</b> leave then.	I <b>have to</b> leave in approximately 10 minutes.	I <b>do not have to</b> leave.
Have got to	Strong obligation	I <b>have got to</b> prepare my presentation now.	I <b>needed to</b> prepare my presentation at that time.	I <b>have got to</b> prepare my presentation as soon as I finish dinner.	I <b>do not need to</b> prepare my presentation anymore. I'm ready!
Ought to	1. Recommendation	One <b>ought to</b> express one's gratitude.	We <b>should have</b> sent a note to our hostess.	We <b>ought to</b> send a thank you note to our hostess.	We <b>ought not</b> forget. *to is dropped in the negative.
	2. Certainty	When one studies hard, one <b>ought to</b> pass.	With all the studying she did, she <b>ought to have</b> passed her exam.	With all the studying she's done, she <b>ought to</b> pass her exam.	
Used to	Habitual past action / behaviour		My grandfather <b>used to</b> walk 3 miles to and from school every day!		
Had better	Recommendation			You <b>had better</b> go. It's getting late!	You <b>had better not</b> go. The weather looks pretty nasty!

### **Exercise 1.**

#### **Rewrite these sentences using 'to have something done'**

- 1) They serviced Ken's car yesterday. – Ken.....
- 2) They're repairing our roof at the moment. – We...
- 3) They're going to fit a stereo in my car. – I ...
- 4) Someone cleans Sue's flat once a week. – Sue...
- 5) Has anyone tested your eyes recently? – Have you.....?
- 6) Someone stole John's briefcase last

week. –John.....7) Someone cleans her house. – She.... 8) Someone cooks her meals. –She... 9) Someone washes her clothes. –She.... 10) Somebody cleans her windows. –She..... 11) Somebody serviced her car. –She..... 12) Somebody does her shopping. –She..... 13) Somebody looks after her garden. –She..... 14) Somebody posts her letters . –She..... 15) Their windows need to be cleaned. –They need.....16) The hairdresser was styling Mrs Brown’s hair. –Mrs Brown... 17) She told her son to carry the shopping to the house. –She. .... 18) Dad is going to arrange for someone to cut the grass . –Dad is going... 19) They used to employ a cleaner who cleaned the house. –They used..... 20) Did the mechanic repair Paul’s motorbike? –Did Paul.....?

### ***Exercise 2.***

#### **Rewrite the sentences using HAVE SOMETHING DONE**

1) His teeth are checked twice a year. 2) Her skirt is being cleaned at the moment. 3) My hair is trimmed once a month. 4) Central heating is going to be installed in our house next month. 5) Sam’s burglar alarm was fitted last week. 6) My car is being repaired at the moment. 7) The band’s new single has just been recorded. 8) Our new furniture is going to be delivered tomorrow. 9) Their new house is being decorated at the moment. 10) The windows will be cleaned.

### ***Exercise 3.***

#### **Rewrite the sentences using HAVE SOMETHING DONE**

1) A new jumper has been knitted for me. 2) The lock has to be fixed. 3) A new pair of glasses is going to be made for him. 4) Their windows need to be cleaned. 5) The hairdresser was styling Mrs Brown’s hair. 6) She told her son to carry the shopping to the house. 7) Dad is going to arrange for someone to cut the grass. 8) They used to employ a cleaner who cleaned the

house. 9) Did the mechanic repair Paul's motorbike? 10) The boss asked his assistant to type the letter.

***Exercise 4.***

**Rewrite the sentences using HAVE SOMETHING DONE**

1) A plumber fixed the dripping tap for Joe. 2) Have you told the secretary to make some photocopies? 3) The chef was cooking Tom's lunch. 4) Did you tell the shop to deliver the sofa to you? 5) My purse was stolen last Friday. 6) Did you employ a painter to decorate your house? 7) The builders are putting a new roof on Adam's house at the moment. 8) She asked the maid to polish the silver. 9) The man had asked the porter to take his luggage to his room. 10) Did you ask Jenny to arrange the flowers for you?

***Exercise 5.***

**Rewrite the sentences using HAVE SOMETHING DONE**

1) When will your glasses be made? 2) I hired a professional to cater for my party. 3) Did you ask anyone to sweep the chimney? 4) She asked him to do the shopping. 5) Their house was burgled last night. 6) He employed a carpenter to build the fence. 7) Julie's housekeeper irons all her clothes. 8) His shop's windows were smashed in the riot. 9) Pete must have sent this letter. 10) He should plant some more flowers.

***Exercise 6.***

**Rewrite the sentences using HAVE SOMETHING DONE**

1) The hairdresser is cutting my hair on Tuesday. 2) Did a professional make the cake for you? 3) Somebody stole my car last weekend. 4) An electrician fitted the new lights for Sandra. 5) The woman had asked the waiter to bring the bill to the table. 6) They employed a plumber to fit the shower. 7) Have you asked the secretary to fax the

contract to Mr Brown? 8) Alan's mum washes all his clothes. 9) The mechanic at the garage serviced their car. 10) He told the student to clean the blackboard.

***Exercise 7.***

**Rewrite the sentences using HAVE SOMETHING DONE**

1. My windows are cleaned twice a month. 2. The star's latest film has just been released. 3. Their swimming pool will be drained. 4. The carpets must be laid in our flat by Monday. 5. The brakes on my bike have been oiled. 6. Our desks are being painted at the moment. 7. Her bookcase was delivered last week. 8. A new computer has been ordered for me. 9. Annie's sculptures are going to be exhibited tomorrow. 10. A skateboard was being made for Tim.

***Exercise 8.***

**Rewrite the sentences using HAVE SOMETHING DONE**

1) Holly is going to ask Mary to sew her dress. 2) Someone has tidied the garden for Mark. 3) When will they fix his telephone? 4) Pat pays someone to clean the windows every week. 5) Can you tell someone to move those boxes? 6) When will they deliver Dan's sofa? 7) Howard should ask someone to deliver the package. 8) When will you service the car? 9) Pay someone to make the curtains for you. 10) Someone has shortened Alice's skirt.

***Exercise 9.***

**Match the beginnings of the sentences to the correct endings.**

1. My computer has a very small memory... a. ... it really needs tidying up.  
2. My car is making strange noises... b. ... I think it needs cutting.  
3. Your room is such a mess... c. ... it needs ironing.

4. The recycling bin is full... d. ... it needs emptying.
5. This apple is rotten... e. ... it needs throwing away.
6. The grass is getting very long... f. ... they need cleaning.
7. Your shirt is very creased... g. ... I think it needs servicing.
8. Your shoes are covered in mud... h. ... it needs upgrading

***Exercise 10.***

**Read the sentence and choose the one option a-d which best fits the space.**

1. The dog ... yet. I took him out about an hour ago.
  - a. didn't need walking
  - b. needs walking
  - c. doesn't need walking
  - d. needn't walking
2. The garden is completely overgrown. It desperately ...
  - a. needs weeding
  - b. need weeding
  - c. doesn't need weeding
  - d. needing weeds
3. The kitchen really ... but I did it anyway.
  - a. don't need cleaning
  - b. isn't need cleaning
  - c. didn't need cleaning
  - d. needed cleaning
4. The windows must be kept clean. They ... every morning.
  - a. don't need washing
  - b. need washing
  - c. need to washing
  - d. have need washing

5. Please have some more cake. It... .

- a. needs eating b. needed eating
- c. doesn't need eating
- d. didn't need eating

6. We're going away next month, and the plants ... - Would you do it for me please?

- a. are needing water
- b. need to water
- c. needed watering
- d. will need watering

### ***Exercise 11.***

#### **Choose five words to make each question:**

1. The baby has just had his dinner, and now he's covered in food. ...? (bathing the does baby need a bath) 2. Can I wash that skirt by hand, or do I have to take it to the dry cleaners? ... ? (drycleaning need does do that is skirt) 3. I'm not sure when my library card has to be renewed. Is it soon? ... soon? (card my do renewing does it need) 4. I'm not sure if I have to get these documents checked. ... ? (documents these need checked does do checking) 5. I don't know if I should print these pictures. ... ? (pictures printing need not do they these) 6. My hair is getting quite long. Do... ? (it think needs do cutting they you)

### ***Exercise 12.***

#### **Paraphrase the sentences using the model.**

Model: They made her scrub the floor. - She was made to scrub the floor.

They didn't let me go to town. - I wasn't allowed to go to town.

(!) They forced me to stay home. - I was forced to stay at home.

They forbade me to play in the park. - I was forbidden to play in the park. Note: The verb let is not used in the passive.

1. They made him sign on for social welfare.
2. He made her promise that she would come back.
3. They let us to take our dog inside.
4. The headmaster let the boys leave the school.
5. He made us take the risk and bet on horse.
6. They didn't let me cover my travel expenses.
7. They forced the employees to pool their money.
8. That husband of mine doesn't let me run the family finance.
9. My friend forces me to build a nest-egg as I badly need a place of my own.
10. His outrageous behaviour made me ignore him at the party.
11. The circumstances forced me to start my own business at my own risk.
12. The editor didn't let me run this thrilling story in the Sunday issue.

***Exercise 13.***

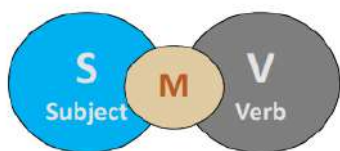
**Define the tense form of the verb in the Passive Voice in each of the following quotations. Explain them.**

1. Wisdom is only found in truth. (J. W. Goethe)
2. An injury is much sooner forgotten than an insult. (Ph. Chesterfield)
3. He who commits injustice is ever made more wretches than he who suffers it. (Plato)
4. If on Parnassus Top you sit You rarely bite, are always bit. (J. Swift)
5. Even when laws have been written down, they ought not always to remain unaltered. (Aristotle)
6. When peace has been broken anywhere, the peace of all countries everywhere is in danger. (F. D. Roosevelt)

7. What is written without effort is in general read without pleasure.  
(S. Johnson)
8. New opinions are always suspected, and usually opposed, without any other reason but because they are not already common. (J. Locke)
9. The die is cast. (Caesar)
10. Draw the curtain, the farce is played. (F. Rabelais)
11. Libraries are not made, they grow. (A. Birrell)
12. Common sense is the most widely shared commodity in the world, for every man is convinced that he is well supplied with it. (R. Descartes)
13. Persons attempting to find a motive in this narrative will be prosecuted; persons attempting to find a moral in it will be banished; persons attempted to find a plot in it will be shot. (M. Twain)
14. When Thales was asked what was most difficult, he said, “To know on one’s self.” And what was easy, “To advise another.” (Diogenes)  
.” (Diogenes)

## Modals: Basics

How do we use modals?



Example:

Mary could play the piano.

*They do not accept conjugation*

*They do not need other auxiliary verbs*

Common modals include:

**must, should, might, may, can, could, will, would.** Modals affect the meaning of sentences. For example, some of them can be used to show possibility or probability.

I **meet** my boss at ten o'clock every day.(a statement of fact)

I **might see** my boss tonight.

(the modal '**might**' expresses a **probability** or **possibility**)

John **can't see** his boss tonight.

(the modal **can't** means that it is **not possible** for John to see his boss tonight)

**Grammar note:**

With a present or future reference, the **modal** is **followed** by a **base verb** (the infinitive form of the main verb, without 'to').

I **might see** my boss tonight.

He **could be** in London.She **may arrive** late.

**Modals - possibility, probability, guesses and deductions**

Modals can be used to show **possibility, probability**, a **guess** or a **deduction** (a guess which is based on evidence).

For example, you are in your house and the doorbell rings (you can't see who is at the door). You say:

That **must** be the postman.

(This means you are certain it is the postman)

That **might** be the postman.

(You are not certain, but it is possible/probable)

That **may** be the postman.

(You are not certain, but it is possible/probable)

That **could** be the postman

(You are not certain, but it is possible/probable)

That **can't** be the postman.

(You are certain that it is NOT the postman)

### **Modals and past events**

**Must, might, may, could** and **can't** are also used to talk about **past probability** and **possibility**, and to make **guesses** and **deductions** about things that happened in the **past**.

For example, after a shopping trip you go to the train station to return home. You can't find your wallet.

#### **Past certainty**

**I must have left** it in the last shop. I don't remember putting it in my pocket. (This means you are certain about something that happened in the past)

**I can't have left** it in the last shop. I remember putting it in my pocket. (This means you are certain about something that DIDN'T happen in the past)

#### **Past**

**possibility/probability** Someone **might have stolen** it.

Somebody **may have taken** it. I **could have dropped** it.

#### **Grammar note:**

When modals are used to talk about past events, the modal is **followed by the perfect infinitive, without 'to'**.

The perfect infinitive is made with **'have'** + the **past participle** of the **main verb**. Here are some examples of modal verbs followed by perfect infinitives:

**must have left**

**might have stolen**

**may have taken**

**could have dropped**

Remember, if you don't use a modal, then you are giving a fact, for example: I **left** it in the shop.

