

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ «ЧЕРНІГІВСЬКА ПОЛІТЕХНІКА»**

**Кафедра іноземних мов професійного спрямування**

**ENGLISH FOR BUSINESS MARKETING AND INTERNET  
COMMUNICATION**

Методичні вказівки

з навчальної дисципліни «Іноземна мова» (англійська)  
для практичних занять та самостійної роботи  
студентів спеціальності 075 «Маркетинг»  
ступіня вищої освіти «бакалавр»  
(частина1)

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English for business marketing and Internet communication: методичні вказівки з навчальної дисципліни «Іноземна мова» (англійська) для практичних занять та самостійної роботи студентів спеціальності 075 «Маркетинг» ступеня вищої освіти «бакалавр» (частина 1) / Укл.: О. В. Ніколаєнко, Т. О. Ушата, Н.М. Лашук Чернігів: НУ «Чернігівська політехніка», 2021. 83 с.

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## Вступ

Методичні вказівки з англійської мови **English for business marketing and internet communication** призначені для практичних занять та самостійної роботи студентів спеціальності *075 Маркетинг* ступіня вищої освіти «бакалавр».

Методичні вказівки укладено за вимогами модульно-рейтингової системи навчання й відповідно до навчальних програм і планів. Методичні вказівки (частина 1) включають чотири модуля, що містять різноманітні завдання для формування професійної комунікативної компетенції, вправи для розвитку та вдосконалення граматичних і лексичних навичок, ділові ігри, творчі завдання.

Післятекстові лексичні вправи дозволяють оволодіти професійною лексикою на рівні, необхідному для здійснення професійної іншомовної комунікації. Для розвитку мовленнєвих умінь студентів-маркетологів використовуються автентичні матеріали та спеціально розроблені завдання різного рівня складності (множинний вибір, вибір правильних і неправильних тверджень, заповнення пропусків, вибір заголовків до частин тексту із запропонованих, доповнення та завершення речень тощо).

Методичні вказівки розраховані на студентів, які володіють базовою граматиною англійської мови.

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## Module 1

### THE NATURE AND DEFINITIONS OF MARKETING

#### **Lead-in discussion:**

#### **Key Definitions:**

1. Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably (*the UK Chartered Institute of Marketing*).
2. Marketing consists of individual and organizational activities that facilitate and expedite satisfying exchange relationships in a dynamic environment through the creation, servicing, distribution, promotion and pricing of goods, services and ideas (*American Marketing Association*).
3. The aim of marketing is to make selling superfluous. The aim is to know and to understand the customer so well that the product or service fits him/her and sells itself (*Peter Drucker*).
4. Marketing is a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others (*Philip Kotler*).
5. Marketing is too important to be left to the marketing department (*David Packard*).
6. In a truly great marketing organisation you can't tell who is in the marketing department. Everyone in the organisation has to make decisions based on the impact on the consumer (*Stephen Burnett*).
7. Marketing is the performance of business activities that direct the flow of goods and services from producer to consumer.
8. Marketing is getting the right goods and services to the right place at the right price with the right communication and promotion.
9. Marketing is the creation and delivery of a standard of living.

#### **Task 1. Read the text and translate the underlined phrases:**

How does your day begin? Many Americans rush to their Braun coffee maker to make their Folgers coffee. They then have Carnation Instant Breakfast, a Thomas' English Muffin, or some Nature Valley Granola for breakfast. They might hop into the shower and wash with Dial Soap and shampoo their hair with Head and Shoulders. They brush with Crest and splash on some Old Spice. They slide into their Reeboks as they run for the Toyota. Each day is filled consuming products made available by an extremely sophisticated and efficient marketing infrastructure.

Marketing is a powerful force in our society. Marketing is everywhere. You see it. You hear it. You wear it. Everywhere you go, you are exposed to some marketing message. Even church bulletins carry advertisements for florists and funeral parlours. If a site is a gathering spot for consumers, it is a potential target for a marketer who is looking for a unique means of reaching a target market.

Intensive marketing efforts are not limited to the United States. Marketing is an international activity as well. “Big Mac” means hamburger now in at least nine languages. Marketing is responsible for creating demand, products, and jobs in many fields such as research and development, transportation, advertising, and retailing. And marketing satisfies consumers, which in turn increases their standards of living.

Each and every person in the world is a target for some marketer. After all, everyone eats, shops, and dreams of owning something of particular value to them. In their everyday lives people continuously interact with marketers and even perform the role of marketer at times. You are marketing clothing and shoes for Nike whenever you wear their products flashing the company name. You are marketing yourself when you send out your resume to a potential employer. Marketing is an exciting, dynamic field, a subject worth studying for several reasons. Each of us also pays for marketing – when we buy a product, part of the money we spend covers the advertising, promotional, packaging, and research costs for the item.

Someone is always trying to sell us something, so we need to recognize the methods they use. Students also need to know marketing in their roles as consumers and citizens. When students enter the job market, they must do “marketing research” to find the best opportunities and the best ways to “market themselves” to prospective employers. Many will start their careers with marketing job in sales forces, in retailing, in advertising, in research, or in one of a dozen other marketing areas. And finally, marketing is a major force in our society responsible for the quality of life we enjoy and the satisfaction we receive.

Most people, if asked, would say that marketing is just selling or advertising. Given the number of commercials on television, in magazines and newspapers and all the signs and offers in and around the shops this is not surprising. However, advertising and selling are only the top of the marketing iceberg. Marketing includes selling and advertising activities, but it is much more. Marketing must not be understood as salesmanship which means manufacturing something and making another person want it. Marketing is the art of finding out what the other person wants, then manufacturing it for him. There are many definitions of marketing, most of them leave something to be desired.

**Task 2. WORK IN PAIRS. Comprehension questions on marketing definitions:**

1. Which statement suggests that everybody in a company is a marketer?
2. Which statement completely discounts the importance of selling?
3. Which statement emphasises the role of product, price, place and promotion (4Ps)?
4. Which statement sees marketing more in a sociological role?
5. Which statement sees marketing as activities that direct the flow of goods and services from producer to consumer.
6. Which definition of marketing do you like most? Why?
7. What would be your own definition of marketing?

**Task 3. Give the English equivalents for:**

роздрібна торгівля  
 виконувати роль  
 виробництво  
 потенційна ціль для маркетолога  
 задовольняти клієнтів  
 верхівка айсбергу  
 містити рекламні оголошення  
 подавати самих себе

потужна сила  
 рівень життя  
 варто вивчати  
 розпочати працювати  
 унікальний спосіб (досягти чогось)  
 взаємодіяти з маркетологами  
 покривати витрати  
 створення попиту, товарів та робочих  
 місць

**Task 4. Decide whether the following statements are true or false:**

1. Advertising is a part of marketing.
2. Selling is the most important function of marketing.
3. Marketing means manufacturing something and making another person want it.
4. The marketing department creates customer satisfaction by itself.
5. Satisfying customer needs is a key to success.
6. Marketing is used only by producers.
7. The basic concept of marketing is essential to all types of organizations.
8. Everyone must know the methods used in marketing.
9. Students need to know marketing in their roles as consumers and citizens.
10. Think of your own true or false statements using the text.

**Task 5. Make a list of two-word partnerships (verb + keyword) and three-word partnerships (verb + adjective/ noun + keyword). Use them in sentences of your own.**

**For example:** to monopolize a new market

capture create play target fish  
 food meat new monopolize flood  
 research analyse buyer's seize domestic free oil  
 flea growing enter **MARKET** overseas stock active  
 depress strong weak capture  
 falling (bear) break into study commodities steady  
 seller's rising (bull) sluggish open-air

**Task 6. Find 12 useful words connected with marketing. Read vertically, horizontally or diagonally:**

A	Q	P	R	I	C	E	M	P	A	L	N
C	U	S	T	O	M	E	R	N	P	O	Q
S	A	A	M	A	R	K	E	T	I	N	G

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

**Task 7. Match the definitions with the eight basic marketing functions:**

- |  |   |
|--|---|
| <p><b>1. buying function</b></p> <p><b>2. selling function</b></p> <p><b>3. transportation</b> (facilitating function)</p> <p><b>4. storage</b> (facilitating function)</p> <p><b>5. grading</b> (facilitating function)</p> <p><b>6. financing</b> (facilitating function)</p> <p><b>7. risk taking</b> (facilitating function)</p> <p><b>8. developing marketing information</b> (facilitating function)</p> | <p>a) <b>this important function helps reduce risk by providing the marketing manager with intelligence required to make better decisions</b></p> <p>b) <b>the firm assumes a number of troubles associated with buying, selling, storing and financing products</b></p> <p>c) <b>products are sorted into different quality and quantity categories for more efficient storage and display</b></p> <p>d) <b>arrangements are made for the firm to pay supplies and for customers to pay the firm for purchased products and services</b></p> <p>e) <b>products must be in inventory until they are purchased</b></p> <p>f) <b>products must be delivered from producer to buyer</b></p> <p>g) <b>searching for and obtaining products that will prove attractive to prospective customers</b></p> <p>h) <b>prospective customers must be</b></p> |
|--|---|



**informed and persuaded to purchase these products**

**Task 8. Complete the sentences with the following:**

*superfluous, needs, tools, advertising, sells itself, selling, commercials, place, salesmanship product, price, profit*

- Many people mistakenly think of marketing as (1 ...) and (2 ...). Given the number of (3 ...) on television, this is not surprising. However, they are only two of several marketing (4 ...), and not necessarily the most important ones.
- Marketing must not be understood as (5 ...) which means manufacturing something and making another person want it. The aim of marketing is to make selling (6 ...).
- The aim is to know and understand the customers so well that the product or service fits him and (7 ...).
- Marketing is concerned with getting the right (8 ...) to the right (9 ...) at the right (10 ...).
- Marketing is about meeting consumer (11 ...) at a (12 ...).

**Task 9. Task 10. The process of exchange is illustrated below when a fan attends a concert of a popular performer.**



**Consider other examples using the same chart when an exchange process occurs between:**

- sellers and buyers*
- a nominee and his supporters*
- a business client and its advertising agency*

## Module 2

### ORGANISATIONS: MARKETING INFORMATION AND MARKETING RESEARCH

#### Task 1. Read the text and translate the underlined phrases.

Marketing research and marketing information systems are crucial to the success of modern companies. They provide the information that links marketers with their customers, and the background needed to make effective decisions on a wide range of issues. The purpose of a well designed marketing information system is to provide marketers with the right type and the right amount of needed information. This process begins with assessing information needs by interviewing marketing managers and surveying their decision environment to determine what information is desired, needed, and feasible to offer. The managers running the marketing information system next develop information and assist marketers in using it more effectively. Internal records such as sales reports, product costs, inventories and account information can be inexpensive to obtain and very valuable. This information must usually be summarised and adapted to provide meaningful input for marketing decisions, however.

The marketing intelligence system also provides executives with up-to-date information about developments in the external marketing environment. This intelligence may come from sources with a relationship to the company such as employees, customers, suppliers, or resellers. Intelligence may also come from more public sources such as competitor actions, published reports, advertising, or other activities in the environment.

There are four steps in the market research process: firstly defining the problem and the research objectives, secondly developing the research plan, then implementing the plan, and finally interpreting and presenting the findings. Defining the problem and research objectives is often the hardest step in the research process. The manager may know that something is wrong, but not the specific causes. For example, managers of a discount retail chain store hastily decided that failing sales were caused by poor advertising. When the research showed that the current advertising was reaching the right people with the right message, the managers were puzzled. It turned out that the stores themselves were not providing what the advertising promised.

When the problem was carefully defined, the research objectives must be set. The research may be exploratory – in order to gather information to better define the problem. It may be descriptive – in order to describe market potential, customer attitudes, etc. Sometimes, it may be causal – to test hypotheses about cause and effect relationships: for example, would a ten per cent decrease in price lead to significantly higher sales or not?

The second step involves developing a plan for collecting the information. The information may be available in the form of secondary data – i.e. it already exists somewhere or it needs to be collected specifically for this project – primary data.

Primary data collection calls for decisions about the research approaches, contact methods, sampling plan and research instruments.

There are three main research approaches: the observational approach involves gathering information by observing relevant people, actions and situations. For example, a museum checks the popularity of certain exhibits by noting the floor wear around them. This approach is most suited where the objective is exploratory. For descriptive research, surveys are best suited. These can be structured using formal lists of questions asked of all respondents in the same way or unstructured where the interview is guided by the respondent's answers. Finally for causal research, an experimental approach is most effective. Experiments involve selecting matched groups of subjects, giving them different treatments, controlling unrelated factors and checking for differences in group responses. Information can be gathered either by mail, telephone, or personal interview.

Another decision which has to be made concerns the sampling plan. There are three variables here: firstly the sample unit, i.e. who is to be sampled? Secondly, the sample size, i.e. how many should be surveyed? Thirdly, the sampling procedure, how should the people be chosen: at random, at convenience, on the basis of pre-judgement? Finally, in developing the research plan, a choice must be made in terms of the research instruments. The most common is the questionnaire. In preparing the questionnaire, the market researcher must decide what questions to ask, the form of the questions (open/closed, multiple choice), the wording of the questions and their ordering.

Once all these decisions have been made concerning the research plan, the researcher must then put it into action. The implementation phase is generally the most expensive and the most subject to error. The fieldwork must be monitored closely to make sure the plan is correctly implemented. The last phase is the interpretation and reporting. The researcher should try not to overwhelm managers with statistics, but to present the major findings that are useful in the decisions faced by the management.

**Task 2. WORK IN PAIRS. Ask your partner all types of questions to the text including indirect questions.**

**Task 3. Give English equivalents for:**

маркетингова інформаційна система, мати вирішальне значення для успіху, розробляти та втілювати план, процедура виборки, пошукові, описові та причинно-наслідкові дослідження, описати проблему, мета дослідження, ухвалювати рішення, підготувати опитування, піддаватися впливу, одиниця виборки, збирати інформацію

**Task 4. Decide whether the following statements are true or false:**

1. The research objectives must be set, when the problem was carefully defined.
2. Marketing research is not crucial to the success of all modern companies.
3. Marketing information system links marketers with their customers.
4. If all the decisions concerning the research plan have been made properly, then the implementation phase is generally less subject to error.
5. To be well understood the researcher should try to provide managers with all statistics.
6. The research may be exploratory, descriptive, or causal.
7. There are three variables in terms of the research instruments i.e. the sample unit, the sample size, and the sampling procedure.

**Task 5. Make a list of two word partnerships (verb + keyword) and three word partnerships (verb + adjective/ noun + keyword).**

**For example:** *to do descriptive research*

conduct	causal	advanced	desk	customer
detailed	pursue		exploratory	do
descriptive		<b>RESEARCH</b>	observation	
market	marketing	primary	secondary	quantitative

**Task 6. Use the definitions to help you rearrange the letters to find words connected with market research.**

1. A study of what people think or what they do. (yesvur)
2. A person who finds out information from the public in order to discover what they want or can afford to buy. (kemrat charseerer)
3. A set of questions to find out people's opinions on particular issues, often used in studies of political opinion and preference. (lolp)
4. Something that is given away free to make the customer aware of the product. (plesma)
5. A set of questions designed to find out what people think about a product or service. (teronequinsia)
6. Information collected from research. The researcher then analyses the information before making conclusions. (atad)
7. Subjectivity or personal preferences in how one collects information or analyses the results of a survey. (saib)
8. The person who is asked questions or is studied in market research. (justceb)
9. Another name for the person who answers questions in market research, often by returning a completed questionnaire. (pestendron)
10. A statistically selected sampling of people representing a specific population. (nalpe)

**Task 7. Match each word on the left with an appropriate word on the right to make a phrase common in market research.**

1. closed
2. random
3. biased
4. computer
5. clinical
6. consumer
7. personal
8. total
9. quota
10. research

- a. analysis
- b. population
- c. trial
- d. brief
- e. awareness
- f. sampling
- g. interview
- h. sample
- i. question
- j. survey

**Task 8. Match the definitions(1–8) with the words and phrases (a–h).**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. A sampling method based on using small groups that are representative of much larger groups.</li> <li>2. Analysis of numerical information to test the results is accurate and reliable.</li> <li>3. A limited study carried out on a small number of people to test your research methods.</li> <li>4. A survey designed to find out what people think, often on politics or environmental issues.</li> <li>5. A set of questions in which the answers given affect what question(s) will be asked next.</li> <li>6. Original study carried out among the population, not by finding out information from published sources.</li> <li>7. An essential quality for research. Without it, the research is not reliable.</li> <li>8. Using information gained from a small number of people to estimate how large numbers of (similar) people would behave in similar circumstances.</li> </ol> | <ol style="list-style-type: none"> <li>a. opinion poll</li> <li>b. validity</li> <li>c. cluster sampling</li> <li>d. extrapolation</li> <li>e. statistical analysis</li> <li>f. pilot survey</li> <li>g. fieldwork</li> <li>h. unstructured survey</li> </ol> |
|---|---|

**Task 9. Complete the sentences with the following terms:**

*product research, primary research, agency research, clinical trials, desk research, marketing research,*

*pricing research, exploratory research, distribution research, marketing communications research, omnibus survey*

1. ... is the opposite of in-house research.
2. Pharmaceutical companies carry out ...
3. ... is research carried out using published material.
4. ... is important when making decisions about where to locate retail outlets or where agents are needed.
5. ... is designed to help marketers understand problems.
6. ... is the investigation of ways to talk to consumers and the public in general.
7. ... is about collecting, studying and analysing information which affects marketing decisions.
8. ... is research carried out on behalf of several companies together.
9. ... examines the relationship between price and demand.
10. ... is original research carried out by a company.
11. ... involves the design and concept of a product, then testing of the product, then market acceptance of the product.

