

**УКРАЇНА
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І
ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ**

Кафедра англійської філології

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ENGLISH FOR IT STUDENTS

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Навчальний посібник з англійської мови розрахований на студентів вищих навчальних закладів зі спеціальностей «Комп’ютерні науки» та «Програмна інженерія».

Мета видання – сприяти розвитку і вдосконаленню у студентів комунікативних навичок з фаху, навичок читання та письма і закріплення навичок з граматики, а також активізувати навички автономного навчання. Посібник охоплює теми актуальні у сучасному інформаційному середовищі, що подаються на основі автентичних професійно спрямованих текстів, метою яких є розвиток у студентів мовленнєвої фахової компетенції, що сприятиме розвитку логічного мислення.

Добір навчального матеріалу відповідає вимогам навчальної програми з англійської мови.

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Unit 1

HIGHER EDUCATION

1.1. National university of life and environmental sciences The faculty of IT

1.1.1. Discuss the following questions:

- What do you know about the NULES?
- Why did you decide to enter this university? Who or what influenced your choice?

Key vocabulary

to span
an independent educational institution
to be established
research institute
forestry faculty
engineering faculty
veterinary
to meet the needs
to solve current problems of life sciences and environment
branches of economy
to widen educational activities
to adapt to
amendments to the Charter
safety and soil fertility
energy-saving agro-technologies
to approve
to conduct research
the supervisory board
environmental and legal management
to solve current problems
rural areas
quality and safety of agricultural production

processing
to improve the quality of people's life

1.1.2. Read the article, then do the tasks that follow.

The history of the NULES

National University of Life and Environmental Sciences is one of the leading institutions of higher education in Ukraine. Its history spans more than one century when the Department of Agriculture was founded at Kyiv Polytechnic Institute (KPI). In 1918, it transformed into the Agricultural faculty, on the basis of which an independent educational institution - Kyiv Agricultural Institute - was established in 1923. From 1930 till 1934, Kyiv Institute of Agronomy, Kyiv Institute of Mechanization and Electrification of Agriculture, Kyiv Agricultural Engineering Institute of Sugar Industry and Agricultural Economic Institute were formed and began functioning there. These institutes were later reorganized into independent research institutes and faculties.

Kyiv Forestry Institute began its history in 1840 as the Faculty of Forestry of the Institute of Agriculture and Forestry in the city of Marimont (Poland) which moved to the city Novoaleksandria (now Pulavy) in 1862. After the beginning of World War I (1914) the Novoaleksandrian Institute of Agriculture and Forestry moved to Kharkiv and in 1921 it became Kharkiv Institute of Agriculture and Forestry. In 1930 the Forestry faculty of Kharkiv Agrarian Institute was united with the Forestry Engineering faculty of Kyiv Agrarian Institute to form Ukrainian Forestry Technical Institute which was reorganized into Kyiv Forestry Institute the same year.

In 1954, Kyiv Agricultural Institute was united with Ukrainian Forestry Institute into Ukrainian Agricultural Academy (UAA). During the period from 1956 to 1962, UAA functioned as the educational department of the Ukrainian Academy of Agricultural sciences. In 1957, Kyiv Veterinary Institute was added to its structure. In August 1992, on the basis of UAA, the National Agrarian University was founded.

To widen educational, research and innovative activities of the National Agrarian University and to meet the needs of the agro-industrial, environmental and other branches of economy, as well as the need to adapt these activities to the requirements of international research organizations, the Cabinet of Ministers of Ukraine renamed the National Agrarian University into the National University of Life and Environmental Science of Ukraine (NUBiP) on October 30, 2008, as well as approved the supervisory board of the University and made amendments to its Charter. According to its status of the IV level of accreditation, it is the research institution, which conducts educational, scientific, research, innovative, production and extension activities aimed at developing modern methods to solve current problems of life sciences and environment, use, reproduction and balanced development of biological resources in land and water ecosystems, the introduction of new environmental agro-biotechnology, technology of recovery of safety and soil fertility, energy-saving agrotechnologies, environmental and legal management in rural areas, monitoring and control of standards, quality and safety of agricultural production, processing and environment.

The mission of the University is:

- to create, systematize, store and share modern scientific knowledge in order to improve the quality of people's life;
- to train specialists according to European and world standards of intellectual and personality development.

1.1.3. Complete the text with the words:

- a) subdivisions, b) lecturers, c) academic, d) seekers, e) leading

Structure of the university

The National University of Life and Environmental Sciences of Ukraine is one of the (1) institutions of education, science and culture in Ukraine. More than 26 thousand students and more than 600 graduates, PhD students and (2) study at three educational and research institutes and 13 faculties of basic university institution (in Kyiv) and 10 separate..... (3).

The (4) process and scientific research at the University are provided by more than 2,600 (5), including more than 300 professors and doctors of sciences, over 1,000 assistant professors and PhDs.

1.1.4. Read the text and translate the words and phrases in bold.

Educational and academic activity

The educational conception of the National University of Life and Environmental Sciences of Ukraine (NULES of Ukraine) is determined by its status as a research university. The University realises its educational, research, scientific, innovative, training and **extension service** activity directed to the development of the **up-to-date technologies** concerning life sciences and environment, reproduction, usage and balanced development of **land and aquatic ecosystems**.

The University introduces modern **nature conserving** agrarian-biotechnologies, technologies **dealing with** revival, security and **soil fertility** as well as agricultural technologies dealing with **energy saving**, ecological and law management in rural areas, realization of monitoring and standard control of quality and safety of agricultural production, **food processing** and environment.

University activity is directed at meeting individual, state and social needs and requirements in training and education in accordance with the Constitution of Ukraine, Laws of Ukraine on education, as well as the European educational requirements and standards. The **teaching staff** participate in different scientific, research programs and projects, **collaborate with** world leading universities and other **overseas** top partners.

NULES of Ukraine offers the training programs for bachelor and master degree in the following specialties: "Veterinary Medicine", "Plant Protection", "Agronomy", "Ecology, Environmental Protection and Balanced Nature Management", "Biotechnology", "Management", "Finance and Credit", "Accounting and Audit", "Philology (translation)", "Administrative management", "Geodesy, Cartography and Land

Management". For particular groups of students most subjects are taught in English.

Besides, the University trains candidates and doctors of sciences in about 70 specialities, and it also conducts training and **retraining programmes** and courses for **employees** in the agricultural sector of economy.

1.2. The Ukrainian Education and Research Institute of Dataware and Telecommunicational Support of Agro-Industrial and Nature Protection Branches of Economy

The Ukrainian Education and Research Institute of Dataware and Telecommunicational Support of Agro-Industrial and Nature Protection Branches of Economy started its activity in 2010.

The most important task of the Institute is to train specialists in computing and information-analytic activity for agro-industrial and ecological sectors in Ukraine.

1.2.1. Read the text about the faculty you are studying at and write out the key vocabulary to help you retell it.

The Faculty of Computer Science and Economic Cybernetics

The Faculty of Computer Science and Economic Cybernetics is the part of the Ukrainian Education and Research Institute of Dataware and Telecommunicational Support of Agro-Industrial and Nature Protection Branches of Economy. The Faculty of Computer Science and Economic Cybernetics was founded on September 1, 2010. The Faculty trains Bachelor students in two directions - "Economic Cybernetics", "Computer Science" and Master students in the field of "Economic Cybernetics", "Information Control Systems and Technologies." In this way economic and analytical knowledge is combined with the engineering, practice and technical approaches for solving professional tasks. The faculty focuses on training students to use innovative technology in practice in different industries. Specialists of leading IT companies such as IBM, Microsoft, Intel and others are involved in the academic process.

The Faculty creates favorable conditions for student to participate in scientific conferences and seminars, competitions and intellectual games. The faculty organize the activities of research groups, "Kibertonus", "Informer", "Digital Content", "Programming". Members of Faculty prepare students for participation in competitions. In

The Institute supports partnerships with leading universities in Europe, USA, Japan, countries of CIS in the scientific, education and innovation activities. The lecturers obtain training in the structures of FAO, scientific and educational institutions in the USA and Europe: DePaul (Chicago), the University of Iowa, Louisiana, North Dakota, at the universities of Holland, Germany, Austria, Sweden, Russia etc.

In coordination with FAO the teaching staff have completed several projects, in particular, "Strategy for the Informatization of Agrarian Policy of Ukraine and the Rural Population to 2015", adapted distance course "Management of Electronic Documents", developed new Masters courses that are based on the modern world information resources.

The scientists analyzed the experience of creating an Extention service at the University of Louisiana, which is used to build information and analysis of telecommunication systems in agricultural and environmental spheres in Ukraine.

In 2011, an agreement on cooperation with the Warsaw University of Life Sciences (SGGW) was signed.

1.2.2. Translate the following extract about the life of students into English.

Студентське життя в НУБіП України дуже різнобарвне. Університет надає широкі можливості для розвитку та самореалізації кожної особистості. Студентам створено умови для самостійного вдосконалення знань у вільний від навчання час, розвитку їх захоплень, усі бажаючі можуть зайнятися громадською діяльністю, спробувати себе у студентському самоврядуванні, різноманітних гуртках, секціях, клубах та центрах за інтересами.

Незважаючи на деякі складнощі студентського життя, воно наповнене неповторними моментами. Спільні походи до кафе, вилазки на природу, веселі розіграші в гуртожитку, нічні заняття перед іспитом, гордість за отриманий високий бал і радість отриманої стипендії, численні свята та нові знайомства.

1.3. World Famous Universities

1.3.1. Discuss the following questions:

What famous universities have you heard about?

What kind of education do they provide?

What partner universities does NULES cooperate with?

Key vocabulary

rivalry

to compete for brilliant academics

the aura of intellectual superiority

to draw the cleverest students to their college

to set up business

highly educated residents

to handle urban problems

frank acknowledgment

gorgeous

assessment

the exorbitant cost of housing

to know on which side their bread is buttered

to hold back the prosperity

in conjunction with

discrepancy

to intervene and merge

to hang heads together

exorbitant cost of housing

to pour money into

to give large dollops of cash to local authorities

to boost growth

forward-looking

under the current vice-chancellor

the surrounding area

to be involved in decision-making

to form a unitary regional government

an overhaul

1.3.2. Read the text about two ancient university towns. Use a dictionary if necessary. Then do the tasks that follow.

Oxford v Cambridge
Trailing in its wake

How and why the fortunes of England's two ancient university towns diverged

Their rivalry is most vividly expressed each spring, when two boats splash up the River Thames. They compete for brilliant academics and for the aura of intellectual superiority that draws the cleverest students to their colleges. But Cambridge and Oxford also compete in more prosaic ways - as cities and as economies, as places to live and to set up businesses. And here there is no real competition.

Over the past few years Cambridge has added many more workers, highly educated residents and well-paid jobs than Oxford. Last October 40 Oxford councillors, academics and business leaders went to Cambridge to see how it handles urban problems such as housing and transport. That provoked joshing from the Cambridge local press about its rival going "back to school", but also a frank acknowledgment of how far the cities' fortunes have diverged. "Cambridge is at least 20 years ahead of Oxford," admits Bob Price, the leader of Oxford City Council.

Both cities are wealthy and pretty. They are both about 60 miles from London, along fairly good train lines. Both are constrained by large "green belts" in which it is almost impossible to build houses. Both have Labour-led city councils. But there are big differences between Oxford and Cambridge, too – in topography, regional politics and priorities – and these help to explain the gap in performance.

Whereas the land around Cambridge is flat and boring, much of Oxfordshire is rolling and gorgeous. It attracts wealthy, powerful residents who want to keep it that way. Oxford is surrounded by four different districts, run by Conservative politicians who do not all want to see an expansion of the city onto their land. Nor do they regard Oxford's economic growth as their priority. Cambridge is surrounded by just one district, Tory-

led South Cambridgeshire, whose councillors know on which side their bread is buttered.

In 2014 an assessment commissioned by the city council from URS, a consultancy, found that Oxford needed to build up to 32,000 new houses by 2031. The city says it has space for only about 10,200 of these, so the rest should be spread among the four rural districts. They question the numbers and say Oxford has not done enough to build in the city. They cannot see that Oxford's unmet housing need holds back the prosperity of the whole county, laments Mr Price.

Companies complain that the exorbitant cost of housing is making it hard to hold onto workers. In 2014 the average Oxford home cost 11.3 times average local earnings. That is the biggest discrepancy in Britain: the average is 5.8 times. Each day 46,000 people commute into the city, which has a population of 150,000. And yet local businesses have not managed to persuade local politicians to deal with their problems.

Cambridge, with 125,000 people, is quite different. Decades ago a few visionary academics proposed that the city should convert its boffinry (and especially its comparative strength in the sciences) into wider regional prosperity. In the 1970s Trinity College opened the Cambridge Science Park; the St John's Innovation Centre followed in 1987. A whole ecosystem emerged, combining local government and business and then investors, all driven by the university. This success has also created housing and transport pressures, and property is expensive in Cambridge, too. But Cambridge built 1,020 homes in 2014—three times as many as in 2009. Oxford built just 60 last year.

Cambridge's most recent housing plan, published in conjunction with South Cambridgeshire council, is for 14,000 new homes in the city and 19,000 in the county. There is some opposition to this—but, says Lewis Herbert, head of Cambridge City Council, because only 3% of the new houses will be in the green belt, so far most parties have signed on. "The key to preserving the green belt is getting the other stuff right," he says. He is pouring money into improving transport links and other infrastructure for the surrounding area, assisted by a "city deal", a central-government scheme that gives large dollops of cash to local authorities that boost growth.

The University of Oxford has not been as forward-looking as its ancient rival, although Mr Price says he has seen a change under the current vice-chancellor, Andrew Hamilton. The university is now much more involved in decision-making, he says. Like local businesses, it has realised, belatedly, that the housing shortage affects its ability to attract world-class academics as well as technicians and cleaners.

What the city, and the county, now need is someone to provide a strategic overview and then to hang heads together to push it through. None of the districts in Oxfordshire is big or powerful enough to do so. Some politicians point to the example of Manchester, where 10 local councils have joined together, creating efficiencies financially and in urban planning. But they are all part of a single metropolis.

It is just possible that, if the councils cannot work out a solution, Westminster might intervene and merge the city, district and county levels to form a unitary regional government. "Working better together now will build a strategic defence against being forced into unitary government," argues Keith Mitchell, a retired head of Oxfordshire County Council.

More broadly, Oxford's travails go to the heart of the problems with England's planning system. "Development is seen as a bad thing in this country and planning is there to stop it," says David Rudlin, a planner whose design for solving Britain's housing woes won the Wolfson prize, a prestigious economics award. He says Cambridge is doing much better, though even it could learn from a place like Freiburg, a German university town that has used town extensions and trams to solve similar problems. What is needed is an overhaul of both the planning system and the green belt policy. But it does not require a DPhil from the University of Oxford to see how difficult that is going to be.

from *The Economist* January 17th 2015

1.3.3. Match English words and phrases with the corresponding Ukrainian ones:

1 rivalry	a чудова місцевість зі схилами
2 academics	b суперництво

3 frank acknowledgment	c чесне визнання
4 wealthy and pretty	d найбільша невідповідність
5 constrained by green belts	e багаті і гарненькі
6 rolling and gorgeous land	f стиснутий лісопарковою зоною
7 unmet need	g незадоволена потреба
8 the biggest discrepancy	h купа грошей
9 exorbitant cost of housing	i непомірні ціни на житло
10 dollop of cash	j вчені

1.3.4. Find in the text the adjectives describing the word ‘*academics*’.

1.3.5. Give the Ukrainian equivalents to the following English words and phrases:

- to trial
- to express vividly
- to compete for the aura of intellectual superiority
- to draw the cleverest students to the colleges
- to set up businesses
- to handle urban problems
- to provoke joshing wealthy and pretty
- to be constrained by large "green belts"
- to attract wealthy, powerful residents
- to question the numbers
- to hold back the prosperity of the whole county
- to commute into the city
- to convert its boffinry into wider regional prosperity
- to provide a strategic overview
- to hang heads together
- to push the strategy through
- to work out a solution
- to boost growth

1.3.6. True or false? Write T or F after these statements. If they are false, say why.

2. Over the past few years Cambridge has added more workers, highly educated residents and well-paid jobs than Oxford.
3. Last October 40 Cambridge councillors, academics and business leaders went to Oxford to see how it handles urban problems such as housing and transport.
4. Both cities are about 60 miles from London, along fairly good train lines.
5. There are big differences between Oxford and Cambridge in topography, regional politics and priorities.
6. The University of Oxford has been as forward-looking as its ancient rival.

1.3.7. Answer the following questions:

- 2 What do Oxford and Cambridge have in common? What do they differ in?
- 3 What does the city, and the county, now need? Is someone and then?
- 4 What did the authorities in Manchester do to create efficiencies financially and in urban planning?
- 5 What is needed to solve housing and transportation problems in Oxford?

Language practice

Overview of verb tenses

1. Complete the dialogues by using the correct form of the words in parentheses.

1. A: I'm going to ask you some questions so that we can practice verb tenses. What (*you, do*)

do you do every day before you come to class? Name one thing. B: I (*eat*) eat breakfast.

2. A: What (*you, do*) last night? Name three separate activities.

B: Last night I (*eat*) dinner. Then I (*visit*) some friends, and later I (*write*) a couple of letters.

3. A: What (*you, do*) right now? What activity is in progress right now, at this exact moment?

B: Right now I (*talk*) to you. I (*answer*) your questions.

4. A: Where were you at this exact time yesterday? And what activity was in progress then?

B: Let me think. At this time yesterday, I was at the bookstore. I (*look*) for the books I needed to buy for this class.

5. A: How many questions (*I, ask*) since we began this exercise?

B: I think you (*ask*) me five or six questions since we began this exercise.

6. A: What (*you, do*) for the past five minutes? In other words, what activity began five minutes ago and has been in progress from then until now?

B: I (*talk*) to you for the past five minutes. I started talking to you five minutes ago, and I am still talking to you.

7. A: Where (*you, be*) tomorrow morning?

B: I (*be*) in class tomorrow morning.

8. A: What (*you, do*) at this exact time tomorrow? In other words, what activity will be in progress at this exact same time tomorrow?

B: Right now I am sitting in the classroom. And at this exact time tomorrow, I (*sit*) in the classroom.

9. A: What (*you, do*) by the time you got to class today? In

other words, what is one activity that you had completed before you arrived in class today?

B: Well, for one thing, I (*eat*) breakfast by the time I got to class today.

10. A: What (*you, do*) by the time you go to bed tonight?

Name one activity that you will have completed before you go to bed tonight.

B: I (*eat*) dinner by the time I go to bed tonight.

Use any appropriate tense for the verbs in parentheses.

1. My grandfather (*fly, never*) _____ in an airplane, and he has no intention of ever doing so.
2. Jane isn't here yet. I (*wait*) _____ for her since noon, but she still (*arrive, not*) _____.
3. In all the world, there (*be*) _____ only 14 mountains that (*reach*) _____ above 8,000 meters (26,247 feet).
4. I have a long trip ahead of me tomorrow, so I think I'd better go to bed. But let me say good-bye now because I won't see you in the morning. I (*leave, already*) _____ by the time you (*get*) _____ up.
5. Right now we (*have*) _____ a heat wave. The temperature (*be*) _____ in the upper 90s (upper 30s Celsius) for the last six days.
6. Last night I (*go*) _____ to a party. When I (*get*) _____ there, the room was full of people. Some of them (*dance*) _____, and others (*talk*) _____. One young woman (*stand*) _____ by herself. I (*meet, never*) _____ her, so I (*introduce*) _____ myself to her.
7. About three yesterday afternoon, Jessica (*lie*) _____ in bed reading a book. Suddenly she (*hear*) _____ a loud noise and (*get*) _____ up to see what it was. She (*look*) _____ out the window. A truck (*back, just*) _____ into her new car!

8. Next month I have a week's vacation. I (*plan*)
_____ to take a trip. First, I
(*go*)_____ to Madison, Wisconsin, to visit
my brother. After I (*leave*)_____ Madison, I (*go*)
_____ to Chicago to see a friend who (*study*)
_____ at the university there. She (*live*)
_____ in Chicago for three years, so she
(*know*)_____ her way around the city. She (*promise*)_____ to
take me to many interesting places. I (*be*,
never)_____ in Chicago, so I (*look*)
forward to going there.

9. Yesterday while I (*sit*) _____ in class, I
(*get*)_____ the hiccups. The person who
(*sit*)_____ next to me told me to
hold my breath. I (*try*) _____ that, but it
didn't work. The instructor (*lecture*)_____, and I
didn't want to interrupt him, so I just sat there trying to hiccup quietly.
Finally, after I (*hiccup*) _____ for almost five
minutes, I (*raise*) _____ my hand and (*excuse*)
_____ myself from class to go get a drink of water.

10. The weather has been terrible lately. It (*rain*)
off and on for two days, and the temperature (*drop*)
drastically. It (*be*)_____ really cold today. Just three days ago, the
sun (*shine*) _____ and the weather (*be*) _____ pleasant.
The weather certainly (*change*)
_____ quickly here. I never know what to expect. Who knows? When I
(*wake*)_____ up tomorrow morning, maybe it (*snow*)
_____.

Complete the sentences with the verbs in parentheses. Use any appropriate tense.

On June 20th, I returned home. I (1. *be*)_____ away from home
for two years. My family (2. *meet*)_____ me at the
airport with kisses and tears. They (3. *miss*) _____ me as
much as I had missed them. I (4.

be) _____ very happy to see them again. When I *(5. get)* _____ the chance, I *(6. take)* _____ a long look at them. My little brother *(7. be)* _____ no longer little. He *(8. grow)* _____ a lot. He *(9. be)* _____ almost as tall as my father. My little sister *(10. wear)* _____ a green dress. She *(11. change)* _____ quite a bit, too, but she *(12. be, still)* _____ mischievous and inquisitive. She *(13. ask)* _____ me a thousand questions a minute, or so it seemed. My father *(14. gain)* _____ some weight, and his hair *(15. turn)* _____ a little grayer, but otherwise he was just as I had remembered him. My mother *(16. look)* _____ a little older, but not much. The wrinkles on her face *(17. be)* _____ smile wrinkles.

Complete the sentences with the verbs in parentheses. Use any appropriate tense.

On June 20th, I will return home. I *(1. be)* _____ away from home for two years by that time. My family *(2. meet)* _____ me at the airport with kisses and tears. They *(3. miss)* _____ me as much as I have missed them. I *(4. be)* _____ very happy to see them again. When I *(5. get)* _____ a chance, I *(6. take)* _____ a long look at them. My little brother *(7. be, no longer)* _____ so little. He *(8. grow)* _____ at least a foot. He *(9. be)* _____ almost as tall as my father. My little sister *(10. wear, probably)* _____ a green dress because that's her favorite color. She *(11. change)* _____ quite a bit, too, but she *(12. be, still)* _____ mischievous and inquisitive. She *(13. ask)* _____ me a thousand questions a minute, or so it will seem. My father *(14. gain, probably)* _____ some weight, and his hair *(15. turn)* _____ a little grayer, but otherwise he will be just as I remember him. My mother *(16. look)* _____ a

little older, but not much. The wrinkles on her face (17. *be*)
_____ smile wrinkles.

Complete the sentences with the verbs in parentheses. Use any appropriate tense.

PART I.

A: What (1. *seem*) _____ to be the trouble, Ms. Jones?

B: I (2. *send*) _____ in my money for a subscription to your magazine, *Computer*

Data, two months ago, but to date I (3. *receive*, *not*)
_____ any issues.

A: I'm sorry to hear that. Unfortunately, one of our main computers (4.
function, *not*) _____ at the moment.

However, our computer specialists

(5. *work*) _____ very hard to fix it at the present time.

We (6. *start*)
_____ your new subscription as soon as possible.

B: Thank you.

PART II.

A: Where's Sonia? I (1. *see*, *not*) B: She (2. *recuperate*, *at home*)
_____ her lately.

A: Oh? What (3. *recuperate*, *she*)
_____ from?

B: She (4. *hurt*)
_____ her back while she (5. *play*)
_____ volleyball last week in the game against South City College.

A: What happened? How (6. *she*, *hurt*)
_____ her back?

B: She (7. *try*)
_____ to spike a ball when she (8. *collide*)
_____ with another player and (9. *fall*)
_____ to the ground. She (10. *land*)
_____ hard and (11. *twist*)
_____ her back.

A: Gosh, that's too bad. I'm sorry to hear that. How's she doing?

B: Well, she's pretty uncomfortable. She (12. *wear*) _____ a special brace on her back for the last five days. Needless to say, she (13. *be, not*) _____ able to play volleyball since her injury. She probably (14. *be, not*) _____ able to play again for at least a month.

A: (15. *her doctor, allow*) _____ her to play in the national tournament at the end of the summer?

B: She (16. *have*) _____ the brace on her back for more than seven weeks by then, so I think he will.

A: I hope so. I know how much she likes to compete in volleyball games. And the team really needs her.

PART III

A: Hi, Jim. How's it going?

B: Great.

A: (1. *you, enjoy*) _____ the rock concert last night?

B: You bet! I had a terrific time.

A: Tell me about it. I (2. *go, never*) _____ to a rock concert.

B: Well, I (3. *go, never*) _____ to a rock concert before either, so I (4. *know, not*) _____ what to expect. I've been to symphony concerts lots of times, but never a rock concert. Ten minutes before the concert was supposed to start, hundreds of teenagers (5. *try, still*) _____ to find their seats. The place was a madhouse. I thought that things would settle down once the concert began. Boy, was I wrong! As soon as the lead singer (6. *appear*) _____ on the stage, everyone (7. *start*) _____ screaming at the top of their lungs. I couldn't hear myself think. But after a while things calmed down. And the music was great. At one time during the concert, while the lead singer (8. *sing*) _____ a famous hit song, many people in the audience knew the song so well that they sang along with him. All in all, the concert (9. *be*) _____ a lot of fun, but very noisy. A: It does sound like it was a lot of fun!

PART IV.

Mark Twain, the author of the *The Adventures of Tom Sawyer*, is one of America's best-loved storytellers. He (1. grow up) _____ in a small town on the Mississippi River. As a young boy, he (2. admire, greatly) _____ the pilots of the riverboats and dreamed about being a riverboat pilot on the mighty river. He pursued his dream, and by the age of 22, he himself (3. become) _____ a riverboat pilot. Later in life, when he (4. become) _____ a writer, many of his stories (5. contain) _____ elements of his own experiences. He wrote many humorous stories and articles about life on the Mississippi River before he (6. die) _____ in 1910 at the age of 74. Sadly, Twain (7. work) _____ on a new story for several months before his death, but he (8. finish, never) _____ it. Over the years since his death, his boyhood home in Hannibal, Missouri, (9. become) _____ a favorite place for Americans to visit to learn about Twain and life on the Mississippi at the turn of the 19th century.

Unit 2

JOBS AND CAREERS

2.1 Career paths

Discussion:

2.1.1. Complete the sentences with the ideas of your own:

In my opinion, WORK is ...

(e.g. the most important thing in life, a way to get money so you can do the things you enjoy, etc.)

2.1.2. What are the most important factors for you in choosing or keeping a job? Put the following factors in order of importance and then compare the order you have chosen with a partner's.

- a) good salary or wages
- b) interesting and varied work, not boring and monotonous
- c) work which is useful to society
- d) good working conditions
- e) flexible hours
- f) opportunities to meet people
- g) friendly and considerate management and colleagues
- h) opportunities to travel
- i) long holidays
- j) another factor — what?

2.1.3. In your opinion, which jobs or professions fit your criteria? Does the job that you have or that you hope to have fit them?

2.1.4. Have you got a job? If so, are these statements true for you at work? If you haven't got a job, answer the questions about someone you know well. Compare your answers with a partner if possible.

- | | |
|---|-----------------------------------|
| I work at a computer a lot of the time. | I have to do a lot of paperwork. |
| I use e-mail a lot. | I show people round my workplace. |
| I arrange meetings. | I attend quite a lot of meetings. |

2.1.5. Study the following word combinations with ‘*work*’.

If you work or have work, you have a job. Work is also the place where you do your job.

Here are some phrases with ‘‘work’’:

I work for a software company.

I work in a bank in New York City. **I leave for work** at 7.30 every morning.

I go to work by train and subway. **I get to \ arrive at work** at about nine.

I am usually **at work** till six.

Luckily, I don’t get ill very much so I’m not often **off work**.

The economy is growing fast and more people are **in work** than ever before.

The percentage of people **out of work** has fallen to its lowest level for 30 years.

Key Vocabulary

to earn money	заробляти гроші
to work for a company	працювати в компанії
apply for the post	подати заяву на посаду
fill the position	займати посаду
job advertisement	оголошення про роботу
to move to a different job	перейти на іншу роботу
to suit	відповідати вимогам;
to be suited to	влаштовувати, годитися
to graduate, a graduate	закінчити ВНЗ, випускник
occupation	заняття, професія, фах
accountant	бухгалтер
be interested in	бути зацікавленим
to attend an interview	прийти на співбесіду
work long hours	працювати довго
special training	спеціальне навчання
people skills	уміння спілкуватись з людьми
to be fluent in	вільно володіти
to look forward to seeing	чекати з нетерпінням
available	доступний
challenging	стимулюючий
secure	безпечний
confident	успевнений

to determine	визначати
to rely on	покладатися на
temporary	тимчасовий
to recruit, to employ, to hire	наймати, давати роботу
cover letter	супровідний лист
to fire, to sack, to dismiss	звільнити
a curriculum vitae (CV) or résumé	біографія
a personnel manager	начальник відділу кадрів
search firm	кадрова агенція
to accept	приймати
an applicant	претендент
a letter of application	лист-заява
to be in charge of	бути відповідальним
job responsibilities	посадові обов'язки
to clock in and out	починати і закінчувати роботу у визначений час, фіксувати час
to run a department	керувати, управляти відділом
colleague	колега
variety	різноманітність
perks	пільги (як доповнення до грошової винагороди)
chance of promotion	шанс просування по службі
a questionnaire	анкета
to contribute to job satisfaction	сприяти задоволенню від роботи

2.1.6. Study the ways of using the following words.

job, work, post, position, occupation, profession, career

– Your **job** is the work that you do regularly in order to earn money, especially when you work for a company or public organization:

- *My last job was with a computer firm.*
- *He finally got a job in a supermarket.*

– **Work** is used in a more general way to talk about activities that you do to earn money, either working for a company or for yourself:

- *Will you go back to work when you've had the baby?*

Note: Do not say '*what is your job?*' or '*what is your work?*'.

Say *what do you do?* or *what do you do for a living?*

– **Post** and **position** are more formal words for a job in a company or organization. They are used especially in job advertisements and when you are talking about someone moving to a different job:

- *This post would suit a recent graduate.*
- *He left last summer for a teaching position in Sevastopol.*

– Use **occupation** to talk about the kind of work that someone usually does, for example if they are a teacher, lawyer, driving instructor etc.

Occupation is used mainly on official forms:

- *State your name, age, and occupation in the box below.*

Do not use occupation to talk about your own job

- *I am an accountant.* (NOT My occupation is an accountant).

– A **profession** is a kind of work for which you need special training and a good education, for example teaching, law, or medicine

- the legal *profession*
- Your **career** is the type of work that you do or hope to do for most of your life
 - *I'm interested in a career in television.*

2.1.6. Make up sentences:

He	doesn't like	challenging	Job
She	Have	stressful	
We	would like to have	well-paid	
I	don't want	boring	
They	Has	creative	

He		his	colleague(s)
She	Are	my	Staff
We	Is	their	owner(s)
I	Am	her	manager(s)
They		our	employee(s)

2.1.7. Choose which word is more suitable in each sentence:

1. His *profession/career* is more important to him than his family.
2. I was so desperate that I took the first *career/job* that came along.
3. I applied for the *post/occupation* and was asked to attend an interview.
4. I'm sorry the *occupation/position* has been filled (someone has been found to do the job).
5. There are now a lot more women in the legal *profession/job*.

6. I started *profession/work* when I was 18.
7. Please write your name, address, and *occupation/career* in the spaces below.

2.1.8. Choose the correct preposition:

I am fluent *about/at/in* French and Spanish.

She is interested *about/in/of* working with young people.

I look forward *at/in/to* seeing you soon.

I am writing in response *on/to/for* your advertisement.

She interviewed me *for/on/to* a job about three weeks ago, and I haven't heard anything yet.

The candidate needs previous experience *with/of/at* work on a farm.

2.1.9. Match the words in the columns to make phrases connected with work and use them in the sentences of your own:

opportunities	training
work	a job
apply for	to travel
special	time
physically	long hours
good people	-paid
well	skills
full	fit

2.1.10. In each line one word is not an adjective. Underline it, and make necessary changes to make it an adjective:

- a) available / challenging / imagination / secure
- b) ambitions / creative / interested / stressful
- c) confident / determine / experienced / possible
- d) fit / important / rely / intelligent
- e) kind / envy / sympathetic / temporary

2.1.11. Find the synonyms or variants (British/American) among the following words and expressions and write them out in groups:

To recruit, cover letter, to fire, a curriculum vitae, to employ, a personnel manager, a position, search firm, to accept, résumé, a candidate, an applicant, a letter of application, to hire, a Human Resources specialist, to sack, a recruitment agency, a recruit, a job, to dismiss.

2.1.12. Work with a partner. One of you has just started to work. The other is hunting a job and asking the following questions about the work. Simulate a conversation.

e.g. *What do you do? (What are you in charge of? What are your responsibilities?)*

What time do you leave for work?

How long does it take you to get to work?

What time do you arrive at work?

Do you have to clock in and out?

Do you take a lot of time off work?

2.1.13. Your friend is talking about his work. Correct what he says.

I work for a Ukrainian supermarket company.

(1) I work *about* the development of new supermarkets.

- (2) In fact, I *running* the development department and
- (3) I *am manage for* a team looking at the possibilities in different countries. It's very interesting.
- (4) One of my *main* is to make sure that new supermarkets open on time.
- (5) I'm also *charged with* financial reporting.
- (6) I deal *at* a lot of different organizations in my work.
- (7) I'm *responsible of* planning projects from start to finish.
- (8) I work closely *near* our foreign partners, and so I travel a lot.

2.1.14. Complete the text with the appropriate prepositions.

Rebecca lives in London and works in public relations. She leaves home **for** work at 7.30 a.m. She drives (1)... work. The traffic is often bad and she worries about getting (2) ... work late, but she usually arrives 3) ... work at around nine. She finishes work quite late, at about eight. 'Luckily, I'm never ill,' she says. 'I could never take the time (4) ... work.' She loves what she does and is glad to be (5) ... work. Some of her friends are not so lucky: they are (6) ... work.

2.1.15. Put the events in Josef Gutkind's career in chronological order.

- 1 Before graduating, Josef **applied for** jobs in twenty companies.
- Josef **was offered a position** as a management trainee.
- He **attended a second interview** conducted by a panel of managers.
- He **found a new job, but was dismissed** after arguing with his boss.
- Two years later he **was appointed** Logistics Manager.
- He **was short-listed for** a second interview at Wilson Brothers.
- While he **was unemployed** Josef studied for a master's degree.
- When Wilson's got into difficulties, Josef was **made redundant**.

- ___ In his early fifties he **took a sabbatical** to write a book.
- ___ He **retired from business** and now lives in the south of France.
- ___ Thanks to his enhanced CV, Josef was **hired by** a firm of consultants.
- ___ The book was a best-seller, and Josef **resigned from** the firm.

2.1.16. Discuss the following questions in pairs.

1. Are there any jobs that men/women are naturally better suited to?
2. Is it common for people in our country to leave stressful jobs in the
3. city and start a new life in the country? What do you think of this idea?
4. Is it easy for graduates to find a job in our country?
5. Do most people start a career immediately?
6. What sort of job would you like to do?
7. What routine would you like to have?

2.2. Job Satisfaction

2.2.1. What does success mean to you? Arrange the following ideas into the order of importance for you:

<input type="checkbox"/> a happy family life	<input type="checkbox"/> plenty of money
<input type="checkbox"/> a successful career	<input type="checkbox"/> friends and fun
<input type="checkbox"/> a nice home	<input type="checkbox"/> a good love life
	<input type="checkbox"/> something else

e.g: I strongly believe that a successful person is the one that ...

2.2.2. What is more important for you in a job? Put the phrases in the order of preference:

1. colleagues	7. holidays
2. being your own boss	8. the hours
3. meeting people	9. chance of promotion
4. variety	10. job satisfaction
5. working conditions	11. perks (e.g. car, lunch)
6. money	12. travel



2.2.3. The Guardian newspaper sent out a questionnaire to its readers on the subject of work and careers and received more than 11.000 replies. In one section, aspects of work which might contribute to job satisfaction were listed and readers were asked to say how important they were.

challenge(89%)	being part of a team(69%)
meeting people through work(71%)	exercising power(28%)
security(79%)	helping other people(88%)
	being praised by your

the respect of colleagues(93%)	superior(68%)
working conditions(74%)	social status(25%)
status in your organization(58%)	being promoted(62%)
learning sth new(92%)	making money(62%)
personal freedom(91%)	

Write a short paragraph explaining how each of these aspects are important to you in providing you with job satisfaction.

2.2.4. Discuss the following questions before you read:

What is, in your opinion, good work/life balance like?

In what way do many companies try to increase productivity?

Do any of your relatives or friends experience job burnout?

2.2.5. Essential vocabulary

Burn out *phr verb* – to work so hard over a period of time that you become unable to continue working because you are tired, ill, or unable to think of any new ideas: *It's a high-pressure job and you could **burn out** young.*

Word list

to face job burnout	стикатися з виснаженням через роботу
to tighten staff	скорочувати штат
to increase productivity	збільшити продуктивність
a growing influx	наплив, притока, що зростає
recently conducted survey	огляд, що недавно проводився
a huge productivity drain on the economy	величезна витрата продуктивності в господарстві
at 100 percent capacity	у повному об'ємі, навантаженні
the discretionary effort	зусилля на власний розсуд

consistent results	послідовні результати
career priority	приоритет кар'єри
enhance the work experience	збільшити професійний досвід
a sign	знак, ознака
to feel overwhelmed	відчувати себе переповненим

2.2.6. Read this article from *Los Angeles Times* and answer the questions.

Younger workers facing job burnout

Many corporations are tightening staffs and pushing their workers to their limit in order to increase productivity these days, and according to Spherion Corporation in Ft.Lauderdale, Fla., this directly contributes to a growing influx of job burnout among today's younger workers. Approximately a third of workers between the ages of 25 to 39 are feeling the effects of job burnout, reports Spherion in their recently conducted survey.

"That's a huge productivity drain on the economy and the employers," says Robert Morgan, president, employment solutions for Spherion. "When people are burned out, they're not functioning at 100 percent capacity. They're not giving the discretionary effort."

The survey sampled 2,612 employed adults 18 and older in a variety of occupations and salary ranges. Morgan says the results of the survey are consistent with what employees say they're looking for out of work.

"What's important to many workers is a good work/life balance," he says. "That's a major career priority for many people. Also, about 40 percent want to make a job change in the next year."

Not all companies are rushing to respond to this problem, however.

"Some organizations do a very good job of responding, some don't even notice, some don't want to notice," he says. "Employers are really looking at things like work/life balance and flex time – how can they enhance the work experience of employees and what are they doing to help

the employees get what they're looking for in their work so they can stay interested and contribute."

Some signs that you may be experiencing job burnout include not caring about your work and not caring about the quality.

"You feel overwhelmed and like your contribution is not being noticed or valued," says Morgan.

Feel the burn? (Male & female, young & old)

Here's the burnout breakdown:

Age	18-24	25-29	30-39	40-49	50-64	65+
Not burned out:	50%	42%	45%	45%	60%	72%
Neutral:	19%	25%	21%	27%	19%	18%
Burned out:	32%	33%	34%	28%	21%	10%

Gender	male	female
Not burned out:	48%	51%
Neutral:	22%	22%
Burned out:	29%	27%

Chart percentages: From Spherion Workplace Snapshot survey

1. What, according to Spherion, directly contributes to a growing influx of job burnout among today's younger workers?
2. How does job burnout affect the quality of employees' work?
3. How many people did the survey sample?
4. How do companies respond to the problem of job burnout?

5. What, according to Robert Morgan, is the major career priority for many people?

2.2.7. Read the article. What do these numbers in the article refer to?

- a) 1,400
- b) 4-45
- c) 27,650
- d) eight
- e) one
- f) 100
- g) three

Cosmopolitan readers queue for Tube job

By Paul Marston, Transport Correspondent

More than 1,400 readers of *Cosmopolitan* have applied to become a London Tube train driver. London Underground described the response to its single advert in this month's issue as 'exceptional'.

Successful applicants will have to get out of bed for regular 4.45 a.m. starts, but the £27,650 salary and up to eight weeks' holiday may prove sufficient compensation.

Lorraine Candy, editor of *Cosmo*, said the interest her readers had shown demonstrated that young women were not bound by traditional career patterns.

"It's always been a classic thing for boys to want to be train drivers. Now we're seeing that girls can do it too," she said.

"I don't think the job is boring or unsexy and I'm sure the passengers couldn't care less whether the train is being driven by a man or a woman — as long as it's on time."

The ability to break bad news to travellers more sympathetically is one reason London Underground is keen to increase its number of female drivers from 100 — just three percent of driving staff.

From the *Daily Telegraph*

2.2.8. Answer these questions about the article.

1. How many adverts did London Underground put in *Cosmopolitan*?
2. What are the advantages and disadvantages of the job?
3. What do passengers care about most?
4. Why does London Underground want to hire more women?

2.2.9. Read the dialogue and decide who is speaking:

- a) two people looking for a job**
- b) a company president and a human resources director**
- c) a web designer and a vice-president of marketing**

Wendy: So where do we stand with the open positions right now?

Jean: I've got offers out to a web designer and a VP of Marketing. Other than that, we're still looking for an office manager and an accounts receivable person.

Wendy: Did Jerry accept our CFO offer?

Jean: Oh, I forgot to mention that he called. He wants to discuss the terms with you.

Wendy: He wants to squeeze more money out of us, I guess.

Jean: Maybe not. I'm guessing he wants to talk about perks. Like equity ownership and stuff.

Wendy: Okay. I'll give him a call. Anything else?

Jean: We need to talk about the employee benefits program. We have to sign up for a health insurance plan for everyone. I've been doing a lot of research, and it seems OMHP is our best bet.

Wendy: What do the premiums look like?

Jean: Not too bad. We'll pay 80%, and the employee pays 20%. If I can get your signature, then I can go ahead and set up a

meeting explaining all the terms in greater detail.

Wendy: Fine. Let's schedule it for after lunch.

2.2.10. Read and act out the following dialogue:

A: So you're a journalist. That must be an exciting job.

B: It is, at times. It's certainly better than being a teacher!

A: Oh, really?

B: Yeah. I used to be a teacher, but I hated it! The worst thing about teaching is correcting homework. That's why I quit.

A: I guess you travel a lot now and meet lots of interesting people.

B: Yes, that's one of the best things about my job.

A: Sounds great. I wish I had a job like that.

B: Where do you work?

A: In an office. It's kind of boring. I'm stuck inside all day, and I have to work long hours.

B: Oh? What do you do?

A: I'm a vice-president.

2.2.11. Read and compare what three people say about their jobs.

Mary works in Spain. She has a full-time job but her day is in two parts. The office opens between 8.00 a.m. and 1.00 p.m. Then it opens again at 5.00 p.m. and closes at 7.00 p.m. It's about half an hour from the house to her office. It's a very long day, and she works on Saturdays too. She gets paid monthly. The salary is quite good and sometimes she gets a bonus. Her holiday is three weeks a year and she can take them when she wants".

Paula is a student, but she has a part-time evening job as a receptionist in a nightclub in Buenos Aires. "Our customers are usually tourists - they come at about 9.00 p.m. to see the tango show. I come to work at 8.00 every night of the week. The show starts at 10.00 p.m. and finishes a little after midnight. I like this job. I meet people and I use my languages. I get home by car at about 1.00 a.m. I get paid only for the days I actually work. I don't have time for social life"

Tom works in a finance department of a large company. There are a lot of benefits. If the company makes a profit, all the employees get a bonus. There is also a profit share, but that's only for managers. I have a company car and I travel abroad quite a lot- always business class and on expenses, of course. We also get a pension and private health insurance. The company pays for its staff to go on training courses to develop their professional skills. I get a lot of satisfaction from it.

2.2.12. Answer the questions.

1. What are good and bad sides of their jobs?
2. What people work on Saturdays, full?
3. What people meet different people every day?
4. Who leaves work in the middle of working day?
5. Who works only in the daytime?
6. Who is satisfied with his/her job?
7. What working hours do you have (or would you like to have)?
8. Is flexi-time common in most companies in your country?

2.2.13. Write a synonym for each of these phrases:

1. sack someone = someone
2. out of work =
3. leave a company =
4. be given a better position in a company = be
5. future possibilities in a job =

6. stop working (often at 60 or 65) =
7. workers in a company =
8. take control of something (e.g. a company) =

2.2.14. Replace the underlined phrases with correct forms of words and expressions you've learned.

Fred had already (1) refused two job offers when he went for (2) a discussion to see if he was suitable for the job. They looked at his driving license and contacted (3) previous employers Fred had mentioned in his application. A few days later, the supermarket (4) asked him if he would like the job and Fred (5) said yes.

Harry didn't hear anything for six weeks, so phoned the company. They told him that they have received a lot of (6) requests for the job. After looking at the (7) life stories of the (8) people asking for the job and looking at (9) what exams they had passed during their education, the company (10) had chosen six people to interview, done tests on their personality and intelligence and they had then given someone the job.

2.2.15. Complete the table with the appropriate verbs.

Noun	Verb
application	apply for
dismissal	
increase	
interview	
offer	
promotion	
resignation	
rejection	
reprimand	

rise	
retirement	
shortlist	

2.2.16. Now use the verbs from the exercise above to fill the blanks in this passage.

Colin was eighteen. He had left school at sixteen and done two years' training in catering. There were quite a few jobs being advertised in the newspaper, and he decided to (a)_____ three of them. One of his applications was (b)_____, but the two other companies wrote back to say that he had been (c)_____, along with two other candidates. He was (d)_____ by the owner and manager of one of the companies. They asked him some tricky questions and he didn't think he did too well, but he felt that the interview for the other job went well. He was very surprised, then, that he was (e)_____ both jobs. He accepted the one with the higher salary, of course!

Colin got on fine at first. After only three months, his salary was (f)_____ by ten per cent, and after six months he was (g)_____ to Head Chef. But then things started to go wrong. He didn't get on with the new manager and sometimes didn't accept the menus that she suggested. After a while, she called him into her office and (h)_____ him for disobeying her orders. She warned him that if his attitude continued he would be (i)_____. In the end Colin felt so unhappy at work that he decided to leave his job. He (j)_____ on 30 June and left at the end of July, just in time to take a summer holiday.

2.2.17. Look at the charts below. Put the nouns from previous exercises and from the box below in the appropriate places in the stories about Angela, Ben and Sheila.

part-time job	temporary job	contract	pension	job description
job centre	redundancy	Curriculum Vitae (CV)	unemployment	
benefit (dole)				

ANGELA

- | | | |
|----|--|--|
| 1. | Angela prepared a summary of her qualifications and experience. | |
| 2. | She saw an ad in the newspaper and wrote a letter to the Personnel Department. | |
| 3. | She received a letter saying that she and a few others had been selected to meet managers on a certain day. | |
| 4. | With the letter there was a list of things that the job involved. | |
| 5. | Angela attended a formal meeting at which some managers asked questions about her experience, qualifications, etc. | |
| 6. | She received a letter telling her that she had got the job. | |
| 7. | There was also a formal document, telling her about working hours, holidays, salary, etc. She had to sign this. | |

BEN

- | | | |
|----|--|--|
| 1. | Ben applied for a job. He got a letter back saying that he hadn't got the job. | |
| 2. | After trying several times, he went to an office where they help people to find jobs. | |
| 3. | They took all his details. Later they phoned him and offered him a job just for a few weeks. | |
| 4. | After this job, he got another, but it only involved working for part of the day. | |
| 5. | Ben got to the age of 65, the age when employees stop working. | |
| 6. | Now he gets money monthly during his old age from the government and from his employers. | |

SHEILA

- | | | |
|----|--|--|
| 1. | Sheila got on very well in her first job, and after a while she got a higher salary. | |
| 2. | She did so well that after a year, she was given a new job with more responsibility. | |

3.	After a while, the quality of her work was not good enough, and she was often late. She had to see the boss, who told her she was not satisfied.	
4.	Sheila's work continued to be unsatisfactory. After another warning she was told that she had to leave.	
5.	Sheila got another job, but she didn't like the work and decided that she wanted to leave.	
6.	Sheila got a third job, but after a few weeks the company went bankrupt and her job came to an end.	
7.	After several weeks without a job, she registered at a government office. They paid her a small amount of money every week.	

2.2.18. Match the following words with their definitions.

- | | |
|---------------------|---|
| 1. to be bought out | a) to lose your job because the company wants to reduce the number of employees |
| 2. to be laid off | b) to make more modern |
| 3. competitive | c) too old, antiquated |
| 4. dedicated | d) to be purchased, taken over by another company |
| 5. to downsize | e) very loyal; working hard for a person, company or idea. |
| 6. to get rid of | f) to re-educate someone for a job, train again |

7. outdated g) worthy of competition, liking competition

8. to retrain h) to form into a smooth shape which can easily move through air or water to improve the performance of something to simplify a process

9. to streamline i) to reduce the size of a company, to reduce the number of employees

10. to update j) the latest information or news

11. an update k) to throw away, remove, eliminate something or someone

2.2.19. Fill in the gaps in the dialogue using the words given.

competitive dedicated downsize was laid off update
get rid of outdated retrain streamline was bought out

Barbara: Did you hear Lars lost his job?