**Be careful:** Modal verbs often have other different meanings. For example, **'could'** can be used to show **ability** as well as possibility. Use the context to help you understand which meaning is being used. **Can'** is NOT normally used to talk about the past: use **'could'**

### *Exercise 1.*

**Complete the sentences CAN, CAN'T , COULD, COULDN'T , MUST or MUSTN'T.**

1. She is a small baby. She \_\_\_\_\_ eat meat, but she \_\_\_\_\_ drink milk.

2. He is so ill that he \_\_\_\_\_ see the doctor.

3. It's raining heavily. You \_\_\_\_\_ take your own umbrella.

4. We \_\_\_\_\_ pick the flowers in the park. It's forbidden.

5. I \_\_\_\_\_ sing now but I \_\_\_\_\_ sing very well when I was a child.

6. Mike is only nine months old. He \_\_\_\_\_ eat nuts yet.

7. He has a lot of weight so he \_\_\_\_\_ run so fast.

8. I'm very tall, so I \_\_\_\_\_ play basketball.

9. You \_\_\_\_\_ park that car there. It's a no-parking zone.

10. Many students in Great Britain \_\_\_\_\_ wear a uniform when they go to school.

11. George has travelled a lot. He \_\_\_\_\_ speak 4 languages.

12. I \_\_\_\_\_ come with you now because I'm studying for my test.

13. Footballers \_\_\_\_\_ touch the ball with their hands.

14. \_\_\_\_\_ I use your phone ?

15. I'm sorry I \_\_\_\_\_ come yesterday. I had to work late.

16. You \_\_\_\_\_ speed through the city. It's dangerous!

17. You have been coughing a lot recently. You \_\_\_\_\_ smoke so much.

18. I'm very tired today. I \_\_\_\_\_ clean my room now, but I'll do it tomorrow.

19. I \_\_\_\_\_ eat lasagne when I was a child, but I like it today.

20. We \_\_\_\_\_ go to the bank today. We haven't got any money left.

21. You \_\_\_\_\_ sleep in that room. It's full of boxes and other stuff.

22. I \_\_\_\_\_ swim very far these days, but ten years ago, I \_\_\_\_\_ swim over to the other side of the lake.

23. You have a bad headache, so you \_\_\_\_\_ go to bed earlier.

24. I \_\_\_\_\_ feed the baby now, so can you do it for me ?

25. Tourists \_\_\_\_\_ take their passports with them when they go abroad.

### ***Exercise 2.***

**Complete the sentences with MUST, MUSTN'T or NEEDN'T.**

1. It's very warm outside. You \_\_\_\_\_ take a coat with you.

2. You \_\_\_\_\_ speak with a full mouth. that's very impolite.

3. The doctor said I \_\_\_\_\_ smoke so much.

4. In England you \_\_\_\_\_ drive on the left side of the road but in other European countries you \_\_\_\_\_.
5. Students \_\_\_\_\_ be late for school.
6. Small children \_\_\_\_\_ play with matches.
7. You \_\_\_\_\_ drive so fast. We have plenty of time left.
8. Do you want me to wait for you? – No, it's OK. You \_\_\_\_\_ wait.
9. You \_\_\_\_\_ take a taxi. You can go by bus.
10. All candidates \_\_\_\_\_ send in their application forms by Friday.
11. You \_\_\_\_\_ be very hungry. I'll get you something to eat.
12. Jackie gave me an important letter. I \_\_\_\_\_ forget to post it.
13. They \_\_\_\_\_ go to school today. It's Thanksgiving.
14. The book I gave you is very valuable. You \_\_\_\_\_ be careful and take good care of it.
15. We have enough food in the fridge, so we \_\_\_\_\_ go shopping every day.
16. You \_\_\_\_\_ make a mess in the house, or else mom will be very angry.
17. You \_\_\_\_\_ come if you don't want to, but I hope you do.
18. You \_\_\_\_\_ shout in a library.
19. I \_\_\_\_\_ take my medicine three times a day.
20. You \_\_\_\_\_ help me. I can prepare the meal on my own.

***Exercise 3.***

**Complete the sentences with a modal verb from the box below.**

**Sometimes more than one answer is possible.**

MAY – MIGHT – CAN – CAN'T – SHOULD – SHOULDN'T – MUST – HAVE TO – HAS TO – NEEDN'T – MUSTN'T – DON'T HAVE TO – DOESN'T HAVE TO

1. \_\_\_\_\_ I use your pen, please?

2. You really \_\_\_\_\_ see that new documentary. It's fantastic.
3. You \_\_\_\_\_ write 30 sentences for homework because you have misbehaved.
4. You \_\_\_\_\_ to write 300 lines. 30 will be enough.
5. Please, excuse me but I really \_\_\_\_\_ go now.
6. John, you \_\_\_\_\_ speak so quickly. Nobody can understand you!
7. We \_\_\_\_\_ watch TV tonight. We haven't decided yet.
8. If you've got such a bad cough, you \_\_\_\_\_ smoke.
9. I am happy to inform you that I \_\_\_\_\_ come to work next week.
10. You \_\_\_\_\_ make so much noise. The baby is sleeping in the next room.
11. She \_\_\_\_\_ work hard because she's a single parent and has little money.
12. You \_\_\_\_\_ go now. The train leaves in an hour, so you've still got some time left.
13. According to the weather report it \_\_\_\_\_ rain this afternoon.
14. He \_\_\_\_\_ speak Italian fluently because he spent 5 years there.
15. That \_\_\_\_\_ be John over there. He said he would be in America this week.
16. You \_\_\_\_\_ take the test seriously, even if you already have enough good grades to pass.
17. I \_\_\_\_\_ go out tonight, but I don't think so. I feel too tired.
18. \_\_\_\_\_ Mary come with us?
19. You \_\_\_\_\_ speak French. I can speak English quite well.
20. You \_\_\_\_\_ take an ID card with you if you enter the stadium. Otherwise you won't get in.

**Exercise 4.**

**Complete the sentences with a modal verb from the box below.**

**Sometimes more than one answer is possible.**

CAN – CAN'T - COULDN'T – COULD HAVE - HAD TO –  
MIGHT - MUST - MUSTN'T - NEEDN'T – SHOULD HAVE - WOULD

1. It's quite warm outside so you \_\_\_\_\_ put on a coat.
2. You \_\_\_\_\_ go home now. You \_\_\_\_\_ finish writing those emails. They can wait until tomorrow.
3. He \_\_\_\_\_ gone to the doctor when he started feeling ill. Now it's going to take longer for him to recover.
4. According to the weather report it \_\_\_\_\_ rain today, but I'm not so sure about it.
5. My mother gave me an important letter to post, so I \_\_\_\_\_ forget to post it.
6. You \_\_\_\_\_ come if you don't want to.
7. Children \_\_\_\_\_ play with matches.
8. That \_\_\_\_\_ be Harry. He said he was going to Paris. What's he doing here?
9. We will have to take a taxi to the airport, otherwise we \_\_\_\_\_ miss our plane.
10. I \_\_\_\_\_ like to go to the cinema with you this weekend. How about it?
11. When I went to Spain for the first time, I \_\_\_\_\_ speak a word of Spanish.
12. This jewellery is very valuable. My grandmother gave it to me. You \_\_\_\_\_ look after it carefully and \_\_\_\_\_ lose it.
13. She felt ill and \_\_\_\_\_ leave the office earlier.
14. You \_\_\_\_\_ be very thirsty. I'll bring you something to drink right away.

15. You should buy a lottery ticket this weekend. You \_\_\_\_\_ win up to 3 million dollars.

16. You \_\_\_\_\_ informed me about the flight delay.

17. \_\_\_\_\_ you pass me the sugar, please?

18. You \_\_\_\_\_ smoke in public places or restaurants. It's against the law.

### ***Exercise 5.***

**Complete the sentences with a modal verb from the box below.**

**Sometimes more than one answer is possible.**

CAN - CAN'T – COULD – DON'T NEED - MAY - MIGHT MIGHT  
NOT - MUST – MUST HAVE – MUSTN'T - NEEDN'T NEEDN'T  
HAVE - SHOULD - WILL

1. We \_\_\_\_\_ be able to win, but I don't think we have a good chance.

2. That \_\_\_\_\_ be John. He said he was going to travel to Australia.

3. When I was younger, I \_\_\_\_\_ sing very well.

4. I think you \_\_\_\_\_ relax more. You have been working too much lately.

5. I \_\_\_\_\_ ask you to help me later.

6. She \_\_\_\_\_ left the house quietly. I didn't hear her.

7. You \_\_\_\_\_ to go shopping this weekend. We've got everything at home.

8. You \_\_\_\_\_ go in without a ticket. All seats are reserved.

9. All passengers \_\_\_\_\_ put on their seatbelts during take-off and landing.

10. At what age \_\_\_\_\_ you get a driving licence in your country?

11. You \_\_\_\_\_ watered the plants. Dad has already done it.

12. In the US, young men \_\_\_\_\_ join the army. It's voluntary.

13. I promise I \_\_\_\_\_ stop smoking.

14. Mom, \_\_\_\_\_ you pass me the sugar please?

15. If you want to be a teacher, you \_\_\_\_\_ attend a teacher's training college.

16. They \_\_\_\_\_ taken the wrong train. Otherwise, they would be here by now.

17. He's not picking up the phone. He \_\_\_\_\_ be home yet.

18. You \_\_\_\_\_ have taken my advice and gone to the doctor. Your cold is not going to get better if you wait.

19. You \_\_\_\_\_ park in a no-parking area. It's forbidden.

20. I \_\_\_\_\_ go to the cinema to watch a movie, but I'm not sure.

### ***Exercise 6.***

**Complete the sentences with a modal verb from the box below.**

**Sometimes more than one answer is possible.**

CAN'T - COULD - MIGHT - MUST - MUSTN'T - NEED -  
NEEDN'T - SHOULD - WILL - WOULD

1. You \_\_\_\_\_ touch that dog. It looks dangerous!

2. You \_\_\_\_\_ to feed the cat at least twice a day.

3. The bus \_\_\_\_\_ be here by now. That's what the schedule says.

4. When I was six, I \_\_\_\_\_ play violin but I haven't practiced since then so I \_\_\_\_\_ play anymore.

5. Judith \_\_\_\_\_ go to school on Saturdays. She has a five-day week.

6. I \_\_\_\_\_ rather stay at home than go out and have dinner in a restaurant.

7. My fingernails \_\_\_\_\_ cutting. They're so long.

8. She \_\_\_\_\_ study harder if she wants to pass the exam.

9. I'm tired. I \_\_\_\_\_ go to bed early tonight.

10. You've just had a huge breakfast. You \_\_\_\_\_ be hungry anymore.

11. Do you \_\_\_\_\_ to pay taxes as a resident of a foreign country?

12. You \_\_\_\_\_ wear a uniform to the ceremony. It's not necessary.

13. Passengers \_\_\_\_\_ speak to the driver when he's on duty.

14. Ask Henry. He \_\_\_\_\_ know the answer but I'm not sure.

15. When I was younger I \_\_\_\_\_ climb to the top of the mountain without being out of breath.

16. I \_\_\_\_\_ have gone to the doctor, but it got better after a few days.

17. If you speak to her, she \_\_\_\_\_ probably tell you the truth.

18. The company boss \_\_\_\_\_ be extremely rich if he owns several sports cars.

19. I \_\_\_\_\_ have got up so early, but it was a sunny day and I was planning a lot.

20. Jack didn't \_\_\_\_\_ to explain the situation. Everyone know what was happening.

### *Exercise 7.*

**Complete the sentences with a modal verb from the box below.**

**Sometimes more than one answer is possible.**

CAN'T - CAN'T HAVE – COULD - DON'T NEED TO - MIGHT - MIGHT NOT - MUST - MUST HAVE – MUSTN'T – SHOULD - SHOULDN'T

1. That pizza was gigantic. I'm sure Mary \_\_\_\_\_ eaten it all.

2. Nobody was able to tell the police who that man was, so he \_\_\_\_\_ be someone from here.

3. Be careful when you walk across that old wooden bridge. It \_\_\_\_\_ be very safe.

4. I see you haven't finished your homework yet. It \_\_\_\_\_  
be very difficult, then.

5. You \_\_\_\_\_ touch the oven. It's very hot and you \_\_\_\_\_  
hurt yourself.

6. They are putting the suspect into the police car. The police  
\_\_\_\_\_ arrested him.

7. I don't know where he is. Take a look in the garage. He  
\_\_\_\_\_ be there.

8. You \_\_\_\_\_ do any more training today. You look  
so tired. Take a break!

9. I can't see very well but that \_\_\_\_\_ be Claire over  
there. It least, she looks like Claire.

10. Everyone scored over 95% in the first test, so it \_\_\_\_\_  
been so difficult.

11. You \_\_\_\_\_ drive me to the airport. I can take the  
bus.

12. You \_\_\_\_\_ always wear suitable clothes when  
you go skiing.

13. Pupils \_\_\_\_\_ go out between the various parts of  
the exam. It's against the school rules.

14. Danny \_\_\_\_\_ swim when he was four. Now he's  
part of the town's swimming team.

15. You \_\_\_\_\_ buy any food. The fridge is full.

16. John \_\_\_\_\_ taken a wrong turn somewhere.  
Otherwise, he'd be here by now.

17. There are signs all over the area, so you \_\_\_\_\_ have any  
trouble getting there.

18. This \_\_\_\_\_ be the house they advertised in the  
newspaper. It's much too big.

19. Mike \_\_\_\_\_ left the house. His cell phone is still  
here, and he never leaves without it.

20. Leaving the house today without an umbrella

\_\_\_\_\_ be such a good idea. It looks like it's going to rain in the afternoon.