**Task 10. Now make questions corresponding to the following answers as part of a market research survey:**

1. A: My name's Dorothy.
2. A: It's Squires, Mrs Squires.
3. A: Yes, I live here.
4. A: There are four of us. My husband, two daughters and myself.
5. A: No, I don't. I used to work as a nurse before the children were born.
6. A: He's a computer analyst.
7. A: He works for Halfords – a food processing group.
8. A: Yes, we've got two. An Audi and a Peugeot.
9. A: I drive the Audi.
10. A: They're both at school. One's 12, the other 16.
11. A: We usually go to the South of France.
12. A: Two weeks in the summer holidays.
13. A: No, we drive.
14. A: No, not this year. We're going to visit our relatives in the States.

**Task 12. Read and discuss.**

### **Target Marketing for Small Businesses**

Target marketing involves identifying market segments, selecting one of them and developing your strategies accordingly. Though a terribly over worked buzz word, target marketing is definitely a very important set of activities even for small businesses. Target marketing is all about finding opportunities and tapping them. It involves focusing on the buyers who have greater purchase interest (rifle approach) instead of spreading the marketing efforts randomly (shotgun approach).

We are living in an ever-changing society that is highly segmented and complex. Fortunately, today advanced tools are available to the owner or manager of the smaller businesses to exploit market opportunities and to strengthen themselves with the help of target marketing.

The owner or manager of the small business should be very careful and precise about the selection of the target market. Once that has been done, the profile of these target customers must be defined realistically. By realistically I mean that instead of assuming things based on your own perception, the real-life characteristics of the market should be considered objectively. With the profile, you will need to aggregate the location(s) of these potential customers as well. Finally you must employ the most cost-effective avenue(s) to connect with these targeted markets.

The first step is to have a database for the target market, which is simply a complete and functional list of our present and potentially interested customers. Large companies have capitalized on this tool and have definitely benefited from it. Small businesses, however, may fail to use the facility of these present and potentially interested customer lists due to inattentiveness or stereotyping. Today database management is no big deal for even the smallest of businesses because of the availability of reasonably priced personal computers. Customer lists can be categorized and indexed in a variety of ways, e.g., by size, by geographic location, by specific product interests/needs, by pricing preferences, and/or even by credit status. What then is required is astute management to use the data as effectively as possible.

To collect the data for your database, various techniques can be used. Customer surveys offer valuable information. These surveys demonstrate your interest in your customers and your presumed commitment to better serve them. It is firstly a positive way of communicating with our present, past, and potentially interested customers. Secondly these surveys provide first-hand information about the preferences, expectations, likes and dislikes of the target customers. Hence the survey data can be used to enhance your customer database while working as an important source of publicity as well. The database can also be integrated with point-of-sale (POS) records to provide real-time customer profiles. This will help you to recognize customers' purchasing patterns.

Once information about the target market is known, you can design special offerings and promotions for them as you'll be aware of what they are seeking and how their pattern of demand is evolving. The challenge is to use the ways that will be most cost-effective. Direct mail, telemarketing, email, your own Web site as well as online advertising are increasingly effective ways of reaching certain very specific markets. Targeted advertising via community newspapers and cable television is often quite cost effective. Neighborhood outdoor advertising (billboards), product sample drop-offs, and/or redeemable coupon distribution can be sharply-focused communications. Whatever you do remember that profits in the long run can be achieved only through customer satisfaction.

## **Task 12. Questions for review and discussion.**

1. Can you think of an example of a causal research objective?
2. Where could the researcher find secondary data such as competitor information?
3. What do you think are the advantages/disadvantages of structured versus unstructured surveys?
4. What sort of experimental research could you carry out if you wanted to find out about the relationship between the weather and the incidence of psychological depression?
5. What is meant by interviewer bias?
6. Why is the response rate very low for mail questionnaires?
7. What is the difference between a street interview and a focus group?

## **Task 13. Final test on marketing information and research.**

1. Which of the following is the best description of a marketing information system (MIS)?
  - a. A MIS is just another name for a marketing research study such as a telephone survey.
  - b. A MIS is the name given to information about a company's competitors.
  - c. A MIS is a company's marketing-relevant database consisting of internal and external data.
  - d. A MIS is just another name for a company's management information system.
2. ... data is information collected by or for an organisation to address that organisation's specific research question or needs.
  - a. Primary
  - b. Secondary
  - c. Marketing research
  - d. Marketing information system
3. Which of the following survey techniques can generally be expected to yield the highest response rate?
  - a. telephone interviews
  - b. mail questionnaires
  - c. personal interviews
  - d. There are no notable differences among these techniques with respect to response rate.
4. Which of the following is not an advantage of primary data collection?
  - a. The data are current.
  - b. The data fit the specific purpose of the marketing issue at hand.
  - c. The marketer has complete control over the research methodology.



- d. The data are assured of being representative of the population and completely valid.
5. Compared to primary data, which of the following is not an advantage of secondary data?
- a. Secondary data are less expensive.
  - b. Secondary data are available more quickly.
  - c. Secondary data better fit the researcher's exact needs.
  - d. All of these are relative advantages of secondary data.
6. A sampling method based on using small groups that are representative of much larger groups.
- a. cluster sampling
  - b. pilot questionnaire
  - c. quota sampling
  - d. structured survey
7. A survey designed to find out what people think, often on politics or environmental issues.
- a. interview
  - b. pilot survey
  - c. opinion poll
  - d. statistical analysis

### Module 3

## NEW PRODUCT DEVELOPMENT AND BRANDING

### Task 1. Read the text and translate the underlined phrases.

Growth is fundamental to a firm's success. Developing growth strategies can be aided by the product/market expansion grid, which suggests four possible avenues for growth: market penetration, market development/extension, product development, and diversification.

Market penetration involves either increasing sales to existing users or finding new customers in the same market. Market development/extension involves either finding new uses for the product, thereby opening new markets, or taking the product into entirely new markets, such as foreign countries. Product development involves modification of the product in some way, such as quality, style, performance, variety and so on. Diversification involves both product development and market extension, i.e. a company selling a new product in a new market.

	Present product	New product
<b>Present market</b>	Market penetration strategy	Product development strategy
<b>New market</b>	Market development strategy	Diversification strategy

New-product development is a necessity for any firm that hopes to realise long-term success. Developing new products is a difficult, complex process involving many departments and resources within the organisation. Since the efforts of so many are needed to successfully develop a new product, a co-ordinated, systematic approach is required throughout the process.

The new product development process consists of eight sequential stages, and at each stage the company must decide whether the idea should be further developed or dropped. The company wants to minimise the chances of a poor idea moving forward, but must balance this with an effort not to reject good ideas too early.

The new product development (NPD) process involves:

- (a) idea generation, (b) screening or short-listing of ideas,
- (c) concept testing for those short-listed, (d) business analysis to examine commercial viability, (e) product development of any product deemed potentially viable, (f) test marketing to check for customer acceptance and (g) commercialization, the full roll-out, of any product making it through the test of marketing stage.

Most marketers believe a key focus for their activity is the differentiation of their product offer versus competing products and services. For many consumer, service or industrial products, such differentiation entails a mix of product design, features and attributes with the creation of a distinctive image. This generally involves creating a brand and brand identity for products or services. Indeed, without

distinctive branding, many service products in particular would struggle to differentiate themselves against rivals.

With the exception of a few generic products such as some pharmaceuticals, paper products or ironmongery, most products are these days branded to create an image and differentiation, enabling customers to readily identify their desired products and to compete against rival products and services.

There are (a) manufacturer brands such as *Heinz, IBM or JCB*, (b) retailer brands including Boots' No. 7, *Saisho in Dixons, Tesco Finest*, or simply lines carrying the retailer's trading name, such as Sainsbury-labelled products, and (c) generic brands, for example paracetamol, rather than Panadol or Anadin. Irrespective of the type of brand, the brand should say something positive and relevant to the targeted customer and strive to be distinctive. Many shoppers have their favourite brands, and many observers believe that branding therefore makes shoppers more efficient: they seek only these favourites in the shops and distributors rather than *clogging up* the aisles in lengthy deliberation.

The notion of brand loyalty is closely linked to branding. Brand loyalty is a strongly motivated and long-standing decision to purchase a particular product or service. It implies customer satisfaction and that marketers have effectively communicated product benefits to these retained customers. All marketers strive for brand loyalty and hope to switch customers away from competing brands. This involves the creation of brand recognition, so that targeted customers are at least aware that a brand exists and is an alternative to purchase. Brand preference is the term used to describe a situation that is stronger than basic brand loyalty: here a customer definitely prefers a particular brand over competitive offers and will only purchase this favoured brand if it is available. If there is such strong brand preference that stock-out or limited availability makes purchase difficult but the consumer continues to seek the preferred brand and will not accept a substitute, there is brand insistence.

A notion receiving much attention in recent years in the marketing and financial journals is that of brand equity. This is a marketing and financial value placed on a brand resulting from its strength and desirability in the marketplace. Indeed, some brands have been given a financial book value on companies' balance sheets. A well-managed brand is an asset to a company. Brand equity stems from (a) brand name awareness, (b) brand loyalty, (c) perceived brand quality and (d) brand associations, such as Volvo's safety or *BMW's Ultimate Driving Machine* innovation.

A company must select a brand name that enhances its product's image, is easily communicable (in other countries, too), is memorable, relates to the product's usage/image and to customer needs, and sets the product apart from rivals. Marketers generate brand names internally through brainstorming, by extrapolating names already used in the company, through customer feedback and focus group discussions, or by commissioning external branding consultants. The name selected and its associated logos / designs should be registered and protected: *McDonald's* rigorously protects the use of *Mc* and its *Golden Arches*. Brands sometimes are

licensed for use by other businesses: *JCB* for construction tool brands and *CAT* for clothing. In terms of branding policies, a company has three core choices: (a) individual branding, giving each product its own identity, such as *Proctor & Gamble's Tide, Bold, Daz and Dreft* washing powders; (b) overall family branding, when all of a business's lines share a common name in part, as in Heinz, Microsoft or Ford branding; and (c) line family branding, which is family branding but only within a single line: *Colgate-Palmolive* uses *Ajax* for many cleaning products but the *Colgate* brand for its dental products. Brand extension branding occurs when an existing brand is used for a different but related product: *Timotei* extended from shampoos to other skin care products.

Research has shown that to have a successful brand, a company must: a) prioritize quality, offer superior service and support, in the minds of targeted customers, be a first mover or innovator, differentiate its brand, develop a unique positioning concept.

**Task 2. WORK IN PAIRS. Ask your partner all types of questions to the text including indirect questions**

**Task 3. Give English equivalents for:**

<i>впізнаваність торгової марки</i>	<i>послідовні етапи</i>
<i>комерційна життєздатність</i>	<i>проінформованість про торгову марку</i>
<i>під час всього процесу</i>	<i>проникнення на ринок</i>
<i>відданість торговій марці</i>	<i>особливості та атрибути</i>
<i>успіх фірми</i>	<i>відкидати гарні ідеї</i>
<i>розгортання</i>	<i>загальні бренди</i>
<i>металеві вироби</i>	<i>розширення ринку</i>

**Task 4. Decide whether the following statements are true or false.**

1. Brand loyalty is a distinctive image for the brand.
2. Brand equity is the marketing and financial value associated with a brand's strength in the market.
3. A firm can choose from two basic market and product development strategies.
4. All customers strive for brand loyalty.
5. Up till now research has not shown that a successful brand enhances its product's image.
6. The brand name and its associated logos/designs should be registered and protected.
7. Heinz, IBM or JCB are manufacturer brands.

**Task 5. Complete the sentences below by inserting the right derivative of the verbs in brackets.**

1. The contract is not ... . (to negotiate)

2. We did a very ... survey of consumer behaviour. (to extend)
3. We need to assess the ... qualities of our new managers.  
(to lead)
4. There is a ... between product mix and product depth.  
(to distinguish)
5. He have a ... about the company's performance. (to present)
6. To increase ... , we have offered ... bonuses to the employees. (to produce)
7. Before we can decide about developing new products, we need to how ... the existing products are. (to profit)
8. He's one of the best ... I've met. (to negotiate)

**Task 6. Rearrange the letters to find words that are connected with branding.**

1. nbard yitnedit
2. ardnb eman
3. dabnr igema
4. won drabn
5. radbn nataviluo
6. burnadden
7. antilbinge stases
8. yallyot
9. repuim banrd

**Task 7. Complete the sentences using words from the previous task.**

1. Coca Cola, Sony and Mercedes Benz are all famous brand ...s.
2. Deciding a financial value for a brand name is called brand ... .
3. Consumers usually expect to pay less for products that are ... .
4. Products like Chanel or Christian Dior have a brand ... which is more glamorous than that of many less well-known competitors.
5. In the 1990s most supermarkets began to sell ... products.
6. A brand name is valuable not only for the main products that are represented by the name, but also for a complete range of ... assets that accompany that name.
7. A key concern for marketers is to establish brand ... among their customers so that they do not buy similar products made by other companies.
8. Consumers are often prepared to pay high prices for ... brands which they believe represent high quality.

9. A new product must create a brand ... so that it is easily recognized and associated with specific qualities.

**Task 8. You are trying to identify brand preference by asking shoppers questions in a supermarket. Ask about the following:**

1. Frequency of shopping visits (weekly, occasional).
2. Reason for shopping visits.
3. Person in the household who generally does the shopping.
4. Types of purchases in the supermarket.
5. Budget for weekly shop.
6. Preference for branded products.
7. Types of branded products purchased.
8. Price premium prepared to pay.
9. Knowledge of the product name, etc.
10. Satisfaction with branded products

**Now ask consumers if she/he:**

1. enjoys shopping
2. shops in large supermarkets
3. thinks shopping services have improved
4. spends about three hours shopping a week
5. uses a mint toothpaste
6. has heard of Splat
7. has tried Splat
8. would like to try a sample
9. liked the sample
10. would like to buy some

**Task 9. Select the appropriate expressions to complete the text:**

- |                      |                   |                  |
|----------------------|-------------------|------------------|
| 1. a. as a result of | b. in order to    | c. thus          |
| 2. a. although       | b. since          | c. so that       |
| 3. a. Consequently   | b. Despite        | c. For instance  |
| 4. a. for example    | b. however        | c. thus          |
| 5. a. There          | b. That           | c. This          |
| 6. a. As a result of | b. In addition to | c. Owing to      |
| 7. a. For example    | b. Furthermore    | c. However       |
| 8. a. i.e.           | b. of course      | c. therefore     |
| 9. a. As well as     | b. Despite        | c. So as to      |
| 10. a. although      | b. in other words | c. on account of |

In a market containing several similar competing products, producers can augment their basic product with additional services and benefits such as customer advice, delivery, credit facilities, a warranty or guarantee, maintenance, after-sales service, and so on, (1 ...) distinguish it from competitors' offers.

Most producers also differentiate their products by branding them. Some manufacturers, such as Yamaha, Microsoft, and Colgate, use their name (the "family name") for all their products. Others market various products under individual brand names, (2 ...) many customers are unaware of the name of the manufacturing company. (3 ...) Unilever and Proctor & Gamble, the major producers of soap powders, famously have a multi- brand strategy which allows them to compete in various market segments, and to fill shelf space in shops, (4 ...) leaving less room for competitors. (5 ...) also gives them a greater chance of getting some of the custom of brand-switchers.

(6 ...) famous manufacturers' brands, there are also wholesalers' and retailers' brands.

(7 ...) most large supermarket chains now offer their "own- label" brands, many of which are made by one of the better- known manufacturers.

Brand names should (8 ...) be easy to recognize and remember. They should also be easy to pronounce and, especially for international brands, should not mean something embarrassing in a foreign language!

(9 ...) a name and a logo, many brands also have easily recognizable packaging. Of course packaging should also be functional: (10 ...) the container or wrapper should protect the product inside, be informative, convenient to open, inexpensive to produce, and ecological (preferably biodegradable).

**Task 10. Match the words with their definitions:**

<b>Words</b>	<b>Definitions</b>
1. Brand	a. is a brand or part of a brand that is given legal protection
2. Brand name	b. is the exclusive legal right to reproduce, publish or sell the matter
3. Brand mark	c. is a name, term, sign, symbol, or a design or a combination of them intended to identify the goods or services
4. Trade mark	d. is that part of the brand which can be recognized but is not utterable, such as a symbol, design, coloring or lettering
5. Copyright	e. is that part of a brand that can be vocalized – is utterable

**Task 14. Final test on new product development and branding.**

1. Market penetration strategy involves ...
  - a. either increasing sales to existing users or finding new customers in the same market.
  - b. either finding new uses for the product, or taking the product into entirely new markets.
  - c. modification of the product in some way, such as quality, style, performance, and so on.
  - d. a company selling a new product in a new market.
2. The right order of the new product development process has the following steps ...
  - a. commercialization, test marketing, product development, business analysis, marketing strategy development, concept development and testing, idea screening, idea generation;
  - b. idea generation, idea screening, concept development and testing, marketing strategy development, business analysis, product development, test marketing and commercialization;
  - c. idea generation, idea screening, concept development and testing, business analysis, product development, test marketing, marketing strategy and commercialization;
  - d. business analysis, idea generation, idea screening, concept development and testing, marketing strategy development, test marketing, product development, test marketing and commercialization.
3. A private brand is ...
  - a. one customized for a specific group of wealthy consumers.
  - b. marketed exclusively to small grocery stores.