Tim: Really, he has been working for that advertising agency for almost five years.

He was such a _____ employee — I can't believe he was fired!

Barbara: He wasn't fired, he _____ . Terra Advertising
by some internet marketing firm from the East Coast.

Tim: That's terrible! Why didn't the new company keep him? I'm sure they could use someone with his skills.

Barbara: Lars said the new company needs to _____.

Tim: Why?

Barbara: They need to reduce the number of employees they have if they want to remain .

Tim: Why did they _____ Lars? He's great at what he does.

Barbara: They hired a specialist to come in and help _____ the company. Lars is creative and very respected in the advertising industry, but his skills have become _____. He can't use a computer and he doesn't know anything about the internet. He is no help to an internet marketing firm.

Tim: He needs to go back to school and _____. The career center downtown offers free classes to people who need to _____ their skills and training.

Barbara: Why don't you suggest that to him?

2.2.20. Carla used to work for an Italian magazine publishing company. She talks about how she lost her job. Choose the correct form of the words in brackets to complete the text.

Edizione Fenice is a big magazine publishing company, and a very nice company to work for. I was director of a magazine called *Casa e Giardino*.

Then, Fenice was bought out by an international publishing group. We had to have regular performance (1) (review / reviews / reviewer) with one of the new managers. After a few months they started laying staff (2) (off / on / out). Our own journalists were put on temporary (3) (contracts / contractual / contracting) or replaced by (4) (freelancer / freelancers / freelanced).

Then they started (5) (laid / lying / laying) off more senior people like me. The new owners said they wanted to make the company (6) (flat / flatter / flatten) and (7) (lean / leant / leaner). So I was made (8) (redundant / redundancies / redundancy). They offered to help me to find another job with (9) (outplacement / outplaced / outplacing) advice, but I refused.

2.3. Hunting a job

2.3.1. Questionnaire

What sort of intelligence have you got?

Give yourself marks from 1 to 5 for each of the following mental abilities:
1-very bad, 2-poor, 3-average, 4-good, 5-very good.

<input type="checkbox"/> mathematical ability	<input type="checkbox"/> quick thinking
<input type="checkbox"/> artistic ability	<input type="checkbox"/> ability to analyze problems
<input type="checkbox"/> memory	<input type="checkbox"/> logical thinking
<input type="checkbox"/> imagination	<input type="checkbox"/> ability to deal with large numbers of facts
<input type="checkbox"/> sense of humor	<input type="checkbox"/> ability to learn new things
<input type="checkbox"/> decisiveness	<input type="checkbox"/> practical common sense
<input type="checkbox"/> planning ability	

2.3.2. Discussion:

Which of these abilities do you think are the most important in the profession you have chosen? Do you wish you had a better brain? Which abilities would you like to improve?

e.g. *I wish I had more artistic ability. I wish I could remember names. I wish I were better at making decisions.*

Key Vocabulary

flexible	гнучкий
bilingual	двомовний
literate	грамотний
persuasive	переконливий
numerate	що розбирається в математиці
decisive	рішучий
firm	стійкий, сталий, непохитний
to earn a living	заробляти на життя
to see smb's viewpoint	розуміти точку зору

to adapt to circumstances	пристосовуватися до обставин
to deal with figures	мати справу з цифрами
to make/take decisions	приймати рішення
to solve	вирішувати, розв'язувати;
a solution	рішення, розв'язання
to work overtime	працювати наднормові години
to attend a meeting	відвідувати збори
training	навчання
profit share	частка доходу
expenses	витрати
pension	пенсія
private health insurance	страхування здоров'я
travel allowance	виплати за відрядження
subsidized childcare	субсидії для догляду за дітьми
promotion	просування по службі
responsibility	відповідальність
doing something worthwhile	виконання чогось, вартої уваги
benefits and rewards	вигоди і нагороди
to file	1) підшивати (папери) 2) подавати (документ) 3) прийняти замовлення

Word spot. Study the collocations with the word *pay*.

pay – плата, виплата, як винагорода за працю; оклад, заробітна плата;

on full pay — на повній ставці

on half pay — на половині ставки

basic pay – основна зарплата

incentive pay – заохочувальна оплата

retrospective pay –плата за попередні періоди (різниця між виплаченою та підвищеною зарплатою)

severance pay – вихідна виплата (компенсація співробітнику, з яким припинено трудові відносини

sick pay – лікарняні

paternity pay – допомога батьку по догляду за дитиною

pay equity справедливість, рівність в оплаті праці для представників всіх категорій громадян

overtime – оплата позаурочної роботи

hazard pay – доплата за ризик

longevity pay – надбавка за вислугу років

make-up pay – компенсаційна плата через виробничу травму

vacation pay – відпусткні

holiday pay – плата за роботу в свята чи вихідні

merit pay – премія

payroll/pay-sheet – платіжна відомість

allowance – надбавка до зарплати за знання іноземної мови чи за роботу в несприятливих умовах; виплати за транспортні витрати, відрядження, на придбання спецодягу, тощо.

Describing jobs

2.3.3. Complete the sentences with an adjective. What other adjectives describing jobs do you know?

Boring, busy, difficult, creative, interesting, stressful

1. If we have too much work and not enough time, it can be quite_____.

2. In my job, I use my imagination and ideas a lot, so the work is _____.
3. I do the same thing every day – my job is _____.
4. There is so much to do at work that I'm always _____.
5. Sometimes my job is _____, but I would get bored if it was too easy.
6. My job is very _____ because I'm always learning new things.

2.3.4. The adjectives below describe applicants' abilities. Find the appropriate definition and use them in the sentences of your own.

a) <i>flexible</i>	e) <i>pragmatic</i>
b) <i>bilingual</i>	f) <i>persuasive</i>
c) <i>logical</i>	g) <i>numerate</i>
d) <i>computer-literate</i>	h) <i>decisive</i>

1. find practical solutions _____
2. deal with figures _____
3. think clearly _____
4. speak two languages _____
5. adapt to changing circumstances _____
6. make firm decisions _____
7. deal with IT problems _____
8. make others see your viewpoint _____

e.g. *If you are pragmatic, you can find practical solutions.*

2.3.5 Read what the three people say about their jobs. Match the words in *italics* from the text with their corresponding definitions:

- the people you work with
- the number of hours in the week you spend doing your job

- the money you receive every month for the work you've done
- the things you do, usually with other people, outside work
- the time you have for eating in the middle of the working day
- the time you spend at work after your normal working hours
- a system where you can choose when to start and finish work
- the usual order and way that you regularly do things

I work in a factory. My working hours are 8.00 a.m. to 5.00 p.m., Monday to Friday. I have a one-hour lunch break at 12.30. The routine is the same every day. My job is very boring but the pay is quite good. My colleagues and I don't really talk to each other, but I have a lot of friends outside work. My job is just a way to earn money.

Anna, 18

I'm a computer programmer. I work a 40-hour week. We have flexible hours so I can start and finish when I want. If we are very busy then I work overtime – I get paid extra for this. There are always problems to solve. This can be difficult, but it can also be quite creative. I earn a good salary, but my job doesn't rule my life. I like to do different things in my free time.

Tony, 23

I'm a doctor in a large hospital. I work very long hours – 60 or 70 hours a week – often in the evenings and at weekends. The work is really interesting but it can also be quite stressful. I love my job and my colleagues are also my friends. I don't have time for a social life. When I get home, I'm too tired to do anything except have dinner and watch TV.

Erica, 25

2.3.6. Answer the questions:

1. What good and bad sides of their jobs do Anna, Tony and Erica mention?
2. What are normal working hours for most office jobs in our country?
3. Can you name three jobs that get very high and very low salaries in our country?
4. Is flexi-time common in most companies in our country?
5. What jobs often involve shifts? Is it really necessary?

2.3.7. Look at the list of things that motivate people and divide them into two columns: *benefits* (extra things you get from your employer) **and rewards (things that make you feel good about the job).**

1. training	9. travel allowance
2. profit share	10. subsidized childcare
3. expenses	11. job satisfaction
4. pension	12. promotion
5. company car	13. responsibility
6. business class travel	14. gym membership
7. private health insurance	15. doing something worthwhile
8. bonus	

Daily duties / routines

2.3.8. How many of these statements would you like to do in your future job (or are true for you if you have got a job)?

- I'll have to attend a lot of meetings and go to conferences.
- I'll visit/see/meet quite a lot of clients and advise them.
- I'll check/inspect/examine goods.

- I'll do a lot of general paperwork (file reports, write memos, answer letters).
- I'll work at a computer a lot of time.
- I'll make and answer a lot of phone calls and send faxes to customers.
- I'll show people around my workplace.
- I'll have to write regular reports.
- I'll arrange meetings for the boss.

2.3.9. Read the quote from an accountant talking about her job and choose the things that motivate her:

"I work in the finance department of a large company. There are a lot of benefits. For example, if the company makes a profit, all the employees get a bonus. There's also a profit share, but that's only for managers. I have a company car and I also travel abroad quite a lot – always business class and on expenses, of course. We also get a pension and private health insurance. The company pays for its staff to go on training courses to develop their professional skills. And we get free membership of the local gym. There are also rewards: it's hard work, but I get a lot of satisfaction from it. People recognize it if you do a good job, so there are good prospects for promotion."

2.3.10. Divide the phrases in the box into the three categories below and then explain your opinions:

- I would like a job like this
- I wouldn't mind doing a job like this
- I wouldn't want a job like this

You have to be physically fit.

You have to be good with money.

You need good people skills.

You have to be very well-organised.

You have to be very creative.

You have to work long hours.

It's very secure.

It's well-paid.

It's badly-paid.

It's stressful.

It's very competitive.

It's challenging.

There's a lot of responsibility.

There are lots of opportunities to travel.

2.3.11. Write an informal letter to one of your friends describing your plans for the future using as many words and phrases from this unit as possible.

2.3.12. Read the text and match the words in bold to the corresponding Ukrainian equivalents below:

Hunting a Job and Recruitment

The process of finding people for particular jobs is **recruitment** or **hiring** (AmE). Someone who has been recruited is **a recruit** (**a hire**). The company or organization **employs** (**hires**) him/her. A company may

recruit employees directly or use employment agencies. Nowadays some agencies use the practice of **headhunting** when outside specialists called headhunters persuade people for very important jobs to leave their organizations they work for. Many organizations and companies hire candidates who come recommended by current **employees**.

Nearly everyone, soon or later, finds himself searching for a job. Most **candidates** usually hunt a job themselves: **advertisements** about vacancies on the page "Employment" in a newspaper or on "Jobs" site in the Internet, parents' or friends' advice etc. If a person finds out appropriate information, he **applies for the job**. At the beginning, he sends his typed or printed **CV** or **resume** with the information about his education, **background** and **work experience**.

This paper usually accompanies **a letter of application** or **a cover letter** explaining why he wants the job and why he is the right person for this **position**. The cover letter serves as an introduction and guide to the resume, but after you've sent these papers you shouldn't just sit by the phone waiting for an answer. Don't forget that companies receive hundreds of e-mails, resumes, so **an applicant** should call a company. Receiving these papers, the **personnel department** of the company analyses them: the backgrounds of the **applicant**, his job experience and educational **qualifications**.

The most interesting candidates for the job are invited to have a group or one-to-one **interview**. The atmosphere of an interview may vary from the informal to the formal and interviewers may take a friendly, neutral or even hostile approach. Different interviewers use different **techniques** and the only rule that applicants should be aware of may be "Expect the unexpected and be yourself".

Some companies and organisations ask the candidates to do written psychometric tests **to assess** their **intelligence** and personality. After this, the head of the personnel department can contact previous **employers** or teachers mentioned in candidate's application. If the **references** are OK, the person is asked to come for the detailed interview. Finally, the interviewer **offers** the job to the candidate, and if he **accepts** it, the company hires him.

набір	біографічні дані
посада	рекомендація
вакансія	роботодавець
оголошення	пошук роботи
звертатися за роботою	автобіографія
заява	супровідний лист
претендент	відділ кадрів
наймати на роботу	технічні прийоми
кандидат	“полювання” на професіоналів
досвід	службовець, працівник

2.3.13. Use the words from the text above to complete the table. Make up sentences with these words.

action	process	Person
	recruitment	a recruit
to employ		an employee an employer
to apply	application	
		an interviewee an interviewer
	invitation	an invitee
to advise		an advisor
to hunt		a hunter

2.3.14. Match the parts to make phrases:

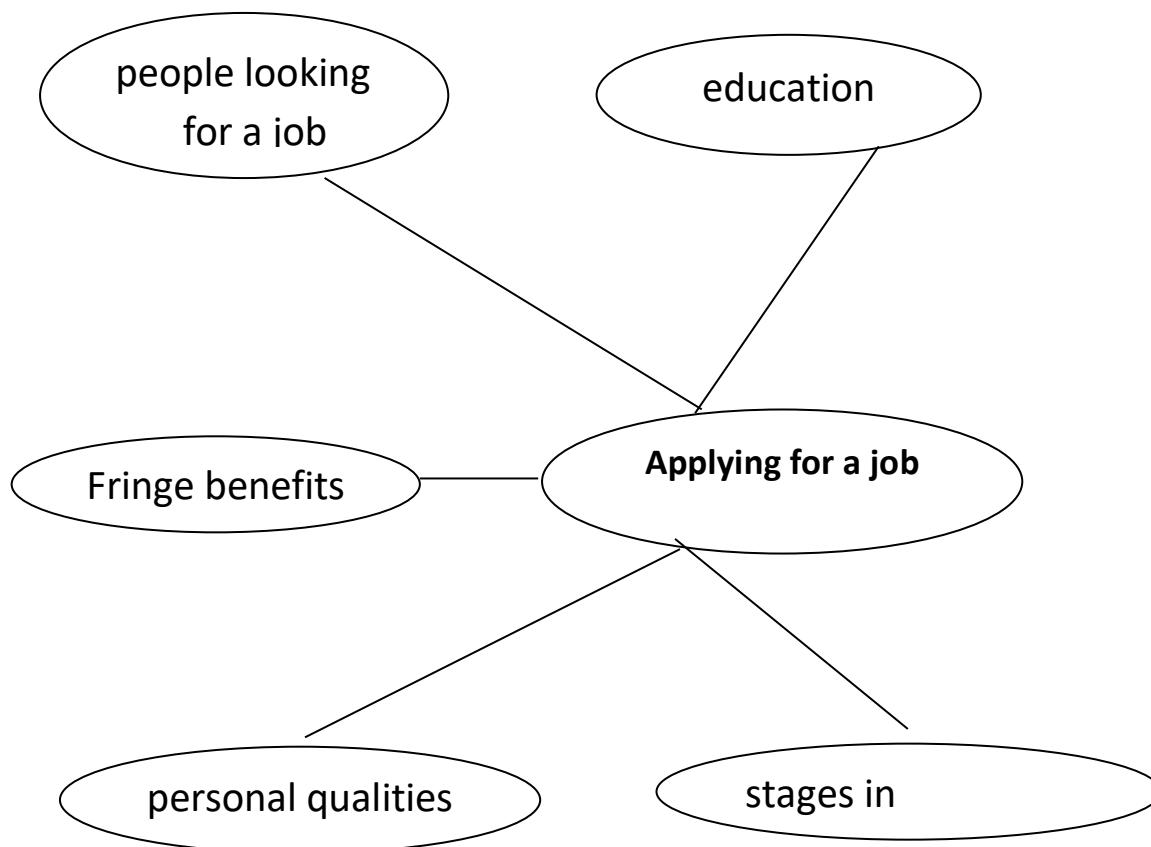
term	letter
curriculum	experience
cover	vitae

marital personnel hunting job work	of probation department status opening a job
--	--

The career ladder

2.3.15. Group these words and expressions under the 5 headings:

job seeker, bonus, confident, applicant, advertisement, qualifications, shortlist, enthusiastic, company car, ambitious, diploma, pension plan, interview, health insurance, interviewee, independent, degree, candidate, job offer, training course, recruitment, position, vacancy, advertisement, application, experience, background, reference, term of probation, curriculum vitae, cover letter.



2.3.16. Match the verbs with the nouns:

1. earn	a) overtime
2. work	b) meetings
3. pay	c) a shop
4. go to	d) clients
5. deal with	e) \$400
6. run	f) income tax

2.3.17. Make up a story about someone's career using the phrases below in a logical order:

- to apply for a job
- to get a job as a trainee
- to give a lot of training
- to do (=to go on) a training course
- to get a good pay rise
- to be promoted (to be given a higher position)
- to be in charge of the department with a few other employees under my authority
- to want a fresh challenge
- to be keen to work abroad
- to resign from (=to quit) the company
- to look for a new job with a bigger company
- to manage to find an exciting job
- to make some friends in the new company
- to start to dislike the constant moving around

2.3.18. Translate the following expressions into Ukrainian and think of the situations in which you might use them:

I'm definitely a team player/people-oriented/ a morning person/

to get involved

to be unrelated to sth

to gain experience in
equipment rental
to be flexible and versatile
essential
to collaborate on a project
strengths and weaknesses / advantages and drawbacks
it can be frustrating
to pull one's own weight
to prevent sb from moving ahead

2.3.19. Simulate a conversation using the questions below as the plan:

Student A: You are having an informal conversation with the representative of a foreign company. Ask him about his job.

Student B. You are a representative of a foreign company. Answer the questions about your job inventing as many details as you wish.

What's your job? What daily duties does your job involve? (What do you do in your job?) What are your main responsibilities? (= What are you in charge of?)

How many weeks' holiday do you have? (=How much holiday do you get?)

What are your working hours? Do you do/work any overtime?

Have you been promoted since you started working here?

Do you expect to have a pay rise?

How do you feel about your future prospects at your work?

Are you happy in the job or do you feel it is time for a fresh challenge somewhere else? Why do you need to go on training course?

2.4. CV and job interview

Strong Resumes Speak for Themselves

2.4.1. Read the following tip sheet to help your resume steer clear of the recycling bin.

Bad	Good
Grammatical or spelling errors	<i>Absolutely no errors in spelling, grammar or punctuation! Don't rely on computer-based editing. "There" and "their" can be used incorrectly, but they are spelled correctly. Spell check will not catch this!</i>
Repeated use of the phrase, "responsible for..."	<i>Begin your statements with "action verbs" that convey what you did, e.g., initiated, collaborated with, analyzed, etc.</i>
Lists of job duties as opposed to accomplishments	<i>A resume is a marketing tool, not an employment application. Employers hire candidates who have a record of accomplishments elsewhere. The employer makes the connection that past achievements will lead to future achievements.</i>
Meaningless "objective" statements	<i>Cover letters or e-mail messages are the best way to target your resume to the specific employer. Most "objective statements" are too general to be worth the lines of type.</i>
Poor presentation, e.g. small font,	<i>Choose at least 11-point font, 1-</i>

small margins, poor print quality	<i>inch margins, and use a reliable ink-jet or laser printer. Paper quality is not an issue with e-mail; use high quality white or off-white paper for mailing.</i>
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2.4.2. Your friend who studies landscape architecture at National University of Life and Environmental Sciences of Ukraine is looking for a part-time job. She sees these advertisements in the local newspaper.

Read the advertisements and find out which job would be more suitable for her. Is it part-time? Which days would she have to work?

<p>Assistant in Garden Design</p> <p>Scottish Inn</p> <p>Salary according to age/experience</p> <p>Working Saturdays/Sundays, 16 hours per week.</p> <hr/> <p>We are seeking a dependable, friendly and capable person to work weekends in our garden in the countryside. The successful candidate will have excellent personal and creative skills and experience in gardening and design.</p> <hr/> <p>Interviews will be arranged for suitable applicants.</p> <p>Telephone Linda at Scottish Inn on 044 3828033 or e-mail your CV to: linda@scottishinn.com.ua</p>
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BELMONT Village

Belmont Village is hiring entrepreneurial professionals for world-class projects in our countryside area.

We are currently recruiting for experienced landscape architecture exteriors candidates to fill positions in Vorzel, Koncha Zaspa and Bilychi:

Project architects, project managers, space planners, exterior designers, administrative project coordinators, accounting

We offer a competitive compensation and benefits package, including incentive bonuses, profit sharing and employee stock ownership.

Email: lory@belmontvillage.com

Fax:044-449-5820

No phone calls, please.

2.4.3. Your friend decides to send her CV and wants you to help her write it. Discuss which topics she should include:

- her contact details (address, phone number, etc.)
- her work experience
- the name of her secondary school
- her education and qualifications
- her date of birth
- her hobbies and interests
- whether or not she can drive
- a profile of her skills and achievements
- what kind of clothes she likes
- what languages she speaks

- what makes her suitable for the job

2.4.4. Read the CV and tick the topics above which are included.

Flat 30, 7 Lomonosov street

Kyiv 02190

Tel: (home) 5653540 (mob)0675002649

e-mail:natzar@eserve.com.ua

Profile	final year student in Landscape Architecture and design at National Agricultural University Knowledge of all aspects of park and garden architecture (design, planting, tree surgery, management)
	Proven ability to work under pressure as a member of a team, excellent personal skills.
Experience	Five-month work placement with agrofirms working on design and management for two large gardens and recreation zone. Completed study comparing English classical and Oriental styles in parks as part of degree course. Gained valuable practical experience during university vacations working in farms in Denmark and UK.
Qualifications	Agricultural college graduate, Zhytomyr. BA Degree Landscape Architecture, National Agricultural University (to be completed June2010).
Languages	Ukrainian (mother tongue), Russian (fluent in speech and writing), English (fluent in speech), and German (good in speech and writing).

Personal details Ukrainian nationality (non-EU citizen – work permit required).

Aged 20. Single. Non-smoker. Full clean driving licence.

2.4.5. Find words or phrases in the CV above which mean the following:

- she has shown that she can do something
- the ability to get on well with people
- time spent getting work experience while you are a student
- someone who has completed their course at college or university
- it will be finished
- first language
- quite good
- someone who doesn't smoke

Covering letter

2.4.6. Put the jumbled up sentences in the correct order:

- I am interested in any secretarial positions you have, especially in Denmark or Sweden.
- I will be available to start work from the middle of May.
- I look forward to hearing from you soon.
- Yours faithfully,
- I enclose my CV as requested.
- I am a qualified and experienced PA, and am bilingual in English and German.
- I also speak French fluently.
- I am writing in reply to your advertisement for temporary summer positions, which appeared in the *Kiev Post* on 21st February.
- Dear Sir or Madam,

- However I am willing to consider any kind of work.
- Nora O'Brian

2.4.7. Look at the Top Tips for Job Interviews and complete the sentences using the words in the box:

experience	long-term goals	promotion prospects	qualifications
references	strengths	weaknesses	

Top Tips for Job Interviews

1. Make a list of your _____ – it's important to talk about what you are good at.
2. Make a list of your _____ – interviewers sometimes ask what you are not good at.
3. Prepare to talk about your past _____ – you can talk about things you have done which relate to this job.
4. Make sure you know what relevant _____ you have – certificates, diplomas and degrees are important.
5. Think of two past employers to write you good _____ – the interviewers will need to know about what past employers thought of your work.
6. Show that you are interested in _____ – it's impressive to show interest in getting better jobs in the company in the future.
7. Be clear about your _____ – interviewers sometimes ask what your five-year plan is.

The Job Interview

2.4.8. There are some very important rules to consider when taking a job interview. The job interview in English requires a very specific kind of vocabulary. It also requires good tense usage as you need to

make a clear distinction between past and present responsibilities.
Here is an overview of the appropriate tenses to use:

Tense	Example Sentence	Explanation
Present Simple	I <i>collect</i> data from all of our branches and <i>analyze</i> the information on a weekly basis.	Use the present simple to describe your daily responsibilities. This is the most common tense to use when speaking about your current position.
Past Simple	I <i>developed</i> an in-house database for the personnel department.	Use the past simple to describe your daily responsibilities in a former position. This is the most common tense to use when speaking about past jobs.
Present Continuous	Currently, I <i>am designing</i> a new layout for our local branch.	Use the present continuous to speak about current projects that are happening at that moment in time. These projects are limited in time and should not be confused with daily responsibilities.
Present Perfect	I've <i>researched</i> over 300 cases until now.	Use the present perfect to generally describe projects or accomplishments that you have made up to the present moment in time. Remember not to include specific past time references which should be used with the past simple.
Present Perfect Continuous	I've <i>been working</i> on this project for three months.	Use the present perfect continuous to emphasize the continuity, to describe duration of an activity
Future	I <i>will be</i> the manager of a medium sized	Use the future simple to discuss your plans for the future. This tense is only

Simple retail outlet. used when the interviewer asks you what you plan to do in the future.

2.4.9. Read the list of questions asked during the job interview and divide them into two columns:

What the interviewer asked: _____

What the interviewee asked: _____

1. *What qualifications do I need for the job?*
2. *What experience have you got with this type of work?*
3. *Do you offer a training programme?*
4. *Is there a uniform?*
5. *Can you work under pressure?*
6. *What are your strengths and weaknesses?*
7. *What type of work will be involved?*
8. *What is the salary scale?*
9. *What are your long-term goals?*
10. *Why do you want to work here?*
11. *Are there any promotion prospects?*
12. *What would you do if there was a problem?*
13. *When does the job start?*
14. *What are the responsibilities of the work?*
15. *Who will I work with?*
16. *Do you like office life?*
17. *Are you interested in the job?*

2.4.10. Report these questions using different ways of starting the reported question.

e.g. *He asked me...*

He/I wanted to know...

He wondered whether...

I was interested in...

2.4.11. The following phrases describe the process of recruiting new employees. Find the corresponding Ukrainian equivalents below.

Make up a story using as many of them as possible.

1. to advertise the position
2. to complete an application form/ a personality test
3. to complete a probation period
4. to contain details of one's education and work experience
5. to conduct an interview
6. to select the most suitable candidates
7. to prepare a short list of applicants
8. to offer a wealth of exciting career opportunities
9. to acquire(=gain) some professional experience
10. to be accepted
11. to reject

- бути прийнятим;
- підготувати остаточний список кандидатів;
- відмовити;
- запропонувати безліч цікавих можливостей для кар'єри
- подати оголошення про вакансію на посаду;
- вміщувати подroбиці про освіту та стаж роботи;
- проводити співбесіду;
- відібрати найбільш підходячих кандидатів;
- заповнити заяву-анкету;
- пройти випробувальний термін;
- набути досвіду;

2.4.12. Read the general guidelines a personnel manager gives about what is most important at a job interview. Then mark true or false statements according to the text:

Work Experience

Work experience is by far the most important part of any job interview in an English speaking country. It is true that education is also important, however, most employers are more impressed by extensive work experience than by university degrees. Employers want to know exactly what you did and how well you accomplished your tasks. This is the part of the interview during which you can make the best impression. It's important to give full, detailed answers. Be confident, and emphasize your accomplishments in past positions.

Qualifications

Qualifications include any education from high school through university, as well as any special training you may have had (such as computer courses). Make sure to mention your English studies. This is very important as English is not your first language and the employer may be concerned about this fact. Assure the employer that you are continuing to improve your English skills by any courses you may be taking, or by saying that you study a certain number of hours a week to improve your skills.

Talking about Responsibilities

Most importantly, you will need to demonstrate your qualifications and skills which are directly applicable to the job you are applying for. If past job skills were not exactly the same as what you will need on the new job, make sure to detail how they are **similar** to job skills you will need for the new position.

2.4.13. True or false?

- Education is by far the most important part of any job interview in an English speaking country.
- Most employers are more impressed by extensive work experience than by university degree.
- Employers are more interested in how well you accomplished your tasks than in what college you graduated from.
- Qualifications include the English course you have .
- It's less important to mention the number of hours you spend to improve your English skills than skills directly applicable to the job.
- If past job skills were not exactly the same as what you will need on the new job, don't speak about them.

2.4.13. Check whether you understand the meaning of these words and expressions:

I'm definitely a team player people-oriented to get involved to be unrelated to sth to gain experience in equipment rental to be flexible/ versatile/ essential to collaborate on a project strengths and weaknesses advantages and drawbacks it can be frustrating	not to pull one's own weight to prevent sb from moving ahead to check / to update the schedule last-minute things on a number of occasions to take over for sb overwhelming the minor details to verify the quantity to sort out problems
---	--

2.4.14. Do you agree with the following statements?

1. Character and intelligence are the most important qualities for an interviewee.
2. The candidate's appearance is one of the main factors that influence the interviewer's decision.
3. Good manners can also have some bearing on the decision.
4. It's important to have a fairly good knowledge of the company.
5. A candidate is expected to know something about the company, e.g. what it does, or what he is going to do.
6. The candidate has to agree with everything.
7. The interviewer draws the candidate out to see how good he is at expressing himself.

2.4.15. Do you think the interviewer might ask these questions? At what stage?

- Haven't I kept you waiting long?
- Did you have any trouble finding our office?
- Is this your permanent address?
- Are you a commuter?
- How do you reckon you speak your German?
- Which of the options that you took at university was the most interesting?
- How ambitious are you?
- What about your plans for the future? What are your long-term career goals?
- What would you say has been your greatest achievement so far?
- What do you know about our company?
- Do you know who you're going to report to in this position?
- What sort of projects did you work on during your previous employment?
- Are you a team player?

- Have you ever been in a situation in which you lost your temper?
- How do you deal with difficult or awkward people?
- How would you assess your general state of health?
- Can you tell me about any other hobbies you have?
- What do you dislike doing?
- I can assume that you would like to work full-time with us, wouldn't you?
- Are there any questions that you'd like to ask?

2.4.16. Role-playing exercise.

Some companies are no longer satisfied with traditional job interviews. Instead, they evaluate candidates by putting them through psychological tests, role-play, simulated decision-making exercises, brainteasers (головоломки).

You are a Human Resources specialist and are conducting a white-collar testing to select a new employee. From the following words choose those qualities which you would base your decision on. Add some more ideas of your own if you need.

<input type="checkbox"/> flexible <input type="checkbox"/> creative <input type="checkbox"/> entrepreneurial <input type="checkbox"/> competent <input type="checkbox"/> knowledgeable <input type="checkbox"/> willing <input type="checkbox"/> enthusiastic <input type="checkbox"/> well-presented <input type="checkbox"/> energetic <input type="checkbox"/> good natured <input type="checkbox"/> people-oriented <input type="checkbox"/> articulate <input type="checkbox"/> ambitious <input type="checkbox"/> sociable	<input type="checkbox"/> independent <input type="checkbox"/> resourceful <input type="checkbox"/> motivated <input type="checkbox"/> reliable <input type="checkbox"/> trustworthy <input type="checkbox"/> hardworking <input type="checkbox"/> cooperative <input type="checkbox"/> broadminded <input type="checkbox"/> determined <input type="checkbox"/> imaginative <input type="checkbox"/> cheerful <input type="checkbox"/> self-confident <input type="checkbox"/> shy
---	--

2.4.17. Read the article and answer the questions that follow.

How to select the best candidates - and avoid the worst

By Adrian Furnham

Investing thousands of pounds in the recruitment and training of each new graduate recruit may be just the beginning. Choosing the wrong candidate may leave an organisation paying for years to come.

Few companies will have escaped all of the following failures: people who panic at the first sign of stress; those with long, impressive qualifications who seem incapable of learning; hypochondriacs whose absentee record becomes astonishing; and the unstable person later discovered to be a thief or worse.

Less dramatic, but just as much a problem, is the person who simply does not come up to expectations, who does not quite deliver; who never becomes a high-flyer or even a steady performer; the employee with a fine future behind them.

The first point to bear in mind at the recruitment stage is that people don't change. Intelligence levels decline modestly, but change little over their working life. The same is true of abilities, such as learning languages and handling numbers.

Most people like to think that personality can change, particularly the more negative features such as anxiety, low esteem, impulsiveness or a lack of emotional warmth. But data collected over 50 years gives a clear message: still stable after all these years. Extroverts become slightly less extroverted; the acutely shy appear a little less so, but the fundamentals remain much the same. Personal crises can affect the way we cope with things: we might take up or drop drink, drugs, religion or relaxation techniques, which can have pretty dramatic effects. Skills can be improved, and new ones introduced, but at rather different rates. People can be groomed for a job. Just as politicians are carefully repackaged through dress, hairstyle and speech specialists, so people can be sent on training courses, diplomas or experimental weekends. But there is a cost to all this which may be more

than the price of the course. Better to select for what you actually see rather than attempt to change it.

From the *Financial Times*

1. What types of failures do companies experience, according to the article?
2. What does a *fine future behind them* (line 31) mean?
3. What advice does the article give to managers?

2.4.18. Complete the article about recruitment on the Internet with sentences a-e below.

A But as the test leads to a final interview, lying like this is simply a waste of everyone's time.

B Their computer test asks candidates questions like: "Why did you leave your last job?" and then it responds to the answer.

C One student says that it enables graduates to see lots of different options without having to send off for application forms, which can take a long time.

D One way of doing this is by using selection tests on the Internet which will identify unsuitable applicants.

How employers can gain net benefits

When it comes to recruiting graduates, clever firms are not just interested in how to attract the best candidates, but also in how to keep them. **1** ... These tests can be used right up to the interview to make sure that only the best candidates get through to this stage. Human Resources experts think that with the increase in Internet use, recruitment using computer testing is a growing and inevitable trend.

In the States, Macy's department store takes on hundreds of extra staff at peak season. It already selects the best candidates through computer testing. **2** ... It also finds out how candidates might react in certain situations. The test is then marked by the software, and if the

candidate is successful, his / her computer gets in touch with the right person at Macy's to arrange a personal interview.

However, there are some drawbacks. For example, an applicant who has no personal skills could get a friend to do the test. 3

Like the employers, students too can see the benefits of using recruitment methods available on the Internet. 4 Nevertheless, many still feel that it is important to go to traditional recruitment fairs. Here they can actually meet people who have been through the recruitment process and have managed to get jobs with their chosen companies.

2.4.19. Study these words and expressions in the text and choose the correct definition.

1. *recruiting graduates*

- | | |
|--|---|
| a) teaching students how to do something | b) employing people who have just left a university |
|--|---|

2. *an inevitable trend*

- | | |
|----------------------------|-------------------------------------|
| a) an unattractive fashion | b) something that is sure to happen |
|----------------------------|-------------------------------------|

3. *send off for*

- | | |
|---|---------------------|
| a) ask for something to be sent by post | b) dismiss somebody |
|---|---------------------|

4. *at peak season*

- | | |
|--------------------------------------|-----------------------------|
| a) when regular staff are on holiday | b) the busiest time of year |
|--------------------------------------|-----------------------------|

5. *drawbacks*

- | | |
|------------------|-------------------|
| a) disadvantages | b) extra expenses |
|------------------|-------------------|

2.4.20. Write short answers to these questions about the text.

1. What are the aims of intelligent organizations when it comes to recruiting graduates?
2. How can computers help with recruitment?
3. What basic problem exists with computer recruitment tests?
4. What advantage do traditional recruitment fairs have over computer recruitment method?

2.4.21. Read the following text and tell your friend, who is going to have an interview, how to behave.

Don't Fail!

- Be a good listener. **From the word go** let your interviewer know that you're listening attentively by nodding, using facial expressions that make you look interested, picking up on key words they've used and asking them to expand on subjects that genuinely interest you. Never interrupt your interviewer and **don't let his words go right over your head**.
- Be honest. If you don't understand a question, **don't go red in the face** but simply ask for an explanation. If you're faced with something you really are unable to deal with, be truthful about it — honesty is more likely to impress than pretending to have the answer to everything.
- Be consistent. Many interviewers ask the same things in different ways as a means of checking you out. Listen to yourself as well as to them and don't say anything that **goes against your principles**. If you feel you've

made a mistake, put things right by saying, "going back to what I said earlier about...what I really meant was..."

- Avoid the temptation to talk too much. If there are awkward silences when you've finished saying what you want, don't fill them with nervous chatter. Some interviewers use silence to see how you'll react. Pass

the lead back to them by pleasantly saying: "Does that answer your question?" or **go through the main points** again — don't **inundate** the interviewer with information they don't need.

- Be aware of your body language. Maintaining eye contact with the interviewer is essential, but don't overdo it — take your cues from the interviewer. **It goes without saying that** leaning forward makes you appear attentive and enthusiastic — being **slumped** conveys boredom or laziness.
- Be positive. Even if your last job was the pits, if asked for your reasons for leaving, don't let a negative word pass your lips — no good will come out of it. Instead, say: "I genuinely enjoyed my last job, but I'm eager to move onto a different challenge and use the skills I've gained". Then, **go on** and impress them even more by stating how those skills match the job you're after.

- If you're not asked about something that you feel is important, **don't let the opportunity go by** and raise the subject yourself. This is your one chance to sell yourself, so don't waste the opportunity.

If you follow these tips **you can't go wrong**, the interview will come up to your expectations and your dream of getting a new job will come true!

Vocabulary

from the word go — з самого початку

don't let his words go right over your head — не пропускайте його слів
мимо вух

don't go red in the face — не червонійте

goes against your principles — протирічить вашим принципам

go through the main points — повторіть головні пункти

inundate — затопляти; *тут* надавати велику кількість

it goes without saying that — саме по собі зрозуміло

slumped — згорблений

go on — продовжуйте

don't let the opportunity go by — не втрачайте можливості

you can't go wrong — не помилитесь

Test. Jobs and careers

Task 1. Fill in the gaps in the text with suitable words from the box below:

Suitable, references, advertise, CVs, interview, offer, shortlist, applicants, vacancy, Personnel Department

A person who works in the ... 1... is explaining how they select candidates in her company. If there is a ... 2..., I usually advertise it in-house first of all, and if I don't find any ...3... candidates, then we ...4... the job in the newspapers. We ask ...5... to send in their ...6..., and we invite some of the candidates to an ...7.... After that, we draw up a ...8... and ask some of the applicants back for a second interview. We choose the best candidate, and then I check his or her ...9..., and if everything's OK, we ...10... the applicant the job.'

Task 2. Put the remarks in the correct order to make a dialogue:

- a) That's not a bad idea. You've already got a university degree, haven't you?
- b) I had an appraisal with the Personnel manager the other day, and...
- c) That sounds like an absolute waste of time to me. What you need to do is an MBA at an institution like Insead, so that you end up with a decent qualification.
- d) Yes, and I'm doing an evening course in accounting, but that only takes up about an hour a week.
- e) Oh, really? How did it go?
- f) Fine. We were talking about qualifications and career development, and she suggested I should consider doing a course in Business Administration.

Task 3. Fill in the gaps with the words from the box:

boss, valuable, graduated, specialize, engineering,
to set up, company, job

–How long have you been in ...?

–About ten years. Just after I ..., I went to work for a small company in my native town.

–So you haven't always been your own ...?

–No – I worked there for about three years, but then the ... got into trouble and closed down. I had to find a new ..., and decided ... a business of my own. Now we have thirty employees and ... in building of green houses, and it's those projects that are the most ... to us.

Task 4. Complete these questions from a job interview.

1. Could you tell me exactly why you _____ from OQP?
2. Was that before or after you _____ Quality Manager?
3. After the factory closed, was it difficult to _____?
4. Have you _____ jobs in other companies in the area?
5. Would you be available to _____ next week?
6. How would you feel if we _____ as a product manager?

Task 5. Now correct these sentences from a biography. The words in bold have been mixed up.

1. Aisha's resume was impressive; she was **dismissed** without even attending a first interview,
2. At the second interview, Aisha did so well that she was **made redundant** on the spot.
3. A few years later she wrote her first novel while she was **unemployed**; it sold only 400 copies.
4. Aisha was an unconventional journalist who preferred to work at night; after arriving four hours late for a meeting she was **hired**.

5. When the editor in her next job refused to publish a controversial article she had written, Aisha immediately offered to **retire** but the editor refused to let her.

6. However, when the newspaper was taken over by a larger competitor, Aisha was shortlisted.

7. After difficult times while she was **on sabbatical**, she was finally able to live in comfort when her sixth novel became a best-seller.

8. She was 74 when she finally decided to **resign** from writing novels.

Task 6. Choose the correct word underlined in each sentence:

- a) Mrs. Grant is a good employee/employer and pays her staff well.
- b) A person you work with is your college/colleague.
- c) Excuse me, but are you the over/owner of this bike?
- d) I want to borrow some money, so I'm seeing the bank boss/manager.
- e) A person who works in an office is an officer/office worker.
- f) My father gets a wage/salary of \$15,000 a year.
- g) I am a full-time/part-time teacher — I only work twelve hours a week.
- h) The head teacher thanked the staff/crew for working so hard.

Task 7. Use words and word combinations to fill in the blanks. The first letter of each missing word is given:

- 1. I would get bored if I had a n.....-
- 2. I can clock in any time between eight and ten and clock out between four and six; I work f.....-.....
- 3. He's not here this evening, he's working nights; you see, he does s.....
.....
- 4. I stopped working in the hamburger restaurant. It was just a d.....-..... job.
- 5. There is a lot of u..... nowadays so it's getting more and more difficult to get the kind of j..... you really want.

6. You have to decide what is more important to you — how much you earn or j..... s.....
7. Do you want to work with your hands (called m..... work) or do you prefer to work in an office (called clerical work)?
8. I think I work very hard and I'd like to get a p.....

Task 8. This text about the recruitment process has not been completed. Fill in each gap with the words and expressions in the box.

a) affirmative recruitment	m) equal opportunities
b) applicants	n) experience
c) appointments	o) externally
d) benefits	p) institutional agency
e) description	q) increments
f) disabilities	r) internally
g) discrimination	s) job centres
h) qualifications	t) journals
i) recruitment agency	u) leave
j) rewards	v) personal qualities
k) situations vacant	w) private recruitment agency
l) vacancy	

When a company or organisation has a 1._____ for a new member of staff, it usually advertises the post. It does this 2._____ (for example, in the company magazine or on a company notice board) or 3._____, either in the 4._____ or 5._____ section of a newspaper, in specialist trade 6._____ or through a 7._____ which helps people to find employment. There are two main types of agency. The first of these is the 8._____ usually found in a school or university. These work closely with employers to let potential employees know about the jobs that are on offer (also included in this category are 9._____, which are provided by the state, and which can be found in most main towns in Britain and other countries). The second is the 10._____, which are independent companies, and

employers have to pay these agencies for each employee they successfully provide.

A job advertisement has to give an accurate 11._____ of the job and what it requires from the 12._____ (the people who are interested in the post). These requirements might include 13._____ (academic, vocational and professional), work 14._____ in similar lines of work, and certain 15._____ (for example, it might say that you need to be practical, professional and have a sense of humour). The advertisement will also specify what 16._____ (basic salary, commission, regular 17._____, etc) and 18._____ (paid 19._____, free medical insurance, company car, etc) the company can offer in return. The advertisement must be careful it does not break employment laws concerning sex and racial 20._____ : some companies emphasise in their job advertisements that they are 21._____ employers (or 22._____ employers in the USA), which means that they will employ people regardless of their sex, skin colour, religion, 23._____ , etc.

Task 9. Translate the following sentences into Ukrainian:

1. On occasions like these, employees are always nervous about their chances of being asked a question they cannot answer.
2. It's good to have you **on** our staff.
3. I'm **on** day shift this week.
4. The bad management of the company directors has caused the problems in the company.
5. I think I have a good working relationship with most of my colleagues.
6. He is **on** a very good salary now.
7. After a lot of part-time jobs he's finally got a full-time job.
8. We've come to a dead end in our efforts to reach an agreement.

9. The night shift arrives at 6 o'clock.
10. This work is very interesting and what is more it's well-paid.
11. There are good chances of promotion in this firm.
12. The workers have demanded a wage rise.
13. The reorganization may lead to staff reduction.
14. Employees in large multinationals have excellent career opportunities if they are willing to travel.
15. Sales representative are not motivated and staff turnover is very high.

Task 10. Translate the following sentences into English:

1. Нещодавно він отримав підвищення і дуже цим гордиться.
2. Я б хотів поєднати задоволення від роботи і високу зарплатню.
3. Він працює повний робочий день.
4. Робота з людьми не може бути монотонною.
5. Всі наші працівники вільно говорять англійською.
6. Як правило, сезонна робота не дуже цікава і творча.
7. Вона працює за гнучким графіком і завжди має багато вільного часу.
8. Я не люблю нудної канцелярської роботи.

Task 11. Answer the following questions:

1. What will you do if you are short listed?
2. What does it mean "to be self-employed"?
3. Is it good or bad to have "a dead end job"?

4. If you pay money to your workers are you an employer or an employee?
5. Would you like to be promoted?
6. What documents you have to prepare if you apply for a position?
7. What does your boss do if he is not pleased with your work?
8. What does it mean “to be unemployed”?
9. What do people usually do if they are 60?
10. You don’t like your work. What can you do?

Language review
Basic sentence structures
Types of questions

General question	<i>Are they learning English? Do you use the Internet regularly?</i>
Alternative question	<i>Are they learning British English or American English? Do you spend more time doing exercise or playing computer games?</i>
Special question	<i>What are they learning? What language are they learning? What do you do in your job?</i>
Question to the subject	<i>Who is learning English? What language is spoken there?</i>
Tag -question	<i>They are learning English, aren't they? They never come late, do they?</i>

General questions

1. Give short answers. Pay attention to the auxiliary verb.

1. Is your friend sitting in the front or in the back row?
2. Are you living with your parents at the moment?
3. Are you doing anything special tonight?
4. Do you enjoy learning foreign languages?
5. Do you worry about making mistakes?
6. Have you written down any new words into your copybook?
7. Did your friends come to see you last weekend?
8. Can you drive?
9. Do you find it easy to learn to drive?
10. Have you been living in Kiev for a long time?
11. Will you ask the way if you get lost in a foreign country?

12.Did you go traveling last summer?

1. Add the correct verb (main or auxiliary) to the following questions?

1. How things with you?
2. What your full name and address?
2. How your flight?
3. When you get here?
4. You have a good journey to work this morning?
5. Where you staying while you're here?
6. You got any special reason for learning English?
7. You speak any other languages?
8. How your job going?
9. You got any brothers or sisters?
10. You have a nice holiday?
11. This your first visit to New York?
12. How all your family?
13. What sort of music you like?
14. How long you been working here?
15. You ever been to Kiev?
16. How far it from your home to work?
17. What you think of living in Ukraine?
18. You good at driving?
19. What you prefer doing at weekends?

Special questions

3. Add the correct question-word to the following questions.

1. _____ did you go to London with?
2. _____ of these books is your favourite?
3. _____ is my place?
4. _____ has taken my scissors?
5. _____ is wrong with the photocopier?
6. _____ have you been writing this monograph.

7. _____ did he come home the day before yesterday?
8. _____ far do you live from your work?

4. Work in pairs. Ask questions for more information.

A

I found a job. I got a letter. They graduated from the university. I learned new words. I met somebody. The lecture began. He lived there. I had a good holiday.

B

She always meets her friends. He never learns new words. She often receives letters. The university offers training. The book consists of several parts. She sometimes visits her relatives. He usually studies. She seldom works on Fridays.

C

They are writing essays. He is reading a magazine. I am working overtime. They are starting to learn a foreign language. She is watching a new programme. We are living in the hostel. My husband is repairing something. She is doing a degree at university.

How ...? vs What ...like?

We use **how?** to ask about things that change – moods, health, work.

e.g. ‘*How does she seem today?*’ ‘*Much better now.*’

We use **what ... like?** to ask about things that don’t change – people’s character and appearance.

e.g. *What does your sister look like?*’ ‘*Short, dark and cheerful-looking.*’

5. Make questions with **how** or **what...like**.

1. (your flat?) – ‘Small but very comfortable.’

2. (your mom?) – ‘Fine, thanks.’
3. (work going?) – ‘Not very well at the moment.’
4. (business?) – ‘Terrible.’
5. (Jessica’s boyfriend?) – ‘Not very nice.’

Note the way the question word *what* is used in the following sentences:

What time does the film start?
What sort of music do you like?
What size are your shoes?/What size shoes do you wear?
What colour are her eyes?/What colour eyes has she got?
What make is your car?/What make of car did you get?
What ever does she see in him? (expresses surprise)

6. Complete the questions with a suitable expression.

1. _____ jeans do you wear?
2. _____ is her hair?
3. _____ books do you read?
4. _____ is your laptop?
5. _____ is the concert?
6. _____ does the train leave?
7. _____ food do you prefer?
8. _____ are your gloves?
9. _____ car is the best?
10. _____ are you going to do? (surprise)

7. Use the words to make your questions.

1. old are her children? — Seven and ten.
2. is Peter's birthday? — In April, I think.
3. much is the shirt? — It's twenty pounds.
4. is an orange juice? — It's fifty pence.
5. is your name? — Carol.
6. is Susan's party? — On Friday.

7. are the potatoes? — One pound.
8. is your best friend? — It's Paul.
9. colour is your new bike? — It's blue.
10. are you? — I'm okay.
11. are my shoes? — Under the bed.
12. is your mother? — She's in the garden.
13. is the time? — It's ten o'clock.
14. is in your schoolbag? — Many books.
15. is your hamster? — In the living room.

8. Write questions and answers as shown in the example.

e. g.: *Mel Gibson / where / from / is?*

Where is Mel Gibson from?

1. are / you / how old?
2. where / from / your brother / is?
3. you / how / are?
4. is / what / father / your?
5. who is his favorite musician?
6. what / is / favorite movie / her?
7. is / your / who / English teacher?
8. are / their / what / names?
9. mother / your / how / is?
10. here / why / you / are?