**Exercise 8.**

**Complete the sentences with a modal verb from the box below.**

**Sometimes more than one answer is possible.**

CAN - CAN'T - CAN'T HAVE - COULD - COULD HAVE - DON'T HAVE - HAD BETTER - MIGHT - MUST - MUST HAVE - MUSTN'T - NEED - OUGHT - SHOULDN'T

1. You \_\_\_\_\_ be exhausted after your long trip.  
Come in and have a drink.

2. John \_\_\_\_\_ taken your car keys. He hasn't even left the house.

3. I won't go out this afternoon because the weather forecast is not very good, and I \_\_\_\_\_ get wet.

4. You \_\_\_\_\_ to apply for the job yet. You can do it later this week.

5. I \_\_\_\_\_ left my wallet in the car. I can't find it anywhere.

6. That \_\_\_\_\_ be Jake. It's impossible. He said he was going to Spain.

7. You \_\_\_\_\_ step into the headmaster's office without permission.

8. Tell your sister she \_\_\_\_\_ stay the night here if she wants to.

9. You have already drunken a glass of wine. You \_\_\_\_\_ not drive. Let me.

10. You \_\_\_\_\_ see the Eiffel Tower and the Louvre when you go to Paris.

11. I \_\_\_\_\_ to take orders from you. You're not my boss!

12. When I was younger, I \_\_\_\_\_ run very fast.

13. Your cold is getting worse and you have a runny nose. You \_\_\_\_\_ to see the doctor.

14. My husband is preparing dinner. He's not a good cook so you \_\_\_\_\_ expect anything special.

15. Don't leave your window open at night. Someone \_\_\_\_\_ climb in.

16. Brenda \_\_\_\_\_ be over thirty. She graduated a year after me and I'm only 26.

17. You \_\_\_\_\_ to come with me. I can manage on my own.

18. She \_\_\_\_\_ got lost. Otherwise she'd be here by now.

19. You must be more careful. You \_\_\_\_\_ been killed crossing the street without looking.

20. I didn't \_\_\_\_\_ to buy more groceries. We already had enough.

### *Exercise 9.*

*Complete the second sentence so that it has a similar meaning to the first one using the word given.*

1. Perhaps they noticed the tyre was flat.

**might**

They \_\_\_\_\_

2. All that trouble I went to wasn't necessary in the end.

**needn't**

I \_\_\_\_\_

3. Apparently someone has borrowed the cassette player.

**have**

Someone \_\_\_\_\_

4. I'm disappointed that you didn't back me up!

**might**

You \_\_\_\_\_

5. Our worrying so much was a waste of time.

**needn't**

We \_\_\_\_\_

6. It's possible that the last person to leave locked the door.

**might**

The last person \_\_\_\_\_

7. School uniform wasn't compulsory at my school.

**wear**

We \_\_\_\_\_

8. I took so much suntan lotion with me, but I didn't need it.

**taken**

I \_\_\_\_\_

9. In the end, I finished the report in spite of feeling bad.

**able**

In the end, I \_\_\_\_\_

***Exercise 10.***

**Correct the mistakes if necessary.**

1. Hurry up, we're late! You might have been ready hours ago!

2. What's that? I am able to smell onions and garlic.

3. They mustn't be attentive. That's why they have made a lot of mistakes.

4. I saw Jane from far away yesterday. She can't see me.

5. Have you to pay for it in advance?

6. You didn't need to give him such an expensive present. In any case I knew that he wouldn't appreciate it.

7. Yesterday you may have helped me to carry that heavy box!!!

8. You must have been Arthur's sister. Hello, I'm Jim.

9. We ought to take some extra cash along on the trip, but we absolutely don't have forget our passports.

***Exercise 11.***

**Determine the meaning of the modal verbs. Translate the sentences into Ukrainian.**

1. This person is not to be relied on.
2. Clare said we might come to him any time we liked.
3. Can he have left so early? I don't believe it.
4. You are not to be here at this late hour.
5. She shouldn't have fallen asleep at the lesson.
6. What am I to do – feed his body to the fishes because no country will have him?
7. You must come and see our new car!
8. Never mind what I say. I'm always saying what I shouldn't say.
9. He was never to meet his love again.
10. You might have told me that she has come!
11. Here again I ought to have looked first at the clothes.
12. He had to sell his house, he was a bankrupt.
13. The news is so strange that you may not believe it.
14. You know, I do love you so. I have for ages. But I never have dared tell you so.
15. Let us be great friends. You may want a friend some day.
16. You shall be punished if you don't obey.
17. You needn't have worried so much. I was late because of the traffic jam.
18. The orange won't peel.
19. I cannot walk. I am crippled and twisted. Mercifully I can still feed myself.

20. You shall find me a nice husband. **Exercise 19.**

**Underline the correct word(s) in bold.**

A: Good morning. How **1) can/must** I help you, sir?

B: I'd like to book a room for tonight, please.

A: Certainly sir.

B: How much does a single room cost for one night?

A: \$35, sir. Payable in advance.

B: What! **2) Do I have to/Could I** pay right now?

A: Yes, I'm afraid you **3) need/must** pay in advance,

B: Really. Well! **4) Do / have to/Shall I** pay in cash? 27

A: No, you **5) mustn't/needn't** pay in cash. You **6) could/can't** pay by credit card if you prefer.

B: This is a bit unusual. I **7) may/must** look in my wallet to see if I have enough cash with me.

A: You **8) couldn't/don't have to** hurry, sir. Take your time.

A: Good morning. Here's the key. **9) Could/Must** I leave my luggage here until twelve o'clock, please?

B: Of course. **10) May/Need** I ask if you enjoyed your stay?

A: Oh yes. I **11) can/must** write down the pho number, so that I can stay here again.

B: You **12) mustn't/don't need to** do that, sir. I **13) have to/can** give you our card.

A: Oh, thank you very much. Goodbye.

B: Goodbye

***Exercise 20.***

**Fill in shall or will.**

1. \_\_\_\_\_ I help you with the washing up?
2. \_\_\_\_\_ we have pizza for dinner tonight?
3. \_\_\_\_\_ you carry this for me, please?

4. \_\_\_\_\_ you answer the phone, please?
5. Where \_\_\_\_\_ we sit in the classroom?
6. What \_\_\_\_\_ we buy for Bob's birthday?
7. \_\_\_\_\_ you take the rubbish out for me, please?
8. \_\_\_\_\_ we have a barbecue next weekend?

***Exercise 21.***

**Rephrase the following sentences in as many ways as possible.**

1. You had better book your flight early. *You ought to/should/must book your flight early.*
2. Would you like me to draw the curtains for you?
3. Why don't we go to a Japanese restaurant for change?
4. I strongly advise you to see a doctor as soon as possible
5. Can you call Greg for me, please?
6. You ought to have checked the battery before you left.
7. Everybody is obliged to pay taxes.
8. You don't need to go to the supermarket today.
9. It wasn't necessary for Betty to call a taxi because she gave her a lift.
10. They managed to get to the theatre in time, despite the heavy traffic.
11. You aren't allowed to keep pets in the building.
12. Do you mind if I take the rest of the day off?

***Exercise 22.***

**Fill in the blank with the passive voice of the verb in ( ).**

1. Traffic regulations \_\_\_\_\_ by drivers as well as pedestrians.  
(must/obey)
2. A driver \_\_\_\_\_ by the police. (might/stop)
3. A driver \_\_\_\_\_ to get out of the car. (could/ask)
4. A driver \_\_\_\_\_ to the police station. (might/take)
5. Drunk drivers \_\_\_\_\_ a sobriety test. (may/give)

6. Drivers \_\_\_\_\_ of their rights. (must/inform)

7. A traffic accident \_\_\_\_\_ to the police. (must report)

**Exercise 23.**

**Change the following sentences to the passive voice.**

1. You must put out all smoking materials.

2. You must fasten the seat belt.

3. They will demonstrate safety precautions.

4. You should read the safety instructions.

5. You can store small packages in the overhead compartment.

**Exercise 24.**

**Complete these sentences with *can / have to / don't have to / mustn't* so that each is correct for your country.**

*Example:* You **have to** be over 18 to get married.

1. In my country, you \_\_\_\_\_ do military service.

2. In my country, you \_\_\_\_\_ drive in a bus lane.

3. In my country, you \_\_\_\_\_ park on a pavement.

4. In my country, you \_\_\_\_\_ have to be 18 to vote in an election.

5. In my country, you \_\_\_\_\_ smoke if you are under 16.

6. In my country, you \_\_\_\_\_ leave school when you are 16.

7. In my country, you \_\_\_\_\_ smack a child in public.

8. In my country, you \_\_\_\_\_ drink one beer and drive.

9. In my country, you \_\_\_\_\_ wear a seat belt in a car.

10. In my country, you \_\_\_\_\_ drive a moped without passing your driving test.

11. In my country, you \_\_\_\_\_ wear a crash helmet if you ride a motorbike.

12. In my country, you \_\_\_\_\_ serve on a jury if asked.

13. In my country, you \_\_\_\_\_ pay to go to university.

14. In my country, you \_\_\_\_\_ ride a bicycle on a pavement.

***Exercise 25.***

**Find all the modals in the text and underline the forms.**

The Story of Helen Keller, The Girl Who Could Not See, Hear or Speak

I'd like you to know the story of Helen Keller, who could neither see nor hear from the time she was a baby. Yet the brilliant girl was able to overcome all those handicaps, to graduate from a college with honors and become a useful citizen.

I must say there was nothing wrong with Helen Keller when she was born. Her father and mother were very proud of their pretty baby, who tried to say "pa-pa" and "ma-ma".

For nineteen months Helen grew bigger and stronger. She was able to walk when she was a year old; she could say a few words.

But one day the child fell ill. She must have been very ill. For days she was laid up with a high fever and soon the parents learned that their darling would never be able to see and hear. The little child was now doomed to a life of silence and darkness. She could not hear what was said to her and did not know how to talk, she was unable to play with other children.

When Helen was 6 years old her parents took her to Baltimore and then to Washington to famous doctors to find out if they could do something to make her hear and see again, but the doctors could do nothing. The child was hopelessly deaf. Dr. Bell said the Kellers should address the Perkins Institution for the blind in Boston and ask if they could send someone to help the child.

It was a wonderful day for Helen Keller when Ann Sullivan arrived in March 1887 to take charge of the child who could neither hear nor speak. Helen was nearly seven, Ann Sullivan was past twenty.

Ann Sullivan found a way to make herself understood. She gave the child a doll, and taking Helen Keller's hand she slowly spelled out "d-o-l". The child learnt for the first time that things must have names.

When Miss Sullivan later spelled into the little girl's hand the word "w-a-t-e-r" and then let the water from the pumps run over her hand, a new light seemed to brighten the face of the child. During the next 3 months, she learned 300 words and could even put some of them into sentences.

Miss Sullivan loved her pupil who was so quick to learn. She lived with Helen, played with her and worked with her every hour of the day. By means of the hand language, Helen and her teacher were able to talk to each other.

Helen learned to read books that were printed for the blind with raised letters. She also learned to use the typewriter to write what she wanted to say.

When Helen was 10 she was determined that she would learn to speak.

At first she learned only the sounds of the letters of the alphabet, but soon she was able to say words and sentences.

In the story of her life Helen Keller writes, "I shall never forget the surprise and delight I felt when I uttered my first connected sentence: "It is warm."

At first she had much difficulty with her speech, but Ann Sullivan understood what Helen trying to say. Helen practised speaking day after day until at last she developed a clear voice.

Later she was able to speak before large crowds which came to hear her whenever she lectured.

At the age of 20 Helen Keller passed all the difficult entrance examinations to Radcliffe College. Helen did extremely well in her classes and was able to keep up with the other students. Helen wrote "The Story of My Life" while she was in college. In her writings and lectures Helen did everything she could to help and encourage others who were blind.

**Exercise 26.**

**Find all the modals in the texts and underline the forms.**

A funny joke can brighten even a rainy day – and British people know it better, than others do.

Studying English is a never-ending process, and even those who have Intermediate or higher level of English, require daily practice. Take a look at some jokes and funny stories, where modal and auxiliary verbs are used.

If you would like to brush up on your knowledge, you might take an online course Modal Verbs by EDUGET where everything is explained in only 7 video lectures.