- c. a brand that is manufactured exclusively for a particular retailer and is not available to other retailers.
- d. typically premium priced in comparison to national brands.
- 4. Brand equity is ...
  - a. the degree of brand loyalty and preference for the brand over competing brands.
  - b. the marketing and financial value associated with a brand's strength in the market.
  - c. a strongly motivated and long-standing decision to purchase a particular product or service.
  - d. a company's use of one of its existing brand names for an improved or new product.
- 5. Which of the following is not a possible brand name strategy for the company ...
  - a. an individual brand name strategy.
  - b. separate family names for different categories of products.
  - c. a company brand name combined with an individual brand name.
  - d. any of the above brand name strategy can be possible.
- 6. Marketers can generate brand names ...
  - a. internally through brainstorming, customer feedback and focus group discussions.
  - b. by extrapolating names already used in the company.
  - c. by commissioning external branding consultants.
  - d. by any of the above methods.
- 7. From the marketer's perspective, whether the following statements are true or false
  - a) A new product is anything perceived as new, including a major or minor invention or innovation
  - b) Deciding which of the brand name strategy to implement depends on product/market conditions
    - a. (a) – true, (b) – false
    - b. (a) – false, (b) – true
    - c. both are true
    - d. both are false

## Module 4

### MARKETING PHILOSOPHY AND ORIENTATION

#### Task 1. Read the text and translate the underlined phrases.

Companies have different philosophical approaches to doing businesses. Some have a marketing orientation, while others have a financial, sales or production orientation. A marketing orientation involves a clear customer focus, understanding and staying in touch with customer needs. While businesses with a marketing orientation put customers at the centre of their activities, those that are financially oriented seek short-term returns above all else. Businesses with a sales orientation are motivated by the desire to sell as many products as possible and are concerned with sales volumes rather than customer value.

A marketing orientation is different to a production orientation in a number of key ways. Businesses with a production orientation tend to be highly cost focused, striving to attain scale economies and minimize production costs. The production capabilities of the company are at the core of the philosophy. Once products have been made, a heavy sales effort is instigated to persuade customers to buy. Often these businesses define themselves in terms of the products that are produced. Companies with a marketing orientation are primarily concerned with understanding and satisfying customer needs, then responding with an appropriate marketing offer. Some marketers even use the terms – customer orientation and marketing orientation interchangeably. The marketing oriented business must also adopt a market-led approach to its activities and strive to develop a competitive advantage.

Focusing on the market is called being market led (or market driven). In other words, you choose what route your business will take by following the market's needs and demands. The alternative to this is being product led, and this is a BAD THING.

There is a saying that illustrates this perfectly: losers set out to sell what they know they can make; winners set out to make what they know they can sell. There is only one reason for launching a commercial product or service: because there is a demand for it.

It can be very hard, for small business people especially, to be objective enough to see whether their product is truly in demand. This is one of the crucial functions of market research. You can become so attached to a business idea, you convince yourself that people want to buy it without ever making sure of your facts. The sad thing is the majority of small business start-ups go bankrupt within three years (often taking the house, the family holidays and all the rest of it with them), and more often than not the cause is, at least in part, that the product or service was never going to sell but the owner couldn't – or wouldn't – see it.

But the good news is that the viability of a product or service is not down to a whim of fate. The answers are all there in plenty of time for you to avert disaster – and often turn it into huge success.

**Task 2. WORK IN PAIRS. Ask your partner all types of questions to the text including indirect questions.**

**Task 3. Give English equivalents for:**

*маркетинг відносин, короткострокові бажання, довгострокове благополуччя, підтримувати зв'язки, концепція чистого маркетинга, виробнича концепція, інтереси суспільства, швидке зростання населення, нестача ресурсів, генерування прибутку, купівельна цінність, неприбуткова сфера, конкурентна перевага, попит на товар, удосконалення товару*

**Task 4. Decide whether the following statements are true or false.**

1. The production concept is still a useful philosophy in certain economic situations.
2. The marketing concept philosophy does not differ much from predecessor philosophies.
3. The relationship concept has forced marketers to develop service initiatives for maintaining closer links with existing customers.
4. Today the selling concept is also applied to non-profit area.
5. The product concept holds that consumers will favour products that offer the most quality, performance, and innovative features.
6. The pure marketing concept stresses possible conflicts between consumer short-run wants and consumer long-run welfare.
7. Buyers may be looking for a better mouse-trap as a solution to a mouse problem.

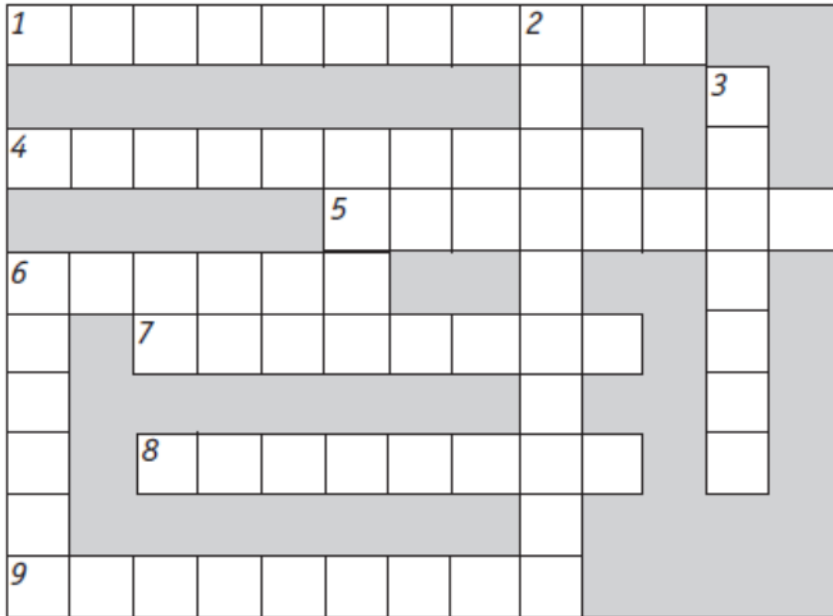
**Task 5. Make a list of two word partnerships (verb + keyword) and three word partnerships (verb + adjective/ noun + keyword).**

**For example:** *It's not easy to set up an oil company*

well-run profitable  
holding leave take over found  
domestic export set up public  
start up register **COMPANY** run local limited  
oil foreign international invest in  
subsidiary manage work for

]

**Task 6. Fill in the crossword**



**ACROSS**

- 1. getting external companies to do work for you
- 4. neither for nor against smth
- 5. independence
- 6. a cross-functional structure where people are organised into project teams
- 7. head of a company responsible for strategy rather than day- to-day management
- 8. national
- 9. set up (way in which something is organised)

**DOWN**

- 2. new, original
- 3. business entity
- 6. manufacturers

**Task 7. Match the philosophies in the left and in the right columns.**

- 1. production concept
- 2. product concept
- a. the company should focus on selling and promotion
- b. the company should focus on the

- |    |                                |  |
|----|--------------------------------|--|
| 3. | sales concept                  | needs of its customers   |
| 4. | marketing concept              | c. the company should focus both on the needs of its customers and on the needs of the society as a whole  |
| 5. | the societal marketing concept | d. the company should focus on improving production and distribution efficiency  |
| 6. | the relationship marketing     | e. the company should focus on making product improvements<br>f. the company should develop service initiatives and programs for maintaining links with existing customers |

**Task 8. Following a discussion about the direction a certain company should take. Allocate each concept to each of the speakers.**

1. As I see the problem, the major focus of investment must be in improving productivity. We've also got to make sure there are no delays in delivery. In this way we can aim to bring down the price and make our products more readily available. We are in a mass market, where price and availability are what matter most to our customers.

2. I think we'd agree with you as far as you go. But I feel what we are still failing to do is to establish a strong enough brand. The only way we can do this in an increasingly competitive market is to increase our budgets in advertising and make our sales force even more effective.

3. I'm not sure I agree with either of you. You are both taking a too restricted view looking at it from inside-out. What we need is to take an outside-in approach. What I mean by this is we've got to know our customers better, what their needs and wants are. If we are just production- or sales-oriented, that'll keep the turnover going in the short term but we've got to stay ahead of the competition in the long term. No, I feel we must certainly ensure quality and price for our existing products and, of course, promote them well, but above all we need to look to the future – a strategy for the next twenty years in terms of growth. That means better market research – generally a more integrated approach.

4. Geoff takes the longer-term view but I feel he misses an important dimension. It's not enough to focus just on our customers' present and future needs. We have to

take a wider view – there are strong pressures in society now which have little to do with individual needs and wants – I’m thinking of the environment in particular. I feel we need to look at what type of world we are...

5. Oh, come on Julie. Let’s come down to earth. This company has made its name and its money by being first in the field in new areas. You only have to look at the Japanese to see what they are spending on R&D. Product innovation is where the future is...

6. As you know, I’ve just returned from Sweden. What is typical of their companies? They are all developing on- going relations with their customers maintaining links between marketing quality and customer service. Probably, that’s what is in store for us.

**Task 9. Complete the sentences with the following terms:**

*competition, profits, retention, retaining, to retain,  
to attract, attracting, postsale, to show, markets, offensive, accounting, formulating,  
defensive, reducing, transactions, satisfaction, relationships, presale, companies*

Today, outstanding companies go all out (1 ...) their customers. Many markets have settled into maturity, and there are not many new (customers) entering most categories. (2 ...) is increasing, and the costs of attracting new customers are rising. In these (3 ...) , it might cost five times as much (4 ...) a new customer as to keep a current customer happy. (5 ...) marketing typically costs more than (6 ...) marketing, because it takes a great deal of effort and spending to coax satisfied customers away from competitors.

Unfortunately, classic marketing theory and practice centre on the art of (7 ...) new customers rather than (8 ...) existing ones. The emphasis has been on creating (9 . ..) rather than (10 . ..). Discussion has focused on (11 . ..) activity and sale activity rather than on (12 . ..) activity. Today, however, more (13 . ..) recognize the importance of retaining current customers. According to one report, by (14 ...) customer defections by only 5 percent, companies can improve (15 . ..) anywhere from 25 to 85 percent. Unfortunately, most company (16 ...) systems fail (17 ...) the value of loyal customers.

Thus, although much current marketing focuses on (18 ...) marketing mixes that will create sales and new customers, the firm’s first line of defence lies in customer retention. And the best approach to customer (19 ...) is to deliver high customer (20 ...) and value that result in strong customer loyalty.

**Task 10. Identify which of reasons for starting up a business are market-led and which are product-led (what sparked off the idea – the need for the product, or the product itself?):**

1. There are lots of sporty, horse-riding and golfing people round here, so I reckon there are a good few fishing enthusiasts. But there's nowhere to fish. I wonder whether I could dig a lake in my field, turn it into a trout farm, and charge people for coarse fishing...?
2. I'd like to be my own boss, and I've never really used all those skills I picked up at art college. I really like painting on to china – maybe I should sell hand-painted china mugs.
3. I've invented an ingenious attachment for a food mixer, that grinds up the ends of soap bars and mixes them together into a fresh bar of soap. I could go into business selling it.
4. I've just noticed that the car roof-rack is constructed similarly to a sledge. I could make roof-racks that people can take off and turn into sledges for their kids in the winter.
5. I'd love to take the kids sledging but there isn't room in the car for a decent sized sledge. What I need is one that attaches to the roof – then I could strap their bicycles and tennis rackets to it as well.

**Task 14. Final test on marketing philosophies and orientation:**

- 1. The philosophy consisting in that consumers will favour products that are available and highly affordable is called ...**
  - a. product concept.
  - b. production concept.
  - c. selling concept.
  - d. marketing concept.
- 2. The selling concept means that the company should focus ...**
  - a. on improving production and distribution efficiency.
  - b. on making product improvements.
  - c. on sales and promotion.
  - d. on the needs of its customers.
- 3. Which of the concepts says that the company should consider the needs not only of its customer but also of society as a whole?**
  - a. the marketing concept
  - b. the societal marketing concept
  - c. the integrated marketing concept

- d. the selling concept
- 4. The relationship marketing emphasizes the following:**
  - a. attracting new customers
  - b. maintaining links with existing customers
  - c. minimizing production costs
  - d. stimulating adequate demand for the product
- 5. At the first stage of its development marketing dealt with ...
  - a. the manpower management problems.
  - b. the problems of sales and promotion.
  - c. the analysis of various social groups buying behavior.
  - d. the problems of demand and supply.
- 6. The situation when the sellers are so taken with their products that they lose sight of underlying customer needs is called**
  - a. market orientation
  - b. consumer awareness
  - c. trading
  - d. marketing myopia
- 7. Marketing orientation means**
  - a. product orientation
  - b. customer orientation
  - c. competitor orientation
  - d. inter functional co-ordination



## GRAMMAR PRACTICE

### The Verb Дієслово

Дієслово – частина мови, яка означає дію або стан. Воно має особові та не особові форми.

Особові форми дієслова мають категорії особи, числа, часу, стану (активного та пасивного) та способу дії; виступають у реченні лише у функції присудка.

В англійській мові є 3 способи дієслова:

1. Дійсний спосіб показує, що дія розглядається як реальний факт у теперішньому, минулому і майбутньому: Peter speaks (spoke/will speak) English.
2. Наказовий спосіб висловлює спонукання до дії, тобто наказ, прохання, пораду та ін.: Come in! Give me your dictionary.
3. Умовний спосіб показує, що мовець розглядає дію не як реальний факт, а як щось допустиме чи бажане: If I were you, I would not go there.

#### Основні форми дієслова:

I– інфінітив (Infinitive)

II– минулий неозначений час (Past Indefinite Tense);

III– дієприкметник минулого часу (Past Participle або Participle II); IV– дієприкметник теперішнього часу (Present Participle або Participle I).

Неособові форми дієслова – інфінітив, герундій, дієприкметник.

### Часи дієслова

В англійській мові є чотири групи часів дієслова (кожна з них має форми теперішнього (Present), минулого (Past), і майбутнього (Future) часу; а також Future-in-the-Past – майбутній час в минулому):

I - Indefinite (Simple) Tenses – неозначені часи;

II - Continuous (Progressive) Tenses – тривалі часи; III - Perfect Tenses – перфектні (доконані) часи;

IV - Perfect Continuous Tenses – перфектно-тривалі часи.

Кожна група часів вживається для вираження дії, що відбувається в певний час за певних обставин.

#### Дієприкметник теперішнього часу (Participle I)

Participle I – це неособова форма дієслова, що має властивості прикметника, дієприслівника та дієслова. Утворюється шляхом додавання суфікса **ing** до основи дієслова: **to speak** - **speaking** *той, хто каже; кажучи;*

**to rest** – **resting** *відпочиваючий, відпочиваючи*. Перекладається дієприкметником активного стану теперішнього часу або дієприслівником недоконаного виду.

Додавання суфікса – **ing** призводить до змін в основі дієслів, які закінчуються на:

1) наголошену голосну + приголосну:

*stop – stopping; begin – beginning; prefer – preferring*

2) голосну + **l**:

*travel – travelling; compel – compelling*

3) **-ie**: *lie – lying; die – dying; tie – tying*

4) приголосну + **e**:

*come – coming; make – making*

Примітка: кінцева літера **-y** не змінюється:

*fly – flying; play – playing*

Дієприкметник може виконувати такі функції в реченні:

1) обставини:

**Looking through the journal she found many interesting articles.** Продивляючись журнал, вона знайшла багато цікавих статей.

2) означення:

**The student reading the journal is my friend.** Студент, який читає журнал - мій друг.

3) може бути частиною присудка. В цьому випадку Participle I разом з дієсловом **to be** є присудком речення в одному з тривалих часів:

**I'll be waiting for you at 8 p.m.** Я чекатиму тебе о 8-ій вечора.

### Форми Participle I

Active Voice		Passive Voice		Present Participle
Present Participle	writing	being written	Дія одночасна з дією присудка	nt Participle
Perfect Participle	having written	having been written	Дія, що передує дії присудка	ple може вира

жати дію

1) одночасну з дією, вираженою дієсловом-присудком:

Reading the English article англійську статтю, Читаючи цю

a) I wrote out a lot of new words; я виписав багато нових слів;

b) I'll write out a lot of new words. я випишу багато нових слів.

Participle I може відноситись до теперішнього, минулого чи майбутнього часу.

2) що відноситься до теперішнього часу, незалежно від часу дієслова-присудка:

The students working in the field from Kyiv. Студенти, що працюють у same полі, прибули з Києва.