8. You didn't hear the question, ask your group mate.

e. g.: *Kate is at home. — Where is Kate?*

1. Cairo is in Egypt.
2. The students are in class today.
3. The post office is on Main Street.
4. The bus stop is over there.
5. The train station is on Grand Avenue.
6. Sue and Ken are at the zoo today.

7. My parents are in the village.
8. The book is on the table.
9. My pets are in the aquarium.
10. My grandfather is at the hospital.
11. My brother and sister are at the library.
12. Paris is in France.
13. His books are on the shelf.
14. I am in the kitchen.
15. The frog is on the log.

9. Make up questions according to the example.

e. g.:

	<i>(his name) What is his name?</i>	
--	-------------------------------------	--

1.	<i>(your name)</i> _____?	Andrew.
2.	<i>(married or single)</i> _____?	I'm married.
3.	<i>(British)</i> _____?	No, I'm not.
4.	<i>(where / from)</i> _____?	From Australia.
5.	<i>(how / old)</i> _____?	I'm 26.
6.	<i>(a student)</i> _____?	No, I'm a teacher.
7.	<i>(your wife a teacher)</i> _____?	No, she is a lawyer.
8.	<i>(where / from)</i> _____?	She is Italian.
9.	<i>(her name)</i> _____?	Anna.
10.	<i>(how old)</i> _____?	She's 26 too.

10. Translate these sentences from Ukrainian into English.

1. Де твоя кімната?
2. Якого кольору його ручка?
3. Як вас звати?
4. З якої ви країни?
5. Скільки тобі років?
6. Хто ви за національністю?
7. Яка ваша улюблена книжка?
8. Де він?
9. Хто твій улюблений кіноактор?
10. Звідки твої батьки?

Tag Questions

When using tag questions, watch for 4 points:

What tense is the verb?

What kind of verb is it? (to be/other verbs)

Is the sentence affirmative or negative?

Does the pronoun need to be changed?

You go to work by bus, don't you? They escaped immediately, didn't they?

She comes here every day, doesn't she?

"If we knew what it was we were doing, it would not be called research, would it?" (Albert Einstein)

"There's nothing more exhilarating than pointing out the shortcomings of others, is there?" (Randal Graves)

Note:

1. In the present tense, if the subject is 'I', the auxiliary changes to 'are' or 'aren't'.

I'm sitting next to you, *aren't I?*

2. With 'let's', the tag question is 'shall we'.

Let's go to the beach, *shall we?*

3. With an imperative, the tag question is 'will you'.

Close the window, *will you?*

4. We use **a positive** tag question after a sentence containing a negative word such as **never, nobody**.

Nobody lives in this house, do they?

You've never liked me, **have you?**

5. When the subject is **nobody, somebody, everybody, no one, someone, or everyone**, we use '**they**' in the tag question.

Nobody asked for me, **did they?**

6. If the main verb in the sentence is '**have**' (not an auxiliary verb), it is more common to use '**do**' in the question tag.

You have a Ferrari, **don't you?** Tag questions have many uses, **don't they?**

7. With **used to**, we use '**didn't**' in the tag question.

You used to work here, **didn't you?**

There are many other ways of achieving the same (or very similar) result:

“Don’t you think?”, “Right?”, “OK?”, “huh?”, “hey”, “eh”.

In certain parts of the U.S., Canada, and England, **“isn’t it?”** is shortened to **“innit?”** and used as an all-purpose tag question, even where the verb doesn't seem to match.

“This shirt costs a lot of money, innit?”

Tag questions are usually used to confirm or check information that we think is true or to check information that we aren't sure is true. Sometimes we just use them for effect, when we are trying to be sarcastic, or to make a strong point.

With **rising intonation**, tag question sounds like a real question:

You don't know where my wallet is, do you? →

But if the **intonation falls**, it sounds more like a statement that doesn't require a real answer. In this case tag questions are used mainly as a tool to keep conversations going, to involve other participants. You're only inviting listener to agree with you:

It's a beautiful view, isn't it? →

Tag questions that expect a response are looking for a positive response: an agreement with the speaker's original statement. They say: "I believe such-and-such. Do you agree?" It would be unexpected for a listener to shout out "Not really!"

One recent research on female friendship has shown that tag questions are primarily used by females. For example in respond to some news a man might say: "**That is ridiculous**", ...while a woman might say: "**That is ridiculous, isn't it?**

We can use a **negative sentence + positive tag** to ask for things or information, or to ask somebody to do something. The voice goes up at the end of the tag in sentences like these:

"*You haven't got a pen, have you?*" → - "Yes, here you are!"
"*You couldn't do me a favour, could you?*" → – "It depends what it is"

1. Choose the correct tag to finish the sentences.

1. Teresa is an accountant, ___?
a) aren't she? b) doesn't she? c) isn't she? d) she isn't?
2. I am a good worker, ___?
a) I am? b) do I? c) amn't I? d) aren't I?
3. Peter is a grandfather, ___?
a) he isn't? b) isn't he? c) he is? d) doesn't he?
4. Kate is a doctor, ___?
a) she is? b) is she? c) doesn't she? d) isn't she?
5. John and Alice are students, ___?
a) aren't they? b) are they? c) isn't he? d) isn't they?
6. Mario is at work right now, ___?
a) aren't they? b) isn't he? c) is he? d) isn't she?
7. I'm here, ___?
a) am I not? b) am not I? c) amn't I? d) aren't you?
8. You and I are busy right now, ___?
a) aren't I? b) aren't we? c) we aren't? d) aren't you?

9. It's windy today, ____?
a) am I? b) aren't they? c) isn't it? d) isn't he?
10. I am ready for the next exercise, ____?
a) isn't it? b) don't I? c) aren't you? d) aren't I?

2. Complete these tag questions:

1. We are happy to be studying English, ...
2. I bought you popcorn at the movies last week, ...
3. He hasn't quitted smoking, ...
4. George was a very bad student, ...
5. The weather is nice today, ...
6. That ugly car isn't yours, ...
7. You won't do that again, ...
8. Hillary loves to bake, ...
9. We will win the race, ...
10. Jack and Jill went up the hill, ...

2. Negative structures

Negative questions

We often use negative questions

- a) to confirm that something has happened, is true, etc. The meaning is similar to ‘It’s true that ..., isn’t it?’
e.g. *Didn’t you go and see helen yesterday? How is she?*
- b) to make expressions of opinion less direct
e.g. *Wouldn’t it be better to switch the light on?*
- c) in polite invitations
e.g. *Won’t you come in? Wouldn’t you like something to drink?*
- d) to check that something has not happened, is not true, etc.
e.g. *Don’t you feel well? Oh, dear, Can’t they come this evening?*
- e) to express astonishment that something has not happened.
e.g. *Don’t you everlisten to what I say?
Can’t you read? It says ‘closed’.*

1. Use negative questions to confirm the following ideas.

1. I think you went to the USA last week. –*Didn’t you go ...?*
2. I think you speak Italian.
3. I believe you studied at Harvard.
4. Perhaps this is your key.
5. I think your boyfriend is a manager.
6. I thought you were going to come with us.
7. I think you are making a mistake,
8. Perhaps it would be better to stop now.
9. You’ll be on holiday next week, won’t you?

2. Add Yes or No to the answers (‘Yes’ – suggests an affirmative verb, and ‘No’ suggests a negative verb.)

- 1 ‘Aren’t you ready?’ ‘**Yes**, I am.’
- 2 ‘Don’t you like this?’ ‘_____ I don’t.’
- 3 ‘Can’t you stop?’ ‘_____ I can’t.’
- 4 ‘Isn’t this cute?’ ‘_____ it is.’

- 5 ‘Haven’t you paid?’ ‘_____ I have.’
- 6 ‘Wasn’t she at home?’ ‘_____ she was.’
- 7 ‘Aren’t you happy?’ ‘_____ I’m not.’
- 8 ‘Didn’t you get my e-mail?’ ‘_____ I didn’t.’

3. Ask negative questions as in the example.

e. g.: — *Bob was playing badminton at 10 o'clock. (Have classes)*
— *Wasn't he having classes at that time?*

1. My husband was fishing on Sunday. (work in the garden)
2. Ann's brother was watching a concert on TV. (a football match)
3. I was washing up after the dinner. (see your guests off)
4. The auditors were revising our accounts for the last decade. (check your reports)
5. During the party Jane was sitting all the time. (dance)
6. While we were having lunch mother was doing the room. (eat with you)
7. He caught cold when he was walking in the rain without a raincoat. (wear a raincoat)

3. Introductory “It”

1. Translate the following sentences. Pay attention to the verbs used with introductory ‘It’.

1. It was nice talking to you.
2. It is expected that agreement will be reached by that date.
3. It is not known who was behind the deal.
4. It is important that you are honest.
5. It is certain he will be there.
6. It looks likely that David has played his last game for the club.
7. It would look pretty silly to turn the proposal down.
8. It seemed reasonable to hope that the conflict would soon be over.
9. On my very first day, the boss made it absolutely clear what I should do.
10. She didn't feel it necessary to tell them the details.
11. I would consider it a favour if you would invite me again next weekend.
12. The pilot called it a miracle that no one was killed.

2. Match up the two halves of each sentence.

1 It appears increasingly likely ...	A... to get doctors to work in country hospitals.
2 It became clear ...	B... that a UN force will be sent there.
3 It is difficult ...	C... meeting you.
4 It was lovely ...	D... seeing him suffer like this.
5 It was kind of you ...	E... to take the trouble to write.
6 It is terrible ...	F... that the plane had crashed.
7 It seems doubtful ...	G... was responsible for the failure.
8 It is not known who ...	H... whether the government would support the plan.

3. Make these statements less direct or definite by rewriting them using the verb given in brackets with the pattern ‘It be V-ed that’.

1. The drug can be used to prevent a heart attack. (*think*)

2. He only had a few weeks until he planned to retire after 41 years.
(reveal)
3. A new town square with surrounding shopping should be developed on the site. *(propose)*
4. About three million dollars' worth of property has been destroyed.
(say)
5. The negotiation will be successful. *(hope)*
6. By the year 2050 one out of four persons will be over 65. *(expect)*

4. Rewrite these sentences to form sentences showing whose opinion or viewpoint is being expressed, starting with the words provided.

1. It is extraordinary that they should use a hospital as a fortress.
We consider ...
2. It is admirable that she wants to be independent. *I think* ...
3. It is unwise to spend large amounts of money on a reconstruction.
He believed ...
4. At first it was difficult to communicate. *At first I found*
5. It is my duty to make sure they are given the proper atmosphere to succeed. *I consider* ...
6. It seemed very strange when she said, 'I don't have to answer your question.' *We thought* ...
7. It is likely that the tax officers' visit caught everyone by surprise.
The spokesman thought ...
8. It is not necessary to hold direct talks with the NLD.
The government does not believe ...

Unit 3

TIED TO TECHNOLOGY

3.1 Theory: What is technology?

3.1.1. Discuss the following questions.

- How do you feel about new technology?
- How has it helped you organize your time?
- How has it made you waste more of your time?

Key vocabulary

satellites
saws and hammers
to solve problems
to involve
fast-paced
challenging
to come up with
technologically literate
to change through time

3.1.2. Read the text, then decide if the statements after the text are true or false. Correct the false ones.

What Is Technology?

You live in a «high-tech» world. Tech is short for technology. Is technology robots, satellites, lasers, and computers? Or is it tools such as saws and hammers? All of these are products of technology, but technology is a lot more! Technology is a combination of people like you, your ideas, and the tools you will use to solve problems. It involves both thinking and doing. Technology is fast-paced, exciting, challenging, and fun! As you learn about technology you will be:

- using knowledge from science, math, and other subjects to solve problems.
- designing, inventing, and making things using your creative ideas.
- building things such as products, houses, bridges, and devices that people have created to make life easier.

You can see that technology has many different definitions. Most definitions agree that technology is the use of knowledge, tools, and resources to help people. You will probably come up with your own definition of technology after working with it for a while.

Because technology deals with people and the environment, you need to know how technology affects you. A person who understands the effects of technology is technologically literate. If you are technologically literate, you will be able to make decisions about your future and technology based on facts. As a technologically literate person, you will be able TO:

- see how technology has changed through time.
- think through a problem and come up with an answer.
- decide whether a technology is good or bad for people or for the environment.
- understand the newest uses of technology.
- use the tools of technology to solve problems.

The effects of technology are not always good for society or for the environment. Some advancement in technology has caused environmental problems such as acid rain. Other technologies are being developed to help solve those problems. Let's find out more about technology.

Technology is changing faster and faster all the time. As the population grows, more people are adding more new ideas and inventing more new tools. When these people combine their ideas, we have even more new machines and tools. Over 90 percent of all technologies we have today were invented in the last 25 or 30 years. That means that technology is causing lots of change very fast.

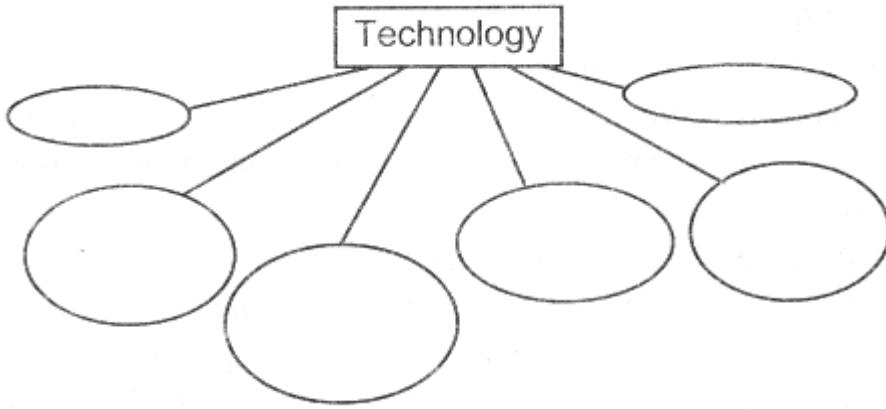
The early 1900s started a period of very rapid growth in technology. Recent history is divided into ages that describe the technology of each period just as prehistoric times are described by the materials people used. Some of the recent ages include the Air Age, the Atomic Age, the Jet Age, the Space Age, and the Information Age. The ages overlap and build on

each other. As technology has changed, so have the ways people live. In earlier times, people lived in an agricultural society where they needed tools to live off the land. Then, during the industrial period many machines were invented that changed the ways in which products were made. Many people moved away from farms and worked in factories. Today we are in an Information Age, where skills such as finding and using information are important.

1. Technology includes not only advanced devices and processes.
2. Products of technology are knowledge and ideas.
3. Technology is a combination of science, math and other subjects.
4. Technology affects people and the environment.
5. If you understand how technology changes people and the environment, are able to find an answer to a technical problem you are considered technologically literate.
6. All technological discoveries and inventions are good for people.
7. You do not need to be creative to achieve good results in technology.
9. The new inventions could produce more expensive things.
10. Today skills of finding and using information are not significant as they used to be.

3.1.3. Find the words in the text that can help to characterize the concept of technological progress:

- a) components of technical progress;
- b) verbs that can help to describe the process of technical decision making and its implementation in real life.



3.1.4. Answer the following questions.

1. The population of the Earth has been growing all the time, hasn't it?
2. What is the correlation between the population growth and technology development?
3. What are the integral parts of technology?
4. In what way does technology change people's life?
5. How can you define technology?

3.1.5. Translate the following sentences into English.

1. Ми використовуємо досягнення техніки, щоб зробити життя
2. легшим та приємнішим.
3. Для розвитку техніки потрібні інформація, інструменти і ресурси.
4. Люди, їх ідеї і творчість - важливі складові технічних досягнень.
5. Якщо ви технічно грамотний, то розумієте, як новітні технології можуть впливати на наше життя.
6. Не всі сучасні досягнення техніки підходять для навколишнього середовища та людей.
7. Щоб прийняти правильне рішення, ми повинні мати всю необхідну інформацію і ґрунтуватися на фактах.
8. Технічний прогрес - складова частина розвитку людства.
9. Технологія має справу з людьми та навколишнім середовищем,
10. тому ти повинен знати, як вона впливає на тебе.
11. Весь час технологія змінюється все швидше і швидше.
12. Коли почала розвиватися технологія?

13. Ми живемо в епоху, найважливішим надбанням якої є інформаційні технології.

3.1.6. Summarize the main idea of the text in 5-7 sentences.

3.2 Modern technology

Think of things you can do on a smartphone. Compare ideas with other students. Who has the most ideas?

3.2.1. Match the words 1-5 with definitions a-e.

- | | | | | |
|--------|------------|---------|-----------------|-------------|
| 1) app | 2) browser | 3) icon | 4) text message | 5) username |
|--------|------------|---------|-----------------|-------------|

- a) a name you need to type (with a password) to start using something
- b) a written message that you send from one phone to another
- c) a computer program that you use to read information on the Internet
- d) a small picture on a computer/phone screen that you click on to open a program or an app
- e) a small computer program that you can download onto a mobile phone or other device

3.2.2. Cross out the wrong verb in each group. Think of five things you've recently done using these phrases. Tell your partner.

1. *Turn off / send / delete* an email
2. *Download / press / share* a video
3. *Install / share / upload* some photos
4. *Install / download / press* a new app
5. *Turn off / turn on / delete* a phone
6. *Upload / press / click on* a button or icon
7. *Connect to / send / browse* the Internet
8. *Type / change / turn on* a password

3.2.3. Match the phrasal verbs to their meanings.

hack into	cause an alarm to ring
hook up to	connect to a machine
plug in	illegally enter a computer system
set off	turn a machine on
shut down	turn a computer off

switch on	connect a machine to an electricity supply
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3.2.4. Complete the sentences with the correct form of the phrasal verbs from the previous exercise.

1. Make sure you _____ the computer before you go to bed.
2. You need to _____ the Play Station _____ the screen, dude.
3. Some idiot _____ a car alarm and it kept me awake all night.
4. After you _____ the computer, a green light will come on.
5. Someone _____ Jan's computer and stole her credit card information.
6. The appliance won't work unless you _____ it _____, silly!

3.2.5. Complete the text with the correct form of the words.

Too much technology

1 _____ (technology) advancements that are designed to make us smarter and entertain us are overwhelming many 21st century kids. Access to technology has been linked to 2 _____ (improve) in reading skills, but some 3 _____ (research) believe that too much technology can be 4 _____ (harm). How does technology become an 5 _____ (addict)? In the past, parents only had to be concerned about too much TV 6 _____ (expose). Now kids often have a television, their own computer and a video game system in their bedroom. Their brains get 7 _____ (stimulate); when they don't have these stimulants, they do not know what to do with themselves. They become anxious, restless, bored and aggressive. Experts say there is 8 _____ (evident) that too much technology is actually making the next generation less 9 _____ (intelligence). One solution is to ensure that kids use their hi-tech toys for only a 10 _____ (limit) period of time each day. No doubt, an unpopular move with kids!

3.2.6. Discuss the questions.

1. What apps have you got on your phone or tablet?
2. Which apps do you like or use most?

3.2.7. Read the text *What's your favorite app?* Answer the questions.

Which app...?

- 1 is good for music lovers
- 2 helps you learn about stars
- 3 keeps you interested because you can keep improving
- 4 helps busy people organize themselves
- 5 helps you create and keep photos online
- 6 helps you make funny photos
- 7 is useful if you've got too many apps on your phone
- 8 records your fitness information

What's your favorite apps?

A

I've just installed the Things ToDo app. It's so easy to use – which is really important when you've got lots of things to do and not much time. You just create a list and then add items to it. Once a week it sends you a list of everything you've done.

B

Have you heard about SkyWatch? It's great! You just point your phone at the night sky and it tells you what the stars are. You can also type in the name of a planet and the program tells you where to look for it.

C

I love Imagegram and I've been using it more and more recently. You can use different effects to make photos look different, like old-fashioned photos, or with brighter colours. Then you can store them online and share them with your friends.

D

My favorite game at the moment is Balloon Pop. You select groups of coloured balloons and pop them. I've been playing it on the bus every day, because I always want to get to the next level – it's very addictive.

E

Activity Tracker is a great app for running. You just press the start button when you begin your workout and the app records your speed, distance and heart rate. After the workout, you can then upload your information to

social networking websites and compare with your friends. I've never found an app as good as this before.

F

I've just download Tunespotter. If you hear a song you like but you don't know what it is, you can use this app. It identifies the name of the song and the singer. And if you like it, you can buy the song really easy. I've had it for a week and I've been using it a lot.

G

StopApp is a really useful app and I've been recommending it to all my friends. If too many apps are open on your phone, your phone can be really slow. This app turns them off, which can make your phone faster.

H

I've been using Crazy Faces a lot recently. It's very silly, but it's fun. You just take photos of your friends and then you can change their faces. You can make them look older or younger, fatter or thinner, you can add beards, moustaches and glasses. I've seen lots of photos where people have put baby faces on adult bodies and they make me laugh every time.

3.2.8. Discuss the questions.

1. Do you use any apps like the ones in the article? Which ones? How useful they are?
2. Would you like to use any of the apps in the article? Which ones? Why?

3.2.9. Speaking.

A. Work with a partner and discuss these questions. Use useful expressions from the box.

Organizing ideas

One way that technology helps/affects people is...

To begin with, modern technology helps/affects people by...

Another effect/advantage/disadvantage is...

Although modern technology can... it can also...

Moreover, /In addition, modern technology is helpful/beneficial because...

On the one hand, modern technology can...

On the whole, I think...

1. Do you have your own computer? If so what do you use it for?
2. Which household appliance is the most essential in your house? Why?
3. Which electronic device could you not live without? Why is it so important to you?
4. Which electronic device would you most like to own? Why?
5. How can modern technology benefit people who live in remote areas?
6. In what ways can modern technology create problems in families?
7. Do you think people are becoming too reliant on modern technology? Why? Why not?

B. Work with a partner and take turns discussing each topic below in one minute. Time each other as you speak.

- the advantages of modern technology in young people's lives
- the effects of modern technology on people's relationships
- the positive contribution electronic equipment can make to society
- the dangers of the Internet

C. You are going to find out which of your group mates is most addicted to technology. Think of six questions to ask about what people have used recently. Use the topics in the box or your own ideas.

Apps / mobile phones computer games the Internet
social-networking sites

Use your questionnaire to interview different people in the group. Who has used the most and the least technology recently? Who in the group do you think is a technology addict?

3.2.10. Read a joke. How do you like it?

A man flying in a hot air balloon

A man flying in a hot air balloon suddenly realizes he's lost. He reduces height and spots a man down below. He lowers the balloon further and shouts to get directions, "Excuse me, can you tell me where I am?" The man below says: "Yes. You're in a hot air balloon, hovering 30 feet above this field." "You must work in Information Technology," says the balloonist. "I do" replies the man. "How did you know?" "Well," says the balloonist, "everything you have told me is technically correct, but it's of no use to anyone." The man below replies, "You must work in management." "I do," replies the balloonist, "But how'd you know?" "Well", says the man, "you don't know where you are or where you're going, but you expect me to be able to help. You're in the same position you were before we met, but now it's my fault."

3.2.10. Read the text and make a short summary of it.

What is Information Technology

Information Technology (IT) is the application of computers and internet to store, retrieve, transmit, and manipulate information, often in the context of a business or other enterprise. IT is considered a subset of information and communications technology (ICT) and has evolved according to the needs.

It is worthwhile noting that the term IT is commonly used as a synonym for computers and computer networks, but it also encompasses other information distribution technologies such as television and telephones. Several industries are associated with information technology, including computer hardware, software, electronics, semiconductors, internet, telecom equipment, engineering, healthcare, e-commerce, and computer services.

Thanks to the continuous development of computers, the original computing systems became minicomputers and later personal computers took the lead. Nowadays, mobile phones are dethroning the personal computer and computing is evolving faster to become disembodied more

like a cloud, becoming accessible more easily whenever needed. Information technology has transformed people and companies and has allowed digital technology to influence society and economy alike. It has, in this sense, shaped societies and adapted itself to people's needs.

History

If you want a brief history of Information Technology, here is one. Humans were the first "computers". Then, machines were invented to carry out the computational tasks. Now these machines have given way to new form of information technology. Information has become disembodied accessible from anywhere through cloud technology. Recent advances in IT is the consequence of the development in computing systems.

Humans have been storing, retrieving, manipulating, and communicating information since the Sumerians in Mesopotamia developed writing in about 3000 BC, but the term information technology in its modern sense first appeared in a 1958 article published in the Harvard Business Review; authors Harold J. Leavitt and Thomas L. Whisler commented that "the new technology does not yet have a single established name. We shall call it information technology (IT)." Their definition consists of three categories: techniques for processing, the application of statistical and mathematical methods to decision-making, and the simulation of higher-order thinking through computer programs.

3.2.11. Choose the correct option.

- 1 Information technology is changing principally because of: the changing needs / new technological advances
- 2 According to the author the first computers were: calculators/ humans
- 3 Development of information technology is the result of: advances in computing systems / development of machinery in general
- 4 Computing systems are taking the form of clouds means: computers have become smaller / computing power are becoming disembodied.

Language practice

Modal verbs

1. Choose the correct completion.

1. Mary can __ to the meeting.
A. comes B. to come C. come
2. Jack should _____ harder.
A. studies B. to study C. study
3. The whole team must _____ together in order to win the game.
A. worked B. to work C. work
4. We ought _____ before we drop in on Peter and Marcia.
They may be busy.
A. called B. to call C. call
5. Paul can _____ Chinese very well because he studied it for six years.
A. speaks B. to speak C. speak
6. May I _____ you?
A. can help B. to help C. help
7. The construction crew might _____ the bridge in time for the holiday traffic.
A. finished B. to finish C. finish
8. We had better _____ an umbrella when we go out. It looks like it's going to rain.
A. taken B. to take C. take
9. I couldn't _____ that book because I didn't take any money with me.
A. bought B. to buy C. buy
10. The children should _____ "thank you" when you gave them their gifts.
A. has said B. to have said C. have said
11. Tom could _____ us to help him move.
A. had asked B. to have asked C. have asked
12. I can't find the grocery list. Gail must _____ it with her when she went out.
A. has taken B. to have taken C. have taken

2. Choose the correct completion according to the meaning.

1. Soldiers B disobey a superior officer.
A. must/have to B. must not C. don't have to
2. To stay alive, people _____ breathe oxygen.
A. must/have to B. must not C. don't have to
3. You _____ finish your work on this project before you go on vacation. You'll probably lose your job if you don't.
A. must/have to B. must not C. don't have to
4. If you have an aquarium, you _____ give your tropical fish too much food or they'll die.
A. must/have to B. must not C. don't have to
5. To be a successful mountain climber, you _____ have a great deal of stamina.
A. must/have to B. must not C. don't have to
6. Thank goodness we _____ eat fish again tonight. Dad didn't catch any today.
A. must/have to B. must not C. don't have to
7. You _____ exert yourself. You're still not fully recovered from your surgery.
A. must/have to B. must not C. don't have to
8. My room is a mess, but I _____ clean it before I go out tonight. I can do it in the morning.
A. must/have to B. must not C. don't have to
9. We really _____ help Marge move to her new apartment over the weekend. Not only is it too difficult for one person, but she still has her arm in a sling from her shoulder sprain a week ago.
A. must/have to B. must not C. don't have to
10. Bill is in the darkroom developing the negatives of the photos he took on his last trip to Peru. You _____ open the door while he's there because the light will ruin the pictures.
A. must/have to B. must not C. don't have to

3. Complete the sentences with any appropriate form of *have to*.

Include any words in parentheses.

- 1 . A: (*you*) *do you have to* leave so early?
B: I'm afraid I do. I have some work I *have to* finish before I go to bed tonight.
2. Last night Jack *had to* go to a meeting, (*you*) *Did you have to* go to the meeting last night too?
3. Joan travels to the Soviet Union frequently. Luckily, she speaks Russian, so she (*not*) _____ rely on an interpreter when she's there.
4. I (*not*) _____ water the garden later today. Joe has agreed to do it for me.
5. I _____ write three term papers since the beginning of the semester.
6. Why (*Tom*) _____ leave work early yesterday?
7. I found some milk in the refrigerator, so we (*not*)
_____ go to the store after all. There is plenty.
8. (*John*) _____ buy a round-trip ticket when he went to Egypt?
9. Matt is nearsighted. He _____ wear glasses ever since he was ten years old.
10. By the time this week is finished, I _____ take eight examinations in five days. The life of a student isn't easy!
11. (*you, not*) _____ return these books to the library today? Aren't they due?
12. If Jean stays in Brazil much longer, she _____ teach English part-time so that she'll have enough money to support herself, (*she*) _____ apply for a special work visa? Or can she work part-time on a student visa?
13. Because it was Emily's birthday yesterday, she (*not*) _____ do any of her regular chores, and her mother let her choose anything she wanted to eat for dinner.
14. When I arrived in Rome last week, I was looking forward to practicing my Italian. I'm disappointed because I (*not*) _____ speak Italian very much since I got here. Everyone keeps talking to me in English.

4. Give advice to the people in the following situations. Use *should*, *ought to*, or *had better*. Choose from the suggested completions in the list, or use your own words.

*call home and talk to his family
change clothes before he goes
clean it up right away
find a chemistry major to tutor her
get his roommate a pair of earphones
join some clubs to meet people with similar interests
listen to Tom before he fired him
make her own decisions about her career and go to architecture school
not eat so much
not leave the room; apologize immediately; signal to a waiter for help
stop for gas
take it back sooner*

1. Ann would like to make some new friends. - / think she should/ought to *join some clubs to meet people with similar interests*.
2. Ellen is having a lot of trouble in her chemistry class. She's failed the last two tests.
3. You didn't stop for gas, and then you ran out of gas on the highway.
4. Sam and Tim, both teenagers, have messed up the house, and their parents are coming home soon.
5. You had to pay a fine because your library book was overdue.
6. Ron is wearing jeans. He's expected at a formal reception this evening.
7. Mary's parents expect her to work in the family business, a shoe store, but she wants to be an architect.
8. Richard's roommate stays up very late studying. While his roommate is studying, he listens to loud music, and Richard can't get to sleep.
9. Pierre is feeling really homesick these days.
10. You have a stomach ache because you ate too much.
11. Tom didn't show up for work yesterday because he and his friend were in an auto accident. Tom was okay, but his friend was badly hurt, so Tom

had to stay with him at the hospital. Tom didn't call his boss to tell him he wouldn't be at work. When Tom arrived at work today, his boss fired him immediately, refusing to listen to any of Tom's explanations for missing work.

12. A man was having dinner in a restaurant with a co-worker. When he got up, he accidentally bumped the table, spilling a plate of food onto the woman's lap. He looked at her in horror and left the room.

**5. Which of the two completions is the speaker most likely to say?
Choose the best completion.**

1. "Look at all the children waiting for the bus. What time is it?" "It _____ be after 3:00. That's when school is out."
A. must B. might
2. "George says that we're going to have a very high inflation rate next year." "He _____ be right. I think his view is as good as anybody's. I've heard strong opinions on all sides of that issue."
A. must B. could
3. "Have you heard anything from Ed? Is he still in Africa?"
"He _____ be, or he _____ already be on his way home. I'm just not sure.
A. must . . . must B. could . . . could
4. "Is that a famous person over there in the middle of that crowd?" "It _____ be. Everyone's trying to get her autograph."
A. must B. might
5. "Isn't Peter Reeves a banker?"
"Yes. Why don't you talk to him? He _____ be able to help you with your loan."
A. must B. may
6. "Isn't Margaret's daughter over sixteen?"
"She _____ be. I saw her driving a car, and you have to be at least sixteen to get a driver license."
A. must B. might
7. "Overall, don't you think the possibility of world peace is greater now than ever before?" "It _____ be. I don't know. Political relationships can be fragile."
A. must B. may

8. "The speedometer on my car is broken."

"Do you think you're driving over the speed limit?"

"I don't know. I _____. "

- A. must be B. might be C. am

9. "You've been on the go all day. Aren't you exhausted?"

"Yes, I _____. I can't remember when I've ever been this worn out."

- A. must be B. may be C. am

10. "Have you seen the new movie playing at the Bijou?"

"No, but it _____ sad. Many people leaving the theater seem to have been crying."

- A. must be B. might be C. is

11. "Do you hear that squeak? What is it?"

"I don't know. It _____ a mouse. Isn't that what a mouse sounds like?"

- A. must be B. may be C. is

12. "How old do you think Roger is?"

"I just looked at his driver's license. He ___ 33."

- A. must be B. might be C. is

6. Complete the sentences with the appropriate form of the words in parentheses. Add *not* if necessary for a sentence to make sense.

1. A: Where's Ann?

B: I don't know. She (*could + visit*) _____ her aunt and uncle right now. She usually visits them every Friday evening.

2. You (*should + watch*) _____ the movie on TV tonight. I highly recommend it. It's a classic.

3. I heard a loud crash in the next room. When I walked in, I found a brick on the floor, and the window was broken. Someone (*must + throw*) _____ the brick through the window.

4. Jack is in the employee lounge drinking coffee. He (*should + work*) _____ on his report right now. It's due at 3:00 this afternoon. He (*should + waste*) _____ his time in the employee lounge.

5. Do you hear the guitar music? Carla (*must + play*) _____ her guitar.

6. A: I need to see Tom. Where is he?

B: In his room. Knock on his door softly. He (*might + take*)

a nap.

7. Michael wanted to go to the opera, but he put off buying a ticket, and now they're all sold.

He (*should + buy*) _____ his ticket weeks ago. He (*should + wait*) _____ until now to try to get a ticket.

8. Bob was stopped by a police officer last night. He (*must + drive*) _____ too fast when she clocked him on her radar. She gave him a speeding ticket.

9. The staff (*must + plan*) _____ very well for the luncheon. There are still about ten people waiting to eat, and there's not enough food left.

10. A: Where's your bicycle?

B: I don't know. One of my friends (*may + borrow*) _____ it. Gee, I hope it wasn't stolen. Maybe Sally borrowed it.

A: Sally? She (*could + borrow*) _____ it. She has broken leg.

Why would she want to borrow your bicycle?

11. George didn't do very well on the test because he didn't understand what he was supposed to do. He (*could + listen*)

_____ very carefully when the teacher gave the directions.

12. A: Joan was really upset when she found out that someone had told Alan about the surprise birthday party she gave him last night. She thinks Joe told him.

B: Joe (*could + tell*) _____ him about it. He was out of town until just before the party. He barely got there in time from the airport.

13. A: Art has two full-time jobs this summer to make some money for school in the fall. He (*must + have*) _____ very much time to rest and do other things

B: That might explain why no one answered the door when I stopped by his house a little while ago. He (*must* + *sleep*) _____

14. A: Kathy just bought a new car, and now she's looking for a new apartment.

B: She (*must* + *make*) _____ a lot of money in her new job.

7. Make logical conclusions about these situations. Use *must* or *must not* for your "best guess."

1. The Adams' house is dark and quiet. Their car isn't in the driveway. -
They must not be at home.
2. We had a test in class yesterday. Charles, who rarely studies and usually fails the tests, got score of 95% this time.
- *He must have studied for the test.*
3. The man sitting behind us has been talking throughout the movie. He knows what's going to happen before it happens.
4. Anita is in bed. The lights are out, and I can hear someone snoring.
5. Mrs. Jenkins has lost some of her hearing. Yesterday the children asked her several times for some cookies, but she didn't answer.
6. Jeremy's car radio is always set on the classical music station. He also keeps a supply of classical music tapes in the car.
7. When Jeremy's wife is in the car with him, she always asks him to change the station or the tape.
8. Diane never seems to have enough money. I tried to call her last night and got a recording telling me that her phone had been disconnected.
9. Four people had dinner together. Two of them ate wild mushrooms, and two of them didn't. The two who ate the mushrooms are now critically ill.
10. I heard a loud crash in the next room. I rushed in immediately and found our antique vase on the floor. It was broken. Five-year-old Bobby was playing quietly with his toy truck. The cat was leaping frantically from table to table. The window was open, and the breeze was blowing gently through the room. I wondered what had happened to the antique vase.

8. Choose the correct word:

1. I'm not sure where Paul is. He *may/must* be in the library.
2. She *must/might* be working. I'm sure of it.
3. Last week he *could/was able to* arrange a meeting with the Prime Minister.
4. They *mustn't/needn't* come if they don't want to.
5. She *had to/must* be present at the lecture last Monday.
6. I needn't *go/have gone* to the cinema, I knew I wouldn't like that film and I really didn't.
7. You *mustn't/shouldn't* drink so much black coffee. (general advice)
8. Could I use your phone? –Of course, you *could/can*.
9. You *mustn't/needn't* enter this room. It's forbidden.
10. You *must/needn't* save a file before you turn the computer off, or you will lose it.
11. I'm afraid this is a non-smoking office, so you *haven't got to/can't* smoke in here.
12. Employees are reminded that they *mustn't/needn't* use the office phone to make personal calls.
13. You *needn't/mustn't* send that reminder – they called this morning.
14. This tax form *must/needn't* be completed and returned to us within 30 days.
15. You *mustn't/don't have to* come to the meeting if you have more important things to do.
16. This information is highly confidential, so you *mustn't/needn't* discuss it with anyone.
17. As you are from the EU, you *mustn't/don't have to* have a visa to go to France.
18. Drivers wishing to hire a car *must/aren't allowed to* be over 21 and have a full driving license.
19. University teachers *have/don't have* to be graduates, but they *have/don't have* to be qualified teachers.
20. We've still got plenty of food. You *must/mustn't/needn't* buy any more yet.
21. I've got a very important meeting this afternoon and I *mustn't/needn't* be late.

22. Our food products are selling really well. But we *must/mustn't/needn't* make sure we keep our market share.
23. Good, we all seem to agree, and *must/mustn't/needn't* discuss the matter any further.
24. An interpreter came with us to a meeting with some Japanese clients, but we *didn't need to hire/needn't have hired* her because they all spoke excellent English.
25. The negotiation in Hamburg went very well, so we *didn't need to spend/needn't have spent* the whole week there and we came back a day early.
26. You *needn't have said/say* that. She was very upset by your remarks.
27. He *couldn't/wasn't able* fix the computer so he called a repairman.
28. I'm not usually very good at tennis, but yesterday I *could/was able to beat* my brother.
29. You *needn't/mustn't worry* about it any more. I'll take care of that.
30. We *had/were* to start yesterday (this was the plan), but the flight was cancelled because of the fog, so we are still here.

9. Choose the correct completion.

1. Al painted his bedroom black. It looks dark and dreary. He _____ a different color.
A. had to choose C. must have chosen
B. should have chosen D. could have been choosing
2. Tom is sitting at his desk. He's reading his chemistry text because he has a test tomorrow. He _____.
A. could study C. will study
B. should be studying D. must be studying
3. When Mr. Lee was younger, he ____ work in the garden for hours, but now he has to take frequent rests because he has emphysema.
A. has got to B. can C. should be able to D. could
4. Whenever my parents went out in the evening, I____ the job of taking care of my younger brother.
A. would get B. should get C. must have gotten
D. had better get
5. Yesterday I____ to a furniture store. I bought a new lamp there.

- A. could go B. went C. could have gone
D. ought to have gone
6. Tom wasn't at the party last night. He must not____ a ride. I know he wanted to come, but he didn't have a ride.
A. be able to have gotten C. have been able to get
B. to have been able to get D. be able to get
7. Robert has a new car. He____ it for a very good price. He paid 30 percent less than the regular retail cost.
A. could buy B. had to buy C. was supposed to buy
D. was able to buy
8. "Did you enjoy the picnic?" - "It was okay, but I'd rather____ to a movie."
A. go B. be going C. have gone D. went
9. "Why are you so sure that Ann didn't commit the crime she's been accused of committing?"
"She____ that crime because I was with her, and we were out of town that day."
A. may not have committed C. committed
B. wasn't supposed to commit D. couldn't have committed
10. "Since we have to be there in a hurry, we____ take a taxi." - "I agree."
A. had better B. may C. have been used to D. are able to
11. "It____ rain this evening. Why don't you take an umbrella?"
"That's a good idea. May I borrow yours?"
A. had better B. could be C. must D. might
12. "____ you hand me that pair of scissors, please?" - "Certainly."
A. May B. Shall C. Will D. Should
13. Larry drove all night to get here for his sister's wedding. He____ exhausted by the time he arrived.
A. ought to be C. must have been
B. could be D. will have been
14. "What are you doing here now? You____ be here for another three hours."
"I know. We got an early start, and it took less time than we expected. I hope you don't mind."

- A. couldn't C. had better not
 B. might not D. aren't supposed to
15. "_____ taking me downtown on your way to work this morning?" - "Not at all."
 A. Can you C. Would you mind
 B. Why don't you D. Could you please
16. "I locked myself out of my apartment. I didn't know what to do."
 "You_____ your roommate."
 A. could have called C. would have called
 B. may have called D. must have called
17. "You haven't eaten anything since yesterday afternoon. You_____ be really hungry!" - "I am."
 A. might B. will C. can D. must
 "How long have you been married?"
18. "We_____ have been married for twenty-three years on our next anniversary."
 A. must B. should C. will D. could
19. "I_____ there at 6 P.M. for the meeting, but my car won't start.
 Could you please give me a lift in your car?" - "Sure. Are you ready to go now?"
 A. will be B. may be C. supposed to be D. have got to be
20. "I left a cookie on the table, but now it's gone. What happened to it?"
 "I don't know. One of the children_____ it."
 A. may have eaten B. could eat C. had to eat
 D. should have eaten

10. Choose the most suitable words underlined.

1. That can't have been/shouldn't have been Nick that you saw.
2. You had to give/might have given me a hand!
3. I caught a later train because I had to see/must have seen a client.
4. I suppose Bill should have lost/might have lost his way.
5. I didn't refuse the cake, as it must have been/would have been rude.
6. I don't know who rang, but it could have been/must have been Jim.
7. It was odd that you should have bought/would have bought the same
8. I asked them to leave but they couldn't/wouldn't go.

9. It's a pity you didn't ask because I could help/could have helped you.
10. It's your own fault, you can't have/shouldn't have gone to bed so late.

11. Complete each sentence with a suitable word or phrase.

1. Don't worry that Carol is late, she _____ missed the train.
2. I begged David to accept some money, but he _____ hear of it.
3. That was a lucky escape! You _____ been killed!
4. It was supposed to be a secret! You _____ told her!
5. I spent last week at the beach because I didn't _____ go to school.
6. The plane is late. It _____ landed by now.
7. You _____ met my brother. I haven't got one!
8. There is only one solution. The butler _____ done it.
9. It was lovely. We _____ a better holiday.
10. So it was you who set off the fire alarm for a joke! I _____ known!

12. Rewrite each sentence so that it contains the word in capitals, and so that the meaning stay the same.

1. It wasn't very nice of you not to invite me to your party!
MIGHT
2. Thank you very much for buying me flowers!
SHOULDN'T
3. It wouldn't have been right to let you do all the work on your own.
COULDN'T
4. I don't believe that you have lost your keys again!
CAN'T
5. Mary was a talented violinist at the age of ten.
PLAY
6. I'm sure that's Marion.
WILL
7. Jims keeps giving me presents.
WILL
8. It makes no difference if we call it off.
MAY
9. Don't bother lying to me.
HAVE

10. Although it's summer, the temperature is more like winter.

MAY

11. You should leave before Jack gets back.

HAD

12. That's not typical of Helen's behavior.

WOULDN'T

13. It would be impossible to tell Sally the truth.

POSSIBLY

13. Rewrite each sentence so that it contains the modal auxiliary, and so that the meaning stay the same.

1. It's just not possible for the cat to have opened the fridge!
2. George knew how to ride a bicycle when he was five.
3. I wanted to go to the party, but it was snowing hard.
4. It would have been possible for Helen to give us a lift.
5. It's possible that the last person to leave didn't lock the door.
6. School uniform wasn't compulsory at my school.
7. Our worrying so much was a waste of time.

Test A: Modals and phrasal models.

Directions: Choose the correct completion.

Example: Peter C rather sleep on a mattress than on the floor.

A. shall B. could C. would D. must

1. Al painted his bedroom black. It looks dark and dreary. He _____ a different color.

A. had to choose C. must have chosen
B. should have chosen D. could have been choosing

2. Tom is sitting at his desk. He's reading his chemistry text because he has a test tomorrow. He_____

A. could study C. will study
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3. When Mr. Lee was younger, he _____ work in the garden for hours, but now he has to take frequent rests because he has emphysema.
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4. Whenever my parents went out in the evening, I _____ the job of taking care of my younger brother.
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5. Yesterday I ____ to a furniture store. I bought a new lamp there.
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"We _____ have been married for twenty-three years on our next anniversary."

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19. "I _____ there at 6 P.M. for the meeting, but my car won't start. Could you please give me a lift in your car?" "Sure. Are you ready to go now?"

- A. will be B. may be C. supposed to be D. have got
to be

20. "I left a cookie on the table, but now it's gone. What happened to it?" "I don't know. One of the children _____ it."

- A. may have eaten C. had to eat
B. could eat D. should have eaten

Test B: Modals and phrasal modals.

Directions: Choose the correct completion.

Example: Peter C rather sleep on a mattress than on the floor.

- A. shall B. could C. would D. must

1. "My boss is always looking over my shoulder whenever I do anything."

"That _____ bother you."

"But it does."

- A. shouldn't B. might not C. may not D. won't

2. "This movie is boring and too violent." "I agree. _____ leave?"

- A. Will we B. Why don't we C. Must we D. Would
we

3. "Chris, you _____ the fish in the refrigerator before it spoils."

"You're right. I didn't know it was still in the shopping bag."

- A. had better put C. would rather put
B. had to put D. may put

4. "What does Mr. Griffin do for a living?" "Nothing. He's very rich. He
_____ work for a living."

- A. must not C. doesn't have to
B. shouldn't D. hadn't better

5. "Why are you so late?"

"I _____ my aunt to the airport. The traffic was terrible!"

- A. could take C. should take
B. must have taken D. had to take

6. "I heard that Laura was offered a job at a top computer firm in
Chicago." "Oh? That's wonderful! She _____ very pleased."

- A. is supposed to be C. must be
B. might be D. is

7. "My boss expects me to work this weekend." "You shouldn't _____ work on weekends."
- A. must B. be going to C. ought to D. have to
8. "They towed my car away from the executive parking lot yesterday." "You _____ have parked there."
- A. may not B. should not C. must not D. might not
9. "Are you going to have a big birthday party for your father?" "Not this year, but next year. He _____ 50 years old then."
- A. should be B. must be C. will be D. has to be
10. "I need some help with this table. _____ you lift the other end, please?"
"Sure, just a second."
- A. May B. Should C. Could D. Shall
11. "How did you get my telephone number? It's not listed in the phone book, so you have found it in the directory."
"I got it from your mother."
- A. may not B. won't C. might not D. couldn't
12. "Is that volcano dormant or active?" "Active. According to the experts, it _____ erupt again in the very near future."
- A. would B. may be C. could D. had better
13. "Last year I_____ this fine print in these contracts, but now I can't." You'd better go to the eye doctor."
- A. could read C. should have read
B. must have read D. had to read
14. "Is littering against the law?"
"Yes. There's a law that says that you_____ throw trash on the streets."
- A. don't have to C. couldn't
B. must not D. might not

15. "Do you want to go to the seashore for vacation?
"I think I'd rather _____ to the mountains."
A. to go B. going C. go D. have gone

16. "Barbara just told me that she can't go to the meeting tonight."
"She _____ go! We need her there for the financial report."
A. has got to B. has gotten to C. have to D. must be

17. "_____ letting me use your bicycle for a little while?"
"Not at all."
A. Please to C. Will you
B. Would you mind D. Could you please

18. "We _____ be here. That sign says No TRESPASSING."
"It's too late now. We're already here."
A. couldn't C. might not
B. don't have to D. aren't supposed to

19. "Harry's new jacket doesn't seem to fit him very well." "He _____ it on before he bought it."
A. must have tried C. should have tried
B. was able to try D. may have tried

20. "Do you like to play tennis?"
"Yes. When I worked at the embassy, I __ meet a friend at five every afternoon for a game."
A. would B. should C. had better D. would rather

Unit 4

Computers

4.1. Short history and types of computers

4.1.1. Discuss the following questions.

- Have you got a computer? What kind is it?
- How often do you use it? What do you use it for?
- What are the main components and features of your computer system?

Key vocabulary

an amazing achievement of mankind
to operate
to be constructed by
in daily use
to penetrate into
a programming language
automatic electronic devices
continuously variable quantities
angular position
voltages
to be capable of solving ordinary differential equations
to be well suited for use in engineering
to implement real- time simulated model
to rearrange binary digits
electric –power distribution
to be stored within its memory
a complex network of electronic circuits
to operate switches
to magnetize tiny metal cores
to be translated into characters, numbers, and symbols
intelligible
to offer greater precision
the former and the latter

control capability
inputting information
outputting information
to provide a means for

4.1.2. Read the text, then do the following tasks.

What is a computer?

The computer is no doubt the most amazing achievement of mankind. It is a data storage system created by man. The word computer comes from a Latin word which means “to count”.

The first programmed computer which operated successfully was built in 1939 by H.H. Aiken, professor of Harvard University.

In our country the first electronic digital computer MACM was constructed by the Ukrainian Academician S.A. Lebedev in 1950.

Nowadays hundreds of computers are in daily use. They penetrate almost into all spheres of our modern society.

Men use languages in order to communicate with each other. When the man wishes to communicate with the computer he uses in the same way “languages ” such as BASIC, PASCAL, ALGOL & others. BASIC is considered to be one of the easiest programming languages to learn.