1. Student: Can I go to the bathroom sir?

Teacher: I'm sure you can, but you may not.

2. 'Your office is as hot as an oven,' said a client to his lawyer.

'So it ought to be. I make my bread here.'

3. Fortune Teller: Would you like your palm read?

Woman: No thanks, I like the colour it is now.

4. – I'm in love with two girls. One is very beautiful but has no money, the other is ugly and has lots of money. Who should I marry?

– Well, I'm sure that you must really love the beautiful one, so I think you should marry her.

– OK, thank you very much for your advice.

– Don't mention it. By the way, I wonder if you could give me the name and telephone number of the other girl?

5. – Can a man living in London be buried in Brighton?

– No! He's still living!

6. When a group of women got on the car, every seat was already occupied. The conductor noticed a man who seemed to be asleep. Fearing

that the man might miss his stop, the conductor nudged him and said: 'Wake up!'

7. – So all your daughters are married now.

– Yes, the last one left us last week.'

– It must be nice to have them all off your hands.

– Well, it's nice enough to get your daughters off your hands; but what we don't like is having to keep our sons-in-law on their feet.

8. – Name a bus you can never enter.

– A syllabus.

9. If you leave alphabet soup on the stove and go out, it could spell disaster.

10. – What are you doing?

– I am writing about all the things I ought to do before I die. It's my oughtobiography.

11. Sleeping car

Douglas Brown was a businessman who lived in London but had a lot of work in Perth in Scotland. He often travelled by train on 'The Night Caledonian', an overnight train from London to Scotland. He preferred the train to the plane because he arrived feeling fresh for important business meetings when he arrived in Perth. The only problem was, he was a heavy sleeper, so he needed to set his alarm clock to wake up for the right stop. One day, after the train had set off from London, he realized he'd forgotten to pack his alarm clock. Before he went to sleep, he spoke to one of the attendants.

'I should have brought my alarm clock with me, but I forgot it. I have to wake up in time to get off the train at Perth at seven o'clock. I absolutely mustn't miss my stop by oversleeping, so could you please make sure I get off the train there, however sleepy I am.

The attendant wrote down Douglas' name in a little book and made a firm promise to wake him up at the right time in the morning. Douglas went to sleep in his compartment almost immediately.

When he woke up in the morning, he found that it was ten to nine and the train was pulling into the final station in Inverness, 120 miles further north than Perth.

He was furious and went up to the attendant and said, 'Look what's happened, you fool! You should have woken me up at half past six and you didn't. You complete idiot! Now I've missed my business meeting!'

After he had left, one of the other passengers commented to the attendant, 'He wasn't very polite, was he? He shouldn't have called you an idiot like that.'

'Oh that's nothing!' said the attendant, 'You should have heard what Dougal Black said when I pushed him onto the platform at Perth at seven o'clock this morning.'

## 12. The Elixir of Life

In a village in the mountains, a little old man with a beard and a young girl set up a stall in the market place one day, selling bottles of homemade medicine, labelled 'The Elixir of Life'.

'Come on, everyone!' the old man called out. 'Don't miss your chance to beat ageing. This is your opportunity to buy Archie's miracle medicine. It's the only medicine that cures old age. You only have to look at me to see the proof. I'm two hundred and five years old.'

A crowd quickly gathered around the market stall, and the old man and the girl were kept busy handing out the bottle of medicine and taking the money.

There were two younger men in the crowd, and one of them said to the other, 'You don't really think he's genuine, do you?'

'I don't know. He might be telling the truth. He's got an honest face.'

'You've got to be kidding!' said the man. 'He must be lying. It has to be a trick.'

'Well, why not ask his assistant, then, if you don't believe it?' suggested his friend. So the man approached the girl and asked. 'He can't

really be that old, can he? That's completely ridiculous. Tell me the truth, is he really two hundred and five years old?

'I'm sorry, sir, but I can't really say.' the girl replied, 'I've only been working for him for the past seventy five years.'

### 13. Recipe for Disaster

Dave and Ian were both post-graduate research students at Cambridge University. One evening, they were chatting and the conversation turned to cookery.

'I tried my hand at cookery once, you know.' Dave told Ian, 'but I never managed to work it out.'

'I find that very hard to believe, Dave.' said Ian. 'You've got a first class degree in Physics and you're completing your doctorate. You are capable of understanding highly complex technical manuals and formulating new ideas from your research. You must be able to follow a recipe.'

'I tried,' admitted Dave, 'but I couldn't manage it.'

'Why?' insisted Ian. 'Because the recipe book was full of complicated instructions too difficult for you to follow?'

'Well, you see,' explained Dave, 'the problem lay in the fact that all the recipes began in the same way. They all started with Take a clean dish.' via

14. Two businessmen, Michael and Dennis, are at a lunch meeting. They are waiting for their co-worker, Terry, who is late.

"We must wait for Terry before we start," says Michael. "Is he here yet?"

"No, he must be on his way," replies Dennis.

"Yes, he said he left the office 30 minutes ago," says Michael. "He must be about to arrive."

"Traffic must be bad, because it usually doesn't take this long," Dennis says.

Michael looks at his watch. “He must feel badly about being late,” he says. “I know he hates to be kept waiting, so he doesn’t like to do it to other people.”

“Oh, that’s all right! We mustn’t get impatient, don’t you think?”

Dennis smiles. “Remember his rule: the one who is late must buy lunch!”

15. Once a man came to see Mark Twain. It was his first visit to the writer’s house. Twain took him into his study and the visitor saw dozens of books on the desk, on the chairs and even on the floor because there was only one shelf on the wall.

“You need more shelves for your books,” the visitor said.

“Yes, I know,” the author replied, “but you see, it isn’t so easy to borrow shelves from people.”

## Навчання навичкам читання

З розвитком суспільних, освітніх та соціально-культурних зв'язків, інтеграційної політики країни, знання іноземної мови, а особливо англійської, дозволяє майбутнім спеціалістам у галузі економіки набагато краще орієнтувати у тенденціях та особливостях професії, розвиватися та розвивати професійні зв'язки та брати активну участь у міжнародних проектах.

Читання є складною діяльністю, на яку здатна людина і є одним з основних способів задоволення пізнавальних потреб, здійснення інформаційної діяльності та передачі досвіду від покоління до покоління.

Читання – складний когнітивний процес. Багато в чому навчання іноземних мов у вищому навчальному закладі, з одного боку, ведеться через читання, серед необхідної літератури - навчальні та довідкові матеріали, автентичні тексти та професійно-орієнтована література), з іншого боку, читання іноземною мовою може бути метою, яка допомагає студенту освоювати англійську мову.

При навчанні іноземної мови для спеціальних цілей (English for Special Purposes), у тому числі, для академічних цілей, читання спеціалізованої літератури в галузі економічних знань, що вивчається, і знання загальноживаної лексики, стає одним з пріоритетних завдань

Розділ «Читання» включає низку підібраних, з урахуванням різних рівнів складності, автентичних матеріалів, популярних навчальних інтернет-ресурсів та онлайн-версій традиційних медіа. Також ми підібрали тексти про відомих людей та фахівців у галузі економіки, щоб студентам легше було запам'ятовувати матеріал та теорії, асоціювати етапи розвитку економіки з певними особистостями та сприймати різні точки зору. З початку професійного навчання у структурі кожного предмета слід приділяти увагу формуванню soft

skills. Для цього ми пропонуємо автентичну вибірку матеріалів, що характеризують основний перелік "м'яких навичок".

Орієнтація на джерела, створені носіями мови, дозволяє глибше та точніше познайомити студентів із сучасною професійною та загальною лексикою, звернути увагу на нововведення та зміни у правилах граматики, познайомити із сучасними конструкціями та словосполученнями, слововживанням та стилістичними особливостями різних інтернет-ресурсів.

Ми рекомендуємо, при читанні, приділяти увазі усному відтворенню прочитаного, так як речедвігательне відтворення слів закріплює матеріал і часто може допомогти в розумінні нових слів і виразів.

Також, залежно від рівня підготовки та залученості студентів, слід вибирати більш/ менш складні уривки або матеріали, розбирати тексти детальніше або загалом, доповнюючи навчальний процес наведеними вправами або видами діяльності, звичними для студентів, закріплюючи новий матеріал.

**TOPIC 1**  
**Text Artificial Intelligence**

**Artificial intelligence (AI) is changing the very fabric of the world as we know it. Professor Hawking has said recently that efforts to create thinking machines are a threat to our existence Are you ready to discuss the topic?**

A scientist said robots will be more intelligent than humans by 2029. The scientist's name is **Ray Kurzweil**. He works for Google as Director of Engineering. He is one of the world's leading experts on artificial intelligence (A.I.). Mr Kurzweil believes computers will be able to learn from experiences, just like humans. He also thinks they will be able to tell jokes and stories, and even flirt. Kurzweil's 2029 prediction is a lot sooner than many people thought. The scientist said that in 1999, many A.I. experts said it would be hundreds of years before a computer was more intelligent than a human. He said that it would not be long before computer intelligence is one billion times more powerful than the human brain.

Mr Kurzweil joked that many years ago, people thought he was a little crazy for predicting computers would be as intelligent as humans. His thinking has stayed the same but everyone else has changed the way they think. He said: "My views are not radical any more. I've actually stayed consistent. It's the rest of the world that's changing its view." He highlighted examples of high-tech things we use, see or read about every day. These things make us believe that computers have intelligence. He said people think differently now: "Because the public has seen things like Siri [the iPhone's voice-recognition technology] where you talk to a computer; they've seen the Google self-driving cars."

**Professor Hawking** is one of the most famous scientists in the world and people remember him for his brilliance and also because he communicates using a **synthetic** voice generated by a computer – synthetic means it's made

from something non-natural. Artificial is similar in meaning – we use it when something is man-made to look or behave like something natural.

The term Artificial Intelligence was first coined back in 1956 by Dartmouth professor **John McCarthy**. He called together a group of computer scientists and mathematicians to see if machines could learn like a young child does, using trial and error to develop formal reasoning. The project proposal says they'll figure out how to make machines “use language, form abstractions and concepts, solve kinds of problems now reserved for humans, and improve themselves.”

Artificial intelligence is not a system, but it is implemented in the system. Generally speaking it is an umbrella term used for a branch of computer science. It stands for the ability to acquire and apply knowledge, and perform naturally like a human. For example, planning, problem solving and reasoning.

**Philosopher Nick Bostrom** is the founder of the Future of Humanity Institute at Oxford University. He uses three words when describing what's inside the mind of a thinking computer. This phrase means ‘to meet their objectives’. “The bulk of the risk is not in machines being evil or hating humans but rather that they are indifferent to humans and that in pursuit of their own goals we humans would suffer as a side effect. Suppose you had a super intelligent AI whose only goal was to make as many paperclips as possible. Human bodies consist of atoms and those atoms could be used to make a lot of really nice paperclips. If you want paperclips it turns out that in the pursuit of this you would have instrumental reasons to do things that would be horrible to humanity/”.

Since then, AI has remained for the most part in university classrooms and super-secret labs. But that's changing.

“**Elon Mask** has warned that humans risk being overtaken by artificial intelligence within the next five years.

The prediction marks a significant revision of previous estimation of the so-called technological singularity, when machine intelligence surpasses human intelligence and accelerates at an incomprehensible rate”, - The Independent wrote.

### *Exercise 1.*

**Read the statements and mark true (T) or false (F):**

- Machines are a threat to our existence
- A scientist said robots will be more intelligent than humans by 2024
- Siri is the iPhone's a facial recognition technology
- Artificial is when something is man-made to look or behave like something natural
- Artificial Intelligence is tied to a system's ability to adapt and improvise in a new environment, to generalise its knowledge and apply it to unfamiliar scenarios
- The main purpose of the mind of a thinking computer is ‘to meet their objectives’

### *Exercise 2.*

**Answer the questions:**

- When did the term Artificial Intelligence come about?
- What scientists learn the development of AI? What are their areas?
- After reading the article how would you define AI?
- What did Elon Mask think about AI development?
- What do you know about the history of artificial intelligence?
- What are some risks or potential dangers of AI?

### *Exercise 3.*

**Fill in the blanks with the correct form of the following verbs:**

work	see	use	say	be able to	communicate	stay
be	make	behave	joke	talk	think	believe

A scientist \_\_\_\_\_ robots will be more intelligent than humans by 2029. The scientist's name is **Ray Kurzweil**. He \_\_\_\_\_ for Google as Director of Engineering. He is one of the world's leading experts on artificial intelligence (A.I.). Mr Kurzweil \_\_\_\_\_ computers \_\_\_\_\_ learn from experiences, just like humans. He also thinks they will be able to tell jokes and stories, and even flirt. Kurzweil's 2029 prediction \_\_\_\_ a lot sooner than many people thought. The scientist said that in 1999, many A.I. experts \_\_\_\_\_ it would be hundreds of years before a computer was more intelligent than a human. He said that it would not be long before computer intelligence is one billion times more powerful than the human brain.