3) що передує дії, вираженій присудком, якщо ці дії відбуваються одна за одною. У такому значенні в Participle I вживаються такі дієслова, як to arrive, to enter, to open, to close, to see, to hear, to receive та ін.

Participle I перекладається дієприслівником минулого часу, а дієслово-присудок в англійській мові вживається в Past Simple:

Coming home (When he came  
he began to work.

Прийшовши додому, він почав  
працювати.

### Тренувальні вправи

**1. Визначте, в якому з речень дієприкметник I вжито у функції обставини:**

1. They often worked on the farms being students. 2. The girl writing the test is my neighbour. 3. Peter is painting the ceiling of his room now.

**2. Прочитайте та перекладіть речення. Зверніть увагу на Participle I в ролі означення та обставини:**

1. The chemists dealing with this problem exchange information.
2. Hydrogen and oxygen combine chemically, forming the molecule H<sub>2</sub>O.
3. We increased the reaction rate increasing temperature.
4. They were sitting at the table discussing the article.
5. While (when) exploring the island, they found some plants never seen before.
6. Speaking at the conference he paid particular attention to this problem.

**3. Переробіть речення з складнопідрядних на прості, використовуючи Participle I в ролі означення:**

*e.g. The man who sells newspapers showed me the way to the post-office. The man selling newspapers showed me the way to the post-office.*

1. The students who spend their holidays in the country help the farmers with their field work.
2. Many students who learn English are members of our English club.
3. The man who is making the report is my father.
4. The women who are working in the field will go to the exhibition.
5. Most trees which grow near our building are broadleaved.
6. The girl who is going along the street is my friend.

**4. Переробіть речення з складнопідрядних на прості, використовуючи Participle I в ролі обставини:**

*e. g. When he reads English articles he writes out new words. Reading English articles he writes out new words.*

1. When I go to the Institute I usually meet our dean.
2. When they arrived in London, they went sightseeing the city.
3. When the students worked at this problem, they had to read many English journals.
4. While I was waiting for you, I read this article.
5. When my friend studied at the University, he published several scientific articles.

## Дієприкметник минулого часу (Participle II)

Participle II є пасивним дієприкметником, який має лише одну форму і вживається тоді, коли іменник або займенник, до якого він відноситься, позначає об'єкт вираженої дії. Форма Participle II стандартних дієслів збігається з формою минулого часу цих дієслів: **to open відчиняти; opened відчинив; opened відчинений**.

Форма Participle II нестандартних дієслів утворюється різними шляхами: зміною кореневих голосних, кінцевих приголосних тощо. У таблиці нестандартних дієслів дієприкметник II завжди перебуває на третьому місці: to write – wrote – **written**.

У реченні Participle II може виконувати такі функції:

1) означення:

**The article translated by our students was very interesting.**

Стаття, перекладена нашими студентами була дуже цікавою.

2) обставини причини:

**Packed in strong cases, goods arrived in good condition.**

Упаковані в міцні ящики, товари прибули в хорошому стані.

3) обставини часу, що в українській мові відповідають підрядним реченням часу. Такі обставинні дієприкметникові звороти вводяться за допомогою сполучників when, while:

**When given the journal read the article about environment protection.**

Коли вам дадуть журнал, прочитайте статтю про охорону навколишнього середовища.

### Тренувальні вправи

#### 1. Визначте, в якому з речень вжито Participle II:

1. Peter solved a difficult problem. 2. Have you already solved this problem? 3. The problem solved by my friend was very difficult.

#### 2. Прочитайте та перекладіть речення. Зверніть увагу на Participle II в ролі означення та обставини:

1. The problems discussed at the conference are of great interest to us.
2. The data obtained must be checked.
3. These scientific articles translated by our students are rather difficult.
4. When translated into Ukrainian these articles will be of great interest to our students.
5. When done this experiment will give good results.
6. Water becomes ice when cooled.
7. Asked whether he intended to return soon, he replied that he would be away for about three months.
8. The Opera House built many years ago is one of the finest buildings in our city.
9. They sent me some illustrated catalogues.

10. The improved methods of work gave good results.

### 3. Переробіть речення з складнопідрядних на прості, використовуючи Participle II в ролі означення:

e. g. *They study at the university which was founded 100 years ago. They study at the university founded 100 years ago.*

1. I received a telegram which was sent yesterday.
2. The problem which was solved by our students is rather difficult.
3. The method which was used is very important for this experiment.
4. The decisions which were adopted at the conference are supported by our scientists.
5. The cotton which is grown here is of good quality.
6. The machines which are made at this plant are exported to many countries of the world.

### Sequence of Tenses

#### Узгодження часів

Узгодження часів (заміна часових форм) застосовується в підрядних реченнях, якщо дієслово у головному реченні стоїть в одному з минулих часів.

Якщо дієслово-присудок у головному реченні стоїть у теперішньому або майбутньому часі, то у підрядних реченнях час вживається за змістом речення.

#### Основні правила узгодження часів

Часова форма присудка у підрядному реченні, необхідна за змістом:

##### Present Simple

I know (that) he **lives** in Paris.  
(Я знаю, що він живе в Парижі.)

##### Present Continuous

I think (that) she **is waiting** for me in the reading-room.  
(Я думаю, що вона чекає на мене у читальній залі)

##### Present Perfect Continuous

I know (that) he **has been living** in Paris since 1995.  
(Я знаю, що він живе в Парижі з 1995 р.)

Часова форма присудка у підрядному реченні, на яку замінюється:

##### Past Simple

I knew (that) he **lived** in Paris.  
(Я знав, що він живе в Парижі.)

##### Past Continuous

I thought (that) she **was waiting** for me in the reading-room.  
(Я думав, що вона чекає на мене у читальній залі)

##### Past Perfect Continuous

I knew (that) he **had been living** in Paris since 1995.  
(Я знав, що він живе в Парижі з 1995 р.)

### **Past Simple**

She says, "He **left** Kyiv three days ago."

(Вона каже: "Він виїхав з Києва три дні тому.")

### **Present Perfect**

I think she has already written the article.

(Я думаю, що вона вже написала статтю.)

### **Past Perfect<sup>1</sup>**

He says, "I **had worked** by 8 o'clock."

### **Future Tenses: Future Simple**

She said, "I **will write** a letter to my brother."

### **Future Continuous**

He said, "I **will be writing** the composition the whole evening."

### **Future Perfect**

He said, "I **will have done** it by 6 o'clock."

### **Future Perfect Continuous**

He said, "I'll **have been translating** the text for an hour when she comes."

(Він сказав: "Я перекладатиму

### **Past Perfect**

Sha said (that) he **had left** Kyiv three days before.

(Вона сказала, що він виїхав з Києва три дні тому.)

### **Past Perfect**

I thought she had already written the article.

(Я думав, що вона вже написала статтю.)

### **Past Perfect**

He said (that) he **had worked** by 8 o'clock."

### **Future-in-the-Past: Future Simple-in-the-Past**

She said (that) she **would write** a letter to my brother."

### **Future Continuous-in-the-Past**

He said (that) he **would be writing** the composition the whole evening.

### **Future Perfect-in-the-Past**

He said (that) he **would have done** it by 6 o'clock."

### **Future Perfect Continuous-in-the-Past**

He said (that) he **would have been**

Past Perfect та Past Perfect Continuous залишаються без змін.

### **Випадки, коли правила узгодження часів не застосовуються:**

1. Якщо в підрядному реченні мова йде про вічні істини або загальновідомі факти – переважно вживається Present Simple:

The teacher told the children that water boils at 100 degrees centigrade.

2. Якщо в реченні точно зазначено час виконання дії (обставиною часу чи підрядним реченням часу), то ця дія виражається за допомогою

Past Simple та Past Continuous:

He said that his parents **graduated** from the University in 1988. I thought that you **were working** in the library at five o'clock yesterday.

She said that she **was working** when I rang her up.

3. Дієслово-присудок в підрядних реченнях причини, а також в

означальних та порівняльних підрядних реченнях може вживатися в Present і Future:

He told me about the book which you **are reading**.

He refused to go to the theatre as he **will have** an examination in History in a few days.

He was once stronger than he **is** now.

4. Дієслова must, should та ought вживаються в підрядному реченні без змін незалежно від часової форми дієслова-присудка головного речення:

She tells (told) him that he should consult a doctor. He says (said) that I ought to visit my grand-parents.

The teacher tells (told) the children that they mustn't cross the road against the red light.

### Непряма мова (Indirect Speech)

При перетворенні прямої мови на непряму утворюється складнопідрядне речення з підрядним додатковим реченням із сполучником **that** або без нього:

He says, "I have read this book"                      He says (that) he has read that book.

Якщо вказано особу, до якої звернено пряму мову і вживається *to say* з прийменником *to*, то перед непрямою мовою **to say to** замінюється на дієслово **to tell**:

She says to me, "I saw him yesterday"

She tells me (that) she saw him the day before.

При перетворенні прямої мови на непряму вказівні займенники, деякі обставини місця і часу змінюються на наступні:

this	that
these	those
now	then
here	there
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next day
the day before tomorrow	two days later
ago	before
next	the next
last (year)	the previous (year)

Непрямі запитання (**Indirect Questions**) мають структуру розповідного речення: з прямим порядком слів.

*Загальні запитання* замінюються підрядними реченнями із сполучниками **if** або **whether**:

We asked him, "Do you know this girl?" - We asked him **if/(whether)** he knew that girl.

При відтворенні непрямою мовою *спеціальних запитань* – питальні слова стають сполучними словами:

He asked me, "Where do you live?"	He asked me <b>where</b> I lived.
I asked him, "Why have you come so late?"	I asked him <b>why he had come</b> so late.

**Наказовий спосіб** дієслова при перетворенні в непряму мову наказових речень замінюється **інфінітивом**. Дієслово **to say** замінюється на **to tell, to order**, а при проханні – на **to ask**:

She said to him, "Come at five o'clock."	She told him <b>to come</b> at five o'clock.
He said to me, "Don't go there."	He told me <b>not to go</b> there.
I said to her, "Please give me a glass of water."	I asked her <b>to give</b> me a glass of water.

### Тренувальні вправи

**Вправа 1. Перекладіть наступні речення українською, визначте час присудків та поясніть вживання часів:**

1. I didn't expect that you would come two days later. 2. The mother was angry with the children because they had been making a terrible noise since early morning. 3. He said that he was there in 1945. 4. They knocked because they didn't know that the children were sleeping then. 5. When she woke up in the morning she saw that it had already stopped raining. 6. I learnt from this book that elephants never forget.

**Вправа 2. Поставте присудок головного речення в Past Simple, зробивши всі необхідні зміни в реченні:**

1. I can't understand why you are doing this. 2. He doesn't like the shoes he bought last year. 3. I am surprised that you finished the work yesterday. 4. They look at the picture she has drawn today. 5. She can't tell the time because her watch has stopped. 6. He knows that you have received a letter from Helen. 7. I know you are a person I can trust completely.

**Вправа 3. Розкрийте дужки, поставивши дієслово у відповідному часі та стані:**

1. He posted the letter he (to write) two days before. 2. He said he (to leave) tomorrow morning. 3. I knew they (to wait) for me at the metro station and I decided to hurry. 4. He says that he (to know) the laws of the country. 5. He thought that all his dreams (to come) true very soon, when he finished school. 6. He understood why she (not to come) the previous evening. 7. She promised that she (to answer) all the questions at the conference.



#### Вправа 4. Замініть пряму мову на непряму:

1. "I'm waiting for my parents," Nick said.
2. Mary said, "I didn't recognize him."
3. "I was here with my friends," said Jane.
4. "Do you have a photograph of your son with you?" Helen asked.
5. "You should be careful," my friend said to me.
6. "The Sun isn't a planet, it is a big star," the teacher explained.
7. "Don't make so much noise, will you?" the neighbour said to Pete.
8. "I promise I'll write to you as soon as I arrive, Jane," said Nick.
9. She asked, "Are there skyscrapers in London?"
10. "Why didn't you say that to me?" she asked her boyfriend.

#### Пасивний стан дієслова (Passive Voice)

В англійській мові дієслово має дві форми стану: активний (Active Voice) – коли підмет (особа чи предмет) в реченні виконує дію та пасивний (Passive Voice) – коли підмет (особа, предмет) підлягає дії з боку іншої особи чи предмета, тобто є не суб'єктом, а об'єктом дії.

Порівняйте:

*Captain Cook discovered Australia. Australia was discovered by Captain Cook.*

У пасивному стані суб'єкт дії здебільшого не вказується, оскільки в центрі уваги знаходиться особа чи предмет, на які спрямована дія: *They will not deliver the new sofa on Monday.*

*The new sofa will not be delivered on Monday.*

Особливо це стосується випадків, коли підмет виражений одним із наступних слів: *people, one, someone/somebody, they, he, etc.*

Зазначення виконувача дії або діючої сили дається у формі прийменникового звороту з прийменником *by*:

*This experiment was conducted by our research workers. The rate of chemical reaction is influenced by many factors.*

Слід пам'ятати про дієслова, що вживаються з прийменником *by*: *To judge by* – судити по кому, судити з чого, міркувати; *to mean by* – мати на увазі; *to take by* – взяти (тримати, схопити) за, та ін.

Для позначення предмета, за допомогою якого виконується дія – вживається прийменник *with*:

*The paper was cut with a knife.*

*The letter was written with a ball-pen.*

В українській мові тільки перехідні дієслова вживаються в пасивному стані; і підметом речення пасивного стану може бути тільки прямий додаток з відповідного речення активного стану:

Студент написав тест. Тест був написаний студентом.

В англійській мові з дієсловами, наприклад, такими як *to ask, to bring, to tell, to send, to show, to teach, to promise, to offer, to give, to pay, to lend*, що приймають два додатки, можна утворювати пасивний стан двома шляхами:

Active: Someone sent me flowers. Passive:

a) I was sent some flowers.

a) Some flowers were sent for me.

В англійській мові навіть неперехідні дієслова, що потребують

прийменникового додатка, можуть вживатися в пасивному стані, причому прийменник зберігає своє місце після дієслова:

They laughed <b>at</b> him.	He was laughed <b>at</b> .
Вони сміялися з нього.	З нього сміялися.
They can depend <b>on</b> Bill.	Bill can be depended <b>on</b> . Вони
можуть покластися на Білла.	На Білла можна покластися.

### Утворення пасивного стану дієслова

Часові форми пасивного стану утворюються за допомогою дієслова **to be** у відповідному часі, особі, числі та дієприкметника минулого часу (the past participle) смислового дієслова:

#### **to be + past participle (pp)**

<b>Tense Form</b>	<b>Indefinite</b>		<b>Continuous</b>
<b>Present</b>	I am	} asked	I am
	He is		He is } being asked
	We are		We are
<b>Past</b>	I	} was	I am
	He		He is } being asked
	We were		We are
<b>Future</b>	I shall (will)	} be	
	He		asked
	We		
<b>Future in the Past</b>	I	} would	
	He		be
	We		asked

<b>Tense Form</b>	<b>Perfect</b>		<b>Perfect Continuous</b>	
<b>Present</b>	I have	} been	Замість відсутніх форм Perfect Continuous вживаються форми Perfect	
	He has			asked
	We have			
<b>Past</b>	I	} had been asked		
	He			
	We			
<b>Future</b>	I	} will have been		
	He		asked	
	We			
<b>Future in the Past</b>	I	} would have		
	He		been asked	
	We			

Часові форми пасивного стану вживаються за тими самими правилами, що й відповідні часи активного стану.

## SIMPLE (INDEFINITE) PASSIVE TENSES

Tense	Affirmative	Interrogative	Negative
<b>Present Simple</b>	The office <u>is cleaned</u> twice a week.	Is the office <u>cleaned</u> twice a week?	The office <u>is not cleaned</u> twice a week.
<b>Past Simple</b>	The office <u>was cleaned</u> yesterday.	<u>Was</u> the office <u>cleaned</u> yesterday?	The office <u>was not cleaned</u> yesterday.
<b>Future Simple</b>	The office <u>will be cleaned</u> next day.	<u>Will</u> the office <u>be cleaned</u> next day.	The office <u>will not be cleaned</u> next day.

1. Часи групи Simple пасивного стану виражають одноразову, повторювану або постійну дію в теперішньому, минулому або майбутньому часі:
  - а) TV is watched all over the world. б) Jim's car was stolen last night.
  - в) His portrait will be painted by a famous artist.
2. Present Simple вживається для вираження майбутньої дії в підрядних реченнях часу та умови:
  - а) I shall be very glad if my article is published in the newspaper. Я буду дуже радий, якщо моя стаття буде опублікована в газеті.
  - б) The director will sign the documents when they are checked. Директор підпише документи, коли вони будуть перевірені.
3. Як і в активному стані, вживання часів в підрядному реченні, що залежить від головного з дієсловом-присудком в минулому часі, підпорядковується правилам послідовності часів:
  - а) I knew that very interesting articles were published in the magazine. Я знав, що в цьому журналі друкуються дуже цікаві статті. б) He said that the bridge would be built next year. Він сказав, що міст побудують в наступному році.
  - в) Mary said that she would show us the article when it was typed. Мері сказала, що покаже нам статтю, коли вона буде опублікована.
4. Присудку в активному стані, що виражений словосполученням одного з модальних дієслів must, can (could), may (might), should, ought, to have, to be з інфінітивом активного стану, відповідає в пасивному звороті словосполучення цього ж модального дієслова з інфінітивом пасивного стану:
  - а) You ought to translate this article at once. Вам слід перекласти цю статтю відразу. The article ought to be translated at once. Цю статтю слід перекласти відразу.
  - б) They must finish their work as soon as possible. Вони повинні закінчити свою роботу якомога швидше. Their work must

be finished as soon as possible.