Computers are automatic electronic devices that solve problems by processing data according to a prescribed sequence of instructions. Such devices are of three general types: analog, digital, and hybrid. They differ from one another in terms of operating principle, equipment design, and application.

The analog computer operates on data represented by continuously variable quantities, such as angular position or voltages, and provides a physical analogy of the mathematical problem to be solved. Capable of solving ordinary differential equations, it is well suited for use in engineering, particularly for implementing real- time simulated models of

processes and equipment. Another common application is the analysis of networks, such as those for electric power distribution.

The digital computer works with data in discrete form – in the form expressed directly as the digits of the binary code. It counts, lists, compares, and rearranges these binary digits, or bits, of data in accordance with very detailed program instructions stored within its memory. The results of these arithmetic and logic operations are translated into characters, numbers, and symbols that can be understood by the human operator or into signals intelligible to a machine controlled by the computer.

The hybrid computer combines the characteristics and advantages of analog and digital systems; it offers greater precision than the former and more control capability than the latter. Equipped with special conversion devices, it utilizes both analog and discrete representation of data. In recent years hybrid systems have been used in studies of nuclear power plants, guided-missile systems, and spacecraft.

Computer is a machine with a complex network of electronic circuits that operate switches or magnetize tiny metal cores. The machine is capable of storing & manipulating numbers, letters. The basic idea of the computer is that we can make the machine do what we want by inputting signals that turn certain switches on & turn others off, or that magnetize or do not magnetize the cores. The basic job of computers is the processing of information. For this reason, computers can be defined as devices which accept information in the form of instructions called a program & characters called data, perform mathematical or logical operations on the information, & then supply results of these operations. The program which tells the computers what to do & the data, which provide the information needed to solve the problem are kept inside the computer in a place called memory. Some of the most common methods of inputting information are to use punched cards, magnetic tape, discs & terminals. The computer's input reads the information into the computer.

For outputting information, two common devices used are a printer which prints the new information on paper, or a display screen which shows the results on a TV like screen.

To use a computer to solve problems we must have a computer system, i. e. a collection of components that work together to process data. A computer system combines hardware elements & software elements. Hardware elements may be defined as the mechanical devices in the system, the machinery & the electronics that perform physical functions.

The hardware inside the machine express arithmetical & logical operations. The software elements are the programs written for the system that perform logical & mathematical preparations provide a means for you to control the system.

4.1.3. Match the English words and phrases with their Ukrainian equivalents.

to be in daily use	з точки зору, що стосується
to be considered to be	спроможний
an operating principle	моделі, які імітують реальний час
to penetrate into	бінарний код
application	кутова позиція
to process data	система збереження даних
capable of	проникати в
to be suited for	бути в щоденному користуванні
real-time simulated models	згідно з
binary digits, orbits	вважати
angular position	застосування
binary code	підходити до
to offer precision	перфорована картка
data storage system	встановлена (прийнята) послідовність інструкцій
in accordance with	бінарні цифри, або біти
guided-missile system	пропонувати точність
punched card	система керування ракетою
a prescribed sequence of instructions	працювати з
amazing achievement	принцип дії
in terms of	обробляти дані
to operate on	дивовижне досягнення

4.1.4. Complete the sentences with the words and phrases from the text.

1. The computer is _____ the most _____ of mankind.
2. Nowadays hundreds of computers are _____ they _____ almost into all spheres of our modern society.
3. Computers _____ almost _____ all spheres of our modern society.
4. BASIC is _____ one of the easiest programming languages to learn.
5. Computers are automatic electronic devices that _____ by processing data _____ a prescribed _____ of instructions.
6. The analog computer _____ data represented by continuously variable quantities.
7. _____ living ordinary differential equations, analog computers are well _____ use in engineering, particularly for implementing _____ of processes and equipment.
8. Another common _____ of analog computers is the analysis of networks such as those for electric – power distribution.
9. The digital computer works with data in discrete form –in the form expressed directly as the digits of the _____.
10. The hybrid computer combines the characteristics and advantages of analog and digital systems; it _____ greater _____ than the forms and more control capability than the latter.

4.1.5. Find in the text terms the definitions of which are given below.

- Very probably
- Smith done successfully, with effort a skill
- To work, be in action, have an effect; manage

- To make a way into;
- To find the answer to
- To put it through the system in order to obtain the required information
- Succession, connected line of events, ideas

4.1.6. Are the following sentences True or False? Correct the false ones.

1. Computers are automatic electronic devices that solve problems by getting data.
2. Computers differ from one another in terms of operating principle, equipment design, and application.
3. The analog computer operates represented by continuously invariable quantities.
4. The analog computer is well suited for use in studies of nuclear – power plants.
5. The digital computer works with data in discrete form.
6. The hybrid computer offers more precision than the digital computer and little control capability than the latter.
7. Computer is a data storage system created by man.
8. The machine is capable of storing and manipulating numbers, letters.
9. The software elements may be defined as the mechanical devices in the system, the machinery and the electronics that perform physical functions.
10. The software elements are the programs written for the system that logical and mathematical operations.

4.1.7. Answer the questions.

1. What is a computer?
2. What does the word “computer” come from?
3. When was the first programmed computer built?
4. When and by whom was the first electronic digital computer constructed in Ukraine?

5. How many types of computers are there?
6. How does the analog computer operate on?
7. What does the digital computer work with?
8. What is the hybrid computer?
9. What is a computer system?

4.1.8. Translate the following sentences into English.

1. Без сумніву, комп'ютер є найдивовижнішим досягненням людства.
2. Комп'ютер – це система збереження даних, створених людиною.
3. Зараз сотні комп'ютерів використовуються щоденно.
4. Комп'ютери проникають майже в усі сфери нашого сучасного суспільства.
5. Вважається, що BASIC є однією з найлегших для вивчення програмних мов.
6. Комп'ютери – це автоматичні електронні прилади, які вирішують проблеми, обробляючи дані згідно з прийнятою, встановленою послідовністю інструкцій.
7. Існує три види комп'ютерів : аналогові, цифрові та гібридні.
8. Вони відрізняються один від одного з точки зору принципу дії, дизайну обладнання та застосування.
9. Спроможний вирішити прості диференційні рівняння, аналоговий комп'ютер добре підходить до застосування в інженерній техніці.
10. Цифровий комп'ютер працює з даними в дискретній формі - тобто у формі, яка безпосередньо виражається як цифри бінарного коду.

4.1.9. Match the words on the left with their collocations on the right:

1. enter 2. select 3. visit 4. browse	a) an option b) a file c) a message d) a chat room
--	---

5. be connected 6. access 7. compose 8. attach 9. go	e) the web address f) to the Internet g) online h) the web i) a website
--	---

4.1.10. Choose the correct collocation:

- a) It's a good idea to keep a *hard / fast* copy of all important documents.
- b) Be very careful not to *select / delete* your work.
- c) Do you do a lot of *computer / online* shopping?
- d) We don't *crash / receive* as much spam as we used to.
- e) It's an easy website *to navigate / to reinstall*.
- f) It's very important for websites to be *maintained / hacked into*.
- g) Students spend hours every evening *accessed / connected* to the Internet.

4.1.12. Think of a word or phrase which mean the following:

- 1 enabling mobile phones to predict the word being entered in a text message from the first few letters
- 2 to illegally go into other people's computer system
- 3 'the e-mail will bounce' means the e-mail will ...
- 4 a list of choices which appears on a computer screen
- 5 to put your name into a computer so that you can start using it
- 6 to move across/down/up a web page or other document on a computer screen
- 7 to show a detailed and clear picture of something on the screen

4.1.13. Computer quiz

1. What may you have to do with your computer program if your computer crashes?
2. What must you do regularly so you don't lose the document you are working on?
3. What must you be careful not to do accidentally?
4. What should you check if you're not able to access a web page you want to look at?
5. What is Google?
6. If you don't put the right address on an e-mail, what will happen?
7. How do you reply to an e-mail that you have received?
8. If you want to get a picture from the Internet and save it to your own computer, what do you have to do?
9. If you want to send a message you have received on to someone else, what do you do?
10. If you want to e-mail a document to someone, what do you normally do?
11. If you want to work on a document at home, where will you e-mail the document?
12. What feature on a mobile phone allows you to text someone more rapidly?

4.1.14. Match the answers to the quiz questions above:

- a) Hit 'reply', compose your message and then press 'send'.
- b) Predictive text
- c) Send an attachment / send it as an attachment
- d) Re-install the programs
- e) Delete or erase a file
- f) Download the picture
- g) To your home address
- h) Save / back up your work
- i) Forward the message
- j) That you have put in the correct address
- k) A search engine
- l) The e-mail will bounce.

4.1.15. Match the equivalents:

1. spam	a. to get rid of
2. to navigate	b. unwanted advertisements
3. to delete	c. to establish
4. pop-up ads	d. junk e-mails
5. to set up	e. to find your way round

Some advantages and disadvantages of computers today

4.1.16. Divide the following statements into two groups:

advantages of computers	disadvantages of computers

1. On the web you can access information on any subject you want to.
2. As well as getting useful e-mails, you also receive a lot of spam.
3. Good web design is making it easier to navigate websites.
4. Computer criminals are getting better at hacking into other people's computers.
5. People are maintaining their web pages better, so information is kept up-to-date.
6. Computers still crash and you have to waste time re-installing your programs.
7. Broadband connections are widely available now. This makes online shopping much easier.
8. Whenever you need to do something really important at work, the computers seem to be down.
9. It is very easy to accidentally delete or erase a file.
10. Being able to hold records on computer makes it much easier for businesses to keep track of customers and of orders.

4.1.15. Choose the correct option:

1. To illegally go into other people's computer files
 - a) to navigate
 - b) to hack
 - c) to crash
2. 'The e-mail will bounce' means the e-mail will ...
 - a) come back
 - b) be downloaded
 - c) be deleted
3. I was very upset when I realized that someone had hacked his computer.
 - a) off
 - b) on
 - c) into
 - d) out
4. For security reasons, always log when you leave your computer unattended for any period of time.
 - a) on
 - b) in
 - c) out
 - d) up
5. My secretary is very quick at keying data.
 - a) onto
 - b) on
 - c) into
 - d) in
6. The ability to zoom is particularly useful when you are working on detailed diagrams or line graphs.
 - a) out
 - b) in
 - c) up
 - d) on
- 7 Do you think you could let me have a of that screen? I don't have the time to write down all the details.
 - a) printout
 - b) copy
 - c) keyboard
- 8 Please could you help me Internet access on my new computer?
 - a) tune in
 - b) pick up
 - c) set up
- 9 If you want to create a template, go Word and open the File menu.
 - a) onto
 - b) in
 - c) into
- 10 If a computer stops working normally, you can say it has
 - a) cut off
 - b) seized up
 - c) wiped out

4.2. Living in an information age

4.2.1. Read the article below and make a list of key phrases for the short summary. Then work with a partner. Retell the text in turns using the key phrases from the list you have made before.

You live in an information age. You've already learned how fast the knowledge base is growing. You also know it is impossible for any one person to know everything. An educated person isn't necessarily someone who knows everything. An educated person knows where to find the information he or she needs!

A computer can be used to access (find) information on many topics. You can access information in several ways. Personal computers can be interfaced, or attached to, a CD-ROM (compact disk-read only memory) drive. An entire electronic encyclopedia, for example, can be accessed through a compact disk (CD). A compact disk can hold 1,300 times as much information as a floppy disk. Besides that, it accesses information in a matter of seconds. If you needed information on crash testing of cars, by the time you pulled the encyclopedia from the shelf, the computer would have that information for you. In addition, the computer lists cross-references that allow you to tie the information with other subjects. Sometimes not all the information is available on CDs but many electronic encyclopedias also include a bibliography (list of resources) so you can explore further.

Another way to access information from the outside world is by hooking the computer to a modem and a telephone line. A modem is an electronic device that lets computers share information. Attaching a modem to your computer lets you communicate with any other computer that has a modem. Modem is another acronym. It stands for modulator- demodulator. Two computers can communicate with each other only if one computer can decode (understand) the information received from the other computer. When you receive a file over a modem it is called downloading. When you send a file over the modem to another computer it is called uploading. Communications software on each computer sets up a protocol (special settings) to allow information transfer. One important protocol is how fast

information is sent on the telephone line. This is called the baud rate. Most common modems operate from 1,200 to 9,600 baud. The faster the baud rate, the less time you have to spend using the telephone line. The baud rate is important because if you're communicating long-distance the cost can increase quickly!

Using your computer and modem, you can access information stored in huge mainframe computers. Information services are companies that sell information to you. Did you ever think about paying for information like you would for another product such as a hamburger? A rapidly growing use of computers is for accessing information. Whenever a topic needs to be researched, an information service can save valuable time. It gives you bibliographies and abstracts (brief summaries) of articles in magazines as well as books. Abstracts let you see whether that resource will be useful to you.

4.2.2. Answer the questions after the text.

1. Should an educated person know everything? What is important for an educated person?
2. In what way can a personal computer be used to access information?
3. Why is bibliography important?
4. What do we call "an abstract"?
5. What do we use a modem for?
6. How can you explain the terms "downloading", "uploading", "baudrate"?
7. What is the baud rate of modern modems?

4.2.3. Give the Ukrainian equivalents to the following words.

- a) knowledge base, information age, compact disc drive, crash testing, telephone line, communications software, information transfer, mainframe computers, information services, cross references;
- b) to access information, to interface a computer, to tie the information with other subjects, to hook the computer to a modem, to share information, to decode information, to receive information, to communicate long-distance, to store information, to save time;

c) ROM (read only memory), CD (compact disc), bibliography, modem, downloading, uploading, baud rate, abstract.

4.2.4. Translate the following sentences into English.

1. Комп'ютери - важливий інструмент для вирішення технічних проблем.
2. Комп'ютери часто використовуються для пошуку та організації інформації, проведення розрахунків, письма, малювання та розв'язання інших завдань.
3. Перші комп'ютери були більш громіздкими й дорогими, ніж сучасні.
4. Закодована інформація, що керує комп'ютером, має назву «програмне забезпечення».
5. Іноді комп'ютери використовуються як потужні електронні друкарські машинки.
6. Спеціальні комп'ютерні програми використовуються, щоб проектувати нові технічні пристрої.
7. Використовуючи комп'ютерну графіку, ми можемо створювати сучасну рекламну продукцію.
8. Майбутні комп'ютери будуть більш швидкодіючими та менш дорогими.
9. Для того щоб працювати з текстовою інформацією, ми використовуємо спеціально розроблений текстовий процесор.
10. Використання автоматичного проектування - одна з найнеобхідніших умов розвитку виробництва сьогодні.

4.2.5. Match the words (1-9) with their definitions (a-i).

1) software	a) the brain of the computer
2) peripherals	b) physical parts that make up a computer system
3) main memory	c) programs which can be used on a particular computer system
4) hard drive	d) the information which is presented to the computer

5) hardware	e) results produced by a computer
6) input	f) input devices attached to the cpu
7) ports	g) section that holds programs and data while they are executed or processed
8) output	h) magnetic device used to store information
9) central processing unit (CPU)	i) sockets into which an external device may be connected

4.2.6. Answer the questions.

1. What kind of computer do you have?
2. Do you know the technical specifications of your computer?
3. Would you like to upgrade your computer? If so, what kind of computer would you like to get?
4. Which peripherals do you use most often? Why?
5. Do you use computer networks? If so, how do you connect to the networks you use?

4.2.7. Work with a partner.

Student A: Imagine you have a problem with your computer. Student B knows a few things about computers and will try to help you fix the problem. Explain what the problem is and ask for help in fixing it.

Student B: Give Student A help and try to fix his/her computer.

4.2.8. Read the text about information technology. Use a dictionary if necessary.

Information technology Computing, fast and slow

IBM is not about to go down, but life in the cloud will be tough

SOME ingredients are missing: the ping-pong table, cheap furniture, and inappropriate T-shirts. But otherwise this could be a shared workspace for

internet startups: people sit around long tables and in front of large screens; others lounge on bright orange couches; the walls are full of sticky notes saying things like "I'm happy" or "be yourself" – the products of a brain-storming session.

However, this office in a building in central London belongs to IBM, an information-technology giant long known for its buttoned-down culture and blue business suits. The new "interactive experience lab" is one of four, soon to be ten, such places where teams of employees from IBM and its customers jointly think up new online services and apps. Such projects, the firm hopes, will help it grow again.

IBM's revenue has declined, year-on-year, for ten straight quarters. Its recent third-quarter figures were particularly disappointing: sales were \$22.4 billion and earnings per share \$3.68, both well below analysts' expectations. One reason was that IBM had decided to pile on the bad news: it also scrapped its long-held goal of reaching earnings per share of \$20 for 2015. When the firm reports fourth-quarter earnings on January 20th, analysts expect the numbers to look better, since global demand for IT appears to have strengthened.

It will take more than a quarter to get IBM back on track, however. The company is not about to go belly up, as it seemed about to in the early 1990s after corporate IT buyers had shifted from mainframes to more distributed forms of computing, such as PCs and servers. But the industry is going through another wrenching change, which is in some way more challenging: instead of owning computers, businesses are increasingly renting computing services in the cloud. Not just the technology is on the move, but everything around it.

To understand the depth of this shift, consider mainframe computers. These, combined with related software and services still generate 24% of IBM's revenues and 35% of its profits, according to Toni Sacconaghi of Sanford C. Bernstein, a research outfit. Mainframes are a prime example of what consultants call "systems of record". Banks, for instance, use them to manage customer accounts. But to keep the mainframe relevant, on January 13th IBM launched a new model, which is more of a "system of engagement". One machine can process 30,000 transactions a second, and analyse and encrypt data in an instant. Such features come in handy in the

age of the cloud and its corollary, mobile computing: people increasingly do their banking and many other things on smartphones.

As corporate IT opens up to the outside world, the way in which it is developed, sold and used is changing too. Power is flowing from hardware engineers to software developers, the best of whom are in great demand. It is no longer mostly chief information officers (CIOs) who hold businesses' purse strings; by 2017 chief marketing officers will spend more on IT than their CIOs, reckons Gartner, a market-research firm. Customers are no longer willing just to buy the latest technology; they want to pay for specific results, for instance for sales increases achieved by using analytics software.

All this means that longer-established hardware firms such as IBM, HP, Oracle and SAP must rethink how they do business. They will have to offer a working environment that attracts younger people (such as IBM's design studios in London and elsewhere), develop new products together with their customers and become nimbler to keep up with more focused startups, says Ralf Dreischmeier of the Boston Consulting Group.

IBM had a late start mainly because it concentrated for far too long on its financial goals. Rather than getting ready for the new world, the firm continued to cut costs, buy back shares and shed lower-margin business, such as low-end servers and chipmaking. Things began to change in 2013 when it acquired SoftLayer, a cloud-computing provider. Last year it teamed up with two "new-tech" firms, Apple and Twitter, to develop mobile business apps and mine social-media data, IBM has also started to tweak its organisation. Earlier this month it created separate units for its fastest-growing businesses, such as data analytics, to make them more focused, the better to compete with upstart rivals.

Will these changes be enough? Steven Milunovich of UBS, a bank, thinks it will be another three to four years before IBM's new businesses, such as its cloud offerings, bring in more money than old ones, such as IT services. But he is optimistic that IBM will make it through this transition intact. And the firm's longer-term bets, such as Watson, an artificial-intelligence computer system, could still turn into something big. It continues to pump money into research: last year, for the 22nd year in a row, it was America's largest recipient of patents.

Other analysts imagine a more pessimistic scenario: IBM is increasingly held back by its legacy business; it becomes less profitable because cloud services offer lower margins than the more customised IT services IBM is used to providing; and it steadily loses customers to newcomers, such as Amazon's cloud-computing arm.

If this starts to look like it is happening, pressure will mount for Ginni Rometty, IBM's boss, to take more radical action. It is unlikely that the firm will break itself up, as its rival HP has decided to do: IBM's businesses feed too much on each other. But it could be forced to separate its old from its new businesses more clearly. Many of its clients are going for "two-speed IT", in which they separate their faster-moving and more innovative IT needs (data-crunching, say) from more basic services (payroll processing, for instance). To keep them, IBM may need to do the same.

4.2.9. Find the corresponding Ukrainian equivalents to the English words and phrases underlined in the text above.

4.2.10. Work with a partner. Retell the text in turns using the key phrases from the list you have made before.

Language practice

Passive

- 1. Complete the sentences with the words in parentheses. Some of the sentences are active and some are passive. Use any appropriate tense.**

- 1 . You (*notify*) will be notified by my secretary next week.
2. Last night I (*remember, not*) didn't remember to lock my front door.
3. At the present time, the oldest house in town (*restore*)
_____ by the Historical Society. When the restoration is finished, the house is sure to be a popular tourist attraction.
4. A: What a beautiful old wooden chest!
B: It (*build*) _____ by my grandfather over fifty years ago.
5. At one time, the entire world (*rule*) _____ by dinosaurs. Some dinosaurs (*walk*) _____ on their hind legs and (*stand*) _____ as tall as palm trees.
6. Disneyland is a world famous amusement park in Southern California. It (*visit*) _____ by more than ten million people every year.
7. Many of us take water for granted in our daily lives, but people who live in the desert (*use, not*) _____ water carelessly. To them, each drop is precious.
8. I (*agree, not*) _____ with people who say space exploration is a waste of money. What do you think?
9. Do you really think that we (*invade*)
_____ by creatures from outer space in the near future?
10. Most insects (*live*) _____ for less than a year. The common housefly (*live*) _____ from 19 to 30 days.
11. (*you, accept, already*)
_____ by this university when you heard about the other scholarship?

- 12.1 got into a taxi quickly because I (*follow*)
_____ by two strange men. As soon as I got into
the taxi, I (*feel*) _____ a little safer.
13. The impact of the earthquake yesterday (*feel*) _____ by people who lived
hundreds of kilometers from the epicenter.
14. When Alex was only ten, his father (*die*)
15. Mark (*influence*) _____ a lot by his friends, isn't he?
He should be more independent and think for himself.
16. A few days ago, my car (*steal*) _____ by one of the teenagers in
my neighborhood. He (*catch*) _____ by the police a few blocks
from my house. He just wanted to take it for a drive, but now he's in a lot of
trouble.

**2. Complete the sentences with the appropriate forms of the verbs
in the list. Use each verb only once. Some of the sentences are
active and some are passive.**

<i>distinguish</i>	<i>v'obtain</i>	<i>scrub</i>	<i>vaccinate</i>
<i>eat</i>	<i>participate</i>	<i>stop</i>	<i>win</i>
<i>establish</i>	<i>reply</i>	<i>teach</i>	
<i>kill</i>	<i>revise</i>	<i>trade</i>	

1. A driver's license can *be obtained* from the Licensing Bureau at
the corner of Pine Street and 5th Avenue.
2. Sam Smith was awarded the prize, but it should have
_____ by Jennifer Watson. Her drawing was much
better than his in my opinion.
3. Surgeons must _____ their hands thoroughly with
disinfectant soap and hot water before they enter the operating room.
4. A parrot can _____ to say words. I know a
parrot that can say, "Me want food." Her grammar isn't very good, but she
often manages to get something to eat.
5. What are you talking about? You can't have _____ against
the common cold. Small pox, maybe — but not the common cold.

6. When Mr. Brown said "How do you do?" you should have _____ by saying "How do you do?" I know that's not an answer to a question, but that's the way people talk when they greet each other.
7. I shouldn't have _____ by the police. I'm sure I wasn't speeding, but I got a ticket anyway.
8. Maria's composition was quite good, but it still had to _____. Her introduction didn't clearly state her thesis, and some of the ideas she presented weren't supported by specifics.
9. If you don't want to work tonight, you ought to _____ work shifts with Emily. She can work for you tonight, and you can work for her tomorrow night. The boss doesn't mind as long as someone is there to serve the food.
10. The games are open to anyone who wants to join in. Everyone can _____ in them. You don't have to sign up first. We welcome all players.
11. A university may _____ in outer space before long. Ideas for such a university are presently in the planning stage.
12. Your body needs lots of vitamins and minerals. You should _____ more salads and less junk food in the future.
13. A bald eagle can _____ from other large birds by its white head and white tail.
14. Some ranchers still believe that bald eagles must _____ to protect their livestock. Research has shown, however, that eagles do little if any damage to a rancher's stock. Today eagles are a protected species. The sight of a bald eagle soaring over water and trees fills one with awe and wonder at the beauty of nature.

3. Complete the sentences with the verbs in the list. Use the SIMPLE PRESENT. Use each verb only once.

bury	cover	excite	insure
close	crack	exhaust	pollute
confuse	dress	finish	stick

1. The children are excited about going to the circus. They're looking forward to seeing the elephants, the clowns, and the acrobats.

2. Three of the children have the measles. Their bodies _____ with red spots. They also have fevers.
3. A: What happened to this mirror? It _____
B: So it is. Someone must have dropped it.
4. The kids _____ from playing soccer all afternoon. They should rest for a while now.
5. _____ you _____ with that novel yet? I'd like to borrow it to read over the weekend.
6. A: I heard that a burglar broke into your house and stole all of your jewelry!
B: Yes, and I feel terrible about it. Some of it was my grandmother's and can't be replaced.
But at least all of it _____, and I'll be reimbursed for its value.
It's still not the same as having the jewelry, though.
7. You shouldn't eat any of the fish from that river. The river _____ with chemical wastes from the factory upstream.
8. A: I'm going over to the theater to get tickets for the next concert.
B: The ticket booth _____ until 6:00 P.M. You'll have to go there after six to get the tickets.
9. What's wrong with this drawer? I can't pull it open.
It _____
10. George _____ in his best suit today because he has an important interview this afternoon.
11. Douglas gave me one set of directions to their house, and Ann gave me a different set of directions. Needless to say, I _____ very _____ I hope we don't get lost on the way.
12. I know the scissors are somewhere on this desk. I think they _____ somewhere under these piles of papers.

4. Complete the sentences with the appropriate prepositions.

- 1 . This apartment comes furnished with only a stove and refrigerator.
2. My uncle is known _____ his generosity.

3. Alice is dressed _____ her warmest clothes today.
4. For the holiday meal, the bowls on the table were filled
_____ specially prepared foods.
5. People who have been exposed _____ heavy doses of radiation may be more susceptible to certain diseases.
6. By the end of the long trip, the floor of the car was cluttered
_____ junk.
7. Mr. Bellamy is discriminated _____ because of his age. When he applies for a job, he gets turned down as soon as they learn he is 61 years old.
8. The boss is so convinced _____ Jean's ability that he's paying her more money than he paid the previous employee.
9. Victor is blessed _____ a good sense of humor, which has helped him get out of some very difficult situations.
10. A: Are you disappointed _____ the color of this room? We could repaint it.
B: I think I'm satisfied _____ it the way it is. What do you think?
11. George Washington, the first president of the United States, is remembered _____ his strong leadership during the Revolutionary War.
12. Zoology is more closely related _____ biology than it is to botany.
13. I'm annoyed _____ my boss. He scheduled a meeting for an hour beginning at ten o'clock, the same time I was planning to see a client.
14. As soon as you are done _____ the dictionary, I'd like to use it.
15. Last month, little Billy was bitten by a dog. Now he's scared _____ every dog he sees.
16. Carol is engaged _____ Larry. Their marriage is planned for May 3.
17. A: Why are you so upset _____ the children?
B: They didn't call me when they missed their school bus, and I got very worried _____ them.

18. Each speaker was limited _____ three minutes.
19. Olga is exhausted. She's tired _____ working 19 straight hours at her computer, but she can't go home until the crisis is over.
20. I'm tired _____ living in a small apartment. I'd like to live in a house, or at least a larger apartment.

5. Complete the sentences by using an appropriate form of *get* and the PAST PARTICIPLE of the verbs in the list.

<i>accept</i>	<i>dress</i>	<i>embarrass</i>	<i>invite</i>
<i>catch</i>	<i>elect</i>	<i>fire</i>	<i>mug</i>
<i>cheat</i>	<i>electrocute</i>	<i>hit</i>	<i>ruin</i>

1. I shouldn't have parked my car near the construction site. It got hit by falling rocks. Now it's covered with dents and scratches.
2. Tom has applied to three top universities. Since he's an excellent student, I'm sure he'll _____ by at least one of them. If he doesn't, there are other good schools he can attend.
3. Alex thought he had gotten a good deal when he bought a diamond ring from some guy on the street, but the "stone" turned out to be glass and was practically worthless. Alex_____.
4. A: I can't believe Paul _____ from his job. I thought he was doing well.
 B: He was, but then he had a major disagreement with his boss, and tempers were flying. I hope he gets his job back.
5. A: Let's take the subway.
 B: Not me! The last time I was on the subway, I_____. A man knocked me down and stole my wallet.
6. A: Did you _____ to the Saunders' dinner party tonight?
 B: Yes, but I can't go.
7. A: You're all out of breath!

B: I was late getting home and had to _____ quickly.
Then I ran all the way over here.

A: Well, that explains why your collar is up and your tie is crooked.

8. The animal was running through the woods when it suddenly
_____ in the hunter's trap.

9. It was a close election. The new president _____ by a
very small margin.

10. What are you doing?!? Don't let the cord to your electric hair dryer fall
into the sink. You'll _____!

11. We managed to save some of the furniture, but many of our things
_____ when the floodwaters
poured into our house.

12. During the school play, little Annie
_____ when she couldn't remember the lines
she was supposed to say.

6. Complete the sentences with the words in parentheses.

1. Only coffee and dessert (*serve*) were served at the reception
yesterday.

2. Kim wants very badly to make the Olympic team next year. She (*train*)
has been training hard for the last two years.

3. I've looked in my purse, on the dresser, in my coat pocket, and on all of
the tables in the house, but I can't find my keys anywhere. They (*lose*)
_____.

4. Some people in my country don't take politics seriously. In a recent
parliamentary election, a cartoon character named Donald Duck (*receive*)
_____ 291 votes.

5. According to present company policy, bonuses for the most sales (*give*)
_____ to the staff at the end of July every year.

6. According to our Constitution, everyone is equal. But in truth, some
minorities (*discriminate*) _____ against in
our country. In the last 20 years, new laws (*enact*) _____ to
help ensure equality in housing and job opportunities.

7. Mark is a genius. By the time he graduated, he (*offer*)
_____ jobs by a dozen computer companies.

8. When I (*finish*) _____ my work, I'm going to take a walk.
9. After the test papers (*return*) _____ to the students in class tomorrow, the students (*give*) _____ their next assignment.
10. The Olympic Games began in 776 B.C. in Olympia, a small town in Greece. At that time, only Greeks (*allow*) _____ to compete in them.
11. I (*fool, not*) _____ when Linda told us she'd won a million dollars at the racetrack. I knew she was only kidding.
12. There are certain (*establish*) _____ procedures that must (*follow*) _____ in conducting a scientific experiment.
13. Due to his abrasive, (*irritate*)_____ manner, Mr. Morrow has difficulty getting along with his co-workers. He (*replace*)_____ by Mr. Han next month as the coordinator of the production plans.
14. When Jake put a coin in the (*vend*) _____ machine for a can of soda pop, nothing came out. So in a fit of temper, he (*kick*) _____ it hard. Suddenly, it (*fall*) _____ over, right on top of Jake, who (*injure, seriously*) _____ Jake (*end*)_____ up in the hospital for three weeks, and today he (*wear, still*) _____ a cast on his arm. I bet that's the last time he ever kicks a (*vend*) _____ machine.

TEST A: The passive.

Directions: Choose the correct answer.

Example: Ms. Haugen D at the Ajax Company.

- A. is employing B. employed C. employing D. is
employed

1. I still can't believe it! My bicycle ____ last night.
A. was stolen B. was stealing C. stolen D.
stole
2. The current constitutional problem is _____ by the top
legal minds in the country.
A. studying B. being studying C. being studied
D. been studied
3. Something funny _____ in class yesterday.
A. happened B. was happened C. happens D. is
happened
4. The child's arm was swollen because he_____ by a bee.
A. stung B. had stung C. had been stung D. had
being stung
5. Today, many serious childhood diseases_____ by
early immunization.
A. are preventing B. can prevent C. prevent D. can
be prevented
6. I _____ with you on that subject.
A. am agree B. am agreed C. agreeing D. agree
7. Many U.S. automobiles _____ in Detroit,
Michigan.
A. manufacture B. have manufactured
C. are manufactured D. are manufacturing
8. Let's go ahead and do it now. Nothing _____ by waiting.
A. accomplishes C. has accomplished
B. accomplished D. will be accomplished
9. "When ____?"
"In 1928."
A. penicillin was discovered C. was penicillin discovered

- B. did penicillin discovered D. did penicillin discover
10. In recent years, the government has imposed pollution controls on automobile manufacturers. Both domestic and imported automobiles must _____ anti-pollution devices.
- A. equip with C. equip by
B. be equipped with D. be equipped by
11. A shortage of water is a problem in many parts of the world. In some areas, water _____ from the ground faster than nature can replenish the supply.
- A. is being taken B. has been taking C. is taking D. has taken
12. Vitamin C _____ by the human body. It gets into the blood stream quickly.
- A. absorbs easily C. is easily absorbed
B. is easily absorbing D. absorbed easily
13. "When can I have my car back?"
"I think it'll _____ late this afternoon."
- A. finish C. have finished D. be finish
14. I didn't think my interview went very well, but I guess it must have. Despite all my anxiety, I _____ for the job I wanted. I'm really going to work hard to justify their confidence.
- A. was hiring C. got hiring D. got hired
15. My country _____ the pursuit of world peace.
- A. is dedicating to C. is dedicating by
B. is dedicated to D. is dedicated by
16. About 15,000 years ago, northern Wisconsin _____ under ice a mile deep.
- A. buried C. was buried D. had buried
17. Ed was new on the job, but he quickly fit himself into the _____ routine of the office.
- A. established C. establishes D. establish
18. The Mayan Indians _____ an accurate and sophisticated calendar more than seven centuries ago.

A. were developed B. developed C. are developed D. have been developed

19. George is _____ Lisa.

A. marry with B. marry to C. married with D. married to

20. The rescuers _____ for their bravery and fortitude in locating the lost mountain climbers.

A. were praised B. praised C. were praising D. praising

TEST B: The passive.

Directions: Choose the correct answer.

Example: Ms. Haugen D at the Ajax Company.

- A. is employing B. employed C. employing D. is
employed

1. "Can't we do something about the situation?" "Something _____ right now."
A. is doing B. is done C. is being done D. has been
doing
2. "Are you interested in scuba diving?" "Very. Undersea life is_____"
A. fascinated B. fascinating C. being fascinating D. being
fascinated
3. The university _____ by private funds as well as by tuition income and grants.
A. is supported B. supports C. is supporting D. has
supported
4. My car made strange noises, sputtered to a stop, and then wouldn't start again. Fortunately, the mechanic at my garage _____ the source of the problem.
A. was discover C. was discovered
B. discovered D. has been discovered
5. "Ms. Jones, please type those letters before noon." "They've already _____, sir. They're on your desk."
A. typed B. been typed C. being typed D. been
being typed
6. "Has the committee made its decision yet?" "Not yet. They are still _____ the proposal."
A. considering C. being considered
B. been considered D. considered
7. In some rural areas of the United States, health care _____ by only a small number of doctors, nurses, and other health professionals. It's often more than they can handle.
A. is providing C. provides
B. is being provided D. provided

8. "How did that window _____?"
"I don't know."
A. get broken B. broke C. got broken D. broken
9. Renoir is one of the most popular French impressionist painters. His paintings _____ masterpieces all over the world.
A. had considered C. are considered
B. are considering D. consider
10. As the fairy tale goes, the prince _____ into a frog by an evil magician, and only a kiss from a beautiful princess could restore him to his original state.
A. turned C. was turned
B. was turning D. had been turning
11. When I woke up and looked outside, the landscape had changed. The ground had been lightly _____ with a dusting of snow during the night.
A. covering B. cover C. covers D. covered
12. We can't even walk in this storm. Let's wait in the hallway where we'll be _____ the strong winds until things quiet down.
A. protected from B. protected by C. protecting from D. protecting by
13. "_____ about the eight o'clock flight to Chicago?"
"Not yet."
A. Has been an announcement made C. Has an announcement been made
B. Has an announcement made D. Has been made an announcement
14. Last night a tornado swept through Rockville. It _____ everything in its path.
A. destroyed C. was being destroyed
B. was destroyed D. had been destroyed
15. Be sure to wash these vegetables thoroughly. A lot of pesticide residue _____ on unwashed produce.
A. can find B. can found C. can be found D. can be finding
16. The building of the bridge had been delayed for three years because of political problems on both sides of the river. Finally, it _____ because the

public demanded action, and now many hours of driving have been saved for daily commuters.

Unit 5

COMMUNICATION

E-COMMERCE

5.1. Discuss the following questions.

- What forms of written and spoken communication do you like using?
Why?
- What problems can people have with the different forms of communication?
- How do you think those problems can be solved?
- What irritates you most about these forms of communication?
 - e-mail
 - mobile phone
 - conference calling
 - voicemail
 - BlackBerry
 - web presentation
- What are the advantages and disadvantages of using e-mail?

5.2. Read the article.

Virtual teams and communication by email

Many companies employ teams who work together across borders and time zones. They are called virtual teams because they communicate almost entirely by email.

Modern technology makes communication very simple and fast - but there can be problems. There is a big risk of misunderstanding. With team members speaking different languages and belonging to different cultures, small problems can become big problems.

When people work together in a virtual team, they have to know and trust each other. It's important to build a relationship. When joining a virtual team, people usually write an email to the others to introduce themselves. They tell their colleagues about their job, work experience, interests. In the email one should not just focus on work, but make conversation - ask about the weather or mention something that is going on

at the moment. It is vital to explain things clearly to make sure there is no chance of misunderstanding. If there is a need to write something negative, it is essential to be careful and use polite phrases. A written message can sometimes seem very strong to the other person.

When you often write to the same colleagues, you usually develop an informal, friendly style. But if you write to people in business that you don't know well, you need to be more formal.

5.3. What are the advantages and disadvantages of using emails to communicate with colleagues in other countries? Complete the chart:

Advantages	Disadvantages
Communication is simple and fast	Risk of misunderstanding Small problems become big problems

5.4. Which of the following are most important when writing an email to a new contact or a colleague in another country?

- tell them about yourself
- only write about work
- keep your message very brief
- if there is a problem, explain it carefully
- use polite phrases

5.5. Read two examples of an email from a designer to his overseas colleagues about the text for a new webpage. Which one follows the accepted business practice:

1

Hi!

Thanks very much for sending the text. It looks very interesting. Unfortunately, we're having some problems with it. It is a little bit long.

In our experience, the users are not very happy to read more than 60 to 70 words. We think it may be better to cut the text. What do you think?
Best regards
Tony

2

We're having problems with your text – it's too long.
You need to cut it.
Tony

5.6. Put the words in the spaces.

attach	browse	field	inboxes
open	send	size	

You can send almost any file as an attachment. 1_____ through the folders on your computer until you find the file you want to attach. Click on "2_____". The file will appear in the attachments 3_____. Then click "4_____", and wait while the file uploads. Add more files if you wish. When you have finished adding files, click "5_____".

Some email 6_____ will only receive attachments up to a certain 7_____ with one email, for example 10MB. If you need to send a lot of very big attachments, it's sometimes necessary to spread them over a number of separate emails.

5.7. Read the email. Are the statements after it True or False?

Hi Tony

Thanks for sending through that a/w so quickly. Just one problem – I couldn't open the attachment. I'm not sure why. My inbox is virtually empty, so there's plenty of room, and the attachment limit is 20MB, so there's no problem there. Perhaps there was a glitch somewhere.

Anyway, rather than trying to figure out what went wrong, could you just send it again?

Did we discuss file format? I don't know much about TIFFs, JPEGs etc, but I meant to tell you that if you have any queries on this, you could get in touch with Steve, our designer. His email address is issteve@stevegreendesign.co.uk.

One other thing. When you resend me the a/w, could you cc it to Angela? I've asked her to have a quick look at it before we put it in the brochure.

I'm looking forward very much to seeing those pics – fingers crossed that they'll come through OK this time. However, if I still can't download them, I'll ask you to put them on a disk and mail them.

All the best

Jenny

1. Jenny didn't receive the a/w because her inbox is too small.
2. The attached files came to less than 20MB in total.
3. Jenny has resolved a technical problem, and the attachment will come through without any problems next time.
4. Tony will have to resend the a/w.
5. Jenny is a graphic design expert.
6. Tony is also going to put the files onto a disk and mail them.
7. Angela has already seen the a/w.
8. The style is too informal – business emails should always be more formal than this.

5.8. Find words and expressions in the email which mean the same as the phrases below.

1. artwork _____
2. a small technical problem _____
3. type of file _____
4. questions about this _____
5. send again _____
6. email a copy to _____
7. communicate with _____
8. with luck... _____

5.9. Read the answer to the previous email. Are the statements after it True or False?

Dear Jenny

As requested, I'm attaching the a/w files again.

The technical problems you've been experiencing may be due to your email provider. I have to say, I've never heard of Whoopydudu.com. You might be better off switching to one of the big names, such as Gmail or Yahoo.

Regarding file formats, TIFFs should be OK. If necessary, your designer will be able to reformat them very easily, but in my experience most designers have no problem working with TIFFs.

As the file sizes are quite large, and I understand that Angela only has a dial-up connection, I've sent her low-res versions to look at. I hope that will be OK. They should be clear enough.

I'm just about to go on holiday, so if you need me to send these files on disk, please let me know by Friday afternoon. I probably won't get the opportunity to check my email while I'm away, but if anything arises that won't keep, my assistant Trevor may be able to deal with it.

Best regards

Tony

5.10. Find words and expressions in the email which mean the same as the phrases below.

1. as you asked _____
2. famous companies _____
3. change the type of file _____
4. I think, but I may be wrong... _____
5. Low image resolution _____
6. on Friday afternoon or before _____
7. comes up _____
8. that's urgent _____

5.11. Writing

A colleague from another country has sent you a sample page for a new website design. You want to make the following comment about it:

- problem with design

- colours too dark – to find new ones?

- the text is difficult to read

Write an email making the comment friendlier and polite.

Language practice

Reported speech

- 1. Complete the sentences by changing the quoted speech to reported speech. Use formal sequence of tenses as appropriate. (Pay attention to whether the reporting verb is past or present.)**

1. *I asked Martha, "Are you planning to enter law school?"*

I asked Martha if/where she was planning to enter law school.

2. *Ed just asked me, "What time does the movie begin?"*

Ed wants to know what time the movie begins

3. *Fred asked, "Can we still get tickets for the concert?"*

Fred asked if / whether we could still get tickets for the concert.

4. *Thomas said to us, "How can I help you?"*

Thomas wants to know how he can help us.

5. *Eva asked, "Can you help me, John?"*

Eva asked John _____ her.

6. *Charles said, "When will the final decision be made?"*

Charles wanted to know _____

7. *Frank asked Elizabeth, "Where have you been all afternoon?"*

Frank asked Elizabeth _____ all afternoon.

8. *Bill just said, "What is Kim's native language?"*

Bill wants to know _____

9. *Yesterday Ron said to Bob, "What's the problem?"*

Ron asked Bob _____

10. */ asked myself, "Am I doing the right thing?"* I wondered

_____ the right thing.

11. *All of the farmers are asking, "When is this terrible drought going to end?"*

All of the farmers are wondering _____ to end.

12. *George asked me, "What time do I have to be at the laboratory in the morning?"*

George asked me _____ to be at the laboratory in the morning.

13. *Beth asked, "Who should I give this message to?"*

Beth asked

me _____

14. *Our tour guide said, "We'll be having around 7:00 in the morning."*

Our tour guide told us _____ around 7:00 in the morning.

15. *Nancy asked, "Why didn't you call me?" Nancy wanted to know
_____ her.*

**2. Write these sentences as reported questions. Change *you* to *I*, etc.
where necessary.**

1. Do you like Marlon Brando?" she asked.
2. "Are you enjoying yourself?" he asked.
3. "Does your father work here?" she asked.
4. "Do you live near your family?" he asked.
5. "Are you a foreigner?" she asked.
6. "Have you met Danny before?" he asked.
7. "Are you hungry?" she asked.
8. "Did you borrow my dictionary?" he asked.
9. "Have you finished your exams?" she asked.
10. "Did you invite Judy and Pat?" he asked.
11. "Does your brother live in London?" she asked.
12. "Do you know who broke the window?" he asked.
13. "Did they tell you when they were leaving?" she asked.
14. "Did you lend them your camera?" he asked.
15. "Have you hurt yourself?" she asked.

**3. Write these sentences in indirect speech, using *wanted to know*
and the words given. Make all necessary changes.**

1. "Which book did you take?" (he)
He wanted to know which book I had taken.
2. "Are you wearing your overcoat?" (she)
3. "Did you telephone your mother?" (he)

4. "Is the box made of cardboard?" (she)
5. "How much did it cost?" (he)
6. "Are you seeing the director tomorrow?" (she)
7. "What are you doing?" (he)
8. "How far do I have to walk?" (she)
9. "Have you had anything to eat?" (he)
10. "Are you in a hurry?" (she)
11. "When does the performance start?" (he)
12. "Do you like having holidays abroad?" (he)
13. "Did you see the accident?" (she)
14. "Which school did you go to?" (he)
15. "When did you start learning Spanish?" (she)

4. Put one suitable word in each space.

1. Helen asked me I going to school or not.
2. David asked his mother she be coming home.
3. Peter asked us we ever been to Hungary.
4. Costas asked me I many photographs.
5. Maria asked a policeman the museum was.
6. Dora asked her sister she fed their dog.

5. Report these Yes/No questions.

1. "Are you hungry?" She asked us _____.
2. "Are you enjoying yourself?" He wanted to know _____.
3. "Do you always go to church on Sunday?" He wondered _____.
4. "Have you seen John recently?" She asked me _____.
5. "Has Debbie been working here long?" He wanted to know _____.
6. "Did you study hard for the exam?" She wondered _____.
7. "Will Ted and Alice be at the party?" She asked us _____.
8. "Will you be coming to the concert or not?" He wanted to know ____.
9. "You like Italian food, don't you?" She asked me _____.
10. "You don't like Italian food, do you?" She wanted to know _____.

6. Translate the sentences into English.

1. Анна запитала, чи потрібна мені ручка.
2. Том поцікавився, чи я голодний.
3. Девід запитав, чи зможу я прийти на вечірку.
4. Сем запитав, чи я коли-небудь зустрічав цю жінку.
5. Саллі поцікавилась, чи може вона чимось допомогти.
6. Цікаво, чи знає Джим, що він робить.
7. Марія поцікавилась, чи правильне те, що вона написала.
8. Він запитав, чи я думав про це.
9. Вона поцікавилась, що я про це думаю.
10. Сью запитала, чи піду я на вечірку.

Test. Choose the correct answer.

1. John said, "I'm sorry to disturb you, Ann".
 - i. John told that he was sorry to disturb Ann.
 - ii. John told Ann he was sorry to disturb her.
 - iii. John said to Ann he had been sorry to disturb her.
2. He said, "Where is Jill going?"
 - i. He asked where was Jill going.
 - ii. He asked where Jill went.
 - iii. He asked where Jill was going.
3. Sally said, "I would like to buy it"
 - i. Sally said that she would like to buy it.
 - ii. Sally said she would have liked to buy it.
 - iii. Sally said that she liked to buy it.
4. "If I had any instructions, I would know what to do," said Mag
 - i. Mag said if she had had any instructions she would've known what to do.
 - ii. Mag said if she had any instructions she knew what to do.
 - iii. Mag said that if she had any instructions she would know what to do.
5. Rob asked, "Bobby, do you know "Old Barn? It's on the Shrewsbury Road."
 - i. Rob asked Bobby if he knew "Old Barn" that was on the Shrewsbury Road.
 - ii. Rob asked Bobby did he know "Old Barn" ; it was on the Shrewsbury Road.
 - iii. Rob asked bobby where "Old Barn" was.
6. I knew that Mercury _____ the closest planet to the sun, but I didn't feel like answering
the question.
 - i. was
 - ii. is
 - iii. had been
7. Mike hoped that his friend _____ him with his car.
 - i. would help
 - ii. will help
 - iii. helped
8. We didn't know the score, but we were sure their team _____ the game.
 - i. has lost
 - ii. had lost
 - iii. lost
9. "Don't swim too far, dear," asked Dad.
 - i. Dad asked her not to swim too far.
 - ii. Dad asked her don't swim too far.
 - iii. Dad asked her if she wouldn't swim too far.
10. Ann's sister did nothing except complain," remarked Tim.

- i. Tim remarked that Ann's sister had done nothing except complain.
 - ii. Tim remarked that Ann's sister did nothing except complain.
 - iii. Tim remarked Ann's sister had done nothing except complain.
11. Yesterday Tom heard that his aunt _____ for five days.
- i. was ill ii. has been ill iii. had been ill
12. The children were afraid of making noise. Mom _____.
- i. was sleeping ii. slept iii. had been sleeping
13. He gave all his money to me because he _____ me.
- i. would trust ii. trusted iii. had trusted
14. Shop assistant: "Would you wait half an hour, please?"
 Customer : "All right"
- i. The shop assistant asked whether the customer would wait half an hour. The customer said that it was all right.
 - ii. The shop assistant asked if the customer would wait half an hour. The customer agreed to wait.
 - iii. The shop assistant asked whether the customer would wait half an hour. The customer said it would be all right.
15. Mrs. Smith told Mr. Smith , "Don't wear your best trousers in the garden."
- i. Mrs. Smith told Mr. Smith not to wear his best trousers in the garden.
 - ii. Mrs. Smith said to Mr. Smith that he didn't wear his best trousers in the garden.
 - iii. Mrs. Smith told Mr. Smith not to have worn his best trousers in the garden.
16. We were told Andrey _____ to enter the college.
- i. is going ii. went iii. was going
17. The police found that Bob _____ in London's suburbs at that time.
- i. had been living ii. lives iii. lived
18. The doctor asked, "How do you feel?"
- i. The doctor asked how did I feel.
 - ii. The doctor asked how I felt.
 - iii. The doctor asked how I had felt.
19. "Will you be free tomorrow?" Colin asked Richard.
- i. Richard asked would Colin be free the next day.
 - ii. Colin asked Richard if he would be free the following day.