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**Professor Hawking** is one of the most famous scientists in the world and people remember him for his brilliance and also because he \_\_\_\_\_ using a **synthetic** voice generated by a computer – synthetic means it's \_\_\_\_\_ from something non-natural. Artificial is similar in meaning – we use it when something is man-made to look or \_\_\_\_\_ like something natural.

#### *Exercise 4.*

#### **Translate the following sentences into English:**

Багато експертів стверджували, що минули сотні років, перш ніж комп'ютер став розумнішим за людину. Він сказав, що незабаром комп'ютерний інтелект стане в мільярд разів потужнішим за людський мозок.

Він виділив приклади високотехнологічних речей, які ми використовуємо, бачимо або читаємо про них щодня.

Термін "штучний інтелект" був вперше введений в далекому 1956 році професором Дартмута Джоном Маккарті

Штучний інтелект - це не система, але він реалізований в системі.

Ілон Маск попередив, що люди ризикують наздогнати штучний інтелект протягом найближчих п'яти років.

Прогноз знаменує собою значний перегляд попередньої оцінки так званої технологічної особливості

#### **Fact: The Match That Changed History**

Over 20 years ago, World Champion Garry Kasparov took on IBM and the super-computer Deep Blue in the ultimate battle of man versus machine. This was a monumental moment in chess history and was followed closely around the world. This match appealed to chess players, scientists, computer experts, and the general public. At the time of the match, Kasparov was the reigning world champion. Kasparov was put to the ultimate test carrying the weight of humanity on his shoulders heading into this iconic chess battle.

#### **Kasparov vs. Deep Blue (1996 Match)**

Game one shocked the world of chess when Kasparov was forced to resign after thirty-seven moves against the super computer. This game marked a turning point in chess history as this was the first time a reigning world champion ever lost against a computer with tournament conditions and slow time controls.

### **Kasparov vs. Deep Blue (1997 Rematch)**

The much anticipated rematch of man vs. machine brought much excitement not only to chess fans but to the entire world. Could the Deep Blue team create a stronger machine in one year to take on the world's best chess player? Many were skeptical, but Deep Blue was out to prove the rapid progress of artificial intelligence.

This match was such an attraction around the world that it inspired a film documentary covering the excitement. This well thought-out documentary contains interviews with Kasparov, chess fans, the Deep Blue team, as well as actual match footage. You really get to see all that went into this match, the suspicions and drama, and Kasparov's perspective – Game over: Kasparov and the machine.

#### ***Exercise 5.***

**Fill in the blanks with the correct form of the following verbs:**

can	get	mark	take	appeal	bring	contain	shock
inspire	be						

Over 20 years ago, World Champion Garry Kasparov \_\_\_\_\_ on IBM and the super-computer Deep Blue in the ultimate battle of man versus machine. This \_\_\_\_\_ a monumental moment in chess history and was followed closely around the world. This match \_\_\_\_\_ to chess players, scientists, computer experts, and the general public. At the time of the match, Kasparov was the reigning world champion. Kasparov \_\_\_\_\_ to the ultimate test carrying the weight of humanity on his shoulders heading into this iconic chess battle.

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### **Fact: AI startups attract more investors**

With all the awesome and useful things artificial intelligence can do right now and with considerable potential it has, it undoubtedly has become a hot market that attracts business people around the globe, willing to invest tons of money in AI hardware and robotic applications.

Investment in AI startups has shown strong growth in recent years. Thus, some companies have already raised hundreds of millions of dollars after only several years in operation.

A lot of governments have recognized the importance of AI and are ready to invest money into its development. For example, China has identified artificial intelligence as their top priority in their strategy and the country expressed a strong intention to become the worldwide leader in AI.

### **Exercise 6**

**Fill in the blanks with the correct form of the following verbs:**

Have express    invest    raise    show    become    can
--

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**Questions for discussion:**

1. What is artificial intelligence?
2. What do you know about the history of AI?
3. What are the differences between AI and human intelligence?
4. What are the differences between the AI and robots?
5. Will people ever have AL as part of their brains?
6. What 5 adjectives best describe AI?
7. How would you like AI to help you?
8. What advantages and disadvantages of AI would you mention?
9. What movies have you seen about AI?
10. Will AL ever control the world?

**Writing:** Think and write an essay about what will AI be like in 100 years from now? How would you describe a person who will be engaged in a process of positive collaboration with artificial intelligence.

## TOPIC 2

### Creativity

#### **Text    What Is Creativity for us? Defining the Skill of the Future to be engaged in a work project**

If you're a fine artist, writer, musician, photographer, or designer, you've likely been called a 'creative person' at some point in your life.

**Mihaly Csikszentmihalyi**, the author of the book "Creativity: The Psychology of Discovery and Invention," gives a pretty hefty definition of the word. He said, "Creativity is a central source of meaning in our lives ... most of the things that are interesting, important, and human are the results of creativity... [and] when we are involved in it, we feel that we are living more fully than during the rest of life."

Aside from his book, Mihaly Csikszentmihalyi is known for his TED Talk about the creative process and flow, also known as the secret to happiness. In his TED Talk, he says that when you are completely engaged with creating something new, such as writing music, you don't even pay attention to how your body feels or any problems you may be having at home.

**Creativity is the ability to transcend traditional ways of thinking or acting, and to develop new and original ideas, methods or objects.**

Simply put, creativity involves transforming your ideas, imagination, and dreams into reality. There is the rule of 3 needs answering the question: Why do we need to be motivated to be creative: first, humans need for novel, varied, and complex stimulation, second, we need to communicate ideas and values and, third, people need to solve problems.

Human beings are born creative and then taught to be uncreative as they grow older. Just think about it: When you are a kid, there is an emphasis on art classes and "reaching for the stars," and when you get older, you're told to get real, take the straight and narrow path, and pay your taxes. Pursuing our creative potential tends to come to a halt when we grow up.

Creative individuals don't always have the most supportive environment in the workplace because they might be said to have unusual thoughts and lack the know-how for real business innovation.

Research proves that non-creative behavior is learned overtime. According to George Land's Creativity Test, young children are creative geniuses, and become less creative as they age. His study took a group of 1,600 five-year-olds and tested to see how creative they were. Ninety-eight percent were deemed creative geniuses, thinking in novel ways similar to the likes of Picasso, Mozart, Einstein and other creative personalities. He tested them again at 10 years old. That number dropped to 30 percent. By 15 years of age, it had declined to 12 percent. He gave the same test to 280,000 adults and found that only 2 percent were creative geniuses.

According to a study originally published in the American Journal of Public Health, the simple act of being in the presence of creativity can also do wonders for your frame of mind.

So admiring that piece of art in a museum should never be a source of envy but one of inspiration.

### *Exercise 1.*

#### **Read the statements and mark true (T) or false (F):**

- Creativity is the ability to transcend traditional ways of thinking or acting, and to discuss new and original ideas, methods or objects
- There is the rule of 3 needs answering the questing Why do we have to be motivated to be creative
- Human beings are born creative and then taught to be uncreative as they grow older.
- According to Creativity Test, young children are creative geniuses, and become less creative as they grow older.
- He gave the same test to adults and found that only 15 percent were

creative geniuses

- So admiring that piece of art in a museum should never be a source of envy but one of inspiration.

***Exercise 2.***

**Answer the questions:**

- What is the book “Creativity: The Psychology of Discovery and Invention” about?
- How would you define creativity?
- Why are we interested in creativity? Remember the rule of 3 needs
- What were the results of the Creativity test?
- Why do we lose creativity growing older?
- How can we keep an eye on creativity skill?

***Exercise 3.***

**Fill in the blanks with the correct form of the following verbs:**

Be involve can have grow up tell need get teach be motivated

Simply put, creativity \_\_\_\_\_ transforming your ideas, imagination, and dreams into reality. There \_\_\_\_\_ the rule of 3 needs answering the questing Why do we need to \_\_\_\_\_ to be creative: first, humans need for novel, varied, and complex stimulation, second, we \_\_\_\_\_ to communicate ideas and values and, third, people need to solve problems.

Human beings are born creative and then \_\_\_\_\_ to be uncreative as they grow older. Just think about it: When you are a kid, there is an emphasis on art classes and “reaching for the stars,” and when you \_\_\_\_\_ older, you’re \_\_\_\_\_ to get real, take the straight and narrow path, and pay your taxes. Pursuing our creative potential tends to come to a halt when we \_\_\_\_\_. Creative individuals don’t always \_\_\_\_\_ the most

supportive environment in the workplace because they might be said to have unusual thoughts and lack the know-how for real business innovation.

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So admiring that piece of art in a museum should never be a source of envy but one of inspiration.

#### ***Exercise 4.***

#### **Translate the following sentences into English:**

- Творчість - це здатність доставляти традиційні способи мислення або дії, а також розвивати нові та оригінальні ідеї, методи або об'єкти.
- Існує правило з 3 потреб, що відповідають на квест, чому ми повинні бути мотивованими бути творчими: по-перше, люди потребують нового, різноманітного та складного стимуляції, по-друге, нам потрібно повідомити ідеї та цінності, а третє, люди повинні вирішувати проблеми.
- Людв народжуються творчими, а потім навчаються бути нетворчими/
- Творчі особи не завжди мають найбільш сприятливе середовище на робочому місці
- Дослідження доводить, що не-творча поведінка вивчена понаднормово.
- Простий акт перебування в присутності творчості також може робити чудеса для вашого розуму.

### **Exercise 5.**

say	feel	give	pay	know	live	have	be
-----	------	------	-----	------	------	------	----

**Mihaly Csikszentmihalyi**, the author of the book “Creativity: The Psychology of Discovery and Invention”, \_\_\_\_\_ a pretty hefty definition of the word. He \_\_\_\_\_, “Creativity is a central source of meaning in our lives ... most of the things that are interesting, important, and human are the results of creativity... [and] when we \_\_\_\_\_ involved in it, we feel that we are \_\_\_\_\_ more fully than during the rest of life.”

Aside from his book, Mihaly Csikszentmihalyi is \_\_\_\_\_ for his TED Talk about the creative process and flow, also known as the secret to happiness. In his TED Talk, he says that when you \_\_\_\_\_ completely engaged with creating something new, such as writing music, you don’t even \_\_\_\_\_ attention to how your body \_\_\_\_\_ or any problems you may be \_\_\_\_\_ at home.

#### **Fact: Stress kills creativity**

Just like it kills mental health, the heart, and pretty much everything else, stress negatively impacts creative expression, particularly when it involves rigid timeframes and criteria. According to psychologist Dr. Robert Epstein, no gene or any other factor predisposes some individuals toward creativity and others not (this perspective is, obviously, disputed). External factors such as stress play a much heavier role in determining innovation than anything intrinsic.

#### **Fact: High IQ and creativity might correlate with one another**

Harvard, like many other institutions of higher learning, hopes to try and unlock creativity’s beautiful and bizarre secrets. Dr. Shelley Carson, notable for developing a new standard to measure the mysterious phenomenon, wants to try and find a definitive relationship between intelligence and creative thinking.

Some of her earlier studies note that both increase together at the 120, 130, and 150 c levels, but more research is needed to prove any sort of solid correlation.

The modern idea of creativity was born in 20<sup>th</sup> century. All skills originate in our brains: whether it's physical (learning to do the breaststroke) or mental (learning to solve an algebraic equation), it's all about neurons in the right part of your brain firing over and over again until what you're doing becomes ingrained. Since then, psychologists and researchers in other disciplines have only continued to develop the idea into what we understand today. We believe creativity is a pattern of thinking. It is more than drawing a picture or strumming a guitar. It's a vital component to our overall well-being.

## **Critical thinking**

### **Text     What is Critical Thinking**

Critical thinking is a accepted educational goal. Its definition is contested, but the competing definitions can be understood as differing conceptions of the same basic concept: careful thinking directed to a goal. Conceptions differ with respect to the scope of such thinking, the type of goal, the criteria and norms for thinking carefully, and the thinking components on which they focus. Its adoption as an educational goal has been recommended on the basis of respect for students' autonomy and preparing students for success in life and for democratic citizenship. "Critical thinkers" have the dispositions and abilities that lead them to think critically when appropriate. The abilities can be identified directly; the dispositions indirectly, by considering what factors contribute to or impede exercise of the abilities. Standardized tests have been developed to assess the degree to which a person possesses such dispositions and abilities. Educational intervention has been shown experimentally to improve them, particularly when it includes dialogue, anchored instruction, and mentoring. Controversies have arisen over the generalizability of critical thinking across domains, over alleged bias in critical thinking theories and instruction, and over the relationship of critical thinking to other types of thinking.

*Critical thinking* is the ability to think in an organized and rational manner in order to understand connections between ideas and/or facts. It helps you decide what to believe in. In other words, it's "thinking about thinking"—identifying, analyzing, and then fixing flaws in the way we think.

### **How to Be a Critical Thinker?**

To become one takes time, practice, and patience. But something you can start doing to improve your critical thinking skills is apply the 7 steps of critical thinking to every problem you tackle—either at work or in your everyday life.