Їх робота повинна бути закінчена якомога швидше.

5. Пасивні звороти з формальним підметом **it**.

Звороти, що складаються із займенника **it** і дієслова в пасивному стані

– **it is said, it was said, it is reported, it was reported** та ін., відповідають в українській мові дієсловам в 3-ій особі множини з неозначено-особовим значенням: *кажуть, казали, повідомляють, повідомляли* та ін. в таких зворотах **it** є формальним підметом і немає самостійного значення:

а) It is reported that the delegation has arrived in Kyiv. Повідомляють, що делегація прибула в Київ.

б) It was expected that he would return soon.

Сподівалися, що він скоро повернеться.

У таких зворотах часто зустрічається сполучення модального дієслова з інфінітивом пасивного стану: **it can be said** *можна сказати*, **it should be mentioned** *слід нагадати*, **it was be expected** *треба було очікувати* та ін.

**Тренувальні вправи**

**Вправа 1. Перекладіть українською мовою речення з дієсловами в пасивному стані, при потребі починайте переклад з прийменників:**

1. This engineer's design was much spoken of at the conference.
2. This research was given particular attention because of its prime importance for the development of this branch of physics.
3. This book is written mainly for researchers.
4. New electronic devices are dealt with in this article.
5. New methods will be developed as a result of this experimental work.
6. The First Congress of Biochemistry was held in Cambridge in 1949.
7. The opening plenary session was followed by a concert.

**Вправа 2. Поставте запитання до поданих речень:**

1. The Houses of Parliament were built *in the nineteenth century*.
2. *Twenty* people were hurt in the train crash.
3. *Three* teenagers were given an award for bravery yesterday.
4. The telephone was invented by Bell *in 1876*.
5. *20,000* cars will be produced next year.
6. *Ten* pictures have been stolen from the National Gallery.
7. During the centuries *the famous Tower of London* was used as a fortress, a royal residence and a prison.

**Вправа 3. Заповніть пропуски необхідною формою дієслова:**

1. These pictures are beautiful. They ... (paint) by my father while he was on holiday last summer.
2. Volkswagen cars ... (make) in Germany.
3. The Pyramids ... (build) by the Ancient Egyptians.
4. Those flowers are great. They ... (send) to her yesterday by one of her fans.

5. Who does the washing-up in your house? The dishes ... (wash) by my brother and then ... (dry) by my sister.
6. Who looks after your baby when you're at work? Well, he ... (look after) by my mother.
7. When will I have my car? It ... (deliver) to your house the day after tomorrow.

**Вправа 4. Перетворіть подані речення з активного стану на пасивний:**

1. They use a computer to do that job nowadays.
2. Where will your company send you next year?
3. The pop star sang the song.
4. They won't take him home after the party.
5. Tom didn't break the window.
6. Mary sent Peter a birthday card.
7. His mother cooked this delicious turkey.
8. An international company publishes these books.

**Вправа 5. Перетворіть подані речення з активного стану на пасивний, звертаючи увагу на модальні дієслова з інфінітивом пасивного стану:**

1. You must take the dog for a walk.
2. We should eat this cake immediately.
3. You ought to put these clothes away.
4. I have to finish my homework tonight.
5. You must tidy your bedroom.
6. They should inform the citizens as soon as possible.
7. You can use this saucepan for cooking spaghetti.
8. He must finish the project by Friday afternoon.
9. You must post these letters today.
10. Employers must pay all travel expenses for this training course.

### **CONTINUOUS (PROGRESSIVE) PASSIVE TENSES**

Часи групи Continuous (or Progressive) пасивного стану, як і активного, виражають тривалу дію, що відбувається в якийсь момент або період часу в теперішньому чи минулому часі. Майбутній час – Future Continuous – в пасивному стані не вживається.

**Present Continuous Passive:** A very interesting film is being shown on TV.

**Past Continuous Passive:** An ice hockey game was being shown on TV when he returned home.

Present (Past) Continuous Passive утворюються за допомогою допоміжного дієслова to be в Present (Past) Continuous Active Voice та дієприкметника минулого часу основного дієслова.

<b>Tense</b>	<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>
<b>Present Continuous</b>	The office <u>is being cleaned</u> now.	Is the office <u>being cleaned</u> now?	The office <u>is not being cleaned</u> now.
<b>Past Continuous</b>	The office <u>was being cleaned</u> when the boss arrived.	<u>Was the office being cleaned</u> when the boss arrived?	The office was not <u>being cleaned</u> when the boss arrived.
<b>Future Continuous</b>	-	-	-

Як і в активному стані, дієслова, що не виражають дію як процес, як правило, не вживаються в формі Continuous. До них відносяться дієслова, що виражають відчуття: *to see, to smell, to hear, to seem, to taste*; волевиявлення: *to refuse, to prefer, to object, to agree, to disagree, to deny, to impress, to promise*; бажання: *to wish, to want, to desire*; почуття: *to like, to hate, to love*; розумову діяльність: *to know, to understand, to believe, to doubt, to see* (="understand"), *to imagine, to realise, to suppose, to remember, to think* (="have an opinion"), *to forget, to recognise*; дієслова, що виражають відношення між предметами: *to be, to belong, to concern, to involve, to consist, to contain, to depend, to lack, to need, to include, to owe, to possess, to weigh* (="have weight"), та ін.

### Тренувальні вправи

**Вправа 1. Прочитайте та перекладіть речення. Зверніть увагу на форми часу дієслів в пасивному стані:**

1. Excuse the mess, the house is being painted. 2. I felt as if I was being watched.  
3. The roof is being repaired by a friend of ours. 4. A multistoried house is being built near our school. 5. The children are being taught by Mr. Rice at the moment. 6. I think the film is being shown on TV now. 7. The factory was still being built when we came to that place.

**Вправа 2. Підкресліть присудки в реченнях. Перетворіть речення у Passive Voice, звертаючи увагу на часову форму дієслів:**

1. Some people are considering a new plan.

A new plan is being considered.

2. The grandparents are watching the children.

The children \_\_\_\_\_ by their grandparents.

3. The author is writing a new book.

A new book \_\_\_\_\_ by the author.

4. They are planting the trees in the garden.

The trees \_\_\_\_\_ in the garden.

5. According to one scientific estimate, we are losing 20,000 species of plants and animals each year due to the destruction of rain forests. According to one scientific estimate, 20,000 species of plants and animals\_\_each year due to the destruction of rain forests.

**Вправа 3. Утворіть питальну та заперечну форми речень:**

1. The sick man is being operated on. 2. The network of transmitting stations is being built in this region now. 3. The children are making a birthday cake in the kitchen. 4. The road is being repaired by our workers. 5. The film was being shown from 7 till 9. 6. The orchestra was being conducted by our music teacher. 7. Water-power stations are being built on the Mountain Rivers. 8. Students from about 30 countries are being trained at Kyiv University.

**Вправа 4. Замініть наступні речення на Passive Voice:**

1. Someone is organizing a student trip to the art museum. A student trip to the art museum\_\_\_\_\_.

2. We couldn't use our classroom yesterday because someone was painting it.

We couldn't use our classroom yesterday because \_\_\_\_\_.

3. Someone is considering Jack for the job. Jack \_\_\_\_\_ for the job.

4. The police are questioning two boys in connection with the accident. Two boys \_\_\_\_\_ by the police in connection with the accident.

5. Look! Someone is feeding the seals. The seals\_\_\_\_\_.

## PERFECT PASSIVE

1. Часи групи Perfect пасивного стану, як і активного, виражають дію, що передує іншій дії або якомусь моменту в теперішньому, минулому або майбутньому часі. Крім цього, перфектні часи, особливо Present Perfect Passive, вживаються для підкреслення результату дії, що відбулася.

The windows **have** still not **been repaired**. – Вікна ще не відремонтовані.

I was thinking of all that **had been said**. – Я думав про все, що було сказано.

The goods **have** just **been examined** by the customs officers. – Товари щойно оглянуті (були оглянуті) митниками.

2. Present (Past, Future) Perfect Passive утворюються за допомогою допоміжного дієслова **to be** в Present (Past, Future) Perfect та дієприкметника минулого часу основного дієслова.

Tense	Affirmative	Interrogative	Negative
<b>Present Perfect</b>	The office <u>has been cleaned</u> today.	<u>Has</u> the office <u>been cleaned</u> today?	The office <u>has not been cleaned</u> today.
<b>Past Perfect</b>	The office <u>had been cleaned</u> by two o'clock.	<u>Had</u> the office <u>been cleaned</u> by two o'clock?	The office <u>had not been cleaned</u> by two o'clock.
<b>Future Perfect</b>	The office <u>will have been</u> cleaned by the time we come.	<u>Will</u> the office <u>have been</u> cleaned by the time we come?	The office <u>won't have been cleaned</u> by the time we come.

**Future Perfect-in-the-Past Passive** утворюється так само, як і Future Perfect Passive, але замість допоміжних дієслів **shall/will** вживаються відповідно **should/would**.

Future Perfect-in-the-Past Passive: I (we) should have been invited.

He (she, you, they) would have been invited.

1. Замість Present Perfect Continuous та Past Perfect Continuous, які не мають форм пасивного стану, відповідно вживаються Present Perfect і Past Perfect Passive.

The dissertation **has been discussed** for two hours.

Дисертація обговорюється уже дві години.

The dissertation **had been discussed** for two hours when he came. Дисертація вже обговорювалась дві години, коли він прийшов.

2. Як і в активному стані, в підрядних обставинних реченнях часу та умови для вираження майбутньої дії замість форми Future Perfect Passive вживається форма Present Perfect Passive:

**After** the goods **have been examined** we shall take them to the ware- house.



Після того як товари будуть оглянуті, ми відвеземо їх на склад.

3. Узгодження, як і в активному стані, вживання часів в підрядному реченні з дієсловом-присудком в минулому часі, з правилами послідовності часів.

I knew that the plant **had been built** for two years. Я знав, що завод будується вже два роки.

She showed me the article which **had been translated** by her brother. Вона показала мені статтю, яка була перекладена її братом.

He said that the house **would be built** by January. Він сказав, що будинок (вже) буде побудований (побудують) до січня.

She said that you **would have been shown** a new film before he left. Вона сказала, що вам покажуть новий фільм, до того як він піде.

3. **Perfect Infinitive Passive** та модальні дієслова. Perfect Infinitive Passive вживається:

- після модальних дієслів **must** і **may** для вираження припущення, що дія вже здійснилася:

The letter **may have been sent** to the wrong address.

Лист, мабуть, був відісланий за неправильною адресою.

- після дієслів **can**, **cannot** для вираження здивування, сумніву з приводу того, що дія могла здійснитися:

Can this work **have been done** in such a short time? Невже ця робота була зроблена за такий короткий строк?

- після дієслів **should**, **would**, **could**, **might**, **ought** та **was (were)** для вираження дії, яка повинна була б чи могла б здійснитися, але не здійснилася:

The goods **were to have been delivered** at the beginning of May. Товари повинні були бути доставлені на початок травня (але не були доставлені).

The windows **should have been cleaned** yesterday. Вікна слід було (потрібно було) вимити вчора.

### Тренувальні вправи

**Вправа 1. Прочитайте речення та перекладіть їх. Зверніть увагу на Passive Voice:**

1. Jim didn't know about the change of plans. He hadn't been told.
2. During the last decades a great number of researchers have been involved in the study of cancer problems.
3. Various ideas have been proposed to explain the origin of the moon.
4. An advertisement have not been placed in the newspaper yet.
5. I'm not going to the party. I haven't been invited.
6. In recent years much of our interest has been centred round the problem of the evolution of comets.
7. The letters have already been posted by the time the boss came in.
8. He said that he would show us the letter when it was typed.

9. This room looks different. Has it been painted since I was last here?  
 10. A tree was lying across the road. It had been blown down in the storm.

**Вправа 2. Підкресліть перфектну форму дієслова. Закінчіть речення відповідною часовою формою дієслова у пасивному стані:**

1. They have changed the date of the meeting  
 The date of the meeting has been changed.
2. The chef hasn't made dinner.  
 The dinner \_\_\_\_\_.
3. Brian told me that somebody had attacked and robbed him in the street.  
 Brian told me that he \_\_\_\_\_.
4. The doctor had already told him to go on a diet. He  
 \_\_\_\_\_.
5. They have been built excellent shelters for tourists in these mountains.  
 Excellent shelters for tourists \_\_\_\_.
6. Richard has offered Helen a watch.  
 Helen \_\_\_\_\_.

**Вправа 3. Утворіть питальну та заперечну форми речень:**

- The light has not yet been turned off.
- He has been told everything, so he knows what to do now.
- The door has been left open.
- The article will have been published by the time you arrive.
- This crop had been sown by the end of the month.

**Неособові форми дієслова  
 (Non-Finite Forms of the Verb)**

Неособові форми дієслова (non-finite forms of the verb) – інфінітив (the Infinitive), герундій (the Gerund), дієприкметник (the Participle) – не мають граматичних ознак особи, числа і способу, не виражають часу дії, тому не можуть бути присудком речення, а можуть тільки входити до його складу. Вони вказують лише на співвіднесеність у часі дії, що вони виражають, до дії присудка: одночасна вона чи передую їй.

**The Infinitive (Інфінітив)**

Інфінітив – це неособова форма дієслова, яка тільки називає дію і відповідає на запитання *що робити?, що зробити?* – **to read** читати; **to understand** розуміти.

В англійській мові інфінітив має одну просту і п'ять складних форм. Інфінітив перехідних дієслів має форми часу й стану, а неперехідних – тільки часу.

<b>Форми інфінітиву</b>	<b>Active</b>	<b>Passive</b>
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<b>Indefinite</b>	to write to come	to be written
<b>Continuous</b>	to be writing to be coming	-
<b>Perfect</b>	to have written to have come	to have been written
<b>Perfect Continuous</b>	to have been writing to have been coming	-

Якщо дієслово не вживається в пасивному стані або в формі Continuous, то кількість форм інфінітива відповідно менша. Ознакою інфінітива в англійській мові є частка **to**. Частка **not**

перед інфінітивом вказує на заперечну форму.

Але слід пам'ятати, що в деяких випадках інфінітив вживається без частки to:

- 1) після модальних дієслів (окрім дієслова *ought*);
- 2) в об'єктному інфінітивному звороті після дієслів: **to see, to hear, to feel, to watch, to observe, to notice; to let, to make;**
- 3) після виразів **would rather, would sooner, had better...**

### Значення і вживання форм інфінітиву

I. Інфінітив у формі **Indefinite** вживається:

1. Якщо дія, яку він виражає, одночасна з дією, вираженою дієсловом-присудком речення:

**I am sorry to hear it.**

Мені прикро чути це.

**He was glad to see them.**

Він був радий бачити їх.

**It will be very interesting to read these books.**

Буде дуже цікаво прочитати ці книжки.

2. З дієсловами, що вказують намір, надію та ін. Indefinite Infinitive означає дію, майбутню щодо відношення до дії, вираженої дієсловом-присудком:

**I hope to see you on Monday.**

Я сподіваюсь побачитися з вами в понеділок.

**I want to make a report.**

Я хочу зробити доповідь.

3. З модальними дієсловами Indefinite Infinitive часто виражає майбутню дію:

**They may come tomorrow.**

Може, вони прийдуть завтра.

II. **Continuous Infinitive** виражає тривалу дію, що відбувається одночасно з дією, вираженою дієсловом-присудком:

**It was pleasant to be driving a car again.**

Приємно було знову вести автомобіль.

III. **Perfect Infinitive** виражає дію, що передує дії, вираженій дієсловом-присудком:

**I was pleased to have done something.**

Я була задоволена, що я дещо зробила.

З модальними дієсловами **should, ought, could, might** у стверджувальній формі, а також після **was/were** в модальному значенні Perfect Infinitive показує, що дія не відбулася:

**He should have stayed at home.**

Йому слід було залишитися вдома (але він не залишився).

**He was to have done it.**

Він мав зробити це (але не зробив).

Таке саме значення має Perfect Infinitive після минулого часу дієслів **to expect** сподіватися, чекати; **to hope** надіятися; **to intend** мати намір та ін.:

**I hoped to have found him at home.**

Я сподівався застати його вдома (але не застав).

IV. **Perfect Continuous Infinitive** виражає тривалу дію, що відбувалася протягом певного часу перед дією, вираженою дієсловом-присудком:

**I am happy to have been living in Kyiv for 25 years.**

Я щасливий, що 25 років живу в Києві.

V. Інфінітив вживається в активному стані, якщо іменник або займенник, до якого він відноситься, означає суб'єкт дії, вираженої інфінітивом:

**But they don't want to play with me.**

Але вони не хочуть гратися зі мною.