- iii. Colin asked if Richard will be free tomorrow.
- 20.“Don’t open the door or answer the phone,” said her parents.
- Her parents said to her not to open the door or answer the phone.
 - Her parents told her not to open the door or answer the phone.
 - Her parents told her neither to open the door or answer the phone.
- 21.“Why hasn’t he locked the car door?” the policeman said.
- The policeman asked why he hadn’t locked the car door.
 - The policeman asked why hadn’t he locked the car door.
 - The policeman asked why he didn’t lock the car door.
- 22.The students said, ”We wish our exams were over”
- The students said they wished their exams had been over.
 - The students said that they wished their exams have been over.
 - The students said they wished their exams were over.
- 23.My parents decided that we _____ my birthday on Saturday.
- would celebrate
 - shall celebrate
 - celebrated
- 24.The student wasn’t able to do the translation because he _____ some special terms.
- hadn’t known
 - didn’t know
 - doesn’t know
- 25.Ann hasn’t been informed that the lecture _____ on Friday.
- hasn’t taken place
 - wouldn’t take place
 - won’t take place
- 26.Tom said, “Jerry has been my best friend since our childhood.
- Tom told Jerry that he had been his best friend since their childhood.
 - Tom said that Jerry has been my best friend since our childhood.
 - Tom said that Jerry had been his best friend since their childhood.
- 27.“Where is the nearest bus stop?” the old man addressed the policeman.
- The old man asked where was the nearest bus stop.
 - The old man asked the policeman where the nearest bus stop was.

- iii. The old man told the policeman where the nearest bus stop was.
28. The lecturer said to us, “Be quiet, please”.
- i. The lecturer asked us be quiet.
 - ii. The lecturer told us to be quiet.
 - iii. The lecturer said to us to be quiet.
29. “Could you show me these jeans, please?” said the boy.
- i. The boy said to show him those jeans.
 - ii. The boy asked to show him those jeans.
 - iii. The boy asked if the salesgirl could show him these jeans.
30. “If I were you, I’d stop smoking,” Jeff said.
- i. Jeff said that if he were him he would have stopped smoking.
 - ii. Jeff said that if he had been him he would stop smoking.
 - iii. Jeff advised him to stop smoking.

Unit 6

6.1. INFORMATION

6.1.1. Discuss the following questions.

- How is the office of the 1950s different from today's workplace?
- What do you imagine the office of the future will be like?
- Do you expect technology to make your life easier or harder?

6.1.2. Read the article *The IT Fallacy*. Decide which statement a-c best summarizes the writer's overall argument.

- a Technology helps people save time.
- b Technology makes people work harder.
- c Technology is a waste of money.

The IT Fallacy

In recent years, three forces - downsizing, globalization, and the need for speed - have combined to change the work environment. What used to be a comfortably busy routine has become a non-stop workshop in which most people feel they can never stop to take a breather.

The result of downsizing is a mad dash to cram more work into fewer people. If six people are doing the work that ten used to do, and at the same time are expected to meet or exceed previous budget and productivity targets, something has to give. To this pressure-cooker environment in which everyone is supposed to 'do more with less', we can add the globalization trend that has swept through corporate boardrooms. To the extent that global competitors have a lower cost structure - which many do because their labour costs are so much lower- US and European firms have yet another reason to keep budgets and headcounts lower. The final ingredient in this mix is fierce competition, which has resulted in the pressure to do everything faster.

One way that corporate leaders justify the quest for efficiency and speed is to point to the multibillion-dollar investments that have been made in IT equipment and services. The new PCs and corporate networks are

supposed to boost productivity and profits, and will, in fact, allow their companies to do more with less.'

This is true. But another truth has become buried under the technology sales pitches. Achieving those gains will happen only after a significant initial investment in training and 'system integration' to make sure that all the pieces connect well with each other,

Pouring thousands of PCs and miles of cables into a corporation is a great way to waste money unless the systems and processes that technology is meant to automate are overhauled. Unfortunately, this has all become somewhat irrelevant. The expectation is that more technology means more speed and more output per employee - and when those results don't always magically occur, the only way to produce them is to require people to work longer hours.

Oddly, the same thing happens even when the technology delivers as promised. Consider the case of presentation software such as Microsoft's PowerPoint, which has become a standard office tool. Before PowerPoint, a graphics presentation would have to be created by a graphic artist. With PowerPoint and its software cousins, just about anyone can sit down at a PC and, without much training or practice, produce an on-screen presentation of a slick set of slides, handouts or transparencies that look fully professional.

On one hand, this software actually is a productivity tool - it takes only hours to do what might have taken days previously, and the result is just as good, if not better. But it doesn't stop there. Now everyone sees how easy it is to use these programs, they are used more and more. Thus, a senior manager who wouldn't have considered asking an analyst to spend a couple of days working up a slide presentation using Stone Age technology, doesn't hesitate to direct the same analyst to prepare that presentation using the desktop PC and PowerPoint. The goal is for this analyst to save time by using the software; the likely outcome is that he or she spends more time on presentations and has less time available for other aspects of the job.

If you're starting to think that instead of working on a plan to cope with pressure, tight deadlines, and non-stop work, it's time to polish up your resume and look elsewhere, I'm afraid I have some bad news. The grass really isn't much greener anywhere else - or at least, not a whole lot greener.

6.1.3. Read paragraphs 1-4. Choose the correct summary a-d for each paragraph.

- a) How several factors have combined to make the workplace more pressurized.
- b) Poorly planned IT systems generate more not less work.
- c) Managers see investment in information technologies as a productivity solution.
- d) Working conditions have become uncomfortable in recent times.

6.1.4. Read paragraphs 5-7. Write a sentence to summarize each paragraph.

6.1.5. Discuss with a partner.

'Information is too valuable to be left to IT departments. In today's business world, every manager should be a computer specialist.' To what extent do you agree?

6.1.6. Explain the difference between each pair of computing terms.

1. a server and a PC
2. a laptop and a palmtop
3. a suite and an application
4. a patch and a plug-in
5. a virus and a bug
6. a crash and a hard-disk failure
7. the Internet and an intranet
8. a workgroup and a workstation

6.1.7. George Skopelitis is in charge of IT user support at First Northeast Bank. He's having a very busy time at the moment. Choose the correct verbs to complete the email he sent to his boss.

Maurice,

As you know, our IT resources are more and more stretched as we try to cope with an ageing system. We desperately need to (1) *advance/upgrade/promote* the operating system: software applications are (2) *crashing/ collapsing/falling* more and more frequently, and the server (3) *fell down/went*

down/dropped down three times last week. There have also been several cases where important documents have been (4) *rubbed out/blanked/ deleted*. Of course, I have (5) *inserted/installed/placed* patches and (6) *uploaded/downloaded/unzipped* new drivers wherever possible, but we can't go on like this. What's more, there's no time for new projects like (7) *setting up/fixing up/putting up* mobile Internet connections so that our sales teams can (3) *register/note/ enter* data on the system when they're on the road. We really need investment now!

6.1.8. Use the correct verbs from the previous exercise to complete these sentences.

1. Most PCs come complete with an office package, but sometimes you have to _____ it yourself.
2. On average, when a company's IT system _____ it takes ten days to fix everything.
3. IT users lack imagination. When asked to _____ a password, the most common choice is 'password'.
4. There are several programs which can rescue your data if you accidentally _____ files.
5. An incorrect memory address is the most common reason why PCs _____.
6. It only takes minutes to _____ a Webmail account that you can access from anywhere in the world.
7. One of the few remaining advantages of desktops is that it's easier to ____ components.
8. Research suggests that people who _____ illegal mp3s are also big spenders on legal music sites.

6.1.9. Complete the notes with the missing words.

Back	in	informed	know	ring	loop	touch	an update
------	----	----------	------	------	------	-------	-----------

1. give Ebony Brooks a _____ about backup
2. give Maurice _____ on appointments application
3. get in _____ with Martha re laptops
4. get _____ to Lincoln Thigpen - presentation slides

5. keep Camilla Ramsey in the _____on solutions to database problems
6. let Maurice _____about Marketing's Internet connection
7. keep Marvin_____re sound card driver
8. fill Cara Bickerson _____on voice recognition

6.1.10. Replace the expressions in bold with expressions for giving information from previous task.

1. Can I **give you an answer** later this morning? I'm in a meeting at the moment.
2. I'd appreciate it if you could **include me in the group of people you inform**.
3. We don't have a firm date for the meeting yet. We'll **tell you** as soon as we do.
4. While I'm away in the Far East, I'd like you to **give me regular progress reports** by email.
5. Before the meeting starts, can you just **give me some details** on what was said last time?
6. I just can't manage to **contact** her - I've tried everything: phone, fax, email, snail mail, even
7. pigeon!
8. When you get back from your holiday, I'll **report** on what's been happening.
9. Could you **contact me by telephone** please? My email server's down at the moment.

6.2. Collecting data

IT makes it easy to store huge amounts of information on computer databases. Companies collect data about people all the time. They conduct research into customers' buying habits so that they can improve their marketing. Organisations collect data for surveillance purposes: to help stop criminal activity and increase security.

6.2.1. Discuss wih a partner.

- Why do companies collect data?

- What kind of data do they collect?
e.g. Companies collect market research data to improve their marketing.

6.2.2. Read about three people who have to collect and manage data in their work. Match the people with what they do:

Amy	searches for information on the Internet
Bob	stores records in a database
Carla	writes market research reports

Amy: Hello. I'm Amy. I work in the sales department and I manage customer data. I keep records of customers. We have a file for each customer with their name, address and order details. But I also store details about their buying habits. What are their likes and dislikes? How often do they order and so on. And I enter all this in the customer database. We use the information when we want to send special offers to different groups of customers.

Bob: I'm Bob and my job is to research the market. I try to answer three questions. One: how many consumers are there in the market? Two: who are they? And three: what do they want? We collect a lot of data about the people who browse our website. But we also use surveys and other methods. I write reports to help the marketing team develop their strategy.

Carla: My name is Carla. I work as a buyer. I always try to find the best products at the best price. Of course we have our regular suppliers. But I also search for new products, new suppliers and special offers on the internet. I use different search engines and I update our files with the new information.

6.2.3. Answer the questions.

1. Why is it useful to collect information about customers' buying habits?

2. What are the three questions Bob has to answer in his work? Who uses Bob's reports?
3. What is Carla's job and what does she try to do? Does Carla always use the same suppliers?

6.2.4. Complete the sentences with these words.

browse enters keeps manages uses updates

- 1 Amy _____ customer data and ___ records of customers.
- 2 She _____ data in the customer database.
- 3 Bob collects data about people who ___ the company website.
- 4 Carla _____ search engines to find new products and suppliers.
- 5 She _____ the files with new information.

6.2.5. Companies can now collect detailed information about us. Which of these things are you happy about? Are they necessary?

- 1 Other people can read your emails.
- 2 Mobile phone companies can monitor your calls.
- 3 Video cameras in the street film you.
- 4 Companies collect details of your shopping habits.
- 5 Airlines can check your personal records before you fly.

6.2.6. Read the article ‘No hiding place’ and choose the sentence which best summarizes the main idea.

- 1 New technology is helping to find internet criminals.
- 2 It is difficult to store a lot of data.
- 3 Modern life is not very private.

No hiding place

The protection of privacy will be a huge problem for the internet society

A cookie is a small file that a company can send to your computer when you visit the company's website. It tells them a lot about your browsing

habits. Using the web without them is nearly impossible. Doubleclick, an advertising company, has agreements with over 11,000 websites and maintains cookies on 100 million users to get information about them for marketing.

Offline, the story is the same. When you turn on a mobile phone, the phone company can monitor calls and also record the location of the phone. We use more and more electronic systems for tickets, and for access to buildings. It is becoming common for employers to monitor employees' telephone calls, voicemail, email and computer use.

The use of video surveillance cameras is also growing. Britain has about 1.5 million cameras in public places (for example, airports, shopping malls and public buildings). The average Briton is recorded by **CCTV** cameras 300 times a day. With digital cameras we can collect, store and analyse millions of images.

And this is only the beginning. Engineers are now developing cameras that can "see" through clothing, walls or cars. Satellites can recognise objects only one metre across. We can attach tracking chips to products or people.

New technology offers substantial benefits - more security against terrorists and criminals, higher productivity at work, a wider selection of products, more convenience. We are ready to give more personal information because we want the benefits.

But all this monitoring generates a mountain of data about us. Surveillance is everywhere in our society, often without our knowledge. Most people hate the idea but they don't know how to stop it.

Glossary

CCTV cameras – closed circuit television cameras – police and security staff can watch the film and follow people's movements

tracking chips – microchips that use radio signals to find the exact location of someone or something

6.2.7. Answer the following questions.

- 1 How do companies collect information about people who visit websites?
- 2 How can organisations find out where we go?
- 3 What are some of the new developments in surveillance technology?
- 4 What four advantages of surveillance technology are mentioned?
- 5 What do most people think about having so much surveillance?

6.2.8. Speaking

Who do you think benefits most from surveillance? Governments, companies or individuals? What are the dangers of too much surveillance?

Language practice

Conditionals and wish sentences

1. Choose the correct completion.

9. If you _____ to my advice in the first place, you wouldn't be in this mess right now.
- A. listen B. will listen C. had listened D. listened
10. _____ interested in that subject, I would try to learn more about it.
- A. If I am B. Should I C. I was D. Were I
11. If I _____ the same problems you had as a child, I might not have succeeded in life as well as you have.
- A. have B. would have C. had had D. should have
12. I _____ you sooner had someone told me you were in the hospital.
- A. would have visited C. had visited
B. visited D. visit
13. _____ more help, I could call my neighbor.
- A. Needed B. Should I need C. I have needed D. I should need
14. _____ then what I know today, I would have saved myself a lot of time and trouble over the years.
- A. If I know B. If I would know C. Did I know D. Had I known
15. Do you think there would be less conflict in the world if all people _____ the same language?
- A. speak B. will speak C. spoke D. had spoken
16. If you can give me one good reason for your acting like this, _____ this incident again.
- A. I don't mention C. I never mention
B. I will never mention D. will I never mention
17. I didn't know you were asleep. Otherwise, I _____ so much noise when I came in.
- A. didn't make C. won't make
B. wouldn't have made D. don't make
18. Unless you _____ all of my questions, I can't do anything to help you.
- A. answered B. answer C. would answer D. are answering

19. Had you told me that this was going to happen, I _____ it.
- A. would never have believed C. hadn't believed
B. don't believe D. can't believe
20. If Jake _____ to go on the trip, would you have gone?
- A. doesn't agree B. didn't agree C. hadn't agreed D. wouldn't agree

2. Complete the sentences with the words in parentheses.

1. I'm broke, but I (have) _____ plenty of money now if I (spend, not) _____ so much yesterday.
2. That child had a narrow escape. She (hit) _____ by a car if her mother (pull, not) _____ her out of the street.
3. A: Why were you late for the meeting?
B: Well, I (be) _____ there on time, but I had a flat tire on the way.
4. A: Did you know that Bob got 100% on the test?
B: Really? That surprises me. If I didn't know better, I (think) _____ he cheated.
5. A: How did you do on the test?
B: Not so well. I (do) _____ much better, but I misread the directions for the last section.
6. A: Do you really mean it?
B: Of course! I (say, not) _____ it unless I (mean) _____ it.
7. A: When did Mark graduate?
B: He didn't.
A: Oh?
B: He had to quit school because of some trouble at home. Otherwise, he (graduate) _____ last June.
8. A: I hear Dorothy had an accident. Was it serious?
B: No. Luckily, she wasn't driving fast at the time of the accident. If she (drive) _____ fast, I'm sure it (be) _____ a more serious accident.

9. Tom's hobby is collecting stamps from all over the world. If he (travel)
_____ to a new country, he (spend, always)
_____ time looking for new stamps. That's how he has
acquired such a large collection of valuable stamps.

3. Using the information in parentheses, complete the sentences.

1. Tim acts as if he were shining the boss. (Truth: Tim isn't the boss.)
2. This hole in my shirt looks as if it had gone by a bullet. (Truth:
The hole wasn't made by a bullet.)
3. Barbara looked at me as though
she _____ never _____ me before.
(Truth: She has met me many times before.)
4. They treat their dog as if it _____ a child. (Truth: The dog isn't a
child.)
5. She went right on talking as though
she _____ a word I'd said.
(Truth: She heard everything I said.)
6. You look so depressed. You look as if you _____ a
friend in the world.
(Truth: You have many friends.)
7. He looked right through me as if I _____. (Truth: I
exist.)
8. Craig bumped the other car and then continued as though nothing

(Truth: Something happened.)
9. A: Have Joe and Diane ever met?
B: I don't think so. Why?
A: He came in and started talking to her as if they _____ old
friends.
(Truth: They aren't old friends.)
10. I can hear his voice so clearly that it's as if he _____ here in
this room.
(Truth: He isn't here in this room; he's next door.)

11. It was so quiet that it seemed as if the earth_____.

(Truth: The earth didn't stop.)

12. I turned, and there she was. It was as though she_____

(Truth: She didn't appear out of nowhere.)

4. Using the information in parentheses, complete the sentences.

1. (The sun isn't shining.) I wish the sun were shining right now.

2. (I wanted you to go.) I wish you had gone with us to the concert last night.

3. (Spiro didn't drive.) I wish Spiro _____ to work. I'd ask him for a ride home.

4. (I can't swim.) I wish I _____ so I would feel safe in a boat.

5. (I want you to stop fighting.) I wish you _____ fighting and try to work things out.

6. (I wanted to win.) I wish we _____ the game last night.

7. (Bill didn't get the promotion.) I wish Bill _____ the promotion. He feels bad.

8. (I quit my job.) I wish I _____ my job until I'd found another one.

9. (It isn't winter.) I wish it _____ winter so that I could go skiing.

10. (I want Al to sing.) I wish Al _____ a couple of songs. He has a good voice.

11. (Natasha can't bring her children.) I wish Natasha _____ her children with her tomorrow. They would be good company for mine.

12. (No one offered to help.) I wish someone _____ to help us find our way when we got lost in the middle of the city.

5. Complete the sentences with the words in parentheses.

1 . Pedro's in trouble with the teacher. Now he wishes he (miss, not) hadn't missed class three times this week.

2. A: It's raining. I wish it (stop) would stop
B: Me too. I wish the sun (shine) were shining so that we could go swimming,
3. Heinrich doesn't like his job as a house painter. He wishes he (go)
_____ art school when he was younger. He wishes he (can
paint) _____ canvasses instead of houses for a living.
4. I wish I (move, not) _____ to this town. I
can't seem to make any friends, and everything is so congested. I wish I
(take) was offered in the small town near here.
5. I know I should quit smoking. I wish you (stop) _____
nagging me about it.
6. A: Did you get your car back from the garage?
B: Yes, and it still isn't fixed. I wish I (pay, not) _____ them
in full when I picked up the car. I should have waited to be sure that
everything was all right
7. A: I wish you (hurry) _____! We're going to be
late.
B: I wish you (relax) _____ We've got plenty of time.
8. I wish my husband (invite, not) _____ the
neighbors over for dinner when he talked to them this afternoon. I don't feel
like cooking a big dinner.
9. A: How do you like the new president of our association?
B: Not much. I wish she (elect, not) _____ I
never should have voted for her.
A: Oh, really? Then you probably wish I (vote, not)
_____ for her.
If you recall, she won by only one vote. You and I could have changed the
outcome of election if we'd known then what we know now.
10. A: I wish we (buy) _____ everything we wanted all the
time.
B: In that case, you probably wish money
(grow) _____ on trees. We'd plant some in the back yard,
and just go out and pick a little from the branches every morning.
11. A: My thirteen-year-old daughter wishes she (be, not)
_____ so tall and that her hair (be) _____ black and straight.

B: Really? My daughter wishes she (be) _____ taller and that her hair (be) _____ - blond and curly.

12. A: I wish most world leaders (meet) _____ in the near future and reach some agreement on environmental issues. I'm worried the earth is running out of time. B: I wish I (disagree) _____ with you and (prove) _____ your fears groundless, but I'm afraid you might be right.

13. A: I can't go to the game with you this afternoon.

B: Really? That's too bad. But I wish you (tell) _____ me sooner so that I could have found someone else to go with.

14. A: How long have you been sick?

B: For over a week.

A: I wish you (go) _____ to see a doctor today. You should find out what's wrong with you.

B: Maybe I'll go tomorrow.

6. Complete the sentences with the words in parentheses.

TOM: What's wrong, Bob? You look awful! You look as if you (1. run) _____ over by a truck!

BOB: Well, you (2. look) _____ this bad today, too, if you (3. have) _____ a day like mine yesterday. My car slid into a tree because the roads were icy.

TOM: Oh? I was driving on the icy roads yesterday, and I didn't slide into a tree. What happened? BOB: Well, I suppose if I (4. drive, not) _____ so fast, I (5. slide, not) _____ into the tree.

TOM: Icy roads and speed don't mix. If drivers (6. step) _____ on the gas on ice, they're likely to spin their car in a circle.

BOB: I know! And not only is my car a mess now, but I didn't have my driver's license with me, so now I'll have to pay an extra fine when I go to court next month.

TOM: Why were you driving without your license?

BOB: Well, I lost my wallet a few days ago. It slipped out of my pocket while I was riding the bus to work.

TOM: What a tale of woe! If you (7. take not) _____ that bus, you (8. lose, not) _____ your wallet. If you (9. lose, not) you _____ your wallet, (10. have) _____ your driver's license with you when you hit a tree. If you (11. have) _____ your license with you, you (12. have to pay, not) _____ a big fine when you go to court next week. And of course, if you (13. drive, not)

_____ too fast, you (14. run into, not) _____ a tree, and you (15. be, not) _____ in this mess now. If I (16. be) _____ you, I (17. take) _____ it easy for a while and just (18. stay) _____ home where you're safe and sound.

BOB: Enough about me! How about you?

TOM: Well, things are really looking up for me. I'm planning to take off for Florida as soon as I finish my finals. I'm sick of all this cold, rainy weather we've been having. I (19. stay) _____ here for vacation if the weather (20. be, not) _____ so bad. But I need some sun!

BOB: I wish I (21. go) _____. with you. How are you planning on getting there?

TOM: If I have enough money, I (22. fly) _____. Otherwise,

I (23. take) _____ the bus. I wish I (24. drive) _____ my own car there because it (25. be) _____ nice to have it to drive around in once I get there, but it's such a long trip. I've been looking for a friend to go with me and share the driving.

BOB: Hey, I have a super idea! Why don't I go with you? I can share the driving. I'm a great driver!

TOM: Didn't you just get through telling me that you'd wrapped your car around a tree?

TEST A: Directions: Choose the correct answer.

Example: If I C you, I would get some rest before the game tomorrow.

- A. am B. could be C. were D. had been
1. When I stopped talking, Sam finished my sentence for me as though he _____ my mind.
A. would read B. had read C. reads D. can read
2. If you _____, I would have brought my friends over to your house this evening to watch TV, but I didn't want to bother you.
A. had studied C. hadn't been studying
B. studied D. didn't study
3. I wish I _____ you some money for your rent, but I'm broke myself.
A. can lend B. would lend C. could lend D. will lend
4. If someone _____ into the store, smile and say, "May I help you?"
A. comes B. came C. would come D. could come
5. "Are we lost?"
"I think so. I wish we _____ a map with us today."
A. were bringing B. brought C. had brought D. would bring
6. "Here's my phone number." "Thanks. I'll give you a call if I _____ some help tomorrow."
A. will need B. need
C. would need D. needed
7. If I weren't working for an accounting firm, I _____ in a bank.
A. work B. will work C. have worked D. would be working
8. Ed invested a lot of money with a dishonest advisor, and lost nearly all of it. Now he is having serious financial problems. He _____ in this position if he'd listened to some of his friends.
A. will be B. wouldn't be C. will be D. hadn't been
9. The world _____ a better place if we had known a hundred years ago what we know today about the earth's environment.

- A. will be B. was
C. should be D. might be
10. The medicine made me feel dizzy. I felt as though the room _____ around and around.
A. were spinning C. spins
B. will spin D. would be spinning
11. "I'm really sorry about what happened during the meeting. I felt I had no choice." "It's okay. I'm sure you wouldn't have done it if you _____"
A. should have B. had to C. hadn't had to D. have to
12. _____ you, I'd think twice about that decision. It could be a bad move.
A. If I had been B. Were I C. Should I be D. If I am
13. "Was Pam seriously injured in the automobile accident?"
"She broke her arm. It _____ much worse if she hadn't been wearing her seat belt."
A. will be B. would have been C. was D. were
14. If my candidate had won the election, I _____ happy now.
A. am B. would be C. was D. can be
15. I wish Janet _____ to the meeting this afternoon.
A. came B. will come C. can come D. could come
16. I _____ you to the woman I was speaking with, but I couldn't think of her name.
A. will introduce C. would have introduced
B. would introduce D. couldn't have introduced
17. "What _____ today if you hadn't come here this weekend?"
"I guess I'd be putting in extra hours at my office."
A. are you doing C. will you be doing
B. can you do D. would you be doing
18. Page 12 of the manual that came with the appliance says,
"_____ any problem with the merchandise, contact your local dealer."
A. Do you have C. Had you
B. Should you have D. You have

19. Marge walked away from the discussion. Otherwise, she _____ something she would regret later.
- A. will say B. said C. might say D. might have said
20. I would never have encouraged you to go into this field _____ it would be so stressful for you.
- I'm sorry it's been so difficult for you.
- A. had I known C. should I know
B. and I have known D. but I knew

TEST B: Conditional sentences. Directions: Choose the correct answer.

Example: If I C you, I would get some rest before the game tomorrow.

- A. am B. could be C. were D. had been

1. Please keep your voice down in this section of the library. If you____ to talk loudly, I will have to ask you to leave.

- A. continued B. could continue C. will continue D. continue

2. Gloria never seems to get tired. I sure wish I_____ her energy.

- A. would have B. have C. have had D. had

3. "Why didn't Bill get the promotion he was expecting?"

"He may not be qualified. If he were, he_____ that promotion last year."

- A. would have been given C. would be given

- B. was given D. had been given

4. If I could find Rob's phone number, I __him about the change in plans.

Maybe somebody else will call him.

- A. called B. had called C. could call D. will call

5. "How do you like your new apartment?"

"The apartment itself is great, but I wish I

_____ used to the constant noise from the street below."

- A. got B. could get

- C. had gotten D. am

6. I was very engrossed in that presentation on Australia. The videotapes were so realistic that it was as though we_____ there, driving through the outback.

- A. were B. have been C. are D. will be

7. If I_____ following that other car too closely, I would have been able to stop in time instead of running into it.

- A. wasn't B. would have been C. was D. hadn't been

8. "Why aren't you going mountain climbing with the rest of us next weekend?" "To be honest with you, I'm lazy. If I weren't, I_____ with you."

Unit 7

THE INTERNET

7.1.1. Discuss the following questions.

- How would you define the Internet?
- Make the list of all things you can use the Internet for.
- Do you know when and how the Internet was created?

The Internet

The Internet is without doubt one of the most important inventions in history. It was started in 1968 by the US government, but at first it was used mainly by scientists. Science 1990, when the World Wide Web was created, it has changed the world, and its uses are growing every day.

The Internet is a network (several networks, in fact) of millions of computers around the world, connected by phone lines, satellite or cable, so that all the computers on the net can exchange information with each other.

The Internet is not the same thing as the Web. The Internet links computers, and the World Wide Web is a system which links the information stored inside these computers.

A company or organization stores its information in electronic documents on one of the Internet computers, somewhere in the world. This computer space – the company's web site – has an address, in the same way that every telephone has a number. To visit a web site, you simply enter the address. Your computer is connected to the web site, a document is downloaded, and a page appears on your computer screen.

When you visit a web site looking for information, some words on the page may be underlined, showing that there is more information about the subject in another document. If you click on one of these words, the Web automatically connects your computer to a new document or web site, even if this is stored thousands of kilometers away. You're surfing the net.

The main use of the Internet is to find information – for your schoolwork or job, or just to find out more about your hobbies, sports or current events. You can also use the Internet to read newspapers and magazines, play games, plan your holiday or buy things from your favorite

shop. E-mail makes it possible to send electronic messages anywhere in the world in seconds, and you can use the Internet to ‘chat’ with people and make new friends.

Using the Internet offers many advantages. For example, all of the latest information is available to you, in your home, at any hour of the day or night. It is much faster and easier to surf the net in search of information from all over the world than to travel to libraries in dozens of countries. Finally, on-line shopping makes it possible to search through catalogues to find exactly what you want at the best price, saving both time and money. By joining a newsgroup or chat group, you can share your hobbies and special interests, and perhaps make friends all over the world. Also, e-mail is popular because it is faster than sending a letter and cheaper than a telephone conversation.

On the other hand, the Internet has several disadvantages. Firstly, with so much information available, finding what you want can take you hours. Multimedia web pages with photographs, music and video are attractive. However they make downloading slow and boring. What is more, there is too much advertising instead of real information. As for Internet friendships, sitting at home in front of a computer making ‘chat friends’ is not the same as actually meeting people.

In conclusion, the Internet obviously has both good and bad points. Fortunately, the system is improving all the time, and any problems which still exist can be solved. Whether we like it or not, the Internet is here to stay, so we have to make the best possible use of it.

7.1.2. Find the Ukrainians equivalents to the following English phrases.

Without doubt; was used mainly by scientists; was created; the computer space; the company’s web site; in the same way; to enter the address; a document is downloaded; a page appears; to look for information; current events; e-mail; some words may be underlined; to click on the word; to surf the net; to chat with people; Internet is getting cheaper; to wait for you; the Internet offers many advantages; the latest information is available to you; in search of information; on-line shopping makes it possible to search through catalogues; at the best price; to save both time and money; to share

interests; to make friends all over the world; multimedia web pages; to make downloading; too much advertising instead of information; in conclusion; the system is improving; problems which exist can be solved; to make the best possible use of it.

7.1.3. Complete these phrases with the suitable prepositions.

1. _____ doubt
2. exchange information _____ each other
3. _____ the world
4. appear _____ the screen
5. _____ the page
6. information _____ smth
7. to click _____ smth
8. waiting _____ sb.
9. stored _____ a computer
10. find out _____ smth.

7.1.4. Complete the sentences with the words or phrases from the text.

1. The Internet is _____ one of the most important _____ in history.
2. At first, the Internet was used _____ by scientists.
3. The Internet was _____ in 1990.
4. The computer _____ the _____ the company's _____ _____ has an address, in the same way that every telephone has a number.
5. To visit a web site, you simply _____.
6. Your computer is connected to the web site, a document is _____, and a page _____ on your computer screen.
7. When you visit a web site _____ information, some words on the page may be _____.
8. If you _____ on one of the words, the Web automatically connects your computer to a new document or web site.
9. E-mail _____ to send electronic messages anywhere in the world in seconds.

10. Using the Internet is _____ and easier all the time.
11. All of the latest information is _____ you at any hour of the day or night.
12. It is much faster and easier to surf the net _____ information from all over the world than to travel to libraries in dozens of countries.

7.1.5. Find in the text the terms the definitions of which are given below.

- network of computers around the world;
- to enter a web site address
- certainly
- smth. invented
- cause smth. to exist, make
- come into view, become visible
- search for; try to find
- learn by study, calculation, inquiry
- draw a line under; emphasize
- have a talk
- smth. useful or helpful
- keep for future use
- make known to people; public announcement
- in place of; as an alternative to or substitute for
- lastly
- make or become better; make good use of
- have being; be real
- put together, unite

7.1.6. Are the following sentences True or false? Correct the false ones.

1. The Internet was started in 1968 by the US government? but at first it was used mainly by doctors.
2. The Internet is a network of millions of computers around the world, connected by phone lines, satellite or cable.
3. The Internet is the same thing as the Web.

4. A company or organization stores its information in electronic documents on one of the Internet computers, somewhere in the world.
5. The World Wide Web is a system which connects all the computers in the world.
6. To visit a web site, you simply enter the address.
7. The Internet offers only advantages to its users.
8. The main use of the Internet is to find information for your schoolwork or job.
9. The latest information is available to you at any time, quickly and easily.
10. Web pages with photographs, and music, video make downloading fast and interesting.

7.1.7. Answer the following questions.

1. What is one of the most important inventions in history?
2. What exactly is the Internet?
3. Are the Internet and the Web the same thing?
4. What is a Web site? And how do you visit one?
5. How do you surf the net?
6. What can you use the Internet for?
7. What are the advantages of using the Internet?
8. What disadvantages does the Internet have?
9. Is Internet friendship the same as actually meeting people?

7.1.8. Translate the following sentences into English.

1. Без сумніву, Інтернет – один з найважливіших винаходів в історії.
2. Інтернет – це мережа (в дійсності декілька мереж) мільйонів комп’ютерів у всьому світі, з’єднаних телефонними лініями, супутником або кабелем, таким чином, щоб усі комп’ютери мережі могли обмінюватися інформацією один з одним.
3. Всесвітній Web – це система, яка поєднує інформацію, що зберігається у комп’ютерах.

4. Щоб зайти на Web-сайт, необхідно просто зайди на адресу.
5. Коли ви заходите на веб-сайт, шукаючи інформацію, кілька слів на сторінці можуть бути підкреслені, це показує, що є більше інформації по темі в інших документах.
6. Користування Інтернетом надає багато переваг.
7. Набагато швидше і легше зайди у комп'ютер у пошуках інформації з усього світу, ніж іти до бібліотеки.
8. З іншого боку, Інтернет має кілька недоліків.
9. Сторінки веб-сайтів, присвячені засобам масової інформації, роблять копіювання повільним і нудним.
10. Інтернет очевидно має як хороши, так і погані сторони.

7.1.9. Choose the best word from each pair.

What's the difference between

the Web and the Internet?

Some people think that the internet and the Web are the same thing, but in fact they are different. The internet (often called simply "the net") is a global *1 network / net* of interconnected computers. These computers communicate with each other *2 over / through* existing telecommunications networks – principally, the telephone system. The Word Wide Web (usually known as just "the Web") is the billions of web pages that are stored on large computers called web *3 servers / services*. To *4 see / access* the web, you need a computer and a modem. You then connect over your telephone line to an internet service *5 port / provider* (ISP), which sends your request to view a particular web page to the correct web server. Websites are not the only service available on the internet. It is also used for many other functions, including sending and receiving email, and connecting to newsgroups and *6 discussion / talking* groups. You could say that the internet is a system of roads, and web pages and emails are types of traffic that travel on those roads.

7.1.10. Match the browser toolbar button with the function.

1. Back	a. Shows a list of the websites you have visited recently
b. Forward	b. Opens the media bar, accessing internet radio, music, video etc.
c. Stop	c. Displays the page you were on before.
d. Refresh / Reload	d. Shows the latest version of the page.
e. Home	e. Opens the search panel.
f. Search	f. Displays the page you were on before using the Back button.
g. Favorites / Bookmarks	g. Displays the page you have set as your home page.
h. Media	h. Prints the current page.
i. History	i. Stops a page from downloading.
j. Mail	j. Displays the web addresses you have chosen as your favorites.
k. Print	k. Shows email options.

Quiz

7.1.11. Do you know the answers to these technical questions about browsers? Answer true or false for each one.

1. All browsers (Internet Explorer, Mozilla Firefox etc) have exactly the same functions.
2. Cookies are data sent by an internet server to a browser. They identify the user, and track the user's access to the server.
3. You can get your browser to delete the cookies it has stored. (In Internet Explorer go to Tools, then to Internet Options, then to Delete Cookies.)
4. Pages you have viewed are stored in the Temporary Internet Files folder. These cannot be deleted.
5. You can tell your browser how long to store web addresses in the History.
6. You can set your browser to block pop-up windows.

7. All pop-ups are advertisements.
8. You can add extra toolbars to your browser window, for example a toolbar from Google.

7.2. What is an intranet?

7.2.1. You are going to read an interview with an IT expert in which she explains what an intranet is. Match the interviewer's questions to her answers.

1. Who supplies the content for the intranet?
2. What is an intranet?
3. How has the intranet's role developed since it began?
4. What are the biggest challenges in managing the intranet?
5. How many staff regularly use the intranet?
6. What are the most popular parts of the intranet?
7. What are the main security issues for the intranet?

Interviewer:_____

Jennifer: An intranet is an area where people in a company can share information of all sorts, and it can be accessed by everybody within a company, however large that company is.

Int:_____

Jen: It's very difficult to say because we don't actually see where the people who are using it come from, but from the number of hits we can average that at least 50 per cent of the company use it all the time.

Int:_____

Jen: I would say generally the most important bits that get used most of the time are the what's new section, maybe the special offers, definitely the staff directory and of course useful links giving access to all sorts of things outside the company.

Int:_____

Jen: The biggest challenge is trying to keep the information current and trying not to overload the site with too much information. As our intranet has contributors from all over the different areas of the company, we don't

want people to duplicate information, so we have to keep our eye on what goes on, so that we can continually weed out anything that's unnecessary.

Int:

Jen: Well, it won't be possible for anybody outside a company to actually access an intranet site. However, of course there is always the possibility of people downloading information and emailing it to people, so we do have to make sure we don't put really sensitive information about our company on the intranet. Also, we don't put photographs of people there unless they give us their permission as there is a slight risk of someone actually picking up a photograph and using it for some purpose. These are very, very minor risks but we do take them into consideration.

Int:

Jen: For our intranet site, we have content supplied by everyone within the company. Anyone can ask if they can have something on the intranet. We just have to edit it like we would a newspaper and try to keep certain things, some certain criteria, in our minds.

Int:

Jen: It's grown enormously. To begin with, intranet sites just used to give people very minor information, but it's rather like a magazine now and because people use it a lot, more information can go onto it, and people will want to access it more frequently, so it does just grow and grow.

7.2.2. Discuss with a partner.

- What are the advantages or a company to have its own intranet?

A company's website

Bob is describing a report about his company's website. Read it out, pay attention to the numbers.

Bob: OK. Here is our weekly statistics report for our website. As you can see here, we had a total of 4,542 hits this week. That's very good -a lot more than we usually have. The average time for each session is 1.5 minutes. That's quite normal. And the average number of pages that people view in a session is 2.7. Again, nothing unusual there. The most popular page is the products page, with 2,430 hits. We expect this of course. Most people want to know about products. Then there's the offers page with

1,395 hits. We had a number of good deals on offer this week, and lots of people were interested in those! Now let's see the breakdown of traffic by continent. Most people who visit our website are from North America - that's 57%. The Americans are usually top of the list, but this percentage isn't as high as last week. Then it's Europe with 31 %... and after that...

7.3. Dealing with numbers

7.3.1. Learn the following examples to speak about numbers and make calculations:

4,007 four thousand and seven (AmE four thousand seven)
139 a hundred (and) thirty-nine
5,139 five thousand one hundred (and) thirty-nine (NOTa hundred)
1,000 a thousand
1,700 one thousand seven hundred
We spent hundreds of thousands of dollars on travel last year.
a potential market of 1bn people (billion)
an increase of between 5 and 6 per cent
20-30% from twentyto thirty per cent
0.07 naught point naught seven (AmE zero point zero seven)
0.45 naught point four five
1.425 one point four two five
83.6 eighty-three-point six
1/6 a (one) sixth
 $\frac{3}{4}$ three quarters
+ and orplus;
– minus;
= is, are orequals
2 x 4 - two times four (two fours) *Last year indexes increased threefold.*
150 x 25 =...a hundred and fifty multiplied by twenty five equals...
300:6 = ... three hundred divided by six equals...
25% of customers – *Only one out of four (one in four) customers preferred the new line.*

1:7 a ratio of one to seven
a ten pound note,
a sixty dollar check,
a three hour flight,
a two hundred thousand dollar loan

7.3.2. Sandra Ravell is giving advice on how to manage data and answer the questions. Read the text and complete the notes with the missing words.

Sandra Ravell

Lots of people have to manage large amounts of information. You may be a manager, a secretary, or a student. When you have information that you may want to use in the future, you have to store it where you can find it again.

The first step is to decide how to structure your filing system. Ask yourself: What are the main categories of information that I deal with? Then divide them into sub-categories.

The second step is to create files for each kind of material. Give each file a name. Ask yourself: Is this name helpful when I want that file again?

The third step is to arrange your files for easy access. Ask yourself: Which files do I use often? Which are important? Put these files at the front of the filing area. Or on a computer, create a short-cut to those files.

Finally, keep your filing system up-to-date. Delete or throw away old material. File new information immediately in the right place. And review your system often. Ask yourself: Does this system work for me? Can I organise it better?

Finding information takes time. A good filing system can save you a lot of time.

7.3.3. Answer the questions.

1. She names three kinds of people who need to manage large amounts of information. Who are they?
2. Why is it important to manage information well?

7.3.4. Complete the notes with the missing words:

Step 1: Decide how to ¹ _____ your filing system

- What are the main ² _____ of information that you deal with?
- What sub- ³ _____ ?

Step 2: Create ⁴ _____ for each kind of material

- Give your files helpful names

Step 3: Arrange your files for easy ⁵ _____

- Create a short-cut to files that you use often
- Keep most important files at the ⁶ _____ of the filing area

Keep your filing system ⁷_____

- File new information as soon as you get it
- ⁸ _____ or throw away old material
- ⁹ _____ your system often: does it work for you?

7.3.5. Read and act out the dialogue.

A Thanks for agreeing to help with my research.

B That's OK. What do you need to know?

A Well, first, about how many people are online, worldwide?

B Worldwide? It's difficult to say exactly. But we think it's about 600 million.

A Did you say 600 million? That's a lot!

B Yes. It's difficult to be precise because it's increasing all the time.

A Right. So how many of those are in Europe?

B About 30 per cent.

A Sorry - can I just check? Thirteen per cent?

B No, not thirTEEN, THIRty per cent.

A Thirty per cent. Hmm. So that's about 200 million.

B Just under 200 million, yes. The number I've got here is 190.91 million.

A What a number! Can you repeat it, please?

B A hundred and ninety point nine one million.

A OK. And how much time does each person spend browsing the web?

B The average time is over 25 hours.

A Do you mean 25 hours a week?

B No, no - 25 hours a month.

A Right, thanks. I think that's everything ...

7.3.6. Write the precise or approximate numbers.

1 Number of people online worldwide: _____

2 Percentage of people online in Europe: _____

3 Number of people online in Europe: _____

4 Time each person spends browsing: _____

7.3.7. Speaking.

What web browser do you use? Why?

Prepare a report about various web browsers. Compare their advantages and disadvantages.

Language practice

Gerund and infinitive

1. Complete the sentences with prepositions followed by gerunds.

Use the verbs in the given list. Use each verb only once.

sask	have	make	see
break	kill	open	talk
finish	lock	practice	wash

1. Instead of asking for help on each arithmetic problem, you should use your book and try to figure out the answers yourself.
2. I look forward _____ you next time I'm in town.
I'll be sure to let you know ahead of time so that we can plan to get together.
3. Alice told us that she was tired _____
4. The four-year-old was blamed _____ the dishes every night, the glass candy dish.
5. Because of the bomb scare, no one was allowed in the building. People were prevented _____ the front door by a guard who was stationed there.
6. You should listen to other people instead _____ about yourself all the time.
7. What do you feel _____ for dinner? Does chicken and rice sound good?
8. Frank is an environmentalist who believes animals should be protected from hunters. He objects _____ wild animals for sport.
9. Please don't argue _____ your homework. Just do it.
10. Marie is responsible _____ all the doors and windows and _____ sure all the lights are turned off before she leaves work in the evening.
11. Mario spent all month preparing for the tennis match, but in spite for many hours each day, he lost the match to Ivan.

2. Make sentences using the given verbs.

Examples: enjoy + watch ->• *Do you enjoy watching old movies on television?*

mind + have to be ->• / *don't mind having to be in class at 8:00 A.M.*

put off + pack ->• *Dan usually puts off packing his suitcase until the very last minute.*

1. enjoy + take
2. avoid + eat
3. go + jog
4. finish + do
5. suggest + change
6. consider + go + swim
7. stop + cry
8. discuss + go + shop
9. mention + have to go
10. delay + put
11. mind + take
12. keep + ask
13. quit + worry about
14. postpone + take

*COMPARE:

Used + to + **-ing** means "accustomed to doing something."

Mary is used to living in a cold climate. = *Mary is accustomed to living in a cold climate.* **Used** + to + simple form (infinitive) expresses habitual past activities.

Jack used to live in Chicago. = *Jack lived in Chicago in the past, but now he doesn't.*

3. Combine the given ideas into one sentence.

1. play soccer . . . spend ... all yesterday afternoon ... we -* *We spent all yesterday afternoon playing soccer.*

2. a really good time ... all of us ... have . . . play soccer in the park . . . yesterday
3. find . . . have trouble . . . Omar . . . my house . . . last night
4. my bicycle . . . my mother . . . try to steal . . . catch . . . some neighborhood kids . . . yesterday
5. at the window . . . stand . . . when the boss walked into the office . . . all of the employees . . . watch the parade on the street below
6. my father always said, "... read novels . . . your time . . . from other kinds of books . . . when you could be learning something worthwhile . . . don't waste"
7. when Mrs. Smith checked on the children last night . . . play a game . . . find . . . instead of sleeping . . . them . . . she
8. Susan . . . find . . . when I opened the door . . . I . . . on her bed . . . cry . . . lie

4. Select the correct answer for each sentence.

1. Whenever we met, Jack avoided B at me.
A. to look B. looking
2. Most people enjoy _____ to different parts of the world.
A. to travel B. traveling
3. Marjorie needs _____ another job. Her present company is going out of business.
A. to find B. finding
4. May I change the TV channel, or do you want _____ more of this program?
A. to watch B. watching
5. Joan is considering _____ her major from pre-med studies to psychology.
A. to change B. changing
6. Although Joe slammed on his brakes, he couldn't avoid _____ the small dog that suddenly darted out in front of his car.
A. to hit B. hitting
7. I hope _____ my autobiography before I die. Do you think anyone would read it?

- A. to write B. writing
8. Joyce thanked us for _____ them to dinner and said that they wanted to have us over for dinner next week.
- A. to invite B. inviting
9. If you delay _____ your bills, you will only incur more and more interest charges.
- A. to pay B. paying
10. My lawyer advised me not _____ anything further about the accident.
- A. to say B. saying
11. A procrastinator is one who habitually postpones _____ things — especially tasks that are unpleasant.
- A. to do B. doing
12. You should plan _____ at the stadium early or you won't be able to get good seats.
- A. to arrive B. arriving
13. My mom asked me _____ up some eggs at the supermarket on my way home from work.
- A. to pick B. picking
14. Nobody has offered _____ the house next door, so I think they're going to lower the price. |
- A. to buy B. buying
15. The highway patrol advises _____ the old route through the city because the interstate highway is under major repairs.
- A. to take B. taking
16. Would you mind _____ that apple for me? My arthritis is acting up in my right hand.
- A. to peel B. peeling
17. Stop _____ me! I'll get everything finished before I go to bed.
- A. to nag B. nagging
18. When the university suggested _____ the tuition again, the student senate protested vigorously.
- A. to raise B. raising
19. Are we permitted _____ guests to the ceremony? I'd like to invite my friend to join us.
- A. to bring B. bringing

20. The city council agreed _____ the architect's proposed design for a new parking garage. \
A. to accept B. accepting

5. Restate the given sentences. Choose the most appropriate reporting verb in parentheses. Make it active or passive as appropriate. Include an infinitive in the completion and any other necessary words.

- 1 . The teacher said to Jim, "Would you give your book to Mary, please?"
(ask, tell, order)
-> The teacher ask Jim to give his book to Mary.
2. The sign said, "No parking in this area. Violators will be towed away."
(invite, warn, force)
-> Drivers were warned not to park in the area.
3. Before Bobby went to bed, his father said, "Don't forget to brush your teeth." (invite, allow, remind)
-> Before Bobby went to bed, his father _ his teeth.
4. Under the law, drivers and all passengers must wear seat belts while in a moving vehicle. (encourage, require, permit)
-> Drivers and passengers _____ seat belts while in a moving vehicle.
5. When I asked the nurse about my skin rash, she said, "You should consult a dermatologist." (ask, permit, advise)
-> The nurse _____ a dermatologist.
6. The fire chief said, "Everyone must leave the building immediately."
(order, remind, allow)
-> Everyone _____ the building immediately.
7. The instructor said to the students, "You will have exactly one hour to complete the exam." (order, expect, warn)
-> The students _____ the exam in one hour.
8. Because he forgot last year, I told my husband several times that he should buy some flowers for his mother on Mother's Day. (remind, require, allow)

- > I _____ some flowers for his mother on Mother's Day.
9. My garage mechanic said, "You should get a tune-up every 5,000 miles." (*ask, order, advise*) -> My garage mechanic _____ a tune-up every 5,000 miles.
10. The factory manager said to the employees, "Do not come late. If you do, you will lose your jobs." (*ask, warn, encourage*)
-> The employees _____ late.
11. The sign on the side door says, "Do not enter," so we have to use a different door. (*ask, permit, force*)
-> Nobody _____ the side door.
12. The little girl said to her father, "Daddy, I really like this tricycle. Can we buy it?" (*require, ask, advise*)
-> The little girl _____ the tricycle for her.
13. We often told our grandfather, "Your experiences as a sailor in the navy were fascinating. You should write a book about them." (*remind, encourage, require*)
-> We _____ a book about his experiences in the navy.
14. The judge said to the defendant, "You must not shout in the courtroom again." (*ask, order, encourage*)
-> The defendant _____ in the courtroom again.