Plus, there are some critical thinking questions to help you out at each of the steps.

## Steps of Critical Thinking

1. Identify the problem or question.

Be as precise as possible: the narrower the issue, the easier it is to find solutions or answers.

2. Gather data, opinions, and arguments.

Try to find several sources that present different ideas and points of view.

3. Analyze and evaluate the data.

Are the sources reliable? Are their conclusions data-backed or just argumentative? Is there enough information or data to support given hypotheses?

4. Identify assumptions.

Are you sure the sources you found are unbiased? Are you sure you weren't biased in your search for answers?

5. Establish significance.

What piece of information is most important? Is the sample size sufficient? Are all opinions and arguments even relevant to the problem you're trying to solve?

6. Make a decision/reach a conclusion.

Identify various conclusions that are possible and decide which (if any) of them are sufficiently supported. Weigh strengths and limitations of all possible options.

7. Present or communicate.

Once you've reached a conclusion, present it to all stakeholders.

Let's go back to our coffee example and examine it critically, point-by-point.

1. The problem in question was: "is drinking coffee good for you?"

This approach is way too broad.

First of all, what does "good" even mean?

Secondly, we don't know if we're talking about long- or short-term effects of drinking coffee. It's also possible that drinking coffee might benefit some aspects of your health while being detrimental to others.

So, let's narrow down the problem to: "is drinking coffee good for your heart?"

2. Listed above, there are only two pieces of research on the impact of drinking coffee on your heart.

The fact suggests that drinking coffee "could account for premature deaths in the region of 14% for coronary heart disease and 20% for stroke."

According to the second "moderate coffee consumption was associated with a lower prevalence of the Coronary Artery Disease."

We've made two other major mistakes in reasoning: first of all, two sources only are *not* enough.

Secondly, we haven't taken into account that heart is a very complex organ: just like it is the case with the rest of our body, coffee might be good for some of its functions while bad for others.

3. Both articles cited have appeared in prestigious and well-known journals.

But

The *first* has been based on literature review only; no original studies.

The second one, although conducted in a large (25.000 participants) sample of men and women, includes only Korean population—people whose hearts can be affected by other factors such as diet or climate.

4. While the two sources don't appear biased, we were.

We based our initial Google searches on assumptions: "reasons not to drink coffee" (assuming: coffee is bad for our health) and "reasons to drink coffee" (assuming: coffee is worth drinking).

Google's search algorithms made sure we found articles in line with our assumptions.

So...

5. Considering all of the above, we can positively state that the information we gathered was not significant for solving the initially stated problem.

6. The only conclusion that can be reached is: according to the data we gathered, drinking coffee might or might not be good for our hearts, depending on many factors and variables we failed to take into account.

7. Even if the conclusion is “the question cannot be answered at this point,” it’s still worth presenting and communicating.

It’s good to know what the limitations of our knowledge on a given topic are.

The point is—

It’s really hard to *be sure of something*.

And critical thinking skills are necessary for us to accept the flaws in our reasoning and gaps in our knowledge, and take advantage of them!

### **Why Are Critical Thinking Skills Important?**

When you think critically, you’ll constantly challenge what seems given. Say, in your job, even if something appears to be functioning properly, critical thinking will help you try and identify new, better solutions.

Critical thinking skills are the cornerstone of self-development and improvement. That’s why they’re so *critical* to have in today’s job market. Just think about this—

### **Critical thinking skills examples**

There are six main skills you can develop to successfully analyze facts and situations and come up with logical conclusions:

#### **1. Analytical thinking**

Being able to properly analyze information is the most important aspect of critical thinking. This implies gathering information and interpreting it, but also skeptically evaluating data. When researching a work topic, analytical thinking helps you separate the information that applies to your situation from that which doesn’t.

#### **2. Good communication**

Whether you use it for gathering information or convincing others that your conclusions are correct, good communication is crucial in the critical thinking

process. Getting people to share their ideas and information with you and showing your critical thinking are components of success. If you're making a work-related decision, proper communication with your coworkers will help you gather the information you need to make the right choice.

### **3. Creative thinking**

Being able to discover certain patterns of information and make abstract connections between seemingly unrelated data will improve your critical thinking. When analyzing a work procedure or process, you can creatively come up with ways to make it faster and more efficient. Creativity is a skill that can be strengthened over time and is valuable in every position, experience level and industry.

### **4. Open-mindedness**

Previous education and life experiences leave their mark on a person's ability to objectively evaluate certain situations. By acknowledging these biases, you can improve your critical thinking and overall decision process. For example, if you plan to conduct a meeting in a certain way and your partner suggests using a different strategy, you could hear them out and adjust your approach based on their input.

### **5. Ability to solve problems**

The ability to correctly analyze a problem and work on implementing a solution is another valuable skill. For example, if your restaurant's waitstaff needs to improve service speeds, you could consider reassigning some of their duties to bussers or other kitchen personnel so the servers can deliver food more quickly.

### **6. Asking thoughtful questions**

In both private and professional situations, asking the right questions is a crucial step in formulating correct conclusions.

#### ***Open-ended questions***

Asking open-ended questions can help the person you're speaking to provide you with relevant and necessary information. These are questions that

don't allow a simple "yes" or "no" answer, requiring the person who receives the question to elaborate on the answer.

### ***Outcome-based questions***

When you feel like another person's experience and skills could help you work more effectively, consider asking outcome-based questions. Asking someone how they would act in a certain hypothetical situation will give you an insight into their own critical thinking skills and help you see things you hadn't thought about before.

### ***Reflective questions***

You can gain insight by asking a person to reflect and evaluate an experience and explain their thought processes during that time. This can help you develop your critical thinking by providing you real-world examples.

### ***Structural questions***

An easy way to understand something is to ask how something works. Any working system results from a long process of trial and error and properly understanding the steps that needed to be taken for a positive result could help you be more efficient in your own endeavors.

### **Valuable critical thinking examples**

A company is a sum of the decisions taken by its management. Applying critical thinking in work situations will improve your performance and the company's chances of succeeding.

#### **1. Promoting a teamwork approach to problem-solving**

Any department within a company is a team and effective collaboration is important to its success. When developing a strategy, logically analyze all the team members' input and offer constructive criticism, while also presenting your own view on the situation.

#### **2. Self-evaluating your contributions to company goals**

If your company is trying to reach a target, show critical thinking by evaluating your contribution and discovering ways to improve your performance. For example, you could list all the ways you are contributing and their impact on

the overall progress. After doing that, you can think of prioritizing certain current activities, but also adding new ones that you think will help.

### **3. Practicing self-reflection**

Analyzing your own thought process when making certain decisions should help you improve how you process information. This can mean asking yourself why you acted a certain way in a situation or evaluating a decision to find ways you can improve.

### **4. Making informed decisions**

Through time and effort, you can improve your decision-making process by evaluating all available information. It can be tempting to quickly judge a situation and move on to something else, but applying critical thinking will usually result in a more satisfactory outcome. Consider preparing lists of pros and cons, either mentally or on paper, and critically evaluate things from someone else's perspective.

### **5. Using your time wisely**

Deciding how you use your time is another example of critical thinking. Continually evaluating how you spend your time can help you discover tasks and activities that may change how you prioritize your duties. For example, if you're allocating a lot of time to an activity that has a low return, such as administrative tasks or internal reporting, you might consider re-prioritizing your schedule to spend more time on high-return tasks.

## HOME READING MODULES

### Home reading

#### I. The most influential economists

Adam Smith - The Father of economics (1723–1790)

Adam Smith was an economist who wrote what is considered the "bible of capitalism," *The Wealth of Nations*, in which he details the first system of political economy.

Smith was a polymath, and an eminent social theorist and moral philosopher

date of birth - unknown

was baptised on 5 June 1723

1746 - after studying at Glasgow and Oxford Universities, he returned to Kircaldy and was asked to give a series of public lectures in Edinburgh, which established his reputation

1751 - was appointed professor of logic at Glasgow University and a year later professor of moral philosophy

1764 - left Glasgow to travel on the Continent as a tutor to Henry, the future Duke of Buccleuch. While travelling, Smith met a number of leading European intellectuals including Voltaire, Rousseau and Quesnay

1776 - moved to London. He published a volume which he intended to be the first part of a complete theory of society, covering theology, ethics, politics and law 'Inquiry into the Nature and Causes of the Wealth of Nations', the first major work of political economy

1778 - was appointed commissioner of customs in Edinburgh

1783 - became a founding member of the Royal Society of Edinburgh.

1790 - died

#### **'Wealth of Nations'**

In 1776, Smith published *An Inquiry into the Nature and Causes of the Wealth of Nations* (known as *The Wealth of Nations*), which is thought of as the first work dedicated to the study of political economy. Economics of the time

were dominated by the idea that a country's wealth was best measured by its store of gold and silver. Smith proposed that a nation's wealth should be judged not by this metric but by the total of its production and commerce—today known as the gross domestic product (GDP). He also explored theories of the division of labor, an idea dating back to Plato, through which specialization would lead to a qualitative increase in productivity.

In economics, Smith gives the pioneering analysis of the structure of a functioning economy, and the first discussion of the benefits of the 'division of labour'. His general optimism about the economic results of free markets has given his name a lustre in libertarian political circles that he might not have entirely welcomed, given his low opinion of the motives that lead to economic activity

**Adapted from:**

<https://www.biography.com>

<https://www.adamsmithworks.org>

<https://www.bbc.co.uk>

<https://www.oxfordreference.com>

**Words**

polymath

to be baptised

measure

gross domestic product (GDP)

**Questions:**

Where did he study?

What areas was he interested in?

Why is he called as the Father of economics?

What books did he write?

What interesting facts about him would you mention?

### **Alfred Marshall (1842–1924)**

English economist, one of the leading propagators of Neoclassical economics, author of its most successful textbook, *Principles of Economics* who founded the "Cambridge" school of Neoclassicism

1842 - was born in London, then graduated in mathematics from St John's College, Cambridge

1868 - Marshall's college, St. John's, established a special lectureship for him in moral science

1879 - wrote *The Pure Theory of Foreign Trade*

1882 - took the chair of political economy at Bristol and was the first principal of University College, Bristol

1885 - became professor at Cambridge University, retiring in 1908

1890 - wrote *Principles of Economics* and created the British Economics Association

1919 - wrote *Industry and Trade*

1923 - wrote *Money, Credit and Commerce*

1924 - died

Marshall is the founder of the "new economics." He changed the traditional definition of economics as the "science of wealth" to establish a discipline concerned with social welfare.

His main contribution was his work on the theory of value and the theory of the firm.

The influence of Marshall on microeconomics was profound, both in teaching and policy-making. He developed downward-sloping demand curves from marginal utility theory and upward-sloping supply curves (higher prices leading to greater output), at the intersection of which equilibrium prices are determined. He coined the term 'elasticity' to denote responsiveness of demand or supply to small changes in price, and introduced the concepts of consumer surplus, quasi-rent, and external economies.

The researcher described the time periods over which consumption and production decisions can be changed:

- very short run: supply is fixed and prices are determined by market forces;

- the short period: supply can be increased up to the maximum capacity of the existing capital stock;

- the long period: supply can be varied given the existing state of technology, and firms enter or leave the industry;

- the very long period: technology also changes

19th century political economy ended and the new economics with Marshall's pioneering use of econometrics began. Marshall's overweening influence led two generations of economists in Britain and the USA to spend their professional lives discussing, restating, developing, interpreting, altering, and questioning his doctrines and tools of analysis.

**Adapted from:**

**<https://www.econlib.org>**

**<https://www.hetwebsite.net>**

**<https://www.oxfordreference.com>**

**<https://biography.yourdictionary.com>**

**<https://link.springer.com>**

**Words**

wealth

welfare

down-sloping demand

upward-sloping supply

marginl utility theory

equilibrium proce

consumer surplus

quasi-rent

overweening influence

## **Questions**

Who was Alfred Marshal?

What are the milestones of his biography?

Why is he called as a founder of Neoclassicism?

What books did he write?

What are his main subjects, definitions and principles ?

What Marshal's approaches would you mention?

## **John Maynard Keynes (1883–1946)**

British economist, one of the most influential economist of the 20th century.

John Maynard Keynes was known as the father of Keynesian economics, wrote the classic book *The General Theory of Employment, Interest and Money*. Keynesian economics serves as a sort of yardstick that can define virtually all economists who came after him.

1883 - was born in Cambridge into an academic family

1897-1902 - Eton school and Cambridge University studying

1904 - may have had political career in mind when he composed a prize essay on Edmund Burke

1909 - during his time at Cambridge, he joined the teaching staff, also he was an active investor in the stock market

1919 - was published his book *"The Economic Consequences of the Peace"* and he became a celebrity

1936 - published his best-known work *'The General Theory of Employment, Interest and Money'* and became a benchmark for future economic thought

1942 - was made a member of the house of lords.