Інфінітив вживається в пасивному стані, якщо іменник або займенник, до якого він відноситься, означає об'єкт дії, вираженої інфінітивом:

**She didn't want to be found.** Вона не хотіла, щоб її знашли.

VI. Інфінітив також вживається:

1. Після таких дієслів, як: **advise, afford, agree, appear, attempt, decide, dare, forget, fail, expect, hope, manage, offer, plan, pretend, promise, refuse, seem, tend, threaten, want, etc.**

e.g. He refused to answer my questions. I hope to see you again soon.

He promised not to be late.

## Інфінітивні конструкції

### Складний підмет (Суб'єктний інфінітивний комплекс)

Інфінітив вживається в суб'єктному інфінітивному звороті – **Complex Subject** – (“складний підмет”), де іменник чи займенник стоїть в загальному відмінку:

а) після таких дієслів в пасивному стані, як: *say, report, think, believe, expect, consider, suppose, see, hear, feel, notice, observe, watch, order, allow, permit, etc.*

e. g. Mark was seen to cross the street. Бачили, як Марк переходив вулицю.

He was made to do it. Його примусили це зробити. The Moon is known to be the Earth's Відомо, що Місяць - satellite. супутник Землі.

He is known to be a good poet. Кажуть, що він хороший поет.

б) після наступних дієслів в активному стані: *seem, appear (здаватися), happen, chance (трапитися), turn out, prove (виявлятися):*

e.g. They seemed not to listen to their teacher. Здавалося, що вони не слухали свого вчителя. He appears to be a good psychologist.

Здається, він хороший психолог.

в) після словосполучень *to be sure, to be certain, to be likely, to be unlikely:*

e. g. They are likely to meet often.

Вони, мабуть, часто зустрічатимуться. He is unlikely to change his mind.

Несхоже, щоб він передумав. They are sure to win the match.

Вони обов'язково виграють цей матч.

### Складний додаток (Об'єктний інфінітивний комплекс)

Інфінітив вживається в конструкції: Verb + Pro(noun) + Infinitive

– в об'єктному інфінітивному звороті (**Complex Object**), де додатком (object) є іменник у загальному відмінку або особовий займенник в об'єктному відмінку, після якого вживається інфінітив, що виражає дію, яку виконує або якої зазнає особа чи предмет, позначений цим іменником або займенником.

Цей об'єктний інфінітивний зворот (Complex Object) вживається:

1) після дієслів: *consider, believe, think, find, know, expect, suppose, want, wish, desire, like, would like, dislike, hate, intend, request, ask (просити), allow, permit, recommend, cause, force, make (примушувати), let (веліти, дозволяти):*

e. g. Mr. Lee expected them to be here at ten o'clock. The police ordered the driver (him) to stop.

2) після дієслів to make, to let, to see, to hear, to feel, to watch, to observe, to notice – частка **to** перед інфінітивом не вживається:

e. g. I saw Mark cross the street. Я бачив, як він переходив вулицю. They made him do it. Його примусили це зробити.

Об'єктний інфінітивний зворот перекладається на українську мову здебільшого

підрядним додатковим реченням, де іменник чи займенник відповідає підмету, а інфінітив – присудку цього підрядного речення.

### **For+ Інфінітив**

Інфінітив вживається також в прийменниковому інфінітивному комплексі – в конструкції “for + noun/pronoun + infinitive” (де займенник вживається в об’єктному відмінку):

e. g. They asked for the data (them) to be published. Вони просили, щоб ці данні були опубліковані.

For this work to be done successfully conditions must be favourable. Для того щоб ця робота була виконана успішно, необхідні сприятливі умови.

Цей інфінітивний зворот може знаходитися в будь-якій частині речення. На українську мову частіше за все перекладається підрядним реченням з сполучником "щоб/для того щоб".

### Функції інфінітива в реченні

1. Інфінітив може вживатися в реченні в ролі підмета:

e. g. To apply fertilizers is very important for growing crops in this region.

Вносити добрива (внесення добрив) – дуже важливо для вирощування врожаїв в цьому регіоні.

2. Інфінітив може вживатися в ролі предикатива (іменної частини складного присудка):

e. g. The point is to achieve the aim. Головне – досягти мети.

3. Інфінітив може вживатися в ролі частини дієслівного складного присудка:

а) з модальними дієсловами:

e. g. They must do it at once.

б) з дієсловами, що вживаються з інфінітивом іншого дієслова (to want, to wish, to try, to intend, to expect, to hope та ін.):

e. g. He wants to read a newspaper.

в) з дієсловами, що означають початок або продовження дії (to begin, to start, to continue та ін.):

e. g. She began to look through the journals on her speciality.

4. Інфінітив може вживатися в ролі додатка до дієслів та прикметників:

e. g. She asked me to speak loudly.

I'll be happy to accept your invitation.

5. Інфінітив може вживатися як обставина мети:

e.g. We often use heating (in order) to increase the reaction rate.

Ми часто використовуємо нагрівання для того, щоб підвищити швидкість реакції.

6. Інфінітив також вживається як означення:

e.g. He described some phenomena to be observed there only in winter. Він описав деякі явища, які можна спостерігати тільки взимку

## Тренувальні вправи

### 1. Перекладіть українською, звертаючи увагу на форму інфінітиву:

1. She wants to be invited to the party. 2. They must be working in the garden. 3. We expect them to have returned. 4. She is said to have been working at school for many years.

### 2. Поставте дієслова у відповідній формі інфінітиву. Перекладіть речення українською:

1. This film turned out (show) ... in our club last month.
2. He is expected (take part) ... in the conference next week.
3. Pluto is known (discover) ... in 1930.
4. We expect them (return) ... in 2 days.
5. This question is likely (discuss) ... tomorrow.
6. We know this phenomenon (explain) ... by astronomers in the distant past.

### 3. Поставте частку *to* перед інфінітивом там, де це необхідно:

1. I think you ought ... apologize. 2. Make him ... speak louder. 3. Help me ... carry this bag. 4. My son asked me ... let him ... go to the theatre. 5. I must ... go to the country. 6. He said that she might ... come in the evening. 7. She was made ... repeat the song.

### 4. Прочитайте та перекладіть наступні речення з об'єктним інфінітивним комплексом. Зверніть увагу на вживання або відсутність частки *to* перед інфінітивом:

1. We expected her to return.
2. He allowed me to use his car.
3. I expect you to be on time.
4. The doctor told me to take these pills.
5. I want you to be happy.
6. I saw my friend run down the street.
7. I heard the rain fall on the roof.
8. I heard a famous opera star sing at the concert last night.
9. She watched the children play in the yard.
10. His parents intended him to go with them to the farm.

### 5. Доповніть речення, поставивши, де необхідно, частку *to* перед інфінітивом та займенники в об'єктному відмінку:

1. The teacher made ... (he/ to learn) the poem by heart.
2. I wanted ... (they/ to work) here.
3. They expect ... (we/ to answer) the letter at once.
4. You noticed ... (she/ to approach) the river.
5. I heard ... (he/ to read) it aloud.
6. His parents want ... (he/ to become) an agronomist.
7. We watched ... (they/ to play) in the yard.

8. You forced ... (he/ to do) the exercise again.
9. I let ... (she/ to leave) the room.
10. The rain ... (we/ to go) home.

**6. Перефразуйте наступні складнопідрядні речення в прості, вживаючи Complex Subject (суб'єктний інфінітивний зворот). Зверніть увагу на форму інфінітиву:**

e.g. It is reported that the delegation arrived in Paris on the 10<sup>th</sup> of September. –  
*The delegation is reported to have arrived on the 10<sup>th</sup> of September.*

1. It is known that he works hard.
2. It is said that she has been teaching chemistry at our University for thirty years.
3. It seems that our students are working in the field.
4. It is believed that this house was built in the 19th century.
5. It is supposed that his article will be published next week.
6. It turned out that the translation was very difficult.
7. It was supposed that the weather would be fine in May.

**The Participle**  
**(Складні форми дієприкметника)**

Перфектний дієприкметник (Perfect Participle)

Perfect Participle має дві форми — активного та пасивного стану. Форма активного стану утворюється за допомогою Present Participle допоміжного дієслова to have і Past Participle основного дієслова: **having asked**.

Форма пасивного стану Perfect Participle утворюється за допомогою having been і Past Participle основного дієслова: **having been asked**. Неперехідні дієслова не мають форми пасивного стану (напр. to go):

<u>Форми</u>	<u>Active</u>	<u>Passive</u>
Perfect	having asked	having been asked
	having gone	

**Значення та вживання**

Perfect Participle виражає дію, яка передує дії, вираженій дієсловом-присудком. Perfect Participle відповідає українському прислівнику доконаного виду:

**Having learned** about it, they stopped speaking. Дізнавшись про це, вони припинили розмову.

Perfect Participle Active вживається тоді, коли іменник чи займенник, до якого він відноситься, означає суб'єкт вираженої ним дії:

**Having taking** the book, he left the library. Взявши книгу, він вийшов з бібліотеки.



### Пасивна форма дієприкметника.

(Present Participle Passive та Perfect Participle Passive)

Пасивна форма дієприкметника вживається тоді, коли іменник чи займенник, до якого він відноситься, означає об'єкт вираженої ним дії. Present Participle Passive вживається для вираження дії, що відбувається на теперішній момент чи теперішній період часу, на відміну від Past Participle, який виражає дію, що відбувається звичайно, взагалі.

The question now **being discussed** at the meeting is very important.

Питання, що обговорюється зараз at the meeting, - дуже важливе.

The large house **being built** in our street is a new building of the University.

Велика будівля, що будується на нашій вулиці, новий корпус університету.

Perfect Participle Passive вживається в функції обставини причини і часу та вказує на дію, що відбулася до дії присудка:

**Having been invited** to a party, she could not stay at home.

Оскільки її запросили на вечірку, вона не змогла залишитися вдома.

### Дієприкметникові конструкції

#### Складний додаток

Складний додаток з дієприкметником вживається після дієслів **see, hear, fell, want, like, find, catch, leave, keep, have, get**, etc., і має таку ж структуру, що й складний додаток з інфінітивом. Але замість інфінітива вживається дієприкметник:

**I saw him running.** =

Я бачив, як він біг.

**I saw him run.**

**I heard her shouting.** = Я чув, як вона кричала.

**I heard her shout.**

**Present Participle** вживається замість інфінітива, якщо дію не завершено:

**I saw him driving off.**

Я бачив, як він від'їжджає.

**I saw him drive off.**

Я бачив, як він від'їхав. Past

Participle вживається замість пасивного інфінітива:

He had his hair cut.

Йому підстригли волосся.

### **The Absolute Participle Complex (Незалежний дієприкметниковий зворот)**

Незалежний дієприкметниковий зворот (НДЗ) складається з дієприкметника, перед яким стоїть іменник у загальному відмінку або займенник у називному відмінку. НДЗ завжди відокремлюються від головного речення комою.

Коли НДЗ стоїть на початку речення, він перекладається підрядним реченням обставини за допомогою сполучників “коли”; “після того, як”; “тому що”; “через те, що”; “оскільки”; “якщо”:

**The rain having stopped,** we went out.

Коли (після того, як) дощ

ущух, ми вийшли з дому.

**Weather permitting**, we'll go for a walk. Якщо погода дозволить, ми підемо на прогулянку.

**The professor being ill**, the lecture was put off. Оскільки професор був хворим, лекцію відстрочили.

Коли НДЗ стоїть після головного речення, він перекладається сурядним реченням за допомогою сполучників "і"; "а"; "при цьому"; "до того ж" або без сполучника:

Farmers grow a lot of grain crops in our country, **wheat being the most important**. Фермери вирощують багато зернових, при чому пшениця є найважливішою.

They went quickly out of the house, **he accompanying her to the station**. Вони швидко вийшли з дому, і він провів її до вокзалу.

### Тренувальні вправи

#### 1. В якому з речень вжито Perfect Participle?

1. While reading an interesting English story she used a dictionary.
2. Entering the room we found nobody there.
3. He looked through the newspaper received this morning.
4. Having cleaned the room they went shopping.
5. The contract signed last year is useful for both sides.

#### 2. Прочитайте та перекладіть українською:

1. Having finished the experiment he described its results in his article
2. Having solved many scientific and technical problems, our scientists could launch the first spaceship in outer space.
3. Having travelled about the country nearly two months, he returned to the capital.
4. The questions now being discussed at the meeting are very important.
5. Having collected all the material, she was able to write her report to the conference.
6. Having been sent to the wrong adress, the letter didn't reach them.
7. Yesterday the professor told us about the experiments now being carried on in his laboratory.

#### 4. В якому реченні незалежний дієприкметниковий зворот слід перекласти підрядним реченням з сполучником «після того як»?

1. This crop being used for different purposes, man cultivates it all over the world.
2. Water covers nearly three fourths of the Earth, most being sea water.
3. The distribution of water on our planet varying greatly, some places get too much water or too little.
4. The experiments having been carried out, they started new investigations.
5. The bridge being destroyed, we couldn't cross the river.

#### The Gerund (Герундій)

Герундій - це неособова форма дієслова, що має властивості дієслова та іменника. Як і інфінітив, герундій називає дію: reading — читання, seeing — бачення.

В українській мові немає форми, яка відповідала б герундію. Слова читання, бачення - іменники, що утворились від дієслів, але вони не мають граматичних ознак дієслова. Герундій перекладається іменником, інфінітивом, дієприкметником, дієсловом, підрядним реченням.

**Дієслівні властивості** Герундій має такі дієслівні властивості:

1) герундій перехідних дієслів вживається з прямим додатком: I like **reading books**. Я люблю читати книжки.

She began **preparing food**. Вона почала готувати їжу.

2) герундій може мати означення, виражене прислівником: They continued **listening attentively**. Вони продовжували уважно слухати.

3) герундій має неозначену й перфектну форми, вживається в активному і пасивному стані. Форми герундія співпадають з формами дієприкметника.

<u>Форми</u>	<u>Active</u>	<u>Passive</u>
Indefinite	writing	being written
Perfect	having written	having been written

Неозначена форма герундія (Indefinite Gerund) вживається:

а) для вираження дії, одночасної з дією, вираженою дієсловом-присудком речення:

He sat without **turning** his head. Він сидів, не обертаючись, б) для вираження дії безвідносно до якогось певного часу:

**Seeing is believing**. Бачити — значить вірити.

в) після дієслів to intend, to suggest, to insist та деяких інших Indefinite Gerund виражає майбутню дію по відношенню до дії, вираженої дієсловом-присудком:

He insisted on **telling** her about it. Він наполягав на тому, щоб розказати їй про це.

г) для вираження дії, що передує дії, вираженій дієсловом-присудком, зокрема після дієслів to thank, to forget, to remember, to excuse, to apologize, а також після прийменників on i after:

I don't remember **seeing** her. Я не пам'ятаю, щоб я бачив її.

Перфектна форма герундія (Perfect Gerund) виражає дію, що передує дії, вираженій дієсловом-присудком речення:

Thank you for **having helped** me. Спасибі, що допомогли мені.

Герундій вживається в пасивному стані, якщо іменник чи займенник, до якого він відноситься, позначає об'єкт вираженої ним дії:

He does not come without **being invited**.

Він не приходять, якщо його не запрошують. She

remembers **having been showing** this article.

Вона пам'ятає, що їй показували цю статтю.

### Функції герундія в реченні.

Герундій у реченні може виконувати такі властиві іменнику синтаксичні функції:

1) підмета:

**Smoking** is harmful.

Палити - шкідливо.

2) предикатива:

His hobby is **collecting** stamps.

Його улюблене заняття -

колекціонувати

поштові марки.

3) додатка (прямого і прийменникового):

Forgive my **saying** it.

Пробач мені те, що я сказав.

She is fond **of painting**.

Вона полюбляє малювати.

4) обставини (мети, причини, умови, часу, способу дії): She improved the text **by changing** a few sentences.

Вона покращила текст, замінивши декілька речень. They never obtain high yields **without applying** fertilizers.

Вони ніколи не отримують високих врожаїв, не застосовуючи добрив.

### Вживання

1) Після дієслів: to avoid, to finish, to suggest, cannot help, to enjoy, to excuse, to forgive, to postpone, to delay, to mind, та ін. - вживається тільки герундій (з усіх неособових форм дієслова):

We finished **dressing**.

Ми закінчили одягатися.

2) Після дієслів та дієслівних словосполучень з прийменниками: to leave off, to give up, to go on, to keep on, to put off, to insist on, to agree to, to prevent from, to thank for, to be busy in, to be capable of, to be fond of, to be proud of, to be surprised at, та ін.:

Mary left off **ironing**.

Мері перестала прасувати.

Fancy **going** for a walk in such weather.

Уявіть собі прогулянку в таку погоду.

3) Після прикметників **worth** та **busy** (з дієсловом to be):

These fertilizers **are worth buying**.

Ці добрива варто купити. Yesterday

he **was busy working** in the garden.

Вчора він був зайнятий роботою в саду.

4) Герундій або інфінітив вживається після таких дієслів, як: to begin, to start, to continue, to propose, to like, to try, to refuse, to intend, to forget, to remember, to prefer:

The children **began playing**. = The children **began to play**.

*Порівняйте:*

(1) stop + gerund: When the professor entered the room, the students stopped talking. (The room became quiet.)