6. Choose the best answer or answers. In some cases, BOTH answers are correct.

1. John was trying B the door with the wrong key.
A. unlocking B. to unlock
2. The audience began A, B before the curtains closed.
A. clapping B. to clap
3. The soccer teams continued _____ even though it began to snow.
A. playing B. to play

4. We like _____ outside when the weather is warm and sunny.
A. eating B. to eat
5. We began _____ to the news when we heard the Olympics mentioned.
A. listening B. to listen
6. I was just beginning _____ asleep when the phone rang.
A. falling B. to fall
7. I really hate _____ late for appointments.
A. being B. to be
8. The cake was starting _____ when I took it out of the oven.
A. burning B. to burn
9. She's so impatient! She can't stand _____ in line for anything.
A. waiting B. to wait
10. I prefer _____ my bicycle to work because the automobile traffic is too heavy.
A. riding B. to ride
11. Lillian prefers _____ to taking the bus.
A. walking B. to walk
12. Tim prefers _____ than to jog for exercise.
A. walking B. to walk
13. The baby loves _____ in the car.
A. riding B. to ride
14. Near the end of the performance, the audience began _____ their feet on the floor.
A. stamping B. to stamp
15. The audience began to clap and _____ their feet on the floor.
A. stamping B. (to) stamp
16. The audience began clapping and _____ their feet on the floor.
A. stamping B. (to) stamp
17. My son sometimes forgets _____ the stove when he is finished cooking.

- A. turning off B. to turn off
18. Alex will never forget _____ his first helicopter ride.
A. taking B. to take
19. Would you please remember _____ away all the tapes when you're finished listening to them?
A. putting B. to put
20. I remember _____ them away when I finished with them last night.
A. putting B. to put
21. I remember _____ Bolivia for the first time.
It's a beautiful country.
A. visiting B. to visit
22. What am I going to do? I forgot _____ my calculus text, and I need it for the review today.
A. bringing B. to bring
23. My boss regrets _____ his secretary now that she is gone.
A. firing B. to fire
24. The letter said, "I regret _____ you that your application has been denied."
A. informing B. to inform
25. I haven't been able to get in touch with Shannon. I tried _____ her. Then I tried _____ her a letter. I tried _____ a message with her brother when I talked to him.
Nothing worked.
A. calling . . . writing . . . leaving
B. to call ... to write ... to leave
26. I always try _____ my bills on time, but sometimes I'm a little late..
A. paying B. to pay

7. Complete the sentences with the correct form, gerund or infinitive, using the words in parentheses.

1. The store offered *to refund* the money I paid for the book I returned, (*refund*)

2. Don't pretend *to be* what you aren't, (*be*)
3. I persuaded my brother-in-law not _____ that old car.
(*buy*)
4. Annie denied _____ the brick through the window,
(*throw*)
5. My father expects me _____ high marks in school, (*get*)
6. According to the sign on the restaurant door, all diners are required
_____ shirts and shoes, (*wear*)
7. We are planning _____ several historical sites in
Moscow, (*visit*)
8. There appears _____ no way to change our reservation for the
play at this late date, (*be*)
9. For some strange reason, I keep _____ today is
Saturday, (*think*)
10. All of the members agreed _____ the emergency
meeting, (*attend*)
11. I've arranged _____ work early tomorrow, (*leave*)
12. Even though Anna had never cut anyone's hair before, she readily
consented _____ her husband's hair, (*cut*)
13. Mary decided _____ her friend's critical remarks,
(*ignore*)
14. My roommate says I have a terrible voice, so I
stopped _____ in the shower, (*sing*)
15. Did the doctor mention _____ any foods in
particular? (*avoid*)
16. The cashier always remembers _____ the money in her cash register
each day before she leaves work, (*count*)
17. Let's hurry! We must finish _____
the office before 3:00 today, (*paint*)
18. The student with the highest average deserves _____ an
"A." (*get*)
19. I appreciate your _____ for my dinner. I'll buy next
time, (*pay*)
20. The physically handicapped child struggled _____ up
with the other children
on the playground, but she couldn't, (*keep*)

21. Janice misses _____ walks with her father in the evening now that she has moved away from home, (*take*)
22. The customs official demanded _____ what was inside the gift-wrapped box. (*know*)
23. We've discussed _____ to New York in the fall, but I'm worried about our children having to adjust to a new school system and new friends, (*move*)
24. Children shouldn't be allowed _____ violent programs on TV. (*watch*)
25. In a fit of anger, I ordered my neighbor _____ his mule off my property, (*keep*)

8. Complete the sentences with the correct form, gerund or infinitive, using the words in parentheses.

1. The doctor was forced *to operate* immediately to save the patient's life, (*operate*)
2. The newspaper hired Bill _____ pictures of the championship match between the two boxers, (*shoot*)
3. Most passengers dislike _____ to sit in small, uncomfortable seats on transoceanic flights, (*have*)
4. I choose _____ to Stanford University for my undergraduate studies, (*go*)
5. I must drive more carefully. I can't risk _____ another speeding ticket, (*get*)
6. All of the members agreed _____ the emergency meeting, (*attend*)
7. Jack promised _____ to the meeting, (*come*)
8. The sign warns you not _____ right on a red light, (*turn*)
9. Did Dick mean _____. Sue about the surprise party, or did it slip out accidentally? (*tell*)
10. You must keep _____ on the computer until you understand how to use all of the programs, (*practice*)
11. Our class volunteered _____ the classroom during the maintenance workers' strike, (*clean*)

12. When you get through _____ the newspaper, I could use your help in the kitchen, (*read*)
13. I think we should delay _____ these reports to the main office, (*send*)
14. The judge demanded _____ the original document, not the photocopy, (*see*)
15. After hearing the weather report, I advise you not _____ skiing this afternoon, (*go*)
16. George is interested in _____ an art class, (*take*)
17. I was furious. I threatened never _____ to him again, (*speak*)
18. My parents appreciated _____ the thank-you note you sent them, (*receive*)
19. The committee is planning _____ next Friday, (*meet*)
20. If I don't leave on the 15th, I will miss _____ home in time for my mother's birthday party, (*get*)
21. I know you're anxious to get out of here and get back home, but you should seriously consider _____ in the hospital a few more days, (*stay*)
22. Alex refused _____ for his rude behavior, (*apologize*)
23. When I was in the army, I had to swear _____ my senior officers' orders, (*obey*)
24. I don't recall _____ your dictionary anywhere in the apartment. Maybe you left it in the classroom, (*see*)
25. Mrs. Lind required the children _____ off their muddy boots before they came into the house, (*take*)

9. Choose the correct answer(s).

1. Instead of buying a new pair of shoes, I had my old ones C
A. repair B. to repair C. repaired
2. I helped my daughter A, B her homework.
A. finish B. to finish C. finished

3. I made my son _____ the windows before he could go outside to play with his friends.
- A. wash B. to wash C. washed
4. Maria had her landlord_____ the broken window before winter.
- A. fix B. to fix C. fixed
5. To please my daughter, I had her old bicycle_____ bright red.
- A. paint B. to paint C. painted
6. Sam was reluctant, but we finally got him_____ his guitar for us.
- A. play B. to play C. played
7. When I had to make an emergency phone call, the secretary let me _____ her phone.
- A. use B. to use C. used
8. Jack, could you help me_____ a place in the garden to plant some tomatoes?
- A. dig B. to dig C. dug
9. Before we leave, let's have Shelley _____ a map for us so we won't get lost..
- A. draw B. to draw C. drawn
10. Are you going to let me_____ that last piece of blueberry pie?
- A. eat B. to eat C. eaten

Unit 8

MANAGEMENT INFORMATION SYSTEMS

8.1. Discuss the following question.

- What do you know about management information systems?

8.1.1. Read the text, use a dictionary if necessary.

Management Information Systems

Management is becoming increasingly important in today's farming. Management information systems can play an important role in this context.

Management implies decision-making. To make the right decisions, farm manager should have insight beforehand into the potential impact of various decisions on the results of the farm. Estimates of these impacts can be obtained from model calculations. A model is defined as a simplified representation of a system (e.g. the farm or a part of it), which can be used to predict the effects of changes in the system. Current developments in computers and advanced mathematical methods allow the consideration of more aspects of a decision and more alternative plans in these models. Computer-based models, therefore, have become promising tools in the field of farmers' management support.

Various computer-based models are described in literature. Use of these models has often ended in general rules of thumb applicable to all farmers. It is doubtful whether these general rules are indeed valid for all farmers. The profitability of the given support may be improved when this general advice can be replaced by recommendations from models that are tailored to individual farm conditions.

Management can be described as the decision-making process in which limited resources are allocated to a number of production alternatives. This allocation of resources should be organized and operated in such a way that the firm's goals and objectives are achieved. The management process can be considered a cyclical process, including three basic or primary functions: planning, implementation and control. Planning is the process of selecting a particular strategy or course of action from

various alternatives. Depending on the planning horizon, strategic (long-term), tactical (medium-term) and operational (short-term) planning can be considered. Strategic planning concerns decisions related to the basic farm structure. The strategic plan has its effects in the long term and established the scope in which tactical planning has to be carried out. Tactical or medium-term planning (year, season) is involved with obtaining optimal results within the given or proposed farm structure. Within the framework set by tactical planning, a more detailed plan can be produced. This operational or short-term plan (days, weeks) anticipates the actual situation on the farm. Implementation is the process of acquiring the resources needed and putting the chosen plan into action. Control involves the evaluation of performances, in order to determine whether or not they meet plans, and to decide whether corrective actions to improve performance are needed. The corrective actions resulting from the control function form the start of a new management cycle.

Information processing is an important activity for the farm manager, since it provides the essential information for making the right decisions. Computers have become an essential part of organizational information processing because of the power of the technology and the volume of data to be processed. Furthermore, the ability to automate information processing has enabled an expansion in the use of formalized information. The current challenge in information processing is to use the capabilities of computers to support managerial activities and decision-making. The broad category of computer systems that realize the collection, maintenance and use of information for organizational purposes are classified as management information systems. A management information system is an integrated, user-machine system for providing information to support operations, management and decision-making functions in an organization. The system utilizes computer hardware and software; manual procedures; models for analysis, planning, and control and decision making; and a database.

The basic purpose of a management information system is to provide a way of supplying the decision maker with information for making decisions. Therefore, the components of a management information system should have a close relationship with the different steps of the decision-making process. The decision-making process is commonly described in

the following five steps: (1) define the problem or opportunity, (2) identify alternative courses of action, (3) gather information and analyze each of the alternative actions, (4) make the decision and take the action, and (5) accept the consequences and evaluate the outcome.

Vocabulary Notes:

- to imply decision-making – містити, натякати на прийняття рішень
to have insight beforehand into – розуміти заздалегідь
to obtain from – одержувати, діставати
model calculations – розрахунок, обчислення моделей (зразків)
simplified representation of a system – спрощене зображення системи
to allow consideration – дає можливість розглядати
to be valid for – бути дійсним, справжнім
to tailor to – пристосовувати
to involve with – мати наслідком, спричиняти, викликати, включати
to anticipate – передбачати
to put the plan into action – втілити план в дію
the evaluation of performance – оцінка виконання
information processing – обробка інформації
to enable – давати змогу, робити придатним, пристосовувати
formalized information – оформлена інформація
the current challenge – актуальна проблема
maintenance of information – збереження інформації
manual procedure – не автоматичні операції
to accept the consequences – приймати наслідки, висновки
to evaluate the outcome – оцінювати результат (наслідок)
estimate – оцінка, кошторис
rule of thumb – кустарний спосіб, приблизний підрахунок
applicable to – придатний до

8.1.2. Find the Ukrainians equivalents to the following English phrases.

To imply decision-making; to make the right decision; to have insight beforehand into; potential impact of various decisions on; estimates of the impact; a simplified representation of a system; to predict the effects of changes; advanced mathematical methods; to allow the consideration of more aspects of a decision; computer-based models; promising tools; rule of thumb; to tailor; to allocate resources; implementation; to improve performance; the current challenge; to accept the consequences.

8.1.3. Fill in the gaps, using the words and phrases from the text.

1. To make the right decisions, farm managers should _____
_____ into the potential impact of various decisions on
the results of the farm.
2. A model is defined as _____ of a system.
3. Computer-based models, therefore, have become _____ in
the field of farmers, management support.
4. use of these models has often ended in general _____
_____ applicable to all farmers.
5. This _____ should be organized and
operated in such a way that the firm's goals and objectives are
achieved.
6. Tactical or medium-term planning _____
obtaining optimal result within the given or proposed farm structure.
7. Furthermore, the ability to automate information processing _____
_____ in the use of formalized information.
8. _____ in information processing is to use
the capabilities of computers to support managerial activities and
_____.
9. Control involves the _____, in order to
determine whether or not they meet plans.
10. Strategic planning _____ decisions _____ to the basic
farm structure.

8.1.4. Find in the text the terms the definitions of which are given below.

- skillful treatment;
- all those concerned in management an enterprise;
- give or make a suggestion (that);
- involve the truth of smth, not definitely stated;
- judgment;
- approximate calculation (of size, cost etc);
- strong impression or effect;
- design or structure of which many copies are made or reproductions;
- say, tell in advance;
- effective because made or done with the correct formalities;
- advantage or good obtained from smth;
- give, put on one side, as a share or for a purpose;
- see what needs doing;
- what is likely to happen and time;
- do what is necessary;
- carry an undertaking, agreement, promise into effect;
- connected series of actions, changes;
- that which follows or is brought about as the result or effect of smth;

8.1.5. Find the English equivalents to the following Ukrainians phrases.

Розрахунок моделей; оцінювання впливу; спрощене зображення системи; прогнозувати наслідки змін; багатообіцяюче знаряддя; правила приблизного підрахунку (кустарного способу); втілення; передбачати; розміщення ресурсів; обробка інформації; втілити план у дію; використовувати програму комп'ютерного забезпечення; визнавати наслідки; оцінювати результат; придатний до...; дас можливість розглядати; оцінка виконання.

8.1.6. Are the following sentences True or false? Correct the false ones.

1. The management process includes three basic or primary functions: planning, implementation and control.

2. Implementation is the process of selecting a particular strategy or course of action from various alternatives.
3. Control involves the evaluation of performances.
4. The current challenge in information processing is to provide the information for making the right decisions.
5. Strategic planning concerns decisions related to the basic farm structure.
6. Computers have become an essential part of organizational information processing because of the power of the technology and the volume of data to be processed.
7. A management information system is an integrated system for supporting operational management decisions.
8. The basic purpose of a management information system is to use capabilities of computers.
9. The system utilizes computers hardware and software.
10. The components of a management information system shouldn't have a close relationship with the different steps of the decision – marking process.

8.1.7. Answer the following questions.

- 1.What does management imply?
- 2.What should farm managers have to make the right decision?
- 3.How is model defined?
- 4.How can management process be considered?
- 5.What is planning?
- 6.What does control involve?
- 7.What is information processing?
- 8.How are the broad categories of computer systems classified?
- 9.What is a management information system?
- 10.What is the basic purpose of a management information system?

8.1.8. Translate the following sentences into English.

1. Для того щоб прийняти правильне рішення, менеджерам сільського господарства потрібно розуміти заздалегідь потенційний вплив різних рішень на результати ферми.

2. Модель визначається як спрощене зображення системи, яка може бути використана для прогнозування наслідків змін у системі.
3. Розподіл ресурсів потрібно організовувати і керувати ними таким чином, щоб досягти цілей фірми.
4. Планування – це процес вибору певної стратегії або циклу дій із різних альтернатив.
5. Використання – це процес здобуття необхідних ресурсів і реалізація обраного плану.
6. Контроль включає оцінку виконань для того щоб визначити чи задовільняють вони плани, і щоб вирішити, чи необхідні виправні дії для покращення виконання.
7. Обробка інформації – це важлива діяльність для менеджера сільського господарства, оскільки вона забезпечує вагому інформацію для прийняття правильних рішень.
8. Актуальність проблеми в обробці інформації – це використання можливостей комп’ютерів для вирішення організаторської діяльності і прийняття рішень.
9. Широка категорія комп’ютерних систем, яка включає збір, збереження і використання інформації для організаційних цілей класифікуються як інформаційні системи в менеджменті.

8.1.9. Work in groups. Discuss the following questions.

1. What is management?
2. Computerized support of management.
3. Basic concepts of management and management information systems.
4. Information processing.

8.2. Case study

8.2.1. Read the following information.

A British company, Systemax, manufactures and sells laboratory equipment to three main regions: Europe, North America and Asia Pacific. Systemax is entering a new export market in Mexico. Sales in Mexico are small at the moment, but the company expects a big increase in the next two years and hopes to expand further into South America during the next five years. Systemax has two export managers for the main regions: George Johnstone, North America; Linda McCade, Europe.

Now someone has to take responsibility for exports to Mexico. Is it better to give extra responsibility to George Johnstone or to Linda McCade? Or perhaps the company needs to find a third export manager? The extra responsibility means travelling to Mexico (and in future, to countries in South America) several times a year and building good relationships with customers there. Mexico has a border with the US and, in terms of geography, could be part of the North America region. But its culture is very different from the US culture. It is in many ways more similar to the culture of Spain.

You are the Systemax directors and have to decide. Consider:

What abilities and experience do George and Linda have?

How much time does each have for extra responsibilities?

Are they ready to increase the amount of travel abroad?

<i>Info about George Johnstone</i>	<i>Info about Linda McCade</i>
An excellent salesman. Has good relations with the customers in the US and Canada. Single, 32 years old. Keen to expand his area of responsibility. Travels a lot on business. Mexico easy because close to US. Doesn't speak Spanish and no experience in Spanish-speaking cultures.	An excellent manager. Very good at planning and organizing her work. Speaks Spanish. Experience of Spanish-speaking cultures. Good relationships with Spanish customers. Travels a lot on business. Mexico would mean longer flights. Married, 29 years old. Hopes to start a family in two

	to three years.
--	-----------------

8.2.2. Discuss the information and decide if it is a good idea to give extra responsibility to either George or Linda. Or you may decide to look for a third export manager.

8.2.3. Write an email to either George Johnstone or Linda McCade, offering him/her the job and explaining why. Use these words in your email:

I'm writing to tell you that we would like to offer you the job of ...

We think you are the right person for this job because ...

8.2.4. Listen to Alistair Cross, a director of Systemax. She explains the company's decision regarding responsibility for exports to Mexico.

Audioscript

George Johnstone is an excellent export manager and a very good salesman. But he doesn't have experience of Mexico. When you start to do business in a new region, it's very important to understand the culture. If you make mistakes, you can lose a customer. Linda has a lot of experience of doing business in Spain, and she knows something of South American cultures. She also speaks excellent Spanish. So we think that Linda is the best person to take responsibility for exports to Mexico. We know that she may not want to stay in the job for more than two or three years, so we are also looking for a new person to join the sales team - someone who speaks good Spanish and has a lot of experience of doing business in Latin America. Then if Linda wants to stop travelling, we will have someone who can take this role.

Language practice

Infinitive constructions

- 1. Translate into English, using the for-to-infinitive Construction where possible.**
2. Перше, що ми повинні зробити — це замовити квитки.
3. Питання було занадто неочікуваним, щоб я міг відповісти на нього негайно.
4. Я підкреслила ці пропозиції для того, щоб ви могли проаналізували їх.
5. Він попросив принести папір і ручку.
6. Цей текст достатньо легкий, щоб ви змогли зрозуміти його зміст без словника.
7. Мені хотілося б, щоб ти поступив до університету.
8. Йому нічого не залишалося робити, як негайно вийхати в Донецьк.
9. Зробити це повинен був лише він.
10. Було б нерозумно, якщо б він зараз поїхав з міста.
11. Найкраще, що ви можете зробити в цій ситуації, - це особисто вибачитись і запропонувати якось віправити становище.

2. Translate into English, using the infinitive.

1. Нічого не зробиш, прийдеться іти пішки.
2. Вірші важко перекладати.
3. Я завтра їду, а так багато ще треба встигнути зробити.
4. Кому писати протокол?
5. Доповідь почнеться рівно о п'ятій, неодмінно приходьте вчасно.
6. Вже пізно телефонувати. Єдине, що нам залишається зробити, — це надіслати повідомлення.
7. Не йдіть. Мені треба вам дещо сказати.
8. Перестаньте сперечатися – цим нічого не досягнеш.
9. Деяким людям важко вгодити.
10. Він дуже розумна людина, але з ним важко мати справу.

3. Join the sentences using Complex Object with the Infinitive or Participle.

1. Mary opened the window and smiled happily. *I saw* _____
2. The secretary was typing a report. *We watched* _____
3. The girl smiled. *I noticed* _____
4. The man was trying to unlock the suitcase. *We observed* _____
5. Ann said something in English. *I heard* _____
6. The tourists stopped near the museum. *We saw* _____
7. Somebody touched my shoulder. *I felt* _____
8. The women were planting trees and bushes. *I watched* _____
9. She left the room. *I did not notice* _____
10. The boy picked something up from the ground. *I saw* _____
11. The speaker was describing the situation in some European countries. *We heard* _____

4. Translate into Ukrainian paying attention to the form of the Infinitive.

1. Nature has many secrets to be discovered yet.
2. To be instructed by such a good specialist was a great advantage.
3. I am awfully glad to have met you.
4. Martha was very sorry to have forgotten to attend the meeting.
5. He is very absent-minded, but he doesn't like to be reminded of his duties.
6. Jane remembered to have been told a lot about this man.
7. I am glad to be talking to you today about our achievements.
8. Which is more pleasant: to give or to be given presents?
9. Sorry to have placed you in such an awkward situation.
10. Carol was awfully astonished to have been offered this position.
11. They are very likely to have taken part in that project.
12. He is certain to get the letter tomorrow.

5. Translate into Ukrainian paying attention to the use of Complex Subject with different types of Infinitive.

1. She seemed *to have been waiting* for a long time.
2. I happened *to have left* my office early that day.
3. He didn't appear *to be surprised* at this news.
4. They seem *to be waiting* for you downstairs.
5. The film is sure *to have been* a great success.
6. The delegation is reported *to have arrived* in Kyiv.
7. She is known *to be interested* in chemistry.
8. He seems *to be enjoying* the party.
9. I am likely *to solve* the problem.
10. She appears *to have been teaching* here for five years.

6. Insert 'to' where necessary before the infinitive in brackets.

1. She can ... (sing) quite well.
2. He will be able ... (speak) English fluently very soon.
3. He made her ... (repeat) the message.
4. May I ... (use) your phone?
5. You needn't ... (ask) for permission; you can ... (use) it whenever you like.
6. If you want ... (get) there before dark you should ... (start) at once.
7. I couldn't ... (remember) his address.
8. Would you like ... (go) now or shall we ... (wait) till the end?
9. How dare you ... (open) my letters?
10. They used ... (buy) three newspapers a day.
11. Will you help me ... (move) the bookcase?
12. He made us ... (wait) for hours.
13. He was seen ... (leave) the house.
14. He must ... (send) them a telegram.
15. Where would you like ... (have) lunch?
16. You can ... (lead) a horse to water but you can't ... (make) him ... (drink).
17. You seem ... (know) this area very well. –Yes, I used ... (live) here.
18. We don't ... (want) anybody ... (know) that we are here.
19. Let me ... (help) you with your work.
20. She asked me ... (read) the letter carefully and ... (write) an answer.
21. We had better ... (stop) ... (rest) a little.

22.I don't know what ... (do).

7. Translate into English.

1. Мені шкода, що я пропустив цю цікаву лекцію.
2. Вона щаслива що відвідала концерт відомого італійського музиканта.
3. Я задоволена тим, що була запрошена на цю вкрай важливу зустріч.
4. Він попросив, щоб йому показали дорогу до актового залу.
5. Я був вдячний, що мені дали кімнату з чудовим видом на старе місто.
6. Вони дуже задоволені, що нарешті підписали угоду.
7. Наші колеги пишаються тим, що виграли цей тендер.
8. Мені шкода, що я не застав вас вдома.
9. Я рада, що надала вам всю необхідну інформацію.
10. Вона, очевидно, запізнилась на поїзд.
11. Кажуть, що вони зараз живуть в Парижі.
12. Відомо, що ви вивчали кілька іноземних мов одночасно. Це важко?
13. Очевидно, ви забули про нашу попередню домовленість.
14. Сталося так, що ми зустрілися у Львові.
15. Кажуть, що вона живе в цьому місті понад 20 років.

8. Translate into English using Complex Object where possible.

A.

1. Вони хотять, щоб ми прийшли до них сьогодні.
2. Вона хоче, щоб її запросили на семінар.
3. Він не любить, коли йому заважають відвідувачі.
4. Я ніколи не чув, як він говорить французькою.
5. Вона побачила, що таксі зупинилось біля дверей.
6. Де ви хотете, щоб я чекав вас?
7. Вона любить, коли до неї звертаються офіційно.
8. Я чув, як вона запитала його про зарплату.
9. Я сподіваюсь, що мене запросять туди.
10. Чи ви вважаєте, що він талановитий вчений?

B.

1. Вони не сподівались, що їм запропонують цю роботу.
2. Ніхто не бачив, як він повернувся?
3. Що примушує вас так думати?
4. Мені подобається робити людей щасливими.
5. До побачення, ми раді були вас зустріти.
6. Мені незручно, що я турбую вас.
7. Я радий, що мене послали на цю виставку.
8. Вчитися наполегливо - завдання кожного.
9. Ми взяли таксі, щоб прибути на станцію вчасно.
10. Вона не хоче, щоб її там побачили.

9. Choose the necessary form of the Infinitive.

1. I hate _____ (to bother/to be bothered) you, but the students are still waiting _____ (to give/to be given) books for their work.
2. He seized every opportunity _____ (to appear/to have appeared) in public: he was so anxious _____ (to talk/to have talked/to be talked) about.
3. Is there anything else _____ (to tell/to have told/to be told) her? I believe she deserves _____ (to know/to be known/to be knowing) the state of her business.
4. He began writing books not because he wanted _____ (to earn/to have earned/to be earned) a living. He wanted _____ (to read/to be reading/to be read) and not _____ (to forget/to be forgotten/to have forgotten).
5. I consider myself lucky _____ (to have been/to be) to that famous exhibition and _____ (to see/to be seeing/to have seen) so many wonderful machines.
6. He seems _____ (to know/to be knowing/to have been knowing) French very well: he is said _____ (to spend/to be spending/to have spent) his youth in Paris.
7. The woman pretended _____ (to read/to have read/to be reading) and _____ (not to hear/not to have heard/not to be hearing) the bell.

8. You seem _____ (to look/to have looked/to be looking/to have been looking) for trouble.
9. It seemed _____ (to snow/to have snowed/to have been snowing/to have been snowed) heavily since early morning: the ground was covered with a deep layer of snow.
10. They seemed _____ (to quarrel/to be quarreled/to be quarrelling): I could hear angry voices from behind the door.
11. They are supposed _____ (to work/to be working/to have been worked/to have been working) at the problem for the last two months.

Unit 9

INNOVATION MANAGEMENT

**9.1.1. Read the key vocabulary and the examples of their use.
Translate the example sentences into Ukrainian.**

Key vocabulary;

- **innovate** запроваджувати нове; вносити зміни
to start to use new ideas, methods, or inventions.
*The company **has successfully innovated** new products and services.*
Syn: **improve, make more efficient, streamline, invent, begin to apply**

- **innovation** - інновація, нововведення, новаторство
1) [countable] a new idea, method, invention, Syn: **novelty**
*Recent daring **innovations** in computer technology*
Innovations in information technology have completely transformed the way we work.
2) [uncountable] the introduction of new ideas or methods
*We need to encourage **innovation** if our business is to remain competitive.*
*A lot of people feel bewildered by the speed of technological **innovation**.*

- **innovator** - новатор; рационалізатор
someone who introduces changes and new ideas
*Since **innovators** are the first to adopt, their tolerance for creativity is the highest, and their attitude toward accepting new products is the most favorable.*

Synonyms:

- innovative* (completely new and showing a lot of imagination):
an attractive website with an innovative design
new: an entirely new theory of time and space
brand new (completely new, especially not yet used): *a brand new computer.*
How can he afford to buy himself a brand new car?
recent (made a short time ago): *recent research into gene*

the latest: the latest model of a plane

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modern (different from earlier things because of using new methods, equipment or design): *modern farming methods*;

A lot of progress has been made with the use of modern technology.
original (unusual):

Her management style is completely original.

fresh: We need a fresh approach to the problem.

We hire young people with fresh ideas.

novel (new and different in a surprising and unusual way, a suggestion, experience):

The team has come up with a novel way of designing the office.

It was a novel experience for us.

revolutionary (completely new in a way that has a very big effect):
revolutionary discoveries – відкриття, що викликають переворот в науці;

The new breast cancer drug is a revolutionary breakthrough.

new-fangled (used about smth that is new and modern but which you disapprove of) модерновий:

She hates all this newfangled technology.

9.1.2. Read the article, use a dictionary if necessary.

Traditionally, a company's new ideas and products come from its research and development (R&D) department. The initial idea for a car will be turned into a series of prototypes and tested. In software development, the final 'prototype' is the beta version, which is beta-tested. Pharmaceuticals go through a series of trials.

Different industries have different lead-times, the time between conception and product launch; a new drug might take 10 or 15 years to develop. In consumer goods, market research will be a key part of the development process, with focus groups: small groups representing cross-sections of consumers talking about their reactions to proposed designs, and wider consumer surveys. Consumer products are test-marketed or trialled, and feedback gathered.

Innovative products that are entirely new are bought by a small group of pioneers, often technically savvy enthusiasts. The other groups successively to take up a successful innovation are the early adopters, the early majority, the late majority and, bringing up the rear, the laggards. (For example, mobile phone uptake is now so great in advanced economies that the people buying one now for the first time are the laggards.)

How to develop innovation and creativity in large, bureaucratic companies? Company leaders talk about corporate venturing and intrapreneurship, where employees are encouraged to develop entrepreneurial activities within the organisation. Companies may set up *skunk works*, often a small group of people outside the usual structures, to work on innovations: development of the PC at IBM is the most famous example. Another problem that organisations have to overcome is the not-invented-here syndrome, where managers not initially involved in an innovation may resist its development.

Entirely new innovations are perhaps more easily developed by entrepreneurs in start-up companies, but here the problem is finance; how to get the venture capital to develop the product, manufacture it on an industrial scale and market it.

9.1.3. Answer the following questions:

1. What is a lead time? What does it depend on?
2. How are innovative products introduced to the consumers?
3. How do companies encourage innovation and creativity?

9.1.4. Discuss with a partner:

Would you prefer to work for a company where there is constant innovation, whether in terms of products or working methods, or one with a more stable environment?

**skunk works* - "кабинет скунса" маленький, часто изолированный исследовательский отдел какого-л. предприятия, функционирующий полусамостоятельно, практически без контроля начальства.

e.g. Although the skunk works was tiny, it was the department responsible for developing most of the company's best-known and most-respected software products.

9.1.5. Read the text. Do the tasks that follow.

What Is Innovation?

Innovation is the creation of new ideas or devices or different approaches to doing something. Innovation happens in many ways. Most innovations are a result of creative thinking. Sometimes valuable innovations happen by accident. Some examples of innovations include Teflon (a nonstick surface), safety glass for car windshields, and even the process for making breakfast cereals like corn flakes! In those cases, inventors were looking for something else and accidentally came up with a different idea or product. At other times innovation happens because people or companies work toward a goal using a combination of skill, creativity, and knowledge. Because innovation makes you think about «new» things, it is usually tied closely to change.

Change is happening all around us all the time. People who are innovators are excited about making changes. In business, change might be a different way to make the same product, or it could be an entirely new product. Trends, or current needs that people have, also determine what changes companies will make in their products. Many companies have R&D (research and development) departments whose job is to find out what people want now and what they will want in the future. By studying trends, R&D departments can provide the products you want to make your life better. Why do engineers need to continually make changes?

One reason is that what worked for us yesterday might not work for us today. That's where innovation and creativity are important. Sometimes we simply want different things such as new car styles, different exercise equipment, or new foods. At other times we need change for a specific reason. For example, today we don't know what to do with our nuclear waste products. Up to now, we haven't found a way to store the materials safely for long periods of time. // someone like you could think of an

innovative way to use or recycle the materials, it would really benefit our society.

It's easy to see how some innovations have made our lives easier. You've probably seen old movies where people had to crank the engine to get a car started. Thanks to innovation, all you have to do today is turn the key. Maybe some day all you'll do is talk to the car's computer!

Many innovative ideas go unnoticed by most people. For example, today many parts of cars are made of plastics to reduce weight and to prevent rusting. Many of your clothes are made of new kinds of plastics that don't feel or look any different from the materials that were used before. In the aerospace industry, adhesives (glues) are used instead of rivets to hold airplane wings together.

Other innovative ideas, such as the development of laser, had to wait until people found a practical way to make and use them. Innovation needs some knowledge combined with creativity. There are lots of people out there with knowledge, but they don't know how to use it creatively. Being innovative means you can do something new with your knowledge and experience. It also means you can recognize when something happens accidentally, even if you're not exactly sure what it is!

9.1.6. Are the following sentences true or false? Correct the false ones.

1. Most innovations happen accidentally, like Teflon or corn flakes.
2. Most innovations make our life harder.
3. To become an inventor you must be excited about making changes.
4. Being innovative means you can do something new with your knowledge and experience.
5. If you could think of an innovative way to use nuclear waste products, there might be less environmental problems.
6. Not a single innovation goes unnoticed.
7. Innovations need a combination of knowledge and creativity.
8. Innovations are important when we want some new things or processes for a specific reason.
9. Engineers need to continually make changes.

10. Companies must know what people want now and what they will want in future.

9.1.7. Answer the questions:

1. What do we call an innovation?
2. How do innovations appear?
3. What are the main reasons for innovations?
4. Can every person come up with a new idea or design, or do you need special characteristics to produce innovations?
5. Can you give some examples of innovations?

9.1.8. Read the text. Do the tasks that follow.

Getting a Patent

A patent is a special government license that protects your idea or invention. When you patent your invention, anyone who wants to use your idea must get your permission or pay you. Anyone can patent an invention, but getting a patent takes time and money. You must first prove your invention is new or the first of its kind. This means going back through the thousands of patents filed at the Patent Office to be sure no one else has an existing patent for the same invention. Then you have to provide written plans and sketches that show how your invention works. Often you have to make a prototype, or model. The government keeps these plans on file while your patent is current.

There are five types of patents that you can apply for:

1. Design patent: A drawing and protection of the general appearance and how an invention looks to the eye. An example of a design patent might be the outside package for an invention.
2. Structure patent: A mechanical patent that shows how the idea works, its history, and detailed plans.
3. Process/method/system patent: Protects the way a group of materials or parts work together. These usually have specific drawings and flowcharts.

4. Combination of materials patent: Descriptions of materials and how they are mixed and used.
5. Living cell patent: Covers new developments in biotechnology and biochemistry.

Every patented product will have a patent number on it. If you see the words «patent applied for» or «patent pending» on a product, it means the inventor has applied for a patent. Sometimes companies will start making a product before they have their patent. Because there are so many inventions all the time, it is important to protect inventions with a patent. You can imagine how disappointed you would be if you spent a great deal of time and money on an invention idea only to find out someone else already had a patent on a similar project. Getting a patent is an important protection step for anyone with an invention.

9.1.9. Find in the text sentences which contain the modal verbs.

Explain the meaning of the modals, translate these sentences into Ukrainian.

9.1.10. Read the text. Do the tasks that follow.

Designing Products for People

Have you ever tried on gloves and found the medium size was too big and the small size was too small? Have you ever wondered how designers decided on what a «medium» size is? Technology can make our lives more comfortable through ergonomics. Ergonomics is the study of how the human body relates to things around it. It is also called «human engineering». Places where you live, work, and play are safer, easier for you to use. and more comfortable if they are designed based on the actual human body size.

The actual measurements of your height, width, weight, reach (arms extended), and so on are recorded in books as anthropometric information or data. Designers and engineers use the size information to determine the

dimensions of products such as clothing, furniture, sporting goods, car interiors, and even spacesuits. When designers made the chair you are sitting in, they used the anthropometric data from many people and found a size that would be comfortable for 90 percent of the people. Five percent of the people will probably be too large and another five percent will be too small for that particular chair. Because there is such a wide range in sizes of people, it is difficult to make one product that everyone would find comfortable. Is your chair really comfortable? Does it fit you? Not all products are made with ergonomics or anthropometry in mind. Simple everyday things like water faucets and door knobs can sometimes be hard to figure out because they weren't designed with people in mind. Many times they were designed just for looks. In the past, tradition rather than people's needs was also responsible for the way some things were designed. For instance, maybe the reason most automobile engines are located in the front of a car is that the engine replaced the horse. The horse, of course, was in front of the wagon.

You might think that designing products around people is just for appearance and isn't very important. That isn't so. Part of ergonomic design is to make products safe for you to use.

9.1.11. Explain the following things:

ergonomics, human engineering, anthropometric data, ergonomic design.

9.1.12. Answer the following questions:

1. What do we call the branch of technology which helps to make our life easier, more comfortable and safe?
2. What information is used to determine the dimensions of products and what do we call it?
3. Do you think it's impossible to combine comfort, safety and good looks in product design?
4. Can you give some positive examples of product design?
5. Can you give some negative examples of product design?

9.1.13. Put the words into the correct order to make questions.

- 1) the, require, or, technology, energy, existing, new, resources, does, less, natural, than, technology, more, an, or?
- 2) not, it, the, biodegradable, will, for example, damage, environment, by, being?
- 3) to, it, use, is, easier?
- 4) save, does, time, it?
- 5) special, to, does, require, use, training, it?
- 6) put, does, people, out of, it, work?
- 7) a, this, need, technology, for, is there, real?
- 8) technology, is, safe, the?
- 9) an, of, appropriate, is, use, this, technology?

9.1.14. Analyse any invention or innovation using these questions

9.1.15. Translate the following questions into English.

1. Людина не може стати винахідником, якщо вона не вміє творчо мислити.
2. Можливо, ми зможемо вирішити цю проблему в найближчому майбутньому.
3. Ми повинні більше уваги приділяти вирішенню проблем, які можуть спричинити забруднення навколошнього середовища.
4. Компанії повинні надавати перевагу екологічно чистій продукції.
5. Іноді нам доводиться вибирати між красою та зручністю, але цього не повинно бути. Ми повинні поєднувати те й інше.
6. Немає необхідності жертвувати красою заради комфорту.
7. Не могли б ви мені пояснити, що таке „ергономіка”?

9.1.16. Read the text about patents and trademarks and their use in business and do the exercises that follow.

Patents

Patent offices for each country house millions of patents. In the United Kingdom there are over two million British patents and all this information is available to the public. Each publication, because of the legal requirement that details of patents be disclosed, is a valuable source of technological knowledge. Indeed, the information provision activities of the Patent Office have increased in their function. For example, scientists working in a particular field will often search patent databases to see how the problems they face have been tackled in the past. They will also use previous patents to identify how their current area of work fits in with those areas of science and technology that have been developed and patented previously. Very often patents can provide a valuable source of inspiration.

In addition, many firms also use the patent publication register to find out what their competitors are doing. For example, a search of the world-wide patent databases may reveal that your major competitor has filed a series of patents in an area of technology that you had not considered previously. Armed with prior knowledge of the industry and the technology it may be possible to uncover the research direction in which your competitor is heading, or even the type of product line that it is considering developing.

All this industrial intelligence can help research teams and companies to develop and modify their own strategy or to pursue a different approach to a problem.

According to Professor William Haseltine, the rush for patents did not hamper AIDS research. In the 1980s he worked for a team that deciphered the DNA of the HIV virus, worked out the sequences of its genes, and discovered some of the proteins those genes made. His name is on more than a dozen patents on the AIDS virus, but the patents are held by the cancer institute he then worked for at the Harvard Medical School. He makes a very strong case in favour of the patent system for fostering

innovation. Indeed, he thinks the patents speeded up the assault on the virus itself.

Trademarks

Trademarks have particular importance to the world of business. For many companies, especially in the less technology-intensive industries where the use of patents is limited, trademarks offer one of the few methods of differentiating a company's products. The example of Coca-Cola is a case in point. Trademarks are closely associated with business image, goodwill and reputation. Indeed, many trademarks have become synonymous with particular products: Mars and chocolate confectionery, Hoover and vacuum cleaners and Nestle and coffee. The public rely on many trademarks as indicating quality, value for money and origin of goods. Significant changes have been made to trademark law in the United Kingdom. The Trade Marks Act (1994) replaced the Trade Marks Act (1938), which was widely recognised as being out of touch with business practices today. The United Kingdom now complies with the EC directive on the approximation of the laws of member states relating to trademarks and ratified the Madrid Convention for the international registration of trademarks. The law relating to trademarks is complex indeed. For example, what is a trademark? Bainbridge (1996) offers a comprehensive review of law surrounding intellectual property. The following section offers a brief introduction to some of the key considerations for product and business managers.

The Trade Marks Act (1994, section 1(1)) defines a trademark as being any sign capable of being represented graphically which is capable of distinguishing goods or services of one undertaking from those of other undertakings.

This can include, for example, Apple Computers, the Apple logo and acintosh all of which are registered trademarks. Some of the first trademarks were used by gold - and silversmiths to mark their own work. The first registered trademark, No. 1, was issued to Bass in 1890 for their red triangle mark for pale ale.

There are certain restrictions and principles with the use of trademarks. In particular, a trademark should:

- satisfy the requirements of section 1(1);
- be distinctive;
- not be deceptive; and
- not cause confusion with previous trademarks.

9.1.17. Match the following words and phrases.

- | | |
|--------------------------------------|---|
| 1. legal requirement | a) юридична вимога |
| 2. valuable source | b) вивчати бази даних |
| 3. information provision activities | c) стикатися з проблемою |
| 4. to search databases | d) вирішувати |
| 5. to face the problem | e) корисне джерело |
| 6. to tackle | f) розкрити напрям дослідження |
| 7. to uncover the research direction | g) змінювати стратегію |
| 8. to modify the strategy | h) діяльність, яка забезпечує інформацією |
| 9. to poster innovation | i) просувати інновацію |
| 10. to rely on | j) довіряти |
| 11. value for money | k) співвідношення «ціна – якість» |
| 12. to be and of touch | l) бути відірваним |

9.1.18. Complete the sentences with the words from the text.

1. Scientists working in a particular field will often _____ databases to see how the problems they face have been tackled in the past.
2. They will also use previous patents to _____ how their current _____ of work fits in with those areas of science and technology that have been developed and patented previously.
3. In addition, many firms also use the patent _____ _____ to find out what their competitors are doing.

4. The public _____ many trademarks as indicating quality, value for money and origin of goods.

5. There are certain _____ and principles with the use of trademarks.

9.1.20. Write true (T), false (F) or not given (NG) according to the information in the text.

1. Indeed, the information provision activities of the Patent Office have increased in their function.
2. In the United Kingdom there are over 2 million British patents and all this information is not available to the public.
3. Very often patents can provide a valuable source of inspiration.
4. For many companies, especially in technology-intensive industries where the use of patents is limited, trademarks offer one of the few methods of differentiating a company's products.
5. Some of the first trademarks were used by gold - and silversmiths to mark their own work.

9.1.21. Answer the following questions.

1. How many patents are there in the UK?
2. Why do many firms use the patent publication registers?
3. What may a search of the world – wide patent databases reveal?
4. What is a trademark?
5. What does a trademark offer for many companies?
6. Why do the public rely on many trademarks?
7. What are restrictions and principles with the use of trademarks?

9.1.22. Choose the key words from the previous three texts on the topic “Innovation: why, what and how”, make a plan and prepare a report.

Language practice

Adverb clauses

1. Choose the letter of the correct answer.

2. Complete the sentences with *even though* or *because*.

- I put on my raincoat even though it was a bright, sunny day.
 - I put on my raincoat because it was raining.
 - Sue is a good student, she received a scholarship.
 - Ann is a good student, she didn't receive a scholarship.
 - it was raining, we went for a walk.
 - it was raining, we didn't go for a walk.
 - This letter was delivered it didn't have enough postage.
 - That letter was returned to the sender it didn't have enough postage.
 - I'm going horseback riding with Judy this afternoon
 I'm afraid of horses.
 - I'm going horseback riding with Judy this afternoon
 I enjoy it.
 - you've made it clear that you don't want any help, I have to at least offer to help you.
 - I knew that I should get some sleep, but I just couldn't put my book down I was really enjoying it.
 - Tom didn't know how to dance, he wanted to go to the school dance he felt lonely sitting at home and staring blankly at the TV while all of his friends were having fun together.

14. My hair stylist subscribes to three different fashion magazines
_____ she's not interested in clothes. She subscribes to them
_____ her customers like them.

3. Complete the sentences, using the given information.

- 1 . Tom is going to go to the horse races no matter what. He doesn't care if his wife approves. In other words, Tom is going to go to the horse races even if his wife doesn't He's going to go whether his wife approves or not.
2. Fatima is determined to buy an expensive car. It doesn't matter to her if she can't afford it. In other words, Fatima is going to buy an expensive car whether she _____ it or not. She's going to buy one even if she _____ it.
3. William wears his raincoat every day. He wears it when it's raining. He wears it when it's not raining. In other words, William wears his raincoat whether it _____ or not. He wears it even if it_____
4. Some students don't understand what the teacher is saying, but still they smile and nod. In other words, even if they
_____ what the teacher is saying, they smile and nod. They smile and nod whether they
_____ what the teacher is saying or not.

4. Complete the sentences by using *in case*. Decide if it goes in the first blank or in the second blank. Add necessary punctuation and capitalization.

PART I.

1. *In case* you need to get in touch with me₅ I'll be in my office until late this evening.
2. W we'll be at the Swan Hotel *in case* you need to call us.
3. Mary is willing to work with you on your design project.
_____ you find that you need help with it
_____ she'll be back in town next Monday and can meet with you then.

- 4 _____ my boss has to stay near a phone all weekend
_____ the company wants him to go to London to close the deal they've been working on all month.
5. _____ I'm not back in time to make dinner _____ I put the phone number for carry-out Chinese food on the refrigerator. You can call and order the food for yourself.

PART II. Complete the sentences using *in the event that*.

6. *In the event that* Janet is late for work again tomorrow, she will be fired.
_____ you'd better take a credit card with you
_____ you run out of cash.
7. Are you sure you're taking enough money with you?
_____ my family plans to leave the country
_____ there is civil war.
8. The political situation is getting more unstable and dangerous.
_____ I always take a change of clothes in my carry-on bag _____ the airline loses my luggage.
9. Just to be on the safe side, _____ I always take a change of clothes in my carry-on bag _____ the airline loses my luggage.
10. Ann is one of five people nominated for an award to be given at the banquet this evening. _____ she has already prepared an acceptance speech _____ she wins it tonight.

5. Choose the correct answer.

1. I'll give you a hand B you need it, but I hope I don't hurt my back.
A. unless B. if
2. I can't buy a car _____ I save enough money.
A. unless B. only if
3. Our kids are allowed to watch television after dinner _____ they have finished their homework. Homework must come first.
A. unless B. only if
4. There can be peace in the world _____ all nations sincerely lend their energy to that effort.

A. unless B. only if

5. I'm afraid the battery is dead. _____ I buy a new one, the car won't start.

A. Unless B. If

6. Let's plan on an old-fashioned sit-down dinner with the whole family at the table at once. I'll prepare a really special dinner _____ you all promise to be home on time this evening.

A. unless B. only if

6. Choose the correct words in *italics* so that the sentences make sense.

1. I'll pass the course only *if I (pass) don't pass* the final examination.

2. I'm *going to go, not going to go* to the park unless the weather is nice.

3. I'm going to the park unless it *rains, doesn't rain*.

4. Tom doesn't like to work. He'll get a job *unless, only if* he has to.

5. I *always eat, never eat* breakfast unless I get up late and don't have enough time.

6. I always finish my homework *even if, only if* I'm sleepy and want to go to bed.

7. You *will, won't* learn to play the violin well unless you practice every day.

8. Even if the president calls, *wake, don't wake* me up. I don't want to talk to anyone. I want to sleep.

9. Jack is going to come to the game with us today *if, unless* his boss gives him the afternoon off.

10. *Borrow, Don't borrow* money from your friends unless you absolutely must.

7. Change the position of the adverb clause to the front of the sentence.

Make any necessary changes in the verb of the main clause.

1. I can finish this work on time only if you help me.

- *Only if you help me can I finish this work on time,*

2. I can finish this work on time if you help me.

- *If you help me, I can finish this work on time.*

3. I will go only if I am invited.
4. I will go if I am invited.
5. I eat only if I am hungry.
6. I usually eat some fruit if I am hungry during the morning.
7. You will be considered for that job only if you know both Arabic and Spanish.
8. John goes to the market only if the refrigerator is empty.
9. I will tell you the truth about what happened only if you promise not to get angry.
10. I won't marry you if you can't learn to communicate your feelings.