1944 - led the British delegation to the Bretton Woods conference in the United States. At the conference he played a significant part in the planning of the World Bank and the International Monetary Fund

1946 - died

J.M. Keynes regarded as the founder of modern macroeconomics.

The theories of John Maynard Keynes (Keynesian economics), are connected with the tenet that governments should play an active role in their countries' economies, instead of just letting the free market reign.

Keynes spearheaded a revolution in economic thinking that overturned the then-prevailing idea that free markets would automatically provide full employment—that is, that everyone who wanted a job would have one as long as workers were flexible in their wage demands. The main plank of Keynes's theory, which has come to bear his name, is the assertion that aggregate demand—measured as the sum of spending by households, businesses, and the government—is the most important driving force in an economy. Keynes further asserted that free markets have no self-balancing mechanisms that lead to full employment. Keynesian economists justify government intervention through public policies that aim to achieve full employment and price stability

Another basic principle of Keynesian economics is that government spending is necessary to maintain full employment, even if a government has to go into debt.

**Adapted from:**

**<https://www.investopedia.com>**

**<https://www.econlib.org>**

**<https://www.bbc.co.uk>**

**<https://www.imf.org>**

**Words**

yaedstick

benchmark

tenet

free market reign  
to spearhead  
then-prevailing idea  
wage demands  
assertion  
aggregate demand  
self-balancing mechanism

**Questions:**

Who was Keynes and where did he study?  
Did he take part in politics?  
Why is he known as a founder of modern macroeconomics?  
What is Keynesian economics?  
What books by Keynes do you know?  
What are the main principles of the books and theories?  
What his principles can you find in European economics today?

**Milton Friedman (1912–2006)**

Milton Friedman, an avid supporter and proponent of free markets, was awarded the 1976 Nobel Prize for Economics. He's the most notable for his work on consumption analysis, monetary history and theory, and stabilisation policy.

Professor Friedman was a past president of the American Economic Association, the Western Economic Association, and the Mont Pelerin Society, a member of the American Philosophical Society and of the National Academy of Sciences

1912 - was born in 1912 to Jewish immigrants in New York City, attended Rutgers University, where he earned his B.A. at the age of twenty

1937 - 1981 - a member of the research staff of the National Bureau of Economic Research

1946-1976 - as Professor Emeritus of Economics taught at the University of Chicago

1951 - won one of the economics profession's highest honors — the John Bates Clark Medal for most accomplished economist under age 40

1957 - his book "A Theory of the Consumption Function" questioned the Keynesian argument that people consume based on their current income and developed the permanent income hypothesis

1962 - wrote a book "Capitalism and Freedom" offered a compelling and accessible defense of the free society

1963 - wrote with A. J. Schwartz a book "A Monetary History of the United States"

1967 - made highly influential presidential address to the American Economic Association, "The Role of Monetary Policy," where he explained how and why monetary policy mattered — but only in the short run

1969 - published his book "The Optimum Quantity of Money and Other Essays"

1970 - wrote a book "Monetary Statistics of the United States"

1981 - a member of President Reagan's Economic Policy Advisory Board, a group of experts outside the government

1982- published his book "Monetary Trends in the United States and the United Kingdom"

2006 - died

Friedman has been described by The Economist as "the most influential economist of the second half of the 20th century...possibly of all of it".

He was the very model of a careful thinker, a first-rate scholar, and a clear communicator.

He studied consumption, money, stabilization policy and unemployment. The researcher popularized many economic ideas that are still important today.

Friedman's first big breakthrough in the field of economics was his Theory of the Consumption Function - the idea that a person's consumption and savings

decisions are more greatly impacted by permanent changes to income, rather than changes to income that are perceived as ephemeral.

Although much of his trailblazing work was done on price theory—the theory that explains how prices are determined in individual markets—Friedman is popularly recognized for monetarism. Defying Keynes and most of the academic establishment of the time, Friedman presented evidence to resurrect the quantity theory of money—the idea that the price level depends on the money supply.

In his book *A Monetary History of the United States, 1867-1960*, Friedman showed the role of monetary policy in creating and, arguably, worsening the Great Depression.

**Adapted from:**

<https://www.cato.org>

<https://www.forbes.com>

<https://www.econlib.org>

<https://www.nobelprize.org>

<https://www.aier.org>

<https://www.essentialsscholars.org>

<https://www.investopedia.com>

**Words**

consumption

stabilization policy

breakthrough

ephemeral

trailblazing

quantity theory of money

**Questions**

Who was Milton Friedman?

What economic areas did he study?

What theories did he write about?

What are the most known books written by Friedman do you know?

Did he take part in political and government committees?

What awards did he receive?

### **Warren Buffett (1930–)**

**Warren Buffett is a famous person among the most successful trade masters and investors of the 20th century, he is ranked within top 10 of the world's richest people.**

1930 - was born in Omaha, Nebraska, the USA

1947 - enrolled at the Wharton School of the University of Pennsylvania , then he shifted to University of Nebraska–Lincoln from where he graduated with a Bachelor of Science in business administration

1951 - attended Columbia Business School and earned a Master of Science in economics

1951-1954 - worked at his father's company, Buffett-Falk & Co. as an investment salesman

1954 - was appointed at a starting salary of \$12,000 a year at Benjamin Graham's partnership

1956 - formed Buffett Partnership Ltd. And started operating several partnerships

1962 - became a millionaire as a result of his earnings from all his partnerships.

1960s - took over the control of the company and shifted the business from textile into the insurance sector

1987 - Berkshire Hathaway purchased a 12% stake in Salomon Inc. and he became its largest shareholder; Buffett became its director.

1988 - began buying stocks in Coca-Cola Company and eventually purchasing up to 7% of the company for \$1.02 billion. It would prove to be one of Berkshire's best ever investments

1990-1991 - a scandal when the CEO of Salomon Brothers left the company Buffett took over as chairman till the crisis passed

2002 - entered in \$11 billion worth of forward contracts to deliver U.S. dollars against other currencies and had earned over \$2 billion by April 2006

2006 - made an announcement that he would be gradually giving away 85% of his Berkshire holdings to five foundations, the largest contribution of which would go to the Bill and Melinda Gates Foundation.

He became the richest person in the world in 2008 with a total net worth estimated at \$62 billion by Forbes, overtaking Bill Gates who had been the No.1 on Forbes list for the past 13 years. The very next year, Gates regained the first position and Buffett moved to second place

He is one of the world's wealthiest people and very influential philanthropists of our times. He is the chairman, CEO and the largest shareholder of Berkshire Hathaway, a multinational conglomerate holding company headquartered in Omaha. He is much respected for frugality and adherence to ethical principles when it comes to successful business management. His financial abilities were demonstrated from his early years when he sold candies and soft drinks. As a teenager he began investing. He started his career as a stock broker. He developed his own investment principles which helped him acquire a lot of wealth. He is engaged in charity so he is known as a notable philanthropist.

**Adopted from:**

<https://www.biography.com>

[thefamouspeople.com](http://thefamouspeople.com)

**Words**

to enroll

to shift

to purchase up

to give away

to regain

influential

frugality

adherence

**Questions:**

Tell the main facts about Baffett?

What are his rules in business?

Where did he study?

What ideas did he use to improve his professional knowledge?

Are the investment methods in Berkshire Hathaway different to the investment method for his personal investments? If so why?

## **Additional tasks**

### **Independent work**

#### **Text 1 7 things about The UK economy**

Britain's economic recovery appears to be well under way but, with growth apparently secured and the outlook bright, the focus has shifted to the nature of the recovery.

Here are the key points:

**1. There has been a marked postwar shift in economic power from manufacturing to services.** In 1948, British industry (including manufacturing, oil and gas extraction, and utilities) accounted for 41% of the British economy. By 2013, it was just 14%.

At the same time the services sector's share of the economy has risen from 46% to 79%. Construction, meanwhile, has remained stable at about 6% of GDP, and the role of agriculture has dwindled from 6% to 1% over the postwar years.

**2. The changing makeup of the UK economy is roughly in line with other major economies (but manufacturing has declined most rapidly in the UK).** All G7 economies (UK, US, Canada, Germany, France, Italy and Japan) have seen roughly the same change in composition as the UK, with a gradual decline in production and manufacturing as a proportion of GDP. The UK and France are at the bottom of the pack, with just 10% of their economies attributable to manufacturing. Germany comes out on top at 22%, followed by Japan at 19%.

"The UK manufacturing industry has declined at the fastest pace of the G7 economies; resulting in the UK moving from having one of the largest shares in 1948 to the lowest in 2012," the ONS notes.

**3. Britain's financial services sector grew rapidly between 2006 and 2009.** The UK economy has long been a dominant player in financial services, along with the US, but growth in the sector between 2006 and 2009 was particularly rapid. By 2009, the sector accounted for 10% of UK GDP, the

highest of all G7 economies. The second highest was Canada at 6.7%, and the lowest was Germany at 3.9%. The dominance of the sector in Britain meant it was hit harder by the financial crash. Its share of the economy fell by 2.9 percentage points, while it remained roughly stable in other major economies. Output in the UK financial services sector is still 13.6% below pre-crisis levels according to the latest ONS data.

**4. Financial services are a key part of UK exports.** Britain has the highest ratio of services exports to GDP in the G7, at 13%. It also has the biggest share of financial services exports by some way, at 29% in 2012. The second is the US at 15%, with Japan exporting the least at 3%.

**5. Britain's export performance improved during the downturn and subsequent recovery.** Net trade – exports minus imports – was a drag on UK growth between 1997 and 2007, but that trend was reversed during the downturn and subsequently as the economy recovers, partly as a sharp fall in the pound between 2007 and 2009 made UK goods cheaper abroad.

**6. Britain spends less on investment than any other G7 economy.** The UK spent 15% of GDP on investment in 2013, just behind Germany and Italy (in 2012) on 17% while at the opposite end of the scale France spent 25% and Canada 22%.

"The UK economy is yet to see the strong recovery in fixed investment that is necessary for sustained GDP growth – with the level of investment 16.2% lower in 2013 when compared with 2008," the ONS notes.

**7. UK household spending suffered the biggest fall in the G7 in 2008-09.** Household spending in Britain fell 5.7% between the first quarter of 2008 and the third quarter of 2009. The ONS challenges the assumption that the UK recovery has been particularly reliant on consumer spending.

"Despite it being widely reported that the UK economic recovery has been dominated by household consumption, the sector only recovered the output lost in the economic downturn in 2013, while all other G7 economies, with the exception of Italy, passed this milestone much earlier."

Household spending has picked up over the last year, however, rising 2.2% between the fourth quarter of 2012 and the fourth quarter of 2013.

Adopted from : [theguardian.com](http://theguardian.com)

### ***Task 1***

Read, write down the new words and phrases, then note down the key points and explain briefly the meaning of each one.

### ***Task 2***

Find an article devoted to the similar things in Ukrainian economy, write down the key points and discuss them with the classmates.

### ***Text 2 United States economic outlook: 2020 vs 2021***

The United States economy contracted 3.5% in 2020, the worst contraction since World War II, but is expected to grow an estimated 6.5% in 2021, the fastest pace in three decades. The projections are supported by a pickup in vaccination rates, which are powering consumer spending and allowing businesses restrictions to be relaxed, and by federal-stimulus funds that have been flowing through the economy in the early months of 2021.

The United States economy lost 9.4 million jobs in 2020, and the unemployment rate was at 6.7% at the end of December

The job market now seems to be on its way to recovery, however. In March 2021, 916,000 jobs were added and the unemployment rate fell to 6%. Hiring was stronger in some sectors that had been hit hardest by the pandemic recession.

While almost 1 million jobs were created in March 2021, the number of unemployed 27 weeks or longer increased to 4.2 million from 4.1 million in February, according to the U.S. Bureau of Labor Statistics. One year after the pandemic started, there are still 8.4 million fewer jobs in the United States economy.

Information from ["http://www.cepal.org"](http://www.cepal.org)

### ***Task 1***

Read and translate the article, write down the new words

***Task 2***

Find the information about the Ukrainian economy and write the main points using the words from the article

## Довідково-інформаційні дані

### Passive Voice

<b>Tense</b>	<b>Active voice</b>	<b>Passive voice</b>	<b>Active sentence</b>	<b>Passive equivalent</b>
Simple present	keep	is kept	I keep the butter in the fridge.	The butter is kept in the fridge.
Present continuous	is keeping	is being kept	John is keeping my house tidy.	My house is being kept tidy.
Simple past	kept	was kept	Mary kept her schedule meticulously.	Mary's schedule was kept meticulously.
Past continuous	was keeping	was being kept	The theater was keeping a seat for you.	A seat was being kept for you.
Present perfect	have kept	have been kept	I have kept all your old letters.	All your old letters have been kept.
Past perfect	had kept	had been kept	He had kept up his training regimen for a month.	His training regimen had been kept up for a month.
Simple Future	will keep	will be kept	Mark will keep the ficus.	The ficus will be kept.
Conditional Present	would keep	would be kept	If you told me, I would keep your secret.	If you told me, your secret would be kept.
Conditional Past	would have kept	would have been kept	I would have kept your bicycle here if you had left it with me.	Your bicycle would have been kept here if you had left it with me.
Present Infinitive	to keep	to be kept	She wants to keep the book.	The book wants to be kept.
Perfect Infinitive	to have kept	to have been kept	Judy was happy to have kept the puppy.	The puppy was happy to have been kept.
Present	keeping	being kept	I have a feeling that you	I have a feeling that a

<b>Tense</b>	<b>Active voice</b>	<b>Passive voice</b>	<b>Active sentence</b>	<b>Passive equivalent</b>
Participle & Gerund			may be keeping a secret.	secret may be being kept.
Perfect Participle	having kept	having been kept	Having kept the bird in a cage for so long, Jade wasn't sure it could survive in the wild.	The bird, having been kept in a cage for so long, might not survive in the wild.