(2) stop + infinitive of purpose: While I was walking down the street, I ran into an old friend. I stopped to talk to him. (I stopped walking in order to talk

to him.)

### **Комплекс з герундієм**

Перша частина герундіального комплексу — іменник у присвійному чи загальному відмінку або присвійний займенник. Друга частина — герундій, що виражає дію, яку виконує чи зазнає особа або предмет, позначений першою частиною комплексу. Такий зворот часто перекладається підрядним реченням, де займенник чи іменник є підметом, а герундій - присудком:

I don't like **him going** here.  
туди.

Мені не подобається, що він іде

I remember **his friend taking part**  
in the conference.

Я пам'ятаю, що його  
друг брав участь у конференції.

They told us about **his coming** here.  
приходив сюди.

Вони сказали нам про те, що він

### **Тренувальні вправи**

#### **1. Перекладіть на українську мову, звертаючи увагу на функцію герундія в реченні та його форму:**

1. He likes translating scientific articles from English into Ukrainian.
2. After having changed the temperature twice he decided to change conditions of the experiment.
3. The manager has finished dictating a text to her secretary.
4. Having been read and corrected by the secretary, the text contained no mistakes.
5. On carrying out his experiments, he could make a lot of calculations.
6. Instead of translating the article himself, he asked his friend to do it.

#### **2. Доповніть речення, вживаючи форму герундія наступних дієслів: *to watch, to go, to stay, to write, to talk, to forget, to clean***

1. I think people should stop ... television so much.
2. He has finished ... the flat.
3. Nobody thought of ... to bed.
4. Don't fear my ... her.
5. I insist on my sister's ... at home.
6. I don't enjoy ... letters.
7. He likes ... to me.

#### **3. Складіть речення, користуючись таблицею:**

- |                    |                              |
|--------------------|------------------------------|
| 1. Thank you for   | seeing my parents next week. |
| 2. I'm thinking of | disturbing you.              |
| 3. How about       | dancing and singing.         |

- |                        |                                   |
|------------------------|-----------------------------------|
| 4. I apologise for     | telling me the truth.             |
| 5. I'm tired of        | understanding this.               |
| 6. She's very good at  | going to the cinema tonight?      |
| 7. He's not capable of | answering that child's questions. |

**4. З наведеного переліку дієслів, виберіть ті, після яких вживається герундій:**

Agree, avoid, can't help, decide, expect, fancy, finish, give up, happen, hope, mind, manage, prepare, postpone, promise, put off, refuse, seem, suggest, wish.

**5. Виберіть правильну форму дієслова (інфінітив чи герундій):**

1. Do you remember (meet) her last year?
2. I regret (not visit) her when she was ill.
3. Do you want to go on (learn) English?
4. He doesn't allow us (make) personal phone calls.
5. He's stopped (smoke).
6. He stopped for a few minutes (rest).
7. I like (watch) TV in the evenings.
8. Do you think this book is worth (read)?
9. I can't help (worry) about it.
10. I managed (find) a taxi.
11. She suggested (go) to a movie.
12. They can't afford (buy) this car.

## **Умовний спосіб (The Subjunctive Mood)**

Умовний спосіб виражає дію не як реальну, а як таку, що могла б відбутися за певних умов, а також необхідну, бажану або нереальну, нездійсненну.

В англійській мові вживаються чотири форми умовного способу: the Conditional Mood, the Suppositional Mood, Subjunctive I, Subjunctive II.

### **The Conditional Mood.**

#### **3 types of Conditional Sentences (3 типи умовних речень).**

Conditional Mood утворюється з допоміжних дієслів *should* або *would*, у другій і третій особах – *would*. За формою Conditional Mood збігається з Future-in-the-Past дійсного способу, але відрізняється від нього за значенням.

Conditional Mood вживається для вираження дії, яка відбулася б за певних умов у теперішньому, минулому або майбутньому часі, але не відбудеться з якихось причин:

If she knew his addree (now), she would write to him. - Якби вона знала його адресу, вона б написала йому.

Conditional Mood має дві часові форми: present і past.

Present Conditional утворюється з допоміжних дієслів *should* і *would* та інфінітива основного дієслова без частки *to* (збігається з Future Simple-in-the-Past):

I (we) **should/would work**

He (she, it, you, they) **would work**

Present Conditional виражає дію, що за певних умов могла б відбутися в теперішньому або майбутньому часі.

Past Conditional утворюється з допоміжних дієслів *should* і *would* та перфектної форми інфінітива основного дієслова без частки *to* (збігається з Future Perfect-in-the-Past):

I (we) **should/would have worked**

He (she, it, you, they) **would have worked**

Past Conditional виражає дію, що за певних умов могла б відбутися в минулому, але через відсутність цих умов не відбулася.

### 3 типи умовних речень

I Реальна умова, тип що відноситься до теперішнього або майбутнього часу

1) If Present Simple; Present Simple. If I have enough time, I visit granny every week.

2) If Present Simple; Future Simple. If the weather is fine tomorrow, we'll go to the country.

II Малоймовірна умова, тип що відноситься до теперішнього або майбутнього часу

If Past Simple; Future-in-the-Past<sup>2</sup> If he were<sup>1</sup> here, he would help us.

If I saw my friend tomorrow, I should ask him about it.

III Нереальна умова, тип що відносяться до минулого часу

If Past Perfect; would + Perfect Infinitive If I had seen him yesterday, I should have asked him about it.

Примітка:

<sup>1</sup>Дієслово *to be* має форму **were** в 1-ій та 3-ій ос. однини, оскільки вживається у формі Past Subjunctive.

<sup>2</sup>В умовних реченнях II типу в головному реченні може вживатися сполучення **could** або **might** з Indefinite Infinitive.

Аналогічно, в умовних реченнях III типу в головному реченні може вживатися сполучення **could** або **might** з Perfect Infinitive. На українську перекладається – міг би, могли б з інфінітивом:

He could do it if he tried.

Він міг би це зробитиб якби

He could have done it if he had tried. спробував.



## Умовні речення з дієсловом WISH

Має відношення до майбутнього часу	I wish you <u>would read</u> more in future.	Як би мені хотілося, щоб ви читали більше в майбутньому.
	I wish we <u>would (could) meet</u> next summer.	Як би мені хотілося, щоб ми зустрілися (змогли зустрітися) наступного літа.
Має відношення до теперішнього часу	I wish I <u>had</u> time.	Шкода, що в мене немає часу.
Має відношення до минулого часу	I wish I <u>could speak</u> German.	Мені б хотілося розмовляти німецькою.
	I wish I <u>had had</u> more time yesterday.	Шкода, що вчора я мав мало часу.
	I wish you <u>hadn't done</u> this.	Шкода, що ти це зробив.
	I wish he <u>had been</u> here then	Шкода, що його тоді тут не було.

### Тренувальні вправи

1. Вправа 1. Розкрийте дужки, поставте дієслово у відповідному часі: She (to buy) the dress tomorrow but the shop will be closed.
2. She (to buy) the dress but the shop was closed.
3. The teacher was absent today, so class was canceled. If she (be) absent if again tomorrow, class (cancel) tomorrow, too.
4. If she (to learn) English, I (to buy) her this book.
5. If my brother (to have) time now, he (to help) us.
6. I am not an astronaut. If I (to be) an astronaut, I (to take) my camera with me on the rocket ship next month.
7. I (to do) the same if I (to be) in your shoes.
8. It is expensive to call across the ocean. However, if transoceanic telephone calls (be) cheap, I (call) my family every day and (talk) for hours.

### Вправа 2. Розкрийте дужки, вживаючи потрібну форму умовного речення після wish. Перекладіть українською:

1. I wish you (to come) with us.
2. I wish you (to be) with us yesterday.
3. I wish we (to meet) again next summer.
4. I wish I (to be) at yesterday's party: it must have been very merry.
5. If only she (to tell) me the truth then.
6. I wish you (not to be) so impatient. It wasn't wise of you.

7. They wished they (not to see) this horrible scene again.
8. I wish you (to phone) me last Sunday.
9. I wish I (to have) a season ticket to the Philharmonic next winter.
10. I wish you (not to speak) on the telephone so much.
11. I wish you (to send) word as soon as you arrive
12. They wish they (not to quarrel) with their neighbours a year ago.

**Вправа 3. Перефразуйте речення за зразком, використовуючи відповідні часові форми умовного способу:**

*Model: If my brother has time, he will help them. If my brother had time, he would help them.*

1. If there is much snow in January, they will go skiing every day.
2. If you've spoken the truth, you won't have anything to complain about.
3. If the rain stops, the children will go for a walk.
4. If I send the money at once, my dog will be returned alive and well.
5. If the water is warm, we shall have a picnic.

**Вправа 4. Перефразуйте речення за зразком, використовуючи відповідні часові форми умовного способу відносно минулого часу: Model: If he saw his friend, he would ask him about it**

*If he had seen his friend (yesterday), he would have asked him about it.*

1. If she were attentive, she wouldn't make so many mistakes.
2. If he were here, he would help us.
3. If he knew the number of her telephone, he would ring her up.
4. She would buy that book, if she had money with her.
5. If Nick worked hard, he would pass his examination.
6. If we had time, we would play chess.
7. If she came in time, she would join us.

## FOR SELF STUDY

### Text 1

#### BRANDS

##### 1. Read the text and pay attention to the words in bold.

As the marketing expert Philip Kotler has said, ‘The most distinctive skill of professional marketers is their ability to create, maintain, protect and enhance brands.’ But, despite the best efforts of professional marketers, the list of top brands of today is not so different from that of 30 or 40 years ago: Coca-Cola, IBM, Ford and Hoover are all still there. Consumers tend to form emotional attachments to foods and household goods they grow up with. These brands gain mindshare in consumers at an early age and new brands find it hard to compete with the established brands.

One area where new brands can appear is in new categories. For example, the names Dell and Easyjet have emerged as extremely strong brands in built-to-order PCs and low-cost airlines respectively, industries that have not existed for very long.

We tend to think of brands in relation to consumer marketing and packaged goods, and consumer goods companies will often employ brand managers to develop their brands. But the use of brands and branding is also important in industrial or business-to-business marketing, where companies are selling to other companies, rather than to consumers. As Amitava Chattopadhyay says in this unit of the Course Book: “A brand is a set of associations in the mind of the consumer”. In business-to-business marketing, substitute ‘buyer’ for ‘consumer’, and there will be similar issues of brand awareness, brand image and brand equity: the value to a company of the brands that it owns. In business-to-business, the company name itself is often its most important brand. A company’s image and reputation will clearly be key to its success.

#### ACTIVE VOCABULARY

create – створювати

maintain – підтримувати

protect – захищати

enhance – підсилювати

emotional attachments – емоційна прив’язаність

mindshare - частка завойованої уваги (процент цільової аудиторії, яка побачила чи прослухала певний матеріал), асоціація з брендом

new brands – нові бренди

established brands – класичні (відомі) бренди

new categories – нові категорії

strong brands – стійкі, стабільні бренди

consumer marketing - маркетинг споживчих товарів

packaged goods – фасованні товари

brand managers – бренд-менеджери

set of associations – сукупність уявлень

brand awareness – обізнаність, проінформованість про бренд

brand image – імідж бренду

brand equity - бренд-капітал, цінність бренду (сукупність активів бренду і зобов'язань, пов'язаних з брендом, а також його ім'ям, що збільшують або зменшують цінність, яку має продукт або послуга для фірми з точки зору її клієнтів)

reputation – репутація

## **2. Learn active vocabulary.**

## **3. Give a short summary of the text in writing using active vocabulary.**

### **Text 2**

#### **HOW ORDINARY PEOPLE GENERATE GREAT IDEAS**

### **1. Read the text and do the tasks after it.**

Working out where great ideas come from is one of the big puzzles of modern management. Corporate research laboratories and in-house product development groups are only part of the answer. Innovative products and processes can come from start-ups, competitors, university campuses to and ordinary employees.

Eric von Hippel, a professor of management of innovation at the Massachusetts Institute of Technology, has spent three decades studying the role played by customers in shaping new products. The results are nicely summarised in *Democratizing Innovation*, a useful book on what he calls 'user-centered innovation'.

For example, people who do extreme sports such as windsurfing or ice-climbing, play a significant role in the development of equipment which is then mass-produced by manufacturers. Surgical equipment companies are often led towards new products by surgeons who operate using the equipment.

Users are often the first to develop many, and perhaps most, new industrial and commercial products. For example, 3M, the industrial products group, has programmes in place to collect ideas generated by key users. Von Hippel found that these products at 3M were likely to be more innovative, enjoy higher market share, have greater potential to develop into an entire product line.

Mass-producing products developed by key users is only one possible approach.

Alternatives include selling toolkits with which customers can build their own creations. For example, International Flavors & Fragrances supplies customers with the tools to design their own food flavours. Users themselves develop the products. These examples revolutionise the traditional division of labour between producer and consumer. Democratizing Innovation shows that the flow of ideas and expertise is more complex.

## 2. True or false?

- a) Most new ideas come from in-house research.
- b) It took Eric von Hippel three years to write his book.
- c) People who go windsurfing have helped to create new products.
- d) Surgeons are unlikely to be involved in product development.
- e) 3M uses consumers' ideas to create new products.
- f) Von Hippel believes that user-led products are often better than those developed inside a company.
- g) Some companies use toolkits to design their products.
- h) The division of labour between product and consumer has changed.

## 3. Choose the correct alternative for the word in italics.

- a) A puzzle is something which is
  - 1) difficult to understand.
  - 2) very interesting.
- b) A decade is a period of
  - 1) five years.
  - 2) ten years.
- c) GE keeps innovation under control an important consumer.
  - 1) the market leader.
- c) If you revolutionise something, you
  - 1) modify it a little.
  - 2) change it completely,
- d) If something is complex, it is quite
  - 1) complicated.
  - 2) big.

### Text 3

## GE KEEPS INNOVATION UNDER CONTROL

### 1. Read the text and do the tasks after it.

General Electric's Global Research Centre covers 550 acres, employs 1,000 PhDs, and has \$500m a year in funding. GE's scientists have to develop new products for one of the world's largest companies, with interests ranging from jet engines and nuclear power stations to microwave ovens and wind turbines.

The research centre's past achievements remind companies they need to keep innovating in order to keep growing. The light bulb, lasers and special glass for optical lenses were all historical breakthroughs when GE researchers developed them.

With globalisation and the emergence of low-cost manufacturing in Asia and elsewhere, companies around the world have discovered that growth only comes from selling better, more advanced products.

Thomas Edison, one of GE's forefathers, would have been proud; a GE research project for jet fighters resulted in an invention which revolutionised the way doctors recognise illnesses.

During the 1980s, scientists at GE's global research centre were looking at ways to improve aircraft controls used by aircraft pilots.

Years later, one scientist, who had also worked in a related medical programme, suggested applying the technology to X-rays. By the mid-1990s, GE was studying 'digital X-rays', which give a more accurate view of organs and bones than was previously possible. In 2000, the company began marketing the first digital X-ray machine. The technology is currently used in less than 10 per cent of the one million radiology procedures done every day, but GE believes that it will eventually replace traditional equipment. GE believes more of its inventions will find uses outside their intended sectors.

### 2. Match the words and expressions (1-8) to their meanings

1. microwave oven
  2. wind turbine
  3. achievement
  4. remind
  5. breakthrough
  6. take for granted
  7. emergence
  8. forefather
- a) important new discovery

- b) a machine to cook food quickly
- c) someone who started the company a long time ago
- d) success
- e) not recognise the value of something
- f) machine which uses wind to make energy
- g) the appearance or arrival of something
- h) help remember

**3. Answer these questions.**

- a) How big is GE's Global Research Centre?
- b) What kind of products does GE produce?
- c) Which three products pioneered by GE are mentioned?
- d) Who was Thomas Edison?

**4. Give two examples of how research in one field lead to innovation in another**

**Text 4**

**EMPLOYMENT**

**1. Read the text and pay attention to the words in bold.**

Human Resources (HR), formerly known as Personnel, is the Cinderella of company departments. Production managers manage production, sales directors head up their sales teams, but HR directors do not, strictly speaking, direct employees.

They act more as facilitators for other departments: they deal with recruitment in conjunction with departmental managers, they administer payment systems in tandem with accounts, they are perhaps present at performance appraisal reviews when employees discuss with their managers how they are doing, they may be responsible for providing training, in industrial relations they are involved in complaints and disputes procedures, and they often have to break the news when people are dismissed. Human Resources Management specialists may be involved in:

- introducing more 'scientific' selection procedures: for example, the use of tests to see what people are really like and what they are good at, rather than how they come across in interviews.
- implementing policies of empowerment, where employees and managers are given authority to make decisions previously made at higher levels.
- employee training and, more recently, coaching: individual advice to employees on improving their career prospects, and mentoring: when senior

managers help and advise more junior ones in their organisation.

- actions to eliminate racial and sexual discrimination in hiring and promotion and to fight harassment
- in the workplace: bullying and sexual harassment.
- incentive schemes to increase motivation through remuneration systems designed to reward performance.

But their services may also be required when organisations downsize and delayer, eliminating levels of management to produce a lean or flat organisation: trying to maintain the morale of those that stay and arranging severance packages for employees who are made redundant, sometimes offering outplacement services, for example putting them in touch with potential employers and advising them on training possibilities.