8. Choose the best completion.

1. Alice will tutor you in math _____ you promise to do everything she says.
A. unless B. only if C. whereas D. even though
2. Oscar won't pass his math course _____ he gets a tutor.
A. because B. in the event that C. unless D. only if
3. Most people you meet will be polite to you _____ you are polite to them.
A. in case B. only if C. unless D. if
4. I'm glad that my mother made me take piano lessons when I was a child _____ I hated it at the time. Now, I play the piano every day.
A. even though B. because C. unless D. if
5. Chicken eggs will not hatch _____ they are kept at the proper temperature.
A. because B. unless C. only if D. even though
6. You'd better take your raincoat with you _____ the weather changes. It could rain before you get home again.
A. now that B. even if C. in case D. only if
7. Ms. Jackson was assigned the fifth-grade science class _____ she has the best qualifications among the available faculty.
A. although B. whereas C. if D. since

8. My sister can fall asleep under any conditions, but I can't get to sleep _____ the light is off and the room is perfectly quiet.
- A. if B. unless C. in case D. now that
9. The majority will of the people rules in a democracy, _____ in a dictatorship, power is in the hands of a single person.
- A. because B. even though C. while D. unless
10. The cheapest way to get from an airport to a hotel is to take an airport bus, but I'm not sure if River City has one. _____ there is no airport bus, you can always take a taxi.
- A. Unless B. Now that C. In the event that D. Even though
11. _____ my country has a new democratic government, the people at last have more freedom.
- A. Even though B. Even if C. In the event that D. Now that
12. Parents love and support their children _____ the children misbehave or do foolish things.
- A. even if B. since C. if D. only if

Unit 10

MAKING A PRESENTATION

10.1.1. Vocabulary and Phrases

Overviews

After you give your opening statement, you should give a brief overview of your presentation. This includes what your presentation is about, how long you will take and how you are going to handle questions.

For example, a presentation to sales staff could start like this: "Welcome / "Hello everyone."

Opening statement

"As you all know, this company is losing its market share. But we are being asked to increase sales by 20 – 25%. How can we possibly increase sales in a shrinking market?"

Overview

"Today I am going to talk to you about how we can do this. My presentation will be in three parts. Firstly I am going to look at the market and the background. Then I am going to talk to you about our new products and how they fit in. Finally, I'm going to examine some selling strategies that will help us increase our sales by 20%. The presentation will probably take around 20 minutes. There will be time for questions at the end of my talk."

Useful language for overviews:

"My presentation is in three parts."

"My presentation is divided into three main sections."

"Firstly, secondly, thirdly, finally..."

"I'm going to.../take a look at... /talk about... /examine.../tell you something about the background.../give you some facts and figures.../fill you in on the history of.../concentrate on.../limit myself to the question of..."

"Please feel free to interrupt me if you have questions."

"There will be time for questions at the end of the presentation."

"I'd be grateful if you could ask your questions after the presentation."

The main body of the presentation

During your presentation, it's a good idea to remind your audience occasionally of the benefit of what you are saying.

"As I said at the beginning..."

"This, of course, will help you (to achieve the 20% increase)."

"As you remember, we are concerned with..."

"This ties in with my original statement..."

"This relates directly to the question I put to you before..."

Keeping your audience with you

Remember that what you are saying is new to your audience. You are clear about the structure of your talk, but let your audience know when you are moving on to a new point. You can do this by saying something like "right", or "OK". You can also use some of the following expressions:

"I'd now like to move on to..."

"I'd like to turn to..."

"That's all I have to say about..."

"Now I'd like to look at..."

"This leads me to my next point..."

If you are using index cards, putting the link on the cards will help you remember to keep the audience with you. In addition, by glancing at your index cards you will be pausing – this will also help your audience to realise that you are moving on to something new.

Language for using visuals

It's important to introduce your visual to the audience. You can use the following phrases:

"This graph shows you..."

"Take a look at this..."

"If you look at this, you will see..."

"I'd like you to look at this..."

"This chart illustrates the figures..."

"This graph gives you a break down of..."

Give your audience enough time to absorb the information on the visual.
Pause to allow them to look at the information and then explain why the visual is important:

"As you can see..."

"This clearly shows ..."

"From this, we can understand how / why..."

"This area of the chart is interesting..."

Summarising

At the end of your presentation, you should summarise your talk and remind the audience of what you have told them:

"That brings me to the end of my presentation. I've talked about..."

"Well, that's about it for now. We've covered..."

"So, that was our marketing strategy. In brief, we..."

"To summarise, I..."

Relate the end of your presentation to your opening statement:

"So I hope that you're a little clearer on how we can achieve sales growth of 20%."

"To return to the original question, we can achieve..."

"So just to round the talk off, I want to go back to the beginning when I asked you..."

"I hope that my presentation today will help you with what I said at the beginning..."

Handling questions

Thank the audience for their attention and invite questions.

"Thank you for listening – and now if there are any questions, I would be pleased to answer them."

"That brings me to the end of my presentation. Thank you for your attention. I'd be glad to answer any questions you might have."

It's useful to re-word the question, as you can check that you have understood the question and you can give yourself some time to think of an answer. By asking the question again you also make sure that other people in the audience understand the question.

"Thank you. So you would like further clarification on our strategy?"

"That's an interesting question. How are we going to get voluntary redundancy?"

"Thank you for asking. What is our plan for next year?"

After you have answered your question, check that the person who asked you is happy with the answer.

"Does this answer your question?"

"Do you follow what I am saying?"

"I hope this explains the situation for you."

"I hope this was what you wanted to hear!"

If you don't know the answer to a question, say you don't know. It's better to admit to not knowing something than to guess and maybe get it wrong. You can say something like:

"That's an interesting question. I don't actually know off the top of my head, but I'll try to get back to you later with an answer."

"I'm afraid I'm unable to answer that at the moment. Perhaps I can get back to you later."

"Good question. I really don't know! What do you think?"

"That's a very good question. However, we don't have any figures on that, so I can't give you an accurate answer."

"Unfortunately, I'm not the best person to answer that."

What can you say if things go wrong?

You think you've lost your audience? Rephrase what you have said:

"Let me just say that in another way."

"Perhaps I can rephrase that."

"Put another way, this means..."

"What I mean to say is..."

Can't remember the word?

If it's a difficult word for you – one that you often forget, or one that you have difficulty pronouncing – you should write it on your index card. Pause briefly, look down at your index card and say the word.

Using your voice

Don't speak in a flat monotone – this will bore your audience. By varying your speed and tone, you will be able to keep your audience's attention. Practise emphasising key words and pause in the right places – usually in between ideas in a sentence. For example "The first strategy involves getting to know our market (pause) and finding out what they want. (pause) Customer surveys (pause) as well as staff training (pause) will help us do this."

Don't forget – if you speak too fast you will lose your audience!

Plan a perfect presentation in English

10.1.2. Read the information below and highlight the essential ideas to make a perfect presentation.

At some time or other, most of us will have to give a presentation. The idea of speaking in public can be frightening enough if you're a native English speaker, but it's even more so if English is your second language. These eight tips will help you plan a perfect presentation.

1. Know your audience

To give an effective presentation, you need to know something about your audience. How good is their English? How much do they know about the subject of your talk? Why will they be interested in listening to you? It's a good idea to find out who is attending your presentation so that you can make the information relevant and interesting to them. For example, a presentation on your company's financial results to financial analysts will focus on results, reasons and analysis. A presentation on new auditing software will focus on the benefits and features of the software.

Also ask yourself what you want to achieve from your presentation. Sales presentations are different from information-giving presentations, for

example. It's always a good idea to work out what you want your audience to think or do at the end of your talk, as this will help you focus on the language and content of your presentation.

2. Use a strong opening statement or question to interest your audience

The first minute of your presentation is crucial. In this time you should interest your audience and give them a reason to listen to you. What you say in the first minute depends on your audience and their interests, but it must mean something important to them. Perhaps it is a problem that you know how to solve, or a fact or statistic that they need to know.

3. Don't forget the physical details

You'll need to make sure the room is big enough for the number of people attending, and that you have all the equipment you need. Find out when you are giving your presentation – your audience may be less attentive if it's right before lunch or at the end of the week and you'll need to make especially sure that the presentation is interesting if it's at a difficult time.

4. Plan the content of your presentation

Planning helps you focus on your presentation goals, and minimises the chances of anything going wrong.

If you know who you are talking to and why you are talking to them, you can put yourself in your audience's position. You can decide what information to include and how to order it.

Aim to speak for no longer than 30 minutes, and leave time for questions and answers at the end. Remember that it's difficult to absorb lots of new information, so don't aim to include too much.

Many presentations are divided into five areas:

a) The introduction (Get someone else to introduce you to the audience.

This gives you credibility as a speaker and means that you don't have to waste time telling people who you are and why you are there)

b) The overview

c) The main body of the presentation

- d) Your summary
- e) A question and answer session

Make brief notes about all the points you want to make in your presentation and make a plan. Organise your presentation into main points and supporting evidence.

During the presentation, remember that it is a good idea to refer back to your opening statement and remind your audience why they are listening to you.

5. Use index cards

Put your points on individual index cards to help you during the presentation. If you put the key words onto cards (1 card for 1 key word or point) you can refer to them at any time if you forget where you are in the presentation.

Use your index cards for any words that you might find difficult to remember, or words that are difficult to pronounce.

You can also use the index cards to write the links between points, such as:
“this brings me to...”
“now I’d like to move on to..”
“Right...”

6. Keep visuals simple

Don't put too much information in visuals and only use them to illustrate information that would otherwise take too long to explain.

Simple graphic visuals such as pie charts and bar graphs work better than visuals with lots of labelling or words. Use colour and different fonts to help information stand out.

7. Practice makes perfect!

Practise your presentation as often as you can using your index cards. By practising, you will know how long it will take, and where the difficult areas are in your talk. The more you practise, the more confident you will feel!

8. Prepare questions and answers

You're likely to have questions at the end of your presentation, so try to think of some in advance, as well as possible answers. The more you prepare these, the better you'll feel able to deal with them.

10.2. Structuring your presentation The classical model

Greeting → Introduce yourself → Introduce your talk → Outline talk → Present main part divided into points → Invite questions → Conclude talk → Summarize main points

First impressions count, so let the audience see your best qualities. Try to be:

Organized – make the plan of your talk ‘transparent’;
Human – make some reference to the immediate situation, and relax;
Fluent – learn this part perfectly;
Brief – the audience have come for the information

Taking questions in presentations

The question and answer session is an important but unpredictable part of most presentations. Before answering the question, comment on it. This signals your attitude to the audience and gives you a few seconds of thinking time.

10.2.1. Decide whether you agree or disagree with the following statements. Make comments.

1. The question and answer session is an opportunity, not a threat.
2. If there are no questions, it means that you have made a perfect presentation.
3. When answering a question, keep it brief.
4. It is better to answer questions during the presentation rather than waiting till the end

5. Never admit that you don't know the answer to a question. Bluff if necessary!
6. Questions clarify what you are saying. Thank people for asking them.
7. Don't lie. If you don't know the answer, offer to find out, or ask somebody in the audience if they can answer it.

10.2.3. Read the script of a presentation by Lydia Jones, a cabin crew trainer at A–Z Airlines.

Hello, and welcome. My name's Lydia Jones. I'm in charge of training at A–Z Airlines. I'm very happy that all of you have joined our team. The purpose of my talk today is to explain A–Z Airlines' approach to teambuilding. I hope by the end of my presentation, you'll understand the importance of teamwork on the job. As I'm sure you're all aware, one of the most important professional skills cabin crew have is the ability to work as a team. There are four key elements to teamwork: leadership, knowledge and skills, working systems, and relationships.

First, leadership. Every team needs a leader. Especially when things are happening quickly, someone needs to be decisive and to organise work efficiently. This doesn't mean the leader is ruthless or authoritarian. A good leader is also a good listener, motivator, mediator and friend.

Moving on to the second element of teamwork ... this is what you bring to work with you every day: your knowledge and skills. You've all been hired to work at A–Z Airlines because you've shown that you already have some of the knowledge and skills that you'll need for the job. As you continue your training and all through your career, you'll continue to gain knowledge and skills that'll make you a better team member every time you come to work.

OK, now I'll talk about working systems. You could describe working systems as rules, but they aren't rules that stop you doing something, they're rules that allow you to work efficiently. Working in an airplane, we do certain jobs the same way every time. This means that everyone knows exactly how the job is done, and it also means that we're doing the job in the safest possible way.

Right, now turning to relationships. What does this mean? Well, teamwork in a way is all about relationships. What we all have to remember is that the team is there to do a job safely and efficiently. Everyone is trying their best. Sometimes people make mistakes. What we have to remember is that the job of the team is what we have to concentrate on. It's important to think about what you're doing but you also have to think about what the entire team is doing and you have to have constant, open communication with your team-mates. So that's what we mean by *relationships*.

OK, does anyone have any questions so far?

10.2.4. Choose the best answer, a, b or c, for each question.

1 What is the topic of Lydia's presentation?

- a) the company's benefits package
- b) on-the-job teamwork
- c) the basic training offered by the airline

2 Who is she speaking to?

- a) a group of new employees
- b) the team responsible for training new employees
- c) a group of experienced managers

3 How many key elements are there to teamwork?

- a) three
- b) four
- c) five

4 What does Lydia say every team needs?

- a) clear rules
- b) well-defined roles for team members
- c) a leader

5 Which skill does she say is important for a team leader?

- a) to be authoritarian
- b) to be ruthless when it's necessary
- c) to be decisive

6 What does she say about knowledge and skills?

- a) That the new employees already have some knowledge and skills.
- b) That knowledge and skill can only be developed on the job.
- c) That employees become fully trained in the first year of work.

7 What does she say about rules?

- a) The airline's rules are designed to stop bad or dangerous behaviour.
- b) Everyone must follow the rules or they risk being sacked.
- c) Rules create an efficient working environment.

8 Which of these benefits of having clear rules does she mention?

- a) Rules help reinforce the role of the team leader.
- b) Following rules contributes to safety.
- c) Rules help reduce serious communication problems.

9 What does she say about mistakes?

- a) The job of the team is to reduce mistakes.
- b) Mistakes happen.
- c) It's important for people to take responsibility for their mistakes.

10 What does Lydia say is important about relationships among team members?

- a) Open communication is essential.
- b) A little friendly competition can be helpful.
- c) The only practical way to do the job is to concentrate on your own work.

10.3. Stating the purpose of your presentation

10.3.1. Complete the sentences using the words given. Combining the sentences with the number 1 will give you a complete introduction. Then do the same with those numbered 2, etc.

*OK, let's get started. Good morning, everyone. Thanks for coming. I'm
This morning I'm going to be:*

showing talking taking reporting telling

- 1. to you about the videophone project.
- 2. you about the collapse of the housing market in the early 90s.

3. you how to deal with late payers.
4. a look at the recent boom in virtual reality software companies.
5. on the results of the market study we carried out in Austria.

... so, I'll begin by:

making	outlining	bringing	giving	filling
--------	-----------	----------	--------	---------

1. you in on the background to the project.
2. a few observations about the events leading up to that collapse.
3. company policy on bad debt.
4. you an overview of the history of VR.
5. you up-to-date on the latest findings of the study.

...and then I'll go on to:

put	discuss	make	highlight	talk
-----	---------	------	-----------	------

1. what I see as the main advantage of the new system.
2. the situation into some kind of perspective.
3. you through our basic debt management procedure.
4. detailed recommendations regarding our own R&D.
5. in more depth the implications of the data in the files in front of you.

Signposting

In a good presentation, what you say – the content – is much more important than anything else. But a clear structure helps. When you move on to your next point or change direction, tell the audience. You can do this easily and effectively using ‘signposts’ to guide the audience through your presentation.

To move on	To go back	To summarize
To expand	To recap	To turn to
To digress	To conclude	To elaborate on

10.3.2. Choose one of the ‘signpost’ expressions from the box above for the following situations:

When you want to:

- | | |
|-----------------------------|-------------------|
| – make your next point | <u>To move on</u> |
| – change direction | _____ |
| – refer to an earlier point | _____ |
| – repeat the main points | _____ |
| – give a wider perspective | _____ |
| – do a deeper analysis | _____ |
| – give the basics | _____ |
| – depart from your plan | _____ |
| – finish your talk | _____ |

10.3.4. Prepare a two-minute talk on one of the following topics:

- the economy of your home town;
- the company you work for;
- an exciting business idea;
- a subject of your own choice.

When preparing your talk choose from the list of linking sentences below. It is not complete, and will not suit the style of every speaker. Explore the full range, and, in the light of the subject of your talk, choose the ones that fit in best.

10.4. Useful language

Introduce your talk

I'd like to say a few words to you today about ...

I'd like to explain to you today the operation of ...

Outline talk

I aim to talk to you for about 15 minutes.

I shall take about 15 minutes of your time.

This will take about half an hour.

Present main part divided into points

I've divided my talk into five main parts.

*The subject can be looked at under five main headings.
During my talk I'll be looking at five main areas.
If you have any questions, please feel free to interrupt.
If you have any questions, I'll be glad to try to answer them at the end of my talk.*

Introduce your first point

*To start with, then, I'd like to consider ...
First of all, I'd like to look at ...*

Finish a point

*Those are the main points on ...
That's all I have to say about ...
So that, then, is ...
Now we've looked at / dealt with ...*

Start a new point

*Now let's turn to / move on to ...
I'd like now to consider / examine ...
Next we come to ...
Turning now to ...
The next point I'd like to make is ...*

Refer to what you have said

*As I said at the beginning ...
I told you a few moments ago that ...
In the first part of my talk, I said ...
As I mentioned earlier ...*

Refer to what you will say

*I'll come to that later ...
I'll return to this point in a few minutes.
... and I'll talk about this in the next part of my presentation.
... I'll comment on this in my conclusion.*

Summarize

*So now I'd just like to summarize the main points.
In brief, we have looked at ...*

Conclude

*That's all I have to say for now.
I think that covers most of the points.
That concludes my talk.*

Thank you for your attention.

Invite questions

And now, if you have any questions, I'll be glad to try to answer them.

Does anyone have any questions?

Any questions?

10.5. Tips for making presentations

Appearance

Be careful about how you are dressed. This can play an important part in the overall effect. Think about the level of formality required; in some cultures, it is not well thought of to loosen your tie or to take off your jacket, even if it is quite hot.

Visual aids

Make your visual aids as professional-looking as possible.

Be obsessive about equipment and possible back-ups: if a particular audience requires a particular approach, for example with PowerPoint slides, it will probably be difficult to improvise anything that is satisfactory if the slides do not work. If you do not have a back-up computer and projector, bring the slides also in the form of overhead transparencies.

Check you have everything you need before leaving to give the presentation. If you have spent hours developing slides and these are necessary for your presentation, it is probably not a good idea to leave them in your hotel room.

Timing

Do not run over the allotted time. The question and answer session is often where this happens, so allow plenty of time for it. In a large room, repeat the questioner's question, so that everyone can hear it. Answer the question as politely as possible, but if you think the answer is not of much interest to the rest of the audience (do not say this of course), tell the questioner that you can discuss it with them afterwards, one to one. Make it clear when the presentation is over by saying 'Thank you very much' or 'Thank you for listening' in a final sort of way, otherwise things can drag on and people start leaving the room not knowing if it is over or not.

10.5.1. Match the advice to presenters (1-10) to the comments a)-j) that members of the audience make to each other after attending a particular presentation. What is your opinion?

1. Tell a joke at the beginning to relax the atmosphere.
 2. Speak more slowly than you normally do.
 3. Smile a lot.
 4. Involve the audience.
 5. Invite questions during the presentation.
 6. Always keep to your plan.
 7. Move around during your presentation.
 8. Use gestures to emphasize important points.
 9. Read out your presentation from a script.
 10. Stand up when giving your presentation.
- a) He shouldn't have read aloud like that – it's so monotonous.
- b) He shouldn't try to be a stand-up comic.
- c) He was speaking to us as if we were idiots - couldn't speak at normal speed?
- d) People asked so many questions he didn't have time to finish. And some of the questions were irrelevant!
- e) It doesn't look natural when Anglo-Saxons start using their hands a lot - they should leave that to the Latins.
- f) He was looking very happy all the time, but I couldn't understand why.
- g) He would have been more comfortable sitting down.
- h) I got nervous when he asked people to come on to the stage - I thought he was going to ask me!
- i) He stuck to his plan even when it was clear that the audience already knew 90 percent of what he was saying – it was so boring!
- j) He was prowling around on stage like a wild animal.

10.5.2. Read the following tips and fill in the gaps with an appropriate word or phrase from the box:

rehearse, address, briefly, handouts, fall on deaf ears, persuade, solemn, eye contact, make your case

- Know your audience and match what you say to their needs. If your presentation doesn't appeal to your audience, it will (1) ...
•
- Know your material thoroughly. Practice and (2) ... your presentation with friends, in front of a mirror, and with colleagues.
- Make sure that your physical appearance is appropriate to the occasion, and the tone you use is well chosen. If your topic is serious, be (3)
- It's always a good idea to begin your presentation with an ice-breaker.
- Speak slowly and clearly, and remember to (4) ... everyone in the audience - even the person the farthest away from you.
- Speak with conviction. Believe what you are saying and you will (5) ... your audience.
- Do not read from notes. Referring to notes is fine, but do so only (6)
- Maintain (7) ... with your audience. It will help them feel as if they are participating in your presentation.
- Provide audience members with (8) ... of the most important materials so they can keep your most important take always in mind.
- Know when to stop. You need to (9) ..., but continuing for too long will only ensure that the audience forgets what you have said.

10.5.3. Find in the recommendations above the words that mean:

- a) people watching a presentation of some kind _____
- b) completely, entirely _____
- c) in the right place, in good taste _____
- d) a short story or joke to put everyone at ease before you begin _____

e) belief _____

f) sheets of paper with information presented _____

10.5.4. Match the phrases with their definitions:

1. to appeal to someone	A to look someone in the eyes
2. to fall on deaf ears	B to speak to someone
3. to rehearse	C to not be heard
4. to address someone	D to convince someone
5. to persuade	E to speak to someone's interests
6. to refer to notes	F to look at your notes while speaking
7. to maintain eye contact	G to practice, repeat a number of times
8. to make your case	H to state information relating to your position

10.5.6. Read the text.

Survival Tactics

Don't worry if memory lapses throw you.

What if you forget what you're going to say next? There are several things you can say: "Let me summarize what we've covered so far," or "Would anyone like to comment on my last point?" Audiences like interactivity. Refer to a handout, or go on to the next slide, even if it is out of context. These actions gain you some time to remember. The main thing is not to get rattled. If you maintain your composure, the audience may not even be aware that you lost your place.

Make a decision to do your best and then let go of your concerns.

Visualize and anticipate a successful outcome. Laurence Olivier, a brilliant British actor, remarked: "There's a trick I've used on occasion and I find it works; try it. Go to the theatre early on the first night and get made up well in advance of the curtain. Then walk onto the stage and imagine that the curtain is already up and that you are facing the audience. Look out at them and shout, "You are about to see the greatest performance of your entire theatre-going lives. And I will be giving it. You lucky people!" Tell that

once or twice. Then go back to your dressing room and relax, and you'll find when the curtain does go up, you'll have the necessary confidence."

Make the audience your partner.

Fear can come from feeling separate from others. The audience wants you to succeed. They want you to be good; audiences don't come to hear a bad presentation. If you're comfortable, they will be comfortable. Direct your energy into becoming involved with your audience. Work toward generating thoughts and pictures in their minds. Make an emotional connection. If you have problems during your presentation, don't panic. Pause. Sort out the problem and continue.

10.5.7. Pair work. The questioner asks about a company using the prompts below. The presenter answers the questions using appropriate comments.

1. the reasons for their success
2. the company logo
3. profit figures last year.
4. the founders of the company
5. location, the headquarters

Useful language

Commenting on questions

A question I'm often asked is, "Where do you see the company in five years?"

That's a very good question.

I'm glad you raised that point.

So, in other words you are asking ...

I understand your position but I can assure you we've done our homework.

To be honest, I think that raises a different issue.

I think I've covered that in Point 2, but let me just recap.

I'm afraid I don't have the figures with me. Can I get back to you on that?

10. 6. Attending a conference

10.6.1. Give full and extensive answers to the questions and respond to the statements.

1. You were at a conference yesterday, weren't you?
2. How many people were there?
3. Did they come from all over the country?
4. Did you meet any of your acquaintances there?
5. How many of your fellow students read the papers?
6. Whose papers did you find of particular interest?
7. Did any other papers leave an impression on you?
8. Did you read a paper of your own?
9. What was your paper about?
10. When did you write your paper and send it to the Organizing Committee?
11. How much time did it take you to write it?
12. What was the aim of your research presented at the conference?

10.6.2. Summarize the ideas about the conference you have attended recently.

Use the phrases below:

The discussion centered on two themes.

On the first theme, " ", among others, the following reports were made:

The reports made on the second theme, " " included " " by

These reports evoked extensive discussion during which various viewpoints were expressed on ...

This exchange of views proved very useful.

The conference heard two reports delivered by postgraduates.

Papers were read by ...

Great interest was evoked by the papers ...

Language practice

Connecting ideas

1. *Because vs. because of.*

Complete the sentences with either ***because*** or ***because of***.

1. We delayed our trip *because of* the bad weather.
2. Sue's eyes were red *because* she had been crying.
3. The water in most rivers is unsafe to drink _____ pollution.
4. The water in most rivers is unsafe to drink _____ it is polluted.
5. Some people think Harry succeeded in business _____ his charming personality rather than his business skills.
6. You can't enter this secured area _____ you don't have an official permit.
7. My lecture notes were incomplete _____ the instructor talked too fast
8. It's unsafe to travel in that country _____. . . the ongoing civil war.

2. *Because vs. therefore*

Complete the sentences with either ***because*** or ***therefore***.

1. Matt didn't go to work yesterday *because* he didn't feel well.
2. Matt didn't feel well. *Therefore* he didn't go to work yesterday.
3. Sharon hid her feelings from everyone. _____, no one suspected the deep emotional pain she was suffering.
4. No one ever knows what's going on inside of Sharon _____ she hides her feelings behind a mask of smiles.
5. _____ young Joseph was an inquisitive student, he was always liked by his teachers.
6. The television broadcast was interrupted in the middle of the eighth inning; _____, most of the audience missed the conclusion of the baseball game.

3. Such... that and so... that.

Combine the sentences by using *so ... that* or *such ... that*.

1. We took a walk. It was a nice day.
- It was such a nice day that we took a walk.
2. The weather was hot. You could fry an egg on the sidewalk.
3. I couldn't understand her. She talked too fast.
4. *It was an expensive car. We couldn't afford to buy it.*
5. *I don't feel like going to class. We're having beautiful weather.*
6. *Grandpa held me tightly when he hugged me. I couldn't breathe for a moment.*
7. *There were few people at the meeting. It was canceled.*
8. *The classroom has comfortable chairs. The students find it easy to fall asleep.*
9. *Ted couldn't get to sleep last night. He was worried about the exam.*
10. *Jerry got angry. He put his fist through the wall.*
11. *I have many problems. I can use all the help you can give me.*
12. *The tornado struck with great force. It lifted automobiles off the ground.*
13. *I can't figure out what this sentence says. His handwriting is illegible.*
14. *David has too many girlfriends. He can't remember all of their names.*
15. *Too many people came to the meeting. There were not enough seats for everyone.*

4. Cause and effect.

Choose the correct completion.

Example: B *I was tired, I went to bed.*

- A. Because of B. Since C. For D. Due to

1. The workers have gone on strike. _____, all production has ceased.
A. Because B. So that C. Now that D. Therefore
2. A small fish needs camouflage to hide itself _____ its enemies cannot find it.
A. so that B. because C. therefore D. due to

3. Our apartment building has had two robberies in the last month, _____ I'm going to put an extra lock on the door and install a telephone in my bedroom.
- A. now that B. so that C. so D. since
4. The Chippewas are Native North Americans. Their language is one of the most complex in the world, _____ it contains more than 6,000 verb forms.
- A. consequently B. so C. so that D. for
5. _____ the bad grease stain on the carpet, we had to rearrange the furniture before the company arrived.
- A. Because B. Now that C. For D. Because of
6. The price of airline tickets has gone down recently. _____ the tickets cost less, more people are flying than before.
- A. Consequently B. Because of C. Because D. For
7. Let's ask our teacher how to solve this problem _____ we can't agree on the answer.
- A. since B. because of C. consequently D. so
8. The fire raged out of control. It got _____ . bad that more firefighters had to be called in.
- A. such B. therefore C. so D. so that
9. Dolphins are sometimes caught and killed in commercial fishing nets _____ they often swim in schools with other fish, such as tuna.
- A. due to B. because C. so D. therefore
10. We can finally afford to trade in the old car for a new one
_____ I've gotten the raise I've been waiting for.
- A. so that B. consequently C. now that D. so
11. Two of the factories in our small town have closed. _____, unemployment is high.
- A. Consequently B. Because C. So that D. For
12. _____ I had nothing for lunch but an apple, I ate dinner early.
- A. For B. Since C. Due to D. Therefore
13. I needed to finish the marathon race _____ I could prove that I had the strength and stamina to do it. I didn't care whether I won or not.
- A. because of B. so that C. for D. therefore

14. The Eskimo* way of life changed dramatically during the 1800s the introduction of firearms and the influx of large numbers of European whalers and fur traders.
- A. because B. for C. due to D. so
15. During extremely hot weather, elephants require both mud and water to keep their skin cool _____ they have no sweat glands.
- A. and B. because of C. so D. due to the fact that

5. Despite/in spite of vs. even though/although.

Choose the correct completions.

1. a. *Even though*, Despite her doctor warned her, Carol has continued to smoke nearly three packs of cigarettes a day.
- b. *Even though*, Despite her doctor's warnings, Carol has continued to smoke nearly three packs of cigarettes a day.
- c. *Even though*, Despite the warnings her doctor gave her, Carol continues to smoke.
- d. *Even though*, Despite the fact that her doctor warned her of dangers to her health, Carol continues to smoke.
- e. *Even though*, Despite she has been warned about the dangers of smoking by her doctor, Carol continues to smoke.

Eskimos are people who live in the Arctic regions of northern Alaska, northern Canada, and Greenland.* *Also possible:* Annie told the truth; however, no one believed her.

2. a. *Although*, In spite of an approaching storm, the two climbers continued their trek up mountain.
- b. *Although*, In spite of a storm was approaching, the two climbers continued their trek
- c. *Although*, In spite of there was an approaching storm, the two climbers continued up mountain.
- d. *Although*, In spite of the storm that was approaching the mountain area, the two climbers continued their trek.
- e. *Although*, In spite of the fact that a storm was approaching the mountain area, the two climbers continued their trek.

3. a. *Although*, Despite his many hours of practice, George failed his driving test for the third time.
- b. *Although*, Despite he had practiced for many hours, George failed his driving test for third time.
- c. *Although*, Despite practicing for many hours, George failed his driving test again.
- d. *Although*, Despite his mother and father spent hours with him in the car trying to tea him how to drive, George failed his driving test repeatedly.
- e. *Although*, Despite his mother and father's efforts to teach him how to drive, George failed his driving test.
4. a. *Even though*, *In spite of* repeated crop failures due to drought, the villagers are refusing to leave their traditional homeland for resettlement in other areas.
- b. *Even though*, *In spite of* their crops have failed repeatedly due to drought, the villagei are refusing to leave their traditional homeland for resettlement in other areas.
- c. The villagers refuse to leave *even though*, *in spite of* the drought.
- d. The villagers refuse to leave *even though*, *in spite of* the drought seriously threatens their food supply.
- e. The villagers refuse to leave *even though*, *in spite of* the threat to their food supply because of the continued drought.
- f. The villagers refuse to leave *even though*, *in spite of* the threat to their food supply is serious because of the continued drought.
- g. The villagers refuse to leave *even though*, *in spite of* their food supply is threatened, h. The villagers refuse to leave even though, *in spite of* their threatened food supply.

6. Cause and effect; showing contrast.

Show the relationship between the ideas by adding any of the following expressions, as appropriate. There may be more than one possible completion.

because	because of	while/whereas	on the other hand
since	due to	nevertheless	<i>in spite of</i>
now that	even though	however	despite
therefore	although		

1. It was still hot in the room *even though/although* I had turned on the air conditioner.
2. Several people in the crowd became ill and fainted *due to .because of* the extreme heat.
3. The gardener trimmed the branches on the cherry tree _____ I asked him not to.
4. The meat of the puffer fish can cause paralysis or even death if it is improperly prepared. _____, it remains a delicacy in Japan for brave diners.
5. _____ everyone disagreed with him, Brian went ahead with his original plan for the company.
6. The first mention of the game of chess appears in an Indian text written almost 1500 years ago. _____ its ancient beginnings, it remains one of the most widely played games in the world today.
7. Alice heard a siren and saw the flashing lights of a police car in her rear-view mirror. _____, she quickly pulled over to the side of the road and stopped.
8. Most adults carry around certain attitudes and prejudices about the world around them. Most children, _____, enter new situations without such preconceived notions.
9. They often have to close all of the ski areas in the mountains _____ severe weather conditions and avalanche danger.
10. _____ paper was first developed by the ancient Chinese, its English name comes from the word papyrus, the name of an Egyptian water plant.
11. The supervisor must know what everyone in the department is doing _____ all responsibility for error will fall on her shoulders.
12. _____ aspirin is relatively safe for most adults, it should be administered very carefully to children, if at all. It can be dangerous to children's health.

13. The peanut is used today to make everything from cosmetics to explosives _____ the pioneering scientific work of George Washington Carver in the 1910s and 1920s.
14. In ancient China, yellow was considered to be an imperial color._____, only the emperor was allowed to wear it. No one else could have yellow clothing of any kind.
15. _____ the abacus had been in use in Asia since ancient times, many in the Western world credited 19-year-old Blaise Pascal, a Frenchman, with inventing the first calculating machine in 1642.
16. _____ she thought she heard the telephone ringing, Marge turned the TV down—only to discover it had been a telephone on the show she was watching.

7. Using otherwise.

Make two sentences. Show the relationship between them by using otherwise. In the first sentence, use a modal auxiliary or phrasal modal: should, had better, have to, must, etc.

1. If you don't eat less and get more exercise, you won't lose weight.
- *You should (had better/have to/must) eat less and get more exercise.*
Otherwise, you won't lose weight.
2. The children can watch TV tonight only if they finish all of their chores.
- *The children have to (had better I should/must) finish all of their chores.*
Otherwise, they cannot watch TV tonight.
3. Unless you speak up now, the boss will go ahead without knowing that you don't agree.
4. If you don't stop at the store on your way home from work, we won't have anything to eat for dinner tonight.
5. Unless you think it through very carefully, you won't come up with the right answer.
6. If we don't catch any fish this morning, we're going to have beans for dinner again.
7. It's going to be very difficult to finish on time if you don't get someone to help you.
8. Maria is probably going to lose her job unless she finds a way to convince the boss that the error was unavoidable.

TESTA: Connecting ideas.

Directions: Choose the best completion.

1. I have to eat breakfast in the morning, _____, I get grouchy and hungry before my lunch break.
A. Consequently B. And C. Otherwise D. However
2. My mouth is burning! This is _____ spicy food that I don't think I can finish it.
A. such B. so C. very D. too
3. I couldn't use the pay phone, ____ I didn't have any coins with me.
A. yet B. despite C. for D. even though
4. Bats are fascinating ____ have many interesting and amazing qualities.
A. animals. Therefore, they C. animals. They
B. animals, they D. animals. Because they
5. I need to find an apartment before I can move. _____
I can find one in the next week or so, I will move to Chicago the first of next month.
A. If B. Even if C. Whether D. Only if
6. Sam and I would love to meet you at a restaurant tonight, but _____ we can do that can find a babysitter.
A. if B. unless C. only if D. even if
7. _____ want to take a train trip across western Canada, but my traveling companion wants to fly to Mexico City for our vacation.
A. Although I B. Even if I C. I D. Despite I
8. Timmy doesn't do well in school _____ his inability to concentrate on any one thing for longer than a minute or two.
A. as B. because of
C. because D. therefore
9. Tony spent _____ money buying movie tickets that he didn't have enough left to buy a soft drink or candy bar.
A. such B. a lot of C. too much D. so much
10. You should learn how to change a tire on your car _____ you can handle an emergency situation if necessary.

- A. so that B. if C. for that D. therefore
11. Cars have become much more complicated. _____, mechanics need more training than in the past.
- A. Because B. Therefore C. So that D. For
12. Not wanting to be late my first day of class, _____ to school after I missed my bus.
- A. so I ran B. because I ran C. I ran D. therefore, I ran
13. It was raining _____ I couldn't go outside.
- A. because B. so hard that C. so that D. too hard that
14. The Northern Hemisphere has mostly westerly winds _____ the rotation of the earth toward the east.
- A. due to B. because C. therefore D. so
15. Emily is motivated to study, _____ she knows that a good education can improve her life.
- A. therefore B. because of C. because D. so
16. Sonia broke her leg in two places, ____, she had to wear a cast and use crutches for three months.
- A. Nevertheless B. Consequently C. For that D. Because
17. Carol showed up for the meeting _____ I asked her not to be there.
- A. even though B. despite C. because of D. because
18. Peter works hard at everything he does. His brother, ___, seldom puts out much effort.
- A. on the other hand C. even though
B. otherwise D. consequently
19. The road will remain safe _____ the flood washes out the bridge.
- A. as long as B. unless C. if D. since
20. _____ I can't make the presentation myself, I've asked my assistant to be prepared to do it for me.
- A. For B. In the event that C. Only if D. On the other hand
21. I have to go to the meeting _____ I want to or not.
- A. because B. whether C. even though D. only if

22. I asked Angela to run the office while I'm gone _____. I know I can depend on her.
- A. unless B. since C. Although D. so that
23. I think I did okay in my speech last night _____. I'd had almost no sleep for 24 hours.
- A. in spite of B. unless
C. so that D. despite the fact that
24. I talked to Anna throughout the evening, _____. nothing I said changed her opinion.
- A. yet B. and C. otherwise D. so that
25. After getting home from elementary school, _____.
- A. our house buzzes with the children's many activities
B. the dog greets the children at the front door with wagging tail
C. the children have an hour to play before they begin their homework
D. the school bus drops the children at the corner near their house

TEST B: Connecting ideas.

Directions: Choose the best completion.

1. _____ the extremely bad weather in the mountains, my friends decided not to cancel their trip across the mountain pass.
A. Because of B. In spite of C. Even if D. Even though
2. Even though a duck lives on water, it stays dry ____ the oil on its feathers, which prevents water from reaching its skin.
A. because of B. since C. because D. for
3. Alex cannot express himself clearly and correctly in writing. He will never advance in his job _____ he improves his language skills.
A. otherwise B. if C. only if D. unless
4. _____ there was no electricity, I was able to read because I had a candle.
A. Unless B. Even though C. Even D. Only if
5. A fire must have a readily available supply of oxygen. ____, it will stop burning.
A. Consequently B. Therefore C. Otherwise D. However
6. I studied Spanish for four years in high school. _____ I had trouble talking with people when I was traveling in Spain.
A. Therefore C. Otherwise
B. On the other hand D. Nonetheless
7. I'm sorry you've decided not to go with us on the river trip, but _____ you change your mind, there will still be enough room on the boat for you.
A. even C. in the event that
B. nevertheless D. although
8. I like to keep the windows open at night no matter how cold it gets. My wife, prefers a warm bedroom with all windows tightly shut.
A. nevertheless C. on the other hand
B. consequently D. whereas
9. You must lend me the money for the trip._____, I won't be able to go.
A. Consequently B. Nevertheless C. Otherwise D. Although

10. I don't understand why, but my neighbor Mr. Morrow doesn't seem to like me. He never smiles at me or speaks to me _____ the many efforts I have made to be friendly and neighborly.
- A. because of B. in spite of C. for D. so
11. _____ the salary meets my expectations, I will accept the job offer.
- A. Due to B. Even if C. If D. Unless
12. Camels have either one hump or two humps. The Arabian camel has one hump. The Bactrian camel,_____, has two humps.
- A. nevertheless B. however C. therefore D. otherwise
13. Ms. Moore, the school counselor, has had years of experience dealing with student problems. _____, she is sometimes confronted by a problem that she cannot handle by herself.
- A. Therefore B. Nevertheless C. Otherwise D. On the other hand
14. Right now all the seats on that flight are taken, sir. _____ there is a cancelation, I will cal you.
- A. In the event that C. Unless
B. Nevertheless D. Even if
15. A newborn baby can neither walk nor crawl. A newborn antelope,_____, can run within minutes of birth.
- A. however B. nevertheless C. otherwise D. even though
16. Jason has become _____ famous that he now ignores his old friends. He shouldn't do thai
- A. such B. so C. so much D. too
17. Joan worked in a vineyard last summer _____ money for school expenses.
- A. because to earn C. for she earned
B. so she earns D. so that she could earn
18. Watching the children fly their kites in the park,_____
- A. suddenly a gust of wind blew my hat off my head
B. one of the kites got stuck in a tree
C. I thought of the times long ago when I did the same thing
D. it looked like a lot of fun
19. I guess I'm a soft touch. I just lent Jan some money for lunch _____ she never paid me back my last loan.
- A. even though B. unless C. or else D. only if

20. Hundreds of species of Hawaiian flowers have become extinct or rare _____ extensive land development and the grazing of wild goats.
- A. now that B. due to C. because D. for
21. It looks like they're going to succeed _____ their present difficulties.
- A. despite B. because of C. even though D. yet
22. The professor told me that I was doing well, _____ my final grade was awful.
- A. so B. therefore C. in spite of D. yet
23. _____ Beth has a new car, she no longer takes the commuter train to work. She drives to work every day.
- A. Now that B. While C. Although D. In case
24. Our village had _____ money available for education that the schools had to close.
- A. so little B. such little C. so much D. such much
25. I hadn't understood his _____ asked him to repeat what he'd said.
- A. directions. I C. directions, I
B. directions because I D. directions. However, I

READER

1. Read the text about the development of mobile networks. Use a dictionary if necessary. Then do the tasks that follow.

Your phone on steroids

5G networks: Proposed new networks promise ultra high-speed connections for mobile users

NEW MOBILE networks come along once every decade or so. Starting around 1980, the first generation of cellular phones relied on analogue technology. When the second generation arrived in 1991, wireless networks began to go digital. By 2001, the third generation dumped circuit-switching, which uses direct connections, for more efficient packet-switching, which moves data around in blocks. Around 2010, fourth-generation networks embraced ip (internet protocol) technology wholeheartedly, providing mobile devices with broadband access to the internet. Given past experience, the next generation is due in 2020.

Mobile-phone companies are now discussing what to include in their proposed fifth-generation (5G) networks. There is a feeling of urgency as heavyweights from outside the traditional phone business, such as Google and Facebook, are moving into this area. One thing 5G networks must do is meet the growing demand for ubiquitous and instantaneous connectivity. That requires future networks to have a "latency" (ie, response time) of no more than a few milliseconds. The speed at which two devices can begin to communicate with one another over today's 4G networks is about 50 milliseconds, and around 500 milliseconds for the still widely used 3G services.

Another requirement is a data rate of at least one gigabit per second (1Gbps) to start with, and multiple gigabits thereafter. Today's 4G networks, based on a standard called long-term evolution (lte) technology, can manage 10-100 megabit per second (mbps), depending on conditions. Most mobile carriers are still rolling out their lte services; only a few have started

to install the latest lte-advanced equipment (true 4G as opposed to the half-baked versions some have been marketing as the real thing). The peak bit rate of lte-advanced is claimed to be 1Gbps. In the real world, however, it is more like 250 mbps. Given the tenfold improvement between generations in the past, an average 5G download speed of 1Gbps seems realistic—with the chance of up to 10Gbps as the technology ripens. This is likely to increase even further the diversity of mobile devices on offer.

Two are better than one

Two technical features—carrier aggregation and mimo (multiple input/multiple output) antennae—are responsible for giving lte-advanced its big boost over earlier 4g iterations. Neither technique is particularly new, but both are expected to play a central role in helping 5g fulfil its promise.

First, carrier aggregation. This is a way of boosting download speeds by plucking signals from a number of local base stations, instead of simply the most powerful one in the vicinity. These different channels—often with different frequencies—are combined into what is effectively a single fat pipe capable of delivering data at a far higher rate than would otherwise be possible.

Given the global shortage of radio spectrum, most telecoms firms have snapped up frequencies wherever they can. As a result, few of their chunks of spectrum are contiguous. Fortunately, carrier aggregation also allows mobile operators to patch together their disparate blocks of spectrum. This is going to be even more important when 5G arrives around 2020 in a still more crowded wireless world.

Much the same goes for mimo. This works by transmitting two or more data streams via two or more antennae, and having the receiving antennae process all the incoming signals instead of just the strongest one. Today's mimo devices tend to have three or four antennae on both the transmitting and the receiving ends. But what if each end had tens of antennae or even hundreds? That would translate into a significant increase in download speed, and a far more efficient use of the available radio spectrum.

Which spectrum that will be, though, has still to be decided. Today's wireless devices operate in the crowded 700MHz to 2.6ghz part of the radio-frequency compass. It is not as though once 5G hits the airwaves chunks of spectrum used today by 4G and even 3G networks will suddenly become vacant. Mobile carriers will still have to continue their older services for the millions of subscribers who do not immediately upgrade to the latest devices-and may not do so for years to come.

The obvious answer is for 5G to migrate from today's very-high frequencies (vhf) to either the super-high (shf) band between 3ghz and 30GHZ, or even to the extremely high (exf) one at 30-300GHZ. Current occupants of these rarefied frequencies (also known as "millimetre waves" because of the wavelength) include satellite television, microwave relay links, air-traffic control radar, radio astronomy and amateur radio.

In most regions of the world, a chunk of spectrum around 60ghz has been designated for use by the public without a licence. With their latest standard (802.11ad), the Wi-Fi community plans to exploit this band for streaming ultra-high-definition video around the home. In typical configurations, it should beam more than 6 Gbps over modest distances. At least in the laboratory, Nokia, a Finnish networking firm, has achieved speeds of 115 Gbps using such frequencies.

As always, there are drawbacks. One is that such extreme frequencies are easily blocked by walls and even people moving around. They also get absorbed by the atmosphere, although the absorption effect only becomes significant at distances greater than 100 metres or so. By going to 70GHz and above, atmospheric absorption disappears, but rain can still cause the signal to fade.

All of which suggests that 5g will need base stations closer to users than current cellular towers. As it so happens, that is already a trend. So far, microcells-no bigger than a Wi-Fi modem-have been used mainly inside buildings to overcome poor reception. To handle 5 g's needs, hundreds of them will be required to fill the gaps between existing base stations. With the tiny antenna boxes attached to lampposts and the sides of buildings, few people will ever notice them, let alone object to their presence-as is so often the case when new cellular towers are planned. So it is not just faster

networking speeds that are promised, but less angst over the towers that phones connect to.

The text is adapted from *The Economist* January 3rd 2015

2. Match English words and phrases with the corresponding Ukrainian ones:

1 wireless networks	а бездротові мережі
2 ubiquitous and instantaneous connectivity	вповсюдне і миттєве підключення широкосмуговий доступ до інтернету
3 broadband access to the internet	дтехнологія еволюції евраховуючи покращення довгострокової десятикратне
4 long-term evolution (lte) technology	покоління гсукупність носіїв особливостей хрізні частоти
1 given the tenfold improvement	і в безпосередній близькості
2 generations	частки спектру
7 features-carrier aggregation	к ефективне використання
8 different frequencies	
9 in the vicinity	
10 chunks of spectrum	
11 an efficient use	

3. Give the Ukrainian equivalents to the following English words and phrases:

- to rely on analogue technology
- to meet the growing demand for
- to communicate with one another

- to roll out their lte services
- to install the latest lte-advanced equipment
- to boost download speed
- to increase even further the diversity of mobile devices on offer
- to pluck signals from a number of local base stations
- to deliver data at a far higher rate
- to snap up frequencies
- to be contiguous
- to patch together the disparate blocks of spectrum
- to transmit data streams via antennae
- to translate into a significant increase
- to immediately upgrade to the latest devices
- to migrate from
- to overcome poor reception
- to handle needs
- to fill the gaps

4. True or false? Write T or F after these statements. If they are false, say why.

1. The first generation of cellular phones relied on digital technology.
2. One thing 5G networks must do is meet the growing demand for ubiquitous and instantaneous connectivity.
3. A technical feature-carrier aggregation is responsible for giving LTE advanced its big boost over 4G iterations.
4. In most regions of the world, a chunk of spectrum around 60GHZ has been designated for the use by public without a licence.
5. The absorption effect only becomes significant at distances greater than 50 metres.

1. Read the text and find out what benefits cloud computing promises its users.

The sky's limit

Shifting computer power to the cloud brings many benefits – but don't ignore the risks

Electricity was once generated where it was used; now it comes from the grid. So it is with computing power, once the province of mainframes and personal computers, and now moving into the “cloud” – networks of data centres that use the internet to supply all kinds of services, from e-mail and social networks to data storage and analysis.

The rise of cloud computing is rapid, inexorable and causing huge upheaval in the tech industry. The old guard is suffering: this week's \$67 billion merger between Dell and EMC, makers of computers and storage devices respectively, was a marriage forced by the rise of the cloud. Disruptive newcomers are blooming: if Amazon's cloud-computing unit were a stand-alone public company, it would probably be worth almost as much as Dell and EMC combined.

The gains for customers have been equally dramatic. Compared with older IT systems, cloud computing is often much cheaper. It adds tremendous flexibility: firms that need more computing capacity no longer have to spend weeks adding new servers and installing software. In the cloud they can get hold of it in minutes. Their applications can be updated continually, rather than just every few months. Individual users can reach their e-mails, files and photos from any device. And cloud services also tend to be more secure, since providers know better than their customers how to protect their computing systems against hackers.

But cloud computing makes one perennial problem worse. In the old IT world, once a firm or a consumer had decided on an operating system or database, it was difficult and costly to switch to another. In the cloud this “lock in” is even worse. Cloud providers go to great lengths to make it easy

to upload data. They accumulate huge amounts of complex information, which cannot easily be moved to an alternative provider.

Cloud firms also create a world of interconnected services, software and devices, which is convenient but only for as long as you don't venture outside their universe. Being locked in to a provider is risky. Firms can start to tighten the screws by increasing prices. If a cloud provider goes bust, its customers may have trouble retrieving their data.

These risks have already triggered a debate about whether the cloud needs stricter regulations. Some European politicians want to force cloud providers to ensure that data can be moved between them. That is too heavy-handed, not least because rigid rules will inhibit innovation in what is still a young industry. The history of computing suggests that common standards may well emerge naturally in response to customers' demands – just as in personal computers, where it is now much easier to use the same files on different systems.

Be quick, be nimbus

In the meantime, a few commonsense measures can reduce the risk of lock-in. Firms that use more than one cloud provider to host their data are less vulnerable. So are those that keep their most important information in their own data centres – General Electric jealously guards its most valuable data, Walmart has a phalanx of its own developers so that it can move its data from cloud to cloud. Consumers can take precautions, too. Some services are better than others at enabling users to move data between providers (Google does well on this score). Cloud computing promises its users many benefits, but don't mistake it for some sort of digital heaven.

Vocabulary

grid - енергетична система

inexorable [ɪ'neks(ə)rəbl] - невблаганий, непохитний, непохитний

upheaval [ʌp'hɪ:v(ə)l] - підйом emotional upheaval - емоційний підйом

disruptive [dɪs'rʌptɪv] - руйнівний, спустошливий; порушує,

подарований (про діяльності, що приносить шкоду) пробивний

perennial [p(ə)'reniəl] - триваючий круглий рік, вічний, нев'янучий

perennial problem - споконвічна, постійна, вічна проблема
go bust - розоритися, прогоріти; ≈ вилетіти в трубу
retrieve [ri'tri:v] - відшукати, повернути собі; взяти назад
heavy-handed [ˌhevi'hændɪd] - незgrabний; незgrabний, неповороткий,
жорстокий, гнітючий, обтяжливий, важкий, гнітючий, великоваговий
(про стиль і т.п.)
not least = in particular; notably
nimbus ['nimbəs] - німб, ореол; сяйво
vulnerable ['vʌln(ə)rəbl] - уразливий; ранимий
phalanx ['fælæŋ(k)s] - фаланга, безліч, маса, група
heaven ['hev(ə)n] - Небеса, Царство Небесне, рай, блаженство

2. Read the article. Do the tasks that follow.

What does cloud computing mean?

Cloud computing means storing and accessing data and programs over the Internet instead of your computer's hard drive. It involves computing over a network, where a program or application may run on many connected computers at the same time. For some, cloud computing is a metaphor for the Internet. It typically uses connected hardware machines called servers. Individual users can use the server's processing power to run an application, store data, or perform any other computing task. Thus, instead of using a personal computer every-time to run the application, the individual can now run the application from anywhere in the world. For businesses, cloud computing is an ideal way to reduce expenses. For example, companies may buy services in the cloud. That is to say, instead of installing applications on every single computer in the company, cloud computing would allow workers to log into a Web-based service (a cloud) which hosts all the programs individual users would need for their job. Everything would run on remote machines and local computers task would rely just on connecting to those machines. While cloud computing could change the entire computer industry, there are still some concerns about the security of the data stored on the remote machines. It is true that it promises to offload many tasks. However, this technology raises a fundamental question. Is it safe to store one's data on someone else's computer? The

cloud service provider needs to establish clear and relevant policies that describe how the data of each cloud user will be accessed and used. Cloud service users should also be able to encrypt data that is processed or stored within the cloud to prevent unauthorized access.

3. Are the following sentences True or False? Correct the False ones.

- 1 In cloud computing data is stored locally.
- 2 Cloud computing offers an economical model for businesses.
- 3 Cloud computing technology add workload on local machines.
- 4 This technology offers a perfect solution for businesses without any concerns.

4. Complete the text with the words in the box.

a) ease, b) habits, c) home, d) cultural, e) depth, f) offending, g)
backgrounds, h) interact, i) spread, j) overseas

If you've ever traveled abroad, you may have felt out of your _____ (16) when you first arrived. The people around you may have looked, spoken, and acted in a very different way than in your _____ (17) country. Some people take days or even weeks to get over the initial _____ (18) shock. Others seem to quickly adapt to this new situation. They talk to the locals with _____ (19), even if they don't fully understand everything around them. This ability to _____ (20) well with people from different cultures or _____ (21) is called intercultural competence. With the _____ (22) of globalization, this has become more important for businesses and organizations that are growing into _____ (23) markets. Companies that fail to understand the beliefs, language, and _____ (24) of people in other countries may end up embarrassing themselves or unintentionally _____ (25) their customers.

6. Complete the text with the words in the box.

- | |
|--|
| a) handle; b) goal; c) separated; d) willingness; e) competent; f) sensitive; g) trying; h) challenging; i) taking; j) patient |
|--|

Intercultural competence is vital for an international company's employees to work together. Employees on a team are often _____ (16) not only by vast distances but also different cultural beliefs. For this reason, every employee on the team needs to be interculturally _____ (17) in order to successfully achieve a common _____ (18). Everyone needs to be _____ (19) towards different communication and work styles. For example, some employees in certain cultures can _____ (20) direct criticism better than others. Employees from some cultural backgrounds will feel more comfortable _____ (21) the initiative when unexpected problems occur. Others would be more likely to consult a manager before _____ (22) to solve these issues by themselves. Managers might find it _____ (23) to make a team from different cultures work well together. It takes a _____ (24) and skilled person to do this job. As a result, international companies tend to promote those who show an ability and _____ (25) to be open-minded towards employees from other cultures.

1. Read the text about passwords. Use a dictionary if necessary. Then do the tasks that follow.

Passé words

Cyber-security: Technology is finally making strides in reducing the need to remember lots of complicated p@ssw0rd\$

PASSWORDS are the bane of a life enveloped by information technology. And they are proliferating wildly as more and more devices and online services demand them. But passwords are easily lost, forgotten and stolen. Though cheerful reports of the password's imminent demise have been made before (perhaps most famously in 2004 by Bill Gates when he was the boss of Microsoft), all have turned out to be premature. However, new ways are emerging to remove, or at least reduce, the reliance on tapping out awkward combinations of numbers, letters and symbols.

The idea is to make greater use of a process called multi-factor authentication. The password is, as security folk put it, "something you know". It can be made more robust by being paired with "something you have", which could be a device or app which receives or generates a unique code, known as a token, with a short period of validity. Such gadgets are already widely available in online banking for users to generate a code when accessing their account. A code can also be texted to a user's mobile phone when logging into their e-mail on a computer.

The token (which might be exchanged wirelessly between, say, a phone and a payment terminal) could be paired with "something you are", such as an analysis of a user's voice, his iris or a fingerprint. As more smartphones and computers now come with biometric systems which can take such measurements, it is becoming easier to link the something-you-have with the something-you-are, thus leaving the password out of the process.

To enable the wireless transfer of a security token, devices are being fitted with near-field communication (nfc) chips. As these chips use less power than Bluetooth, nfc works over a shorter range: just a few centimetres. Devices need to be close or touching to communicate, which is

ideal for contactless smartphone payments, such as Google Wallet and Apple Pay. During the transaction the user can confirm his identity by holding a finger over the phone's fingerprint reader.

Other sensors in the phone can be enlisted to help confirm identity during mobile payments. One idea is to tap into a phone's gps system, a bit like the way banks use location data to spot payments and cash withdrawals being made in places that fall outside a customer's typical spending behaviour. And a profile can be built up of the phone itself to ensure it is the device it purports to be and not one that has been cloned.

A consortium of firms called the Fast Identity Online Alliance (FIDO) is looking at various approaches to strengthen multi-factor authentication. It has built a roster of impressive members, including hardware firms such as Lenovo, Samsung and arm, which makes many of the chips used in mobile devices; payments firms PayPal, Visa and MasterCard; and e-commerce giants such as Alibaba.

FIDO has two approaches, one of which offers the ability to do away with passwords altogether. Both rely on public-key cryptography, which is a bit of applied mathematics that already underpins a lot of the web's security infrastructure. This form of encryption creates two intertwined cryptographic keys - vast strings of numbers - one public and safe to share and one that is private.

WHO GOES THERE?

Any person or website in possession of the public key can verify that a digital signature has come from someone in possession of the private key, but cannot guess what that key is. Similarly, using only the public key, a person or service can encrypt a document in a way that only the possessor of the private key, which is associated to a specific device, can use.

The idea is that a device would, on request, create a pair of keys, public and private. It would pass the public key to, for example, an online retailer, which then associates the key with a user's account. On the next login, the identity check works both ways: a faked version of the retailer's website will not have the public key the FIDO software is looking for, so the user would be alerted that something is amiss. And the retailer can

check that the login has been performed by the holder of the associated private key.

Permitting access to FIDO via a device's built-in security features, such as a fingerprint reader or other biometric scan, adds the something-you-are to the FIDO key's something-you-have. So a password is no longer required. Nevertheless, security people are cautious, so provision is being made for an optional pin number if needed, but as an auxiliary measure.

FIDO's other standard, Universal 2nd-Factor Authentication (U2F), demotes the password rather than replaces it. U2F would be incorporated into a small physical token, like a dongle which could be plugged into a computer's usb socket or linked to it with nfc. Yubico, a Californian company, already makes versions of these. On sites that support it, only a simple pin might be needed as a first step to entry. While that pin might be guessed or disclosed, security is beefed up by a second step of tapping a button on the device, or tapping it against a smartphone, to trigger cryptographic keys.

This sort of thing has been tried before, but unseating the password only to replace it with devices, apps and other procedures risksmaking things just as troublesome. And FIDO is not the only dog barking up the tree of safer solutions. Yahoo recently introduced another way to avoid remembering passwords: American users can now set their accounts so that when they go to log in a one-time on-demand password is texted to their phone.

Some passwords and pins may not, then, disappear completely. They might still be required on occasions to, say, update a person's account details. But multi-factor authentication will at least help deter hackers and thieves from breaking into phones, computers and other devices by making that more difficult, says Markus Jakobsson, an American researcher who studies how computer systems are used. Having to get hold of – or trying to clone – a piece of hardware and copying someone's fingerprints are complications that should keep most users safer.

from *The Economist Technology Quarterly* May 30th 2015

2. Match English words and phrases with the corresponding Ukrainian ones:

1 bane of a life	a) передчасний
2 cheerful reports	веселі звіти
3 imminent demise	b) отрутажиття
4 premature	c) залежністьвід
5 reliance on	d) неминучий кінець
6 robust	e) маркердоступу
7 iris	f) складний,щовимагаєусиль
8 a security token	g) райдужнаоболонка(ока)
9 intertwined cryptographic keys	h) електронний ключ
10 a dongle	i) переплетенішифрувальниключі

3. Give the Ukrainian equivalents to the following English words and phrases

- to be paired with
- to proliferate wildly
- to generate a code
- to access an account
- to work over a shorter range
- to confirm the identity
- to spot payments and cash withdrawals
- it purports to be
- to look at various approaches
- to strengthen multi-factor authentication
- to underpin a lot of the web's security infrastructure
- to be in possession of the private key
- to be alerted that something is amiss
- to deter hackers and thieves from breaking into phones

4. True or false? Write T or F after these statements. If they are false, say why.

1. Any person or website in possession of the public key can verify that a digital signature has come from someone in possession of the private key, and can guess what that key is.
2. The idea is that a device would create a pair of keys, public and private.
3. Permitting access to FIDO via a fingerprint reader adds the something-you-are to the FIDO key's something-you-have.
4. U2F demotes the password rather than replaces it.
5. Security people are certain that any pin number is not needed.
6. Some passwords and pins may not disappear completely.

5. Answer the questions:

1. Why are passwords called the bane of a life enveloped by information technology?
2. What does multi-factor authentication mean?
3. What do FIDO's approaches rely on?
4. On what occasions might passwords be still required?

1. Read the text about emotional-analytics software. Use a dictionary if necessary. Then do the tasks that follow.

Consumer electronics and privacy

Your phone says: "Cheer up!"

Software that senses how you are feeling is being pitched to gadget-makers

ON January 6th hordes will converge on a vast conference centre in Las Vegas for the start of the International Consumer Electronics Show. At the annual shindig, tech firms will show off their latest and greatest gizmos, from smart cars to smartphones and fancy TVs. The gadgets will provoke plenty of emotions among the 160,000 or so visitors. But the devices themselves won't be able to tell what those people are feeling.

Beyond Verbal would like to change that. The Israeli startup is one of several firms working in the field of "emotions analytics". Its software is designed to deduce someone's emotional state from a brief sample of his voice captured by microphone. Rather than focusing on the words used, the software analyses such things as the loudness and pitch of the speech, and then runs the results through an algorithm to match them with patterns from its database.

Beyond Verbal has gathered hundreds of thousands of voice samples in more than 40 languages and has developed a smartphone app, Moodies, that lets people try its technology. But for now, it and other companies in the field, such as Nemesysco, have focused their commercial efforts on narrow areas such as market research and security rather than mass-market consumer electronics.

Yuval Mor, Beyond Verbal's chief executive, thinks that emotional-analytics software could be useful in things such as phones, fitness gadgets and cars. For instance, a vehicle that senses a driver is in a heightened emotional state, perhaps because he has been drinking, could flash up a warning before he takes to the road.

There are a couple of snags with all this. Some experts in the voice-recognition field are sceptical that the technology touted is reliable enough for mass deployment. Then there is the thorny issue of privacy. People are

bound to be repelled by the prospect of companies and devices tracking their emotions.

Mr Mor acknowledges such concerns, but argues that "the upside of the technology can more than compensate for the downside." Yet there are already signs of resistance to emotion-tracking software. The Samaritans, a British suicide-prevention group, recently disabled a free web app it had promoted that alerted people whenever someone they were following on Twitter used a phrase such as "hate myself", which suggested the writer was in a fragile emotional state. Critics had argued that the app could also be used by crooks and others to prey on vulnerable people.

In the wrong hands, the technology being developed by Beyond Verbal and its rivals could also be exploited for nefarious ends. Privacy activists and lawyers should keep a close eye on it.

from *The Economist* January 3rd 2015

2. Match English words and phrases with the corresponding Ukrainian ones:

1 the annual shindig	крихкий, ламкий
2 pitch of the speech	деликатне питання
3 a couple of snags	щорічна галаслива вечірка
4 thorny issue	поборник конфіденційності
5 mass deployment	кілька перешкод
6 a crook	шахрай
7 fragile	масоверозгортання
8 privacy activist	висота тону мовлення

3. Give the Ukrainian equivalents to the following English words and phrases:

- to converge
- to show off the latest and greatest gizmos
- to deduce someone's emotional state
- to be in a heightened emotional state
- to flash up a warning

- to tout the technology
- to be bound
- to be repelled
- to disable a web app
- to alert people
- to prey on vulnerable people
- to be exploited for nefarious ends
- to keep a close eye on

4. True or false? Write T or F after these statements. If they are false, say why.

1. At the annual shindig, tech firms will show off their latest and greatest gizmos.
2. The emotional-analytics software focuses on the analysis of the words used.
3. The emotional-analytics software could be useless in cars.
4. There are signs of resistance to emotion-tracking software.
5. The app could be used by crooks and others to prey on vulnerable people.

5. Answer the questions:

1. According to chief executive of Beyond Verbal, where could emotional-analytics software be used?
2. What snags do some experts see in the technology touted?
3. Why should privacy activists and lawyers keep a close eye on the emotional-analytics software?

1. Read the text about online advertising. Use a dictionary if necessary. Then do the tasks that follow.

Online advertising **Block shock**

Internet users are increasingly blocking ads, including on their mobiles

In advertising, an old adage holds, half the money spent is wasted; the problem is that no one knows which half. This should be less of a problem in online advertising, since readers' tastes and habits can be tracked, and ads tailored accordingly. But consumers are increasingly using software that blocks advertising on the websites they visit. If current trends continue, the saying in the industry may well become that half the ads aimed at consumers never reach their screens. This puts at risk online publishing's dominant business model, in which consumers get content and services free in return for granting advertisers access to their eyeballs.

By some estimates, more than 200m people worldwide are now regular users of ad-blocking programs. Eyeo, the maker of Adblock Plus, the most widely used such software, says it has been downloaded more than 400m times. Until fairly recently, ads were mostly being blocked on desktop and laptop computers but now people are installing the software on their mobile devices, which are expected to account for a growing share of their time online.

Ad-blocking software used to be fiddly to install, and thus its use was restricted to a technically adept minority. But now it typically comes in the form of an add-on to a popular web browser such as Chrome or Firefox, which can be installed in a few clicks. Websites' use of ever more in-your-face advertising formats (videos that play automatically, pop-ups that obscure the text you are trying to read) have driven ever more people to seek ways to block them. Younger consumers seem especially intolerant of intrusive ads, and as they get older, overall ad-blocking rates are bound to rise further, predicts Peter Stabler of Wells Fargo Securities, one of the authors of a recent report on the phenomenon.

Not many publishers put a figure on their losses from ad-blocking, but ProSiebenSats, a German media group, has said that in 2014 the practice cost it €9.2m (\$10.4m) – about a fifth of its web revenues. Publishers with a male, technophile audience are worst hit, says Sean Blanchfield of PageFair, an Irish startup that helps publishers quantify and manage ad-blocking. At some online video-game sites more than half of ads get blocked.

Small wonder that web publishers have started to take action. Some are switching to subtler means of advertising, such as promotional articles written in a similar style to the site's editorial content. Others are trying to educate their audience. Ad-blocking visitors to the website of the *Guardian*, a British daily, for example, are greeted with the message: "We notice that you've got an ad-blocker switched on. Perhaps you'd like to support the *Guardian* another way?"

A few are taking a more robust approach. Some sites, such as Hulu, an online video service, block users who try to block its ads. In Germany several media groups have sued Eyeo. Its software lets some ads through, as long as they are not too intrusive, and in the case of the most popular websites, as long as they pay for the privilege. Some internet firms, including Google, are said to have cut a deal with Eyeo to have their ads included on the firm's "whitelist" (Google declined to comment on this). The plaintiffs in the court cases argued that this is extortion. Eyeo, for its part, argues that the scheme lets publishers make at least some money, and that it does need some way of covering the cost of maintaining the whitelist.

In two cases so far, German courts have sided with Eyeo, and ruled that its product and its business model are legal because users are informed about the whitelist before installing the software. But even if other cases go against it, this is unlikely to stop ad-blocking. Most such software is based on a shared list of ad-serving computers, maintained by volunteers. So if the online publishers succeeded in making Eyeo go away, other providers would take its place.

The online firms had grounds for hope that, as consumers spent more time on smartphones and tablets, the ad-blocking problem would fade, since Apple and Google, which provide the operating systems for most such devices, can control which apps may be installed on them. In

2013 Google banned ad-blocking apps by Eyeo and other providers, arguing that they interfered with the workings of other apps.

However, these mobile walled gardens are not impenetrable. One way in is for users to download an alternative web browser to the one that came installed with their device, which incorporates ad-blocking features. One such, UC Browser, already claims 500m users, particularly in China and India. Last month Eyeo released its first ad-blocking browser, which so far is available only on devices running Google's Android system.

Since such browsers only block ads on web pages that are viewed using the browsers, it is hard to claim they are interfering with other apps. That means they cannot block ads that appear within apps. However, even this sort of ad may not be immune to being blocked for long. Shine, an Israeli firm, has developed equipment that would allow mobile-network operators to block ads of any kind – those to be displayed inside apps as well as those for web browsers – before they reach subscribers' phones. Shine says that it is in discussions with a number of wireless carriers, and that some will start using its product soon. One European operator has reportedly installed Shine's product in its data centres and plans to turn it on before the end of the year.

Transatlantic tensions

If mobile ads were blocked by default, this would violate the principle of network neutrality, which holds that internet providers should treat all types of traffic equally. In 2013, when Free, a French internet provider, installed ad-block software on its modems, the government forced it to make the service optional. But even if it is left to smartphone users to turn on ad-blocking, the results could be controversial. If lots of mobile subscribers did switch it on, it would give European carriers what they have long sought: some way of charging giant American online firms for the strain those firms put on their mobile networks. Google and Facebook, say, might have to pay the likes of Deutsche Telekom and Telefonica to get on to their whitelists.

If that happened, the online firms would surely fight back. If an operator were, say, to block the ads on Google's search service, Google could retaliate by trying to stop that operator's subscribers from accessing

their Gmail accounts. Such a tit-for-tat is not as far-fetched as it may seem: Google closed its news-aggregation service in Spain after a new law required it to pay for using excerpts of publishers' content. If the mobile firms are not careful, they could start the world's first digital trade war.

From *The Economist* June 6th 2015

2. Find the corresponding Ukrainian equivalents to the English words and phrases underlined in the text above:

3. Make a summary of the article in ten sentences.

1. Read the text about ransomware. Use a dictionary if necessary. Then do the tasks that follow.

Ransomware

Your money or your data

DICK TURPIN RIDES AGAIN—AS A DIGITAL HIGHWAYMAN

WHEN internal e-mails and unreleased films from Sony were leaked late last year, it was the origin of the hack (perhaps North Korea) and the embarrassing details (withering comments on film stars) that made the news. Less remarked was that the hackers had offered the media giant the chance to avoid the leak by acquiescing to its demands, which have not been made public.

Such cyber-hold-ups are on the rise globally and go far beyond big firms. More typical is the story of an Italian architectural draughtsman who turned to Digital Forensics Bureau, a computer-security firm in Turin, after unwittingly downloading "ransomware" – a virus that encrypted all his files and posted an onscreen message demanding cash to unlock them. Neither he nor the firm succeeded in cracking it. Faced with losing every file from his 14-year career, he capitulated, paid up and received a decryption key by e-mail.

Ransomware is here to stay, says Troels Oerting of Europol's European Cybercrime Centre. The emergence of bitcoin, a digital cryptocurrency that can be used anonymously, is a big part of the reason. Most ransoms must be paid in it, and ransom notes typically explain how to buy it. Other online options such as PayPal require a credit or debit card, or a bank account, making them riskier for criminals.

Many of the extortionists are from Russia; its authorities are uninterested in hunting them down. Their victims are everywhere. In Australia alone, estimates the Australian Crime Commission, a government agency, between August and mid-December around 16,000 individuals, firms and government bodies paid a total of A\$8m (\$7m) after downloading ransomware. Not all victims get their data back: some refuse to pay, and just as 17th-century highwaymen sometimes took first money and then lives, their digital equivalents can renege on promises to unlock files.

Ransomware programmers keep ahead of antivirus software by continually tweaking their code. Last year Europol and the Dutch National High-Tech Crime Unit warned that ransomware "kits" were available online, complete with tips on hiding profits from the authorities. And tricking people into downloading ransomware via an e-mail attachment is not the only approach. Extortionists often pay associates to post "malvertising" banner ads that lure traffic to websites that can take control of visiting computers, says a Parisian security researcher known as Malekal.

Until recently a victim with some technical skill might have been able to work around ransomware code, says Paolo Dal Checco of Digital Forensics Bureau. Now speedy innovation by attackers means victims are usually outgunned. In June a team led by the FBI seized computers that had been distributing CryptoLocker, a piece of ransomware. Specialists cracked it and created DeCryptoLocker, a free decryption service. But Crypto Wall, an immune version, quickly appeared. In September Nixu Corporation, a Finnish IT-security firm, found a way to disable particularly fierce ransomware called TorrentLocker – but within weeks its makers had fixed the weakness that the firm had spotted.

According to Gregg Housh, an online marketer who is close to Anonymous, a hackers' collective, the average ransom has fallen from about \$800 in the past few years as extortionists have found the sweet spot where their victims simply pay up. In October Maria Grazia Mazzolari, an official in Bussoleno, a small town in northern Italy, paid a €510 (\$644) ransom herself when the authorities balked at using taxes to reward criminals. Shortly afterwards the sheriff's office in Dickson County, Tennessee, paid \$572 to recover thousands of files. Ransoms have fallen even further in Paris, says Eric Larcheveque. Most victims who buy bitcoin at La Maison du Bitcoin, his shop, spend between €160 and €275.

DAYLIGHT ROBBERY

Estimating the profits from any type of cybercrime is tricky. But even though ransoms are falling, the new Dick Turpins are raking it in. To collect ill-gotten gains in bit-coin, they must give a bitcoin-account

number: anyone can view transactions, though not the holder's identity. Accounts used by whoever held Bussoleno to ransom racked up \$109,400-worth of bitcoin in the next eight days.

Ruses used by 17th-century travellers, such as hiding valuables, hiring guards and picking routes with care, have echoes today. Web-users should back up files, use antivirus software and firewalls, and avoid suspicious attachments and sites. But now, as then, the unwary and unlucky fall victim – and many see no choice but to pay.

from *The Economist* January 17th 2015

2. Find the corresponding Ukrainian equivalents to the English words and phrases underlined in the text above.

3. Match the words with the corresponding definitions:

bitcoin	- a digital currency in which transactions can be performed without the need for a central bank
ruse	- the release of captured prisoners or property on payment of a stipulated price
draughtsman	- an action intended to mislead, deceive, or trick
ransom	- a person who is qualified in mechanical drawing of machinery, buildings, devices

4. Find in the article the answers to the following questions:

1. What ruses were used by travelers in the 17th-century?
2. What should web-users do not to fall victim of hackers and extortionists?

5. Make a list of key phrases for the short summary of the article.

**1. Read the text about securities markets. Use a dictionary if necessary.
Then do the tasks that follow.**

New rules for IPOs in America

Open season

A new era begins in America's securities markets

SOMETIMES revolutions have small beginnings. SeedInvest is a three-year-old company with 20 employees sharing space in a second-tier building near Wall Street. But it has positioned itself to be at the heart of a fundamental change in America's capital markets.

On June 19th Title IV of the JOBS (Jump-start Our Business Startups) Act of 2012 goes into effect. It will change how small companies raise money. Those seeking \$20m-50m will be able to offer their shares to the public while skipping some of the most costly regulatory requirements that normally involves, including being vetted by state officials, issuing quarterly reports and listing their shares on an exchange.

In the past, firms that did not meet those requirements could only raise money from investors with a net worth in excess of \$1m or \$200,000 in annual income. Ten thousand people who did pass that test have signed on to SeedInvest's system. With the lifting of the rules on income, any adult American can now invest in small share offerings, according to Ryan Feit, SeedInvest's chief executive.

A wide range of companies could benefit. Last year 14% of conventional initial public offerings were for less than \$50m; so far this year it is 22%, according to Renaissance Capital, a research and fund-management firm. Such companies can now benefit from crowdfunding, the raising of capital from a large numbers of investors, each contributing small amounts. SeedInvest is among a handful of new electronic platforms that are designed to facilitate the process. In its brief existence, it has already channelled \$25m to 40 firms. Qualifying companies must meet certain standards, such as having a functional prototype of any planned product (not just an idea), customers, and reasonable investment terms. Only 1% of applicants pass the test.

Sam Guzik, a California lawyer, predicts many firms will take advantage of a "test the waters" provision in the rules allowing them to float the idea of an offering, discussing it with the media and investors, before paying to have a formal proposal prepared and reviewed by the Securities and Exchange Commission (SEC). In the past, it was feared that such marketing might allow small investors to be suckered by unsubstantiated hype. State officials still have concerns on that score. In 2013, as the SEC deliberated over the rules implementing the act, William Galvin, the secretary of state of Massachusetts, wrote to it to say he was "dismayed and shocked" that state vetting of public offerings would be curtailed. Small offerings, he claimed, were particularly vulnerable to risk and fraud. On May 21st Massachusetts asked a court to block the new rules, and Montana quickly followed suit.

Are their fears justified? One reason for optimism is the experience of Kickstarter, a platform used to raise money for projects in exchange for rewards rather than equity. Kickstarter projects have no disclosure requirements, making it easier to defraud contributors. Nevertheless, after reviewing more than two years' worth of data, Ethan Mollick of the University of Pennsylvania concludes that fraud is almost nonexistent at Kickstarter. The completion rate of projects that receive their desired level of funding is 86%, suggesting that commitments are largely honoured.

Mr Mollick attributes this lack of fraud to what has become known as "Linus's Law", after the originator of Linux, a free computer operating system. He argued that mass vetting would quickly expose any glitches. One example on Kickstarter was a fraudulent effort to fund jerky made from Kobe beef. Initially seen as a brilliant idea, it was quickly exposed by potential users who questioned the use of fatty beef for a stringy product, and pointed to the scarcity of appropriate livestock.

Crowds, it appears, are attentive to details. A spelling mistake in an offering document reduces the chances of a Kickstarter funding by 13%. And 90% of the manufacturing projects that were fully funded have ended up becoming functioning firms. Platforms offering a financial return might have a different outcome, of course. But there is no reason to expect that people hoping to make money would be any less exacting than those giving it away.

from *The Economist* June 6th 2015

2. Find the corresponding Ukrainian equivalents to the English words and phrases underlined in the text above.

3. Make a list of key phrases for the short summary of the article.

1. Read the text about how Internet entrepreneurs get people hooked on their products. Use a dictionary if necessary. Then do the tasks that follow.

Getting hooked

CICERO once said that "Nature has planted in our minds an insatiable desire to see the truth." These days it would be truer to talk of an insatiable desire to check our e-mail and Twitter accounts, and to play a few games of Candy Crush Saga (as a British parliamentarian was recently caught doing during a committee meeting). It is reckoned that four-fifths of smartphone owners check their devices within 15 minutes of waking up, and that the typical user does so 150 times a day.

This time it is not nature but man that has done the planting. Internet entrepreneurs devote a lot of thought to getting people hooked on their products. How else can they survive in a world in which hundreds of new ones are launched every day? And smartphones and tablets have helped greatly: what could be more habit-forming than devices that are always evolving, always there and always buzzing with fresh diversions?

"Hooked", a new book by Nir Eyal, a technology writer, gives an overview of one of the most interesting battles in modern business: the intense competition to create new digital products that monopolise people's attention. Peter Drucker, a management guru, once said the aim of a business is to create a customer. For today's digital firms the aim is to create an uber-user*: a tapping, scrolling devotee who keeps coming back for more whenever he has a spare moment. Habit-forming products help companies squeeze more money or information out of their customers. Some video-game makers get players hooked and then charge them for virtual products; often these are just cosmetic changes to how the game looks, but sometimes players can buy boosts to their in-game powers that help them win. Google specialises in useful apps, from Gmail to Google Maps, that gently squeeze data from users, the better to serve them ads.

Such products also offer protection from competition: once you have incorporated Twitter into your daily routine and devoted time to developing a following, you will be reluctant to switch to a rival. Although companies

must make their products pretty simple to use, so as to persuade people to take them up, they also need to find mechanisms that encourage them to invest a lot of time in the product. Getting started on Twitter or Facebook is simple; but the more you tweet, the better and more popular your Twitter account becomes, and the more you search for friends and family on Facebook the more useful it is.

How do these companies turn you into a user? The biggest challenge is to get their hook into you in the first place: that is, persuade you to install their app or click on their link rather than choose one of the many alternatives. The best way to do this is through social pressure: create a buzz that gets people talking about your product. But it will become habit-forming only if it satisfies an inner need. People keep visiting Facebook because they are keen to keep in with their pals. They keep checking Twitter and their e-mail because they are worried about being out of the loop if they don't.

The makers of habit-forming products have clearly read the works of B.F. Skinner, the father of "radical behaviourism", who found that training subjects by rewarding them in a variable, unpredictable way works best. That is why the number of monsters one has to vanquish in order to reach the next level in a game often varies. Faithful Twitter users are rewarded with more replies to their tweets, and more ego-boosting followers, but not according to any predictable formula. These variable rewards come in three forms. The reward of the tribe: people who use Twitter or Pinterest are rewarded with social validation when their tweets are retweeted or their pictures are pinned. The reward of the hunt: users quickly scroll through their feeds in search of the latest gossip or funny cat pictures. And the reward of self-fulfilment: people are driven to achieve the next level on a video game, or an empty e-mail inbox.

Should the makers of habit-forming products be praised as innovative entrepreneurs? Or shunned as the immoral equivalents of drug pushers? Ian Bogost, a designer of video games, describes them as nothing less than the "cigarette of this century". Paul Graham, a Silicon Valley investor, worries that humans have not had time to develop societal "antibodies to addictive new things". Mr Eyal pushes back against such

hyperbole. Creating a habit-forming product is in fact very hard. There have been plenty of digital products, such as Farmville, that were crazes for a while but went out of fashion. There is an important distinction between a habit and an addiction: only about 1% of people who regularly play slot machines, one of the most habit-forming technologies ever created, can reasonably be described as addicted. The proportion is surely lower for Twitter and the like. In any case, Mr Eyal notes, unlike smoking and playing slot machines, some apps help inculcate good habits, such as dieting or exercising.

That said, it is hard to read "Hooked" without feeling a bit queasy. Companies are getting at once more sophisticated and more shameless. If any other business were found to be employing people with the title of "behaviour designers", they would be seen as exploitative and downright creepy. The internet is becoming ever more powerful and pervasive. And every new technological leap makes it easier for behaviour designers to weave digital technology into consumers' daily habits. As smartphones become loaded with ever more sensors, and with software that can interpret their users' emotional states (see earlier article), the scope for manipulating minds is growing. The world is also on the cusp of a wearable revolution which will fix Google Glasses to people's skulls and put smart t-shirts onto their torsos: the irresistible, all-knowing machines will be ever more ubiquitous. And the trouble with insatiable desires is that the struggle to satiate them leaves everyone as exhausted as they are unfulfilled.

*an uber-user - German *über* – ‘super’

from *The Economist* January 3rd 2015

2. Match English words and phrases with the corresponding Ukrainian ones:

1 plant in minds an insatiable desire	a) розважливо
2 It is reckoned that	b) вважається, що
3 intense competition	c) інтенсивна конкуренція
4 the biggest challenge	d) новіречі, які викликають привичаення
5 variable reward	e) найбільша проблема
	f) насаждати в умах ненаситне бажання
	g) соціальна валідація,

6 social validation 7 innovative entrepreneurs 8 drug pushers 9 addictive new things 10 reasonably	h) визнання i) інноваційні підприємці j) наркоділки k) змінна винагорода
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3. Give the Ukrainian equivalents to the following English words and phrases:

- to devote a lot of thought to
- to get people hooked on their products
- to create a habit-forming product
- to buzz with fresh diversions
- to be reluctant
- to switch to a rival
- to install the app
- to click on the link
- to satisfy an inner need
- to monopolise people's attention
- to be driven to achieve
- to persuade
- to be keen to keep in with the pals
- to keep checking Twitter and e-mail
- to be worried about being out of the loop
- to squeeze more money, data or information out of their customers
- to go out of fashion
- to weave digital technology into consumers' daily habits
- to be on the cusp of a wearable revolution
- to leave everyone as exhausted as they are unfulfilled
- to sate the desire

4. True or false? Write T or F after these statements. If they are false, say why.

1. It is reckoned that the typical users check their devices 150 times a day.
2. Habit-forming products help companies squeeze more money or information out of their customers.
3. Faithful Twitter users get variable rewards in a lot of forms.
4. Companies create a buzz that gets people talking about their product.
5. The world is on the cusp of a wearable revolution.

1. Read the text about solar power. Use a dictionary if necessary. Then do the tasks that follow.

A charged view

Solar power: Using glass to make electricity out of sunlight could turn buildings and cars into their own power stations.

WITH so much glass in buildings, cars and the screens of mobile devices, it is understandable why researchers would like to come up with transparent solar cells which could generate electricity and top up batteries.

Solar cells work by absorbing the photons in sunlight and converting them into electrons, which are gathered by electrodes to flow into a circuit. Most solar cells are opaque to absorb all the light they can to maximize their efficiency. So, to look out of a window or use the screen of a smart phone, a layer of solar cells has to let some light through. Yet the more transparent the cells, the less energy they produce – or at least that is how it works with traditional solar technology based on semiconducting materials such as silicon.

An alternative is to make solar cells from substances that absorb light only at wavelengths which are invisible to the human eye, such as those in the infrared (IR) and ultraviolet (UV) spectrum. That would allow visible light to pass through. One company working on this is Ubiquitous Energy, a spin-off from the Massachusetts Institute of Technology (MIT) in 2011. It is developing solar cells using transparent organic materials that absorb IRand UV wavelengths.

Taking light from only part of the spectrum would reduce the percentage of sunlight's energy that can be converted into electricity. Ubiquitous Energy is hoping, some think optimistically, to exceed 10%. That compares with 20-25% efficiency for a typical non-transparent solar panel.

Last year a team at Michigan State University led by Richard Lunt, formerly at MIT, displayed a variation of the approach using extremely small organic molecules, which Dr Lunt describes as "exceptionally transparent to the human eye". These molecules absorb specific non-visible wavelengths of light and then glow at a different IR wavelength. This glowing light, which is also invisible to the eye, is guided to the edge of the

glass where it is converted to electrical energy by thin strips of photovoltaic cells. The arrangement, known as a transparent luminescent solar concentrator, allows most of the glass to be kept clear of solar components. The first version had a power efficiency of only about 1%. But it is early days and the researchers hope to boost that considerably.

ROLLING IT OUT

It should be possible by using materials that absorb non-visible wavelengths of light to produce thin-films of solar cells cheaply using industrial processes that make large rolls, says Rutger Schlatmann, director of the Competence Centre for Thin-Film and Nanotechnology for *Photovoltaics*, a Berlin-based industry research group. But as he points out: "It is visible light that carries by far most of the energy." That means, however good they are, transparent solar cells may never rival solar panels designed to capture the maximum amount of light. Nevertheless, what they can trap could still be useful.

Semi-transparent solar cells can be used to produce coloured or tinted glass, which helps when shading is required. *Heliatek*, a company based in Dresden, Germany, uses organic materials to make solar-cell films which are up to 40% transparent. With a solar efficiency of over 7% they can produce electricity-generating tinted glass in buildings and car sunroofs. One development that is attracting a lot of interest is the use of a family of crystalline materials called perovskites, which could allow semi-transparent solar cells to be made relatively cheaply in large rolls. A group at Brown University in Providence, Rhode Island, recently reported they had made ultra-thin films with perovskite crystals that are capable of a solar efficiency of over 15%.

Oxford Photovoltaics, spun out of the University of Oxford in 2010 to commercialise thin-film solar cells, reckons perovskites are good for over 20%. The firm calculates that if a 35-storey office block in London was clad with perovskite cells they could generate almost 60% of the building's energy consumption. When electricity bills are high or batteries are running low, every bit of juice counts.

From *The Economist Quarterly* May 30th 2015

2. Match English words and phrases with the corresponding Ukrainian ones:

1 a layer of solar cells	аневидиміхвилі
2 opaque	бфотогальванічні елементи
3 invisible wavelengths	скомпанія, що відділилась
4 a spin-off	дяскраве світло
5 glowing light	етоноване скло
6 photovoltaic cells	флюкна даху автомобіля
7 tinted glass	гмінерал перовскіт
8 car sunroof	ншарсонячних батарей
9 perovskite	і непрозорий

3. Give the Ukrainian equivalents to the following English words and phrases:

- to come up with
- to top up batteries
- to maximise the efficiency
- to let some light through
- to exceed
- to display a variation of the approach
- to boost efficiency
- to rival
- to be clad (clothed) with

4. True or false? Write T or F after these statements. If they are false, say why.

1. The more transparent the cells, the more energy they produce.
2. Traditional solar technology is based on semiconducting materials such as silicon.
3. Ubiquitous Energy uses transparent organic materials that absorb IR and UV wavelengths to develop solar cells.
4. Transparent solar cells may exceed solar panels designed to capture the maximum amount of light.

5. Perovskites allow semi-transparent solar cells to be made relatively cheaply in large rolls.

5. Answer the questions:

1. How do solar cells work?
2. What is an alternative to traditional solar technology?
3. What does the expression ‘every bit of juice counts’ mean?

Vocabulary notes.

Plug (штепсельная вилка) / **socket** (патрон; розетка) / **cable /wire** (electric / power cable — электрокабель)

to insert / put a plug into a socket — вставить, воткнуть вилку в розетку
to pull a plug — выдернуть вилку из розетки plug fits into a socket —
вилка соответствует / подходит к розетке When the plug is inserted in
the socket, the lamp can be lighted. — После того как вилка вставлена в
розетку, можно включать лампу.

to pull the plug прекратить поддержку, перекрыть кислород Creditors
have sworn to pull the financial plug. — Кредиторы поклялись
прекратить финансирование.

docking station установочная станция, док-станция, базовый
(компоновочный) блок;
a device used to connect one appliance to another, esp. a portable computer
and a desktop computer, to make use of its external power supply, monitor,
and keyboard, esp. to enable the transfer of data between the machines;
устройство для подключения к портативному компьютеру
дополнительных плат расширения, полноразмерной клавиатуры,
монитора, накопителей и другого внешнего оборудования

storage device, memory, accumulator, buffer unit, file, bank -
накопитель
disk storage — дисковый накопитель

correlate- to have a close similarity, connection or causal relationship with
heuristic hypothesis - a hypothesis that has a very high probability of
being true
on the basis of reasoning and past experience

computational complexity - an area of computer design dealing with the
problems
of algorithms and their ability to solve a given problem

cognitive science - the scientific study of mind or intelligence based on
relevant fields,
including psychology, philosophy, neuroscience, linguistics, anthropology,
computer science, and biology

confine - to define boundaries; to limit the extent (of an activity)
computational
1. involving computers
2. that can be computed

computational - 1. involving computers 2. that can be computed

incoherent - confused and inconsistent; illogical

retrievable восстановимый; поправимый, извлекаемый Syn: reparable ,
remediable

Artificial Intelligence

1. Discuss with a partner the following questions:

- How would you define “intelligence”?
- Have you ever thought of computer programs as being “intelligent”?
- Do you think that computers or machines will ever be as intelligent as humans?
- Are you afraid of the nightmare scenario in which machines have control over people, possibly leading to the annihilation of the human race?

2. Read the interview. Then do the tasks that follow.

Basic questions about AI

Q. What is artificial intelligence?

A. It is the science and engineering of making intelligent machines, especially intelligent computer programs. It is related to the similar task of using computers to understand human intelligence, but AI does not have to confine itself to methods that are biologically observable.

Q. Yes, but what is intelligence?

A. Intelligence is the computational part of the ability to achieve goals in the world. Varying kinds and degrees of intelligence occur in people, many animals and some machines.

Q. Isn't there a solid definition of intelligence that doesn't depend on relating it to human intelligence?

A. Not yet. The problem is that we cannot yet characterize in general what kinds of computational procedures we want to call intelligent. We understand some of the mechanisms of intelligence and not others.

Q. Is intelligence a single thing so that one can ask a yes or no question ‘Is this machine intelligent or not?’

A. No. Intelligence involves mechanisms, and AI research has discovered how to make computers carry out some of them and not others. If doing a task requires only mechanisms that are well understood today, computer programs can give very impressive performances on these tasks. Such programs should be considered somewhat intelligent.

Q. Isn't AI about simulating human intelligence?

A. Sometimes but not always or even usually. On the one hand, we can learn something about how to make machines solve problems by observing other people or just by observing our own methods. On the other hand, most work in AI involves studying the problems the world presents to intelligence rather than studying people or animals. AI researchers are free to use methods that are not observed in people or that involve much more computing than people can do.

Q. What about IQ? Do computer programs have IQs?

A. No. IQ is based on the rates at which intelligence develops in children. It is the ratio of the age at which a child normally makes a certain score to the child's age. The scale is extended to adults in a suitable way. IQ correlates well with various measures of success or failure in life, but making computers that can score high on IQ tests would be weakly correlated with their usefulness. For example, the ability of a child to repeat back a long sequence of digits correlates well with other intellectual abilities, perhaps because it measures how much information the child can compute with at once. However, digit span is trivial for even extremely limited computers. However, some of the problems on IQ tests are useful challenges for AI.

Q. What about other comparisons between human and computer intelligence?

Arthur R. Jensen, a leading researcher in human intelligence, suggests as a heuristic hypothesis that all normal humans have the same intellectual mechanisms and that differences in intelligence are related to quantitative biochemical and physiological conditions. I see them as speed, short term memory, and the ability to form accurate and retrievable long term memories. Whether or not Jensen is right about human intelligence, the situation in AI today is the reverse. Computer programs have plenty of

speed and memory but their abilities correspond to the intellectual mechanisms that program designers understand well enough to put in programs. Some abilities that children normally don't develop till they are teenagers may be in, and some abilities possessed by two year olds are still out. The matter is further complicated by the fact that the cognitive sciences still have not succeeded in determining exactly what the human abilities are. Very likely the organization of the intellectual mechanisms for AI can usefully be different from that in people. Whenever people do better than computers on some task or computers use a lot of computation to do as well as people, this demonstrates that the program designers lack understanding of the intellectual mechanisms required to do the task efficiently.

Q. When did AI research start?

A. After WW II, a number of people independently started to work on intelligent machines. The English mathematician Alan Turing may have been the first. He gave a lecture on it in 1947. He also may have been the first to decide that AI was best researched by programming computers rather than by building machines. By the late 1950s, there were many researchers on AI, and most of them were basing their work on programming computers.

Q. Does AI aim to put the human mind into the computer?

A. Some researchers say they have that objective, but maybe they are using the phrase metaphorically. The human mind has a lot of peculiarities, and I'm not sure anyone is serious about imitating all of them.

Q. What is the Turing test?

A. Alan Turing's 1950 article Computing Machinery and Intelligence discussed conditions for considering a machine to be intelligent. He argued that if the machine could successfully pretend to be human to a knowledgeable observer then you certainly should consider it intelligent. This test would satisfy most people but not all philosophers. The observer could interact with the machine and a human by teletype (to avoid requiring that the machine imitate the appearance or voice of the person), and the human would try to persuade the observer that it was human and

the machine would try to fool the observer. The Turing test is a one-sided test. A machine that passes the test should certainly be considered intelligent, but a machine could still be considered intelligent without knowing enough about humans to imitate a human. Daniel Dennett's book *Brainchildren* [Den98] has an excellent discussion of the Turing test and the various partial Turing tests that have been implemented, i.e. with restrictions on the observer's knowledge of AI and the subject matter of questioning. It turns out that some people are easily led into believing that a rather dumb program is intelligent.

Q. Does AI aim at human-level intelligence?

A. Yes. The ultimate effort is to make computer programs that can solve problems and achieve goals in the world as well as humans. However, many people involved in particular research areas are much less ambitious.

Q. How far is AI from reaching human-level intelligence? When will it happen?

A. A few people think that human-level intelligence can be achieved by writing large numbers of programs of the kind people are now writing and assembling vast knowledge bases of facts in the languages now used for expressing knowledge. However, most AI researchers believe that new fundamental ideas are required, and therefore it cannot be predicted when human-level intelligence will be achieved.

Q. Are computers the right kind of machine to be made intelligent?

A. Computers can be programmed to simulate any kind of machine. Many researchers invented non-computer machines, hoping that they would be intelligent in different ways than the computer programs could be. However, they usually simulate their invented machines on a computer and come to doubt that the new machine is worth building. Because many billions of dollars have been spent in making computers faster and faster, another kind of machine would have to be very fast to perform better than a program on a computer simulating the machine.

Q. Are computers fast enough to be intelligent?

A. Some people think much faster computers are required as well as new ideas. My own opinion is that the computers of 30 years ago were fast enough if only we knew how to program them. Of course, quite apart from the ambitions of AI researchers, computers will keep getting faster.

Q. What about parallel machines?

A. Machines with many processors are much faster than single processors can be. Parallelism itself presents no advantages, and parallel machines are somewhat awkward to program. When extreme speed is required, it is necessary to face this awkwardness.

Q. What about making a child machine that could improve by reading and by learning from experience?

A. This idea has been proposed many times, starting in the 1940s. Eventually, it will be made to work. However, AI programs haven't yet reached the level of being able to learn much of what a child learns from physical experience. Nor do present programs understand language well enough to learn much by reading.

Q. Might an AI system be able to bootstrap itself to higher and higher level intelligence by thinking about AI?

A. I think yes, but we aren't yet at a level of AI at which this process can begin.

Q. What about chess?

A. Alexander Kronrod, a Russian AI researcher, said Chess is the Drosophila of AI. He was making an analogy with geneticists' use of that fruit fly to study inheritance. Playing chess requires certain intellectual mechanisms and not others. Chess programs now play at grandmaster level, but they do it with limited intellectual mechanisms compared to those used by a human chess player, substituting large amounts of computation for understanding. Once we understand these mechanisms better, we can build human-level chess programs that do far less computation than do present programs. Unfortunately, the competitive and commercial aspects of making computers play chess have taken precedence over using chess as a scientific domain. It is as if the geneticists