### **Have something done**

present simple	He <b>fixes</b> the tap.	He <b>has the tap fixed.</b>
present continuous	He <b>is fixing</b> the tap.	He <b>is having the tap fixed.</b>
past simple	He <b>fixed</b> the tap.	He <b>had the tap fixed.</b>
past continuous	He <b>was fixing</b> the tap.	He <b>was having the tap fixed.</b>
future simple	He <b>will fix</b> the tap.	He <b>will have the tap fixed.</b>
future continuous	He <b>will be fixing</b> the tap.	He <b>will be having the tap fixed.</b>
present perfect	He <b>has fixed</b> the tap.	He <b>has had the tap fixed.</b>
present perfect cont.	He <b>has been fixing</b> the tap.	He <b>has been having the tap fixed.</b>
past perfect	He <b>had fixed</b> the tap.	He <b>had had fixed the tap.</b>
past perfect cont.	He <b>had been fixing</b> the tap.	He <b>had been having the tap fixed.</b>
infinitive	He must <b>fix</b> the tap.	He must <b>have the tap fixed.</b>
-ing form	It's no use <b>fixing</b> the tap.	It's no use <b>having the tap fixed.</b>

## Modals

Form	Meaning/Function	Present/Future	Past
be able to	general ability	<i>I am not able to help you at the moment.</i> <i>I will probably be able to get there by nine.</i>	<i>I was able to swim when I was 5.</i>
	"manage to"		<i>Although the current was strong, I was able to swim to the other bank.</i>
be allowed to	general permission	<i>Are we allowed to smoke in this restaurant?</i> <b>Will</b> <i>journalists be allowed to ask questions?</i>	
	permission + action performed		<i>Although I was underage, I was allowed to enter the race.</i>
be bound to	probability, certainty	<i>Kevin is stuck in a traffic jam, so he is bound to be late.</i>	
be due to	arrangements	<i>The film is due to start at 8 pm.</i>	<i>Negotiations were due to take place later that week.</i>
be going to	prediction	<i>My sister is going to have a baby.</i>	<i>The sky was dark; it was going to rain.</i>
	intention	<i>Do you think Sam's going to apply for the job?</i>	<i>I was going to call you, but my battery died.</i>
be likely to	probability	<i>Smokers are more likely to develop lung cancer compared to non-smokers.</i>	<i>He knew that he was likely to be promoted.</i>
be likely that	probability	<i>It is likely that he will win the race.</i>	<i>It was likely that Mrs Hancock would become president.</i>
be to	arrangements + action performed		<i>Mr Jones was to speak at the meeting.</i>
	arrangements + action not performed		<i>Mr Jones was to have spoken at the meeting, but he had to cancel because of his illness.</i>
	obligation	<i>What am I to do?</i>	
	official arrangements	<i>The Prime Minister is to visit India next month.</i>	
	official orders	<i>At the end of the course, all students are to take a written exam.</i>	
	prohibition	<i>You are not to do that again!</i>	
can	ability	<i>Tom can play the piano.</i> <i>If you ask him, he can probably help you.</i>	
	criticism	<i>You can be really annoying, you know!</i>	

	offers	<i>Can I <b>help</b> you?</i>	
	permission	<i>You <b>can borrow</b> my car if you want. <b>Can I use</b> your phone? Students <b>can choose</b> any topic for their project.</i>	
	possibility	<i>Winters in Minnesota <b>can be</b> really cold.</i>	
	requests	<i>Can you <b>lend</b> me \$10? <b>Can I borrow</b> your car?</i>	
<b>can't</b>	ability	<i>We <b>can't enter</b> this street because it's blocked.</i>	
	deduction	<i>It's only 10 o'clock. He <b>can't be</b> at home.</i>	<i>It <b>can't have been</b> Carla you saw this morning. She is away on holiday.</i>
	prohibition	<i>I'm sorry, but you <b>can't stay</b> here. We <b>can't eat</b> in the library.</i>	
<b>could</b>	ability		<i>I <b>could see</b> him through the window.</i>
	criticism	<i>George <b>could really help</b> you!</i>	<i>George <b>could really have helped</b> you!</i>
	uncertainty		<i>We haven't heard from him for 10 years. He <b>could have died</b>.</i>
	possibility	<i>You <b>could be</b> right.</i>	<i>I <b>could have caught</b> the bus if I had hurried.</i>
	requests	<i>Could you <b>tell</b> me where the train station is?</i>	
	general permission		<i>When I was a child, I <b>could do</b> basically anything that I wanted to do.</i>
	asking for permission	<i>Could I <b>have</b> a glass of water?</i>	
	offers	<i>I <b>could give</b> you a lift.</i>	
	suggestions	<i>You <b>could talk</b> to your parents and ask them.</i>	
<b>couldn't</b>	possibility	<i>The food is delicious and the staff <b>couldn't be</b> more polite.</i>	<i>It was a great year, and I <b>couldn't have been</b> happier.</i>
	deduction	<i>It's only 10 o'clock. He <b>couldn't be</b> at home.</i>	<i>It <b>couldn't have been</b> Carla you saw this morning. She is away on holiday.</i>
	ability		<i>She <b>couldn't speak</b> German then. I <b>couldn't walk</b> any further.</i>
<b>dare</b>	"have the courage to do something"	<i>How <b>dare</b> she <b>criticise</b> us? I <b>daren't think</b> how many victims there are.</i>	
<b>dare (to)</b>		<i>Do you <b>dare (to)</b> tell him what</i>	<i>He <b>didn't dare (to)</b> look back.</i>

		<i>happened to his bike?</i> <b>Don't you dare interrupt me!</b> <b>Who dares (to) argue with me?</b>	
<b>had better</b>	advice	<i>We'd better leave soon.</i>	
<b>have to</b>	necessity, obligation	<i>I have to get to work by 9 every day.</i> <i>You don't have to answer that question.</i> <b>Do you have to wear a uniform at your school?</b>	<i>We had to start all over again.</i> <i>I didn't have to wait long.</i> <b>What did you have to do that for?</b>
<b>have got to</b>	necessity, obligation	<i>I've got to be home soon.</i> <b>You haven't got to go already, have you?</b> <b>Has he got to pay in advance?</b>	
<b>may</b>	possibility, uncertainty	<i>You should ask him. He may know Susan's telephone number.</i>	<i>I may have told you this before.</i>
	permission	<i>Children may use the pool with adult supervision.</i> <b>May I start my presentation?</b>	
	offers	<i>May I carry your suitcase, Madam?</i>	
<b>may not</b>	prohibition	<i>Non-committee members may not vote on committee issues.</i>	
	possibility, uncertainty	<i>You should introduce yourself; he may not remember you.</i>	<i>I had better call Anne. She may not have read my e-mail.</i>
<b>might</b>	suggestions	<i>You might consider taking up meditation.</i> <i>I thought you might want to read this.</i> <b>You might just as well order it on the internet.</b>	
	permission	<i>Might I ask you a question?</i>	
	criticism	<i>You might be more polite.</i>	<i>You might have told me you weren't coming!</i>
	possibility, uncertainty	<i>I might see you later.</i>	<i>I should call Anne. She might not have read my e-mail.</i>
<b>must</b>	deduction	<i>That child is really talented. His parents must be proud of him.</i>	<i>That dress looks expensive. It must have cost a fortune.</i>
	obligation	<i>I really must give up smoking.</i> <b>You must keep this secret.</b>	
<b>mustn't</b>	prohibition	<i>You mustn't touch that Ming vase.</i>	
<b>need</b>	necessity, obligation	<i>You needn't worry about that.</i> <b>You need only just ask.</b> <b>Need you make so much noise?</b>	<i>We needn't have bought any milk. We still have plenty at home.</i>
<b>need to</b>	necessity, obligation	<i>Do you have a minute? I need to talk to you about something.</i> <b>I don't need to be told that I</b>	<i>I needed to have my hair cut.</i> <b>Why did they need to change the lock?</b>

		<i>should lose weight.</i> <b>Do you need to use the hairdryer?</b> <i>If you want good results, you <b>will need to work harder.</b></i>	We <b>didn't need to buy</b> any milk. We had plenty at home.
<b>ought to</b>	advice	<i>You <b>ought to thank</b> her.</i>	
	obligation	<i>We <b>ought to protect</b> the environment.</i>	<i>You <b>ought to have told</b> me earlier. Why didn't you tell me?</i>
	assumption	<i>Anne <b>ought to be</b> at home by now.</i>	
<b>shall</b>	formal rules and regulations, commands	<i>Visitors <b>shall be</b> accompanied at all times by a security guard.</i> <i>You <b>shall not kill.</b></i>	
	offers	<i>Shall I <b>copy</b> this document for you?</i>	
	suggestions	<i>Shall we <b>throw</b> a party sometime next week?</i>	
<b>should</b>	advice	<i>You <b>should smoke</b> less.</i>	
	surprise	<i>I'm sorry that he <b>should feel</b> that way.</i>	<i>It's surprising that she <b>should have said</b> that.</i>
	criticism	<i>You <b>shouldn't be sitting</b> here just doing nothing!</i>	<i>I <b>should have booked</b> a table in advance.</i>
	obligation	<i>I think you <b>should leave.</b></i>	<i>You <b>should have consulted</b> a doctor.</i>
	assumption	<i>I <b>should get back</b> before 9. I have never tried setting up a website, but it <b>shouldn't be</b> too difficult.</i>	<i>The plane <b>should have landed</b> by now.</i>
	suggestions	<i>Shouldn't we <b>have</b> a pizza instead?</i>	
<b>used to</b>	past habits and states		<i>On Sundays, my parents <b>used to take</b> me to dance school. I <b>didn't use to like</b> dancing in those days.</i>
<b>will</b>	willingness	<i>I <b>will take</b> you to the airport. I have nothing to do tomorrow. If you <b>will wait</b> for a moment, I'll see if Mr Hawking is available.</i>	
	requests	<i>Will you <b>turn off</b> your mobile phone, please?</i>	
	assumption	<i>"The phone's ringing." "That'll be for me." There's no point in speaking louder. He <b>won't understand.</b></i>	<i>Some of you <b>will have met</b> me before.</i>
	habits	<i>A friend <b>will always help</b> you.</i>	
	prediction	<i>If you ask him, he'll probably <b>give</b> you a lift. Salty water <b>will freeze</b> at a lower temperature than pure water.</i>	
	intentions	<i>Come on, I'll <b>help</b> you with those</i>	

	(spontaneous offers, promises, decisions)	<i>bags.</i> <i>I <b>will</b> always love you.</i> <i>I'll <b>have</b> a wiener schnitzel.</i>	
<b>won't</b>	unwillingness, refusal	<i>My bank <b>won't</b> allow me to make international transactions.</i> <i>Greg just <b>won't</b> answer the phone.</i> <i>The door <b>won't</b> open.</i>	
<b>would</b>	requests	<i>Would you <b>open</b> the door for me?</i> <i><b>Would</b> you <b>mind</b> stepping outside for a moment?</i>	
	annoying habits	<i>Tom <b>would do</b> something like that, wouldn't he? It's so typical of him!</i>	
	habitual, repeated actions		<i>From time to time, he <b>would call</b> her to ask if she wanted to meet for lunch.</i>
	unreal situations	<i>It <b>would be</b> nice to live by the sea.</i> <i>It <b>would be</b> great to go hiking in the Appalachians again.</i> <i>I <b>would help</b> you if you asked me to.</i>	<i>It <b>would have been</b> wonderful to meet you in person.</i> <i>I <b>would have helped</b> you if you had asked me to.</i>
<b>wouldn't</b>	unwillingness		<i>I took the phone back to the shop, but they <b>wouldn't</b> give me a replacement.</i> <i>Try as I might, the door <b>wouldn't</b> open.</i>

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2. [www.pearsonlongman.com](http://www.pearsonlongman.com)
3. [www.cambridge.org](http://www.cambridge.org)
4. <http://www.bbc.co.uk/worldservice/learningenglish/>
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6. Index of Economic Freedom: Promoting Economic Opportunity and Prosperity by Country

Навчальне видання

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