Professional people who are made redundant may be able to make a living as freelancers, or in modern parlance, portfolio workers, working for a number of clients. They hope to be on the receiving end when companies outsource activities, perhaps ones that were previously done in-house.

This is all part of flexibility, the idea that people should be ready to change jobs more often, be prepared to work part-time and so on. The message is that the era of lifetime employment is over and that people should acquire and develop skills to maintain their employability.

## **ACTIVE VOCABULARY**

recruitment – набір, комплектування особовим складом

payment systems – платіжні системи, системи розрахунків

performance appraisal reviews – оцінка результатів діяльності

training – навчання

industrial relations – трудові відносини; відносини між адміністрацією і працівниками

complaints – скарга, незадоволення

disputes procedures – процедура разрешення спорів

dismiss – звільняти

selection procedures – процедура відбору

empowerment – надання повноважень, розширення повноважень (робітника) (надання робітнику права приймати управлінські рішення в межах його компетенції; один із способів підвищення ефективності управління)

coaching – кураторство, інструктаж, наставництво (метод навчання без відриву від виробництва, коли керівник виробництва сам консультує підлеглого і допомагає йому засвоїти необхідні вміння)



mentoring - менторство (спосіб навчання молодого спеціаліста або нового співробітника, під час чого він стає напарником більш досвідченого співробітника і переймає корисні навички, спостерігаючи за роботою професіонала)

eliminate – усувати, виключати, ліквідувати, знищувати

incentive schemes – заходи стимулювання попиту

motivation – мотивація

remuneration systems – винагорода, оплата; заробітна плата; компенсація

downsize – скорочувати (штат службовців)

delayer – скорочувати (ліквідувати) рівні (зменшувати кількість рівнів управління в ієрархічній структурі організації)

lean – економний, економічний

flat – плоский, рівний; горизонтальний

severance packages – вихідна допомога

redundant – звільнений, скорочений

outplacement – працевлаштування в порядку переведення, працевлаштування звільнених

freelancer – працювати не за наймом; бути вільним художником

outsource – передавати (частину бізнес-процесу) незалежному підрядчику; замовляти або наймати на стороні

in-house – всередині фірми, власними зусиллями, без залучення зовнішніх спеціалістів

flexibility – гнучкість

lifetime employment – довічна зайнятість; довічний найм (принцип працевлаштування, коли робітник протягом всього трудового життя працює на одного і того ж власника компанії;)

employability – працездатність, можливість (вміння) знайти роботу; можливість зайнятості

## **2. Make up 10 questions to the text in writing**

### **Text 5**

#### **AMERICAN DREAM GETS A LATINO BEAT**

##### **1. Read the text and do the tasks after it.**

Next month Procter & Gamble, which has for some time been reaching Hispanic consumers through brands such as Gain, the laundry detergent, will go a step further

in its efforts to woo Latinos. When Tide Tropical Clean hits the shelves, it will be promoted with the usual multi-media advertising campaigns. However, what distinguishes this new product from others is the fact that the product itself has been shaped with the Latino market in mind. An important element of this is the detergent's smell. 'Fifty- seven percent of Hispanics describe themselves as active scent seekers,' says Mauricio Troncoso, marketing director of P&G's multicultural business development unit. 'And this is just the hard data. When you try to quantify what it means, you would be surprised how strong a scent needs to be considered as really strong.'

Unilever Bestfoods also hopes to seduce Latino consumers, encouraging them to 'enamorelos con Ragu' (fall in love with Ragu) through the pasta sauce brand's first television ad campaign, launched last month, aimed at US Hispanics. Shot in Argentina, the ads tell the story of how a family falls in love with Ragu.

With a Hispanic population rapidly heading towards 40m, the increase in numbers is matched by a sharp rise in Latino spending power. In addition, it seems that Latinos may be more responsive to advertising than other groups. A Nielsen Media Research study released this month found that Spanish-language television viewers pay more attention to commercials and are more likely to base their purchasing decisions on advertisements than other US consumers.

But while the Hispanic community may represent an appealing target for advertisers, it is by no means a uniform one. American Latinos represent a highly diverse population – the word 'Hispanic' is an ethnic category, rather than a racial group, that can refer to people whose origins range from Mexican and Puerto Rican to Cuban and Argentinian.

Marketers also need to take into account differences between first-generation and second-generation Hispanics. 'As an advertiser, it is important to be aware and sensitive to these differences and what they mean from a strategy and communications perspective,' says Susan Wayne, Executive Vice-President of marketing at Old Navy, the clothing retailer that is part of the Gap group. Recognition of this fact was what last November prompted Old Navy to create its first Spanish-language TV campaign. 'We know from our research that we had a stronger emotional connection with our Hispanic customers who were very integrated in American culture. But we also found out that we were not speaking to Hispanics who are predominantly Spanish-speaking and who are more comfortable with Hispanic culture; says Ms Wayne.

**2. Below are possible headings for each paragraph. Put the headings in the correct order.**

1. US Hispanics and their reaction to advertising
2. Differences between generations of US Hispanics
3. The non-uniformity of US Hispanics

4. Hispanics and the campaign for Ragu pasta sauce
5. Hispanics and the campaign for Tide Tropical Clean

**3. Choose the best alternative to replace the expressions in italics.**

- a) Next month Procter & Gamble, which has for some time been reaching Hispanic consumers through brands such as Gain, the laundry detergent,...
  - i. talking to
  - ii. selling to
  - iii. arriving with
- b) will go a step further in its efforts to woo Latinos,
  - i. attract
  - ii. put off
  - iii. find
- c) When Tide Tropical Clean hits the shelves
  - i. becomes unavailable
  - ii. becomes successful
  - iii. becomes available
- d) ...what distinguishes this new product from others...
  - i. makes this new product the same as others
  - ii. makes this new product different from others
  - iii. makes this new product better than others
- e) the product itself has been shaped with the Latino market in mind
  - i. sold
  - ii. developed
  - iii. formed
- f) Fifty-seven percent of Hispanics describe themselves as active scent seekers ...
  - i. people who really love pleasant smells
  - ii. people who really hate unpleasant smells
  - iii. people who are not interested in pleasant smells
- g) When you try to quantify what it means ...
  - i. meter
  - ii. metrics
  - iii. measure

3. Look at the expressions in italics as they are used in the article. True or false?

- a) Seduce means more or less the same as 'woo'.

- b) If you encourage someone to do something, you try to persuade them not to do it.
- c) If a film is shot in a particular place, it is filmed in that place,
- d) If a figure is heading towards a particular level, it is moving towards that level;
- e) If you are responsive to something, you take no notice of it.
- f) If you pay attention to something, you dislike it.
- g) Another expression for purchasing decisions is buying decisions.

**4. Match 1-7 with a)-g) to make expressions used in the article.**

- |                      |               |
|----------------------|---------------|
| 1) Hispanic          | a) group      |
| 2) appealing         | b) Hispanics  |
| 3) diverse           | c) connection |
| 4) racial            | d) population |
| 5) second-generation | e) retailer   |
| 6) clothing          | f) target     |
| 7) emotional         | g) community  |

**5. Now match the first parts of the expressions 1-7 in Exercise 4 to their meanings below.**

- a) relating to clothes
- b) relating to the emotions
- c) relating to race
- d) varied
- e) relating to people from Latin America
- f) relating to children of immigrants
- g) attractive

**6. What is the key message of the article? Choose the best alternative.**

Marketers in the US must remember that the Hispanic community...

- a) dislikes strong perfumes.
- b) prefers TV advertising to be filmed in Spanish-speaking countries.
- c) contains sub-groups with different attitudes.

## Text 6

### ASKING FOR A RAISE

#### 1. Read the text and do the tasks after it.

##### Before you read

**What is the procedure for getting a salary increase in your organisation or any other company you know about?**

#### THE MONEY MOVE

You want a raise. You deserve a raise. But how do you ask for a it? Experts say there are several ways to make the interchange less stressful and more successful. The first sign her co-workers noticed was the empty candy bowl. Lisa, an accountant at a construction company, was a cheerful woman who had always kept a dish of goodies on her desk. When she started removing the pictures and the plants from her office, rumours began to circulate. She did not explain her behaviour to anyone. Then the candy dish disappeared. ‘She had been promised a raise for a long while,’ recounts Linda Talley, an executive coach based in Houston. Removing things from her office was a subtle way of letting her employers know she wouldn’t wait any longer, but it worked. A few months later her salary was boosted by \$5,000. There are many ways to ask for a raise, and Lisa’s method is not for everyone. But experts say there are some basic ways to enhance your prospects for success.

##### Adding value

The golden rule is to offer value, based on qualifications and achievements. Forget about your years of hard work, your experience, your personal needs and expenses, your mortgage, your ailing grandmother and your Great Dane’s dog food bills. The ‘dumbest case you can possibly present is one based on pity,’ warns Howard Figler, a career counselor and author of *The Complete Job-search Handbook*.

In the private sector, your contribution probably falls within certain categories. You may be a key person who attracts new customers or one who is skilled at retaining the present relationships. You may be a cost-cutter, who improves the company’s bottom line. Less quantifiable, but no less important, your reputation might enhance that of your employer or you could be one of those sunny personalities who boosts the morale of all around them, enhancing productivity. R&D It stands for ‘research and documentation’, which is your responsibility. You must pinpoint your worth in the marketplace before entering into any salary negotiation. Although specific salaries are a taboo topic and rarely discussed among co-workers, you can find comparative information on career-related websites and through professional organisations.

Brad Marks, CEO of an executive search firm specialising in the entertainment industry, recalls a cable TV company division head who wanted a 30 percent raise as

a good example. When Mr Marks asked him to make a case for the huge jump, the executive returned armed with details of his contributions over the years and the statistics to show he was underpaid compared to peers in the company and the industry. ‘However, some people just give a number at random,’ according to Mr Marks.

### Taking the plunge

Now that you have done your homework, it is time to prepare yourself mentally for the big day. Few people enjoy the idea of confronting their boss and risking refusal (which is one reason so many companies have built in a structured system of regular reviews and promotions), but it is important to remain calm. Lastly, even if your palms are sweating, don’t forget to smile.

## 2. Read through the whole article. Who are these people?

- a) Brad Marks
- b) Howard Figler
- c) Linda Talley
- d) Lisa

## 3. Find expressions in the article that mean:

- a) colleagues. (2, 7 letters)
- b) American English for ‘sweets’. (5 letters)
- c) information that you hear unofficially, that may or may not be true. (7 letters)
- d) the things that someone does or says considered as a whole. (9 letters)
- e) someone whose job is to ‘train’ and advise senior businesspeople about their careers. (9, 5 letters)
- f) increased. (7 letters)

## 4. Match the verbs 1-8 with the expressions a)-h) from the article.

- |   |         |                              |
|---|---------|------------------------------|
| 1 | offer a | your experience              |
| 2 | forget  | b your employer’s reputation |
| 3 | present | c value                      |
| 4 | attract | d present relationships      |
| 5 | retain  | e new customers              |
| 6 | improve | f morale                     |
| 7 | enhance | g the company’s bottom line  |
| 8 | boost   | h a dumb case                |

**5. Now match the expressions in question 3 with their meanings.**

- a) keep on good terms with current customers and suppliers
- b) use weak or stupid arguments
- c) improve the way people feel
- d) improve the opinions that people have about your company
- e) obtain new clients
- f) add to profit because of your qualifications and experience
- g) don't talk about what you have done
- h) contribute to the company's profitability

**6. Look at the expressions in italics as they are used in the article. True or false?**

- a) R & D here means 'Research and Development'.
- b) If you pinpoint something, you identify it.
- c) It is generally acceptable to talk about a taboo topic.
- d) If you are armed with information, you have it with you and use it to your advantage.
- e) Your peers are the people above and below you in your organisation.

**7. Choose the best alternatives to replace the expressions in italics.**

- a) Taking the plunge
  - i. diving into a pool
  - ii. falling in value
  - iii. doing something after a period of preparation or hesitation
- b) ... prepare yourself mentally
  - i. in your mind
  - ii. in your body
  - iii. in your work
- c) Few people enjoy the idea of confronting their boss
  - i. talking to their boss in a roundabout way
  - ii. facing their boss directly to talk about a difficult subject
  - iii. attacking their boss
- d) ... structured system of regular reviews
  - i. appraisals
  - ii. criticisms

- iii. shows
- e) ... and promotions
- i. when employees keep the same job in an organisation
- ii. when employees move to another organisation
- iii. when employees get a more senior job in an organisation
- f) ... even if your palms are sweating, don't forget to smile
- i. transpiring
- ii. expiring
- iii. perspiring

**8. What is the key message of the article? Choose the best alternative. The best way to get a raise is to ...**

- a) threaten to leave the company.
- b) make your boss feel sorry for your financial situation.
- c) prepare a logical case showing how you contribute to your company's profitability.

## **Text 7**

### **COMPETITION**

#### **1. Read the text and pay attention to the words in bold.**

Michael Porter was the first to analyse systematically the competitive forces that operate in a particular industry. He found that in any given industry there are

- **cost-leaders**: low-cost producers with a broad scope and cost advantage, appealing to many industry segments (many different types of buyers, each with different needs).
- **differentiators**, appealing to buyers who are looking for particular product attribute (characteristics) and positioning themselves as the most able to meet those needs.
- **focussers** concentrating on one particular segment and that try to find competitive advantage by satisfying the needs of buyers in that segment better than anyone else.

These are the available choices, according to Porter, that a commercial organisation has if it wants to compete effectively, and not get 'stuck in the middle'.

Competition between companies can be tough, aggressive, even ferocious or cut-throat. Firms may price aggressively in order to build market share, perhaps selling at a loss. They hope to recoup their losses later when, having established themselves to



benefit from economies of scale (producing in larger quantities so that the cost of each unit goes down), they are able to charge market prices with a healthy profit margin on each unit sold. This is one way of becoming a cost leader.

Competition can also be gentlemanly or even cosy. Companies of similar size in a particular industry may have similar costs and charge similar prices. But then one competitor reduces its prices, hoping to increase its unit sales (the number of goods it sells), bringing in more money to cover its fixed costs and thereby increase profit. Other competitors follow suit, each reducing its prices in a price war. This happened in the UK quality newspaper market, but there was no clear winner, especially as the overall market was shrinking.

Competitors may enter into forms of cooperation, such as joint ventures, for specific projects. They may even talk about strategic alliances. But these can go wrong and lead to recrimination between the partners.

Emerging industries are very attractive. Companies want to get in before the rules of the game become set in stone and be able to influence how they are fixed. A start-up has the advantage of building its own corporate culture: its own way of doing things. An established company may buy firms in unrelated industries, including start-ups in emerging industries, hoping that some of their acquisitions will turn out to be leaders in their fields and become money-spinners. But it may just end up as a conglomerate of more or less profitable companies, and some unprofitable ones, with different and perhaps incompatible cultures.

These are the big questions in competitive strategy: Which are the industries to stay in, invest in and develop? Which are the new ones to get into? Which are the ones to get out of? Answering these questions is not easy: multibillion dollar mistakes are easy to make.

## **ACTIVE VOCABULARY**

competitive forces – конкурентні сили

cost-leaders – лідерства в затратах (прагнення до захоплення більшої частки ринку через перевагу у витратах; одна з трьох універсальних стратегій по М.Портеру)

low-cost producer – виробник з низькими затратами

broad scope – широкий масштаб. розмах; сфера, область дії

cost advantage – перевага в затратах, по собівартості

differentiator – диференціатор

product attribute – властивість товару (відмінна характеристика товару)

positioning – розміщення, позиціонування

competitive advantage – конкурентна перевага (перевага, забезпечуюче конкурентоспособність, некое качество, дающее потенциальное превосходство над конкурентами на рынке, в спорте и т. п.)

tough - міцний; непохитний, стійкий, незговірливий, упертий

aggressive - агресивний

ferocious - жорстокий, жахливий

cut-throat – жорстка конкуренція

market share - питома вага на ринку даного товару (продукції компанії)

economies of scale – економічність завдяки великому обсягу виробництва

market prices – ринкові ціни

profit margin - рентабельність продаж, маржа прибутку (розраховується як виражене в процентах відношення чистого прибутку до виручки від продажу)

gentlemanly – вихований; ввічливий

cosy – затишний, приємний

unit sales - поштучний продаж, продаж штуками;

fixed costs - постійні затрати

price war – цінова війна (конкуренція виробників, що базується на агресивному зниженні цін)

joint ventures – спільне підприємство, спільна діяльність (юридична форма підприємництва на основі короткострокового, однопредметного, разового об'єднання осіб для реалізації конкретного проекту, часто без створення юридичної особи; спільні з національними підприємства часто є головним способом проникнення іноземного капіталу на національний ринок)

strategic alliances - союз; альянс

start-up – "стартап" (нещодавно створена фірма, зазвичай інтернет-компанія)

corporate culture – корпоративна культура (організація виробничого процесу в компанії)

established company – фірма, що вже укорінилася (успішно працює протягом багатьох років)

unrelated industries – непов'язані галузі промисловості

conglomerate – промисловий конгломерат, багатопрофільна корпорація

incompatible cultures – несумісні культури

## **2. Make up a short summary(10 sentences) of the text in writing**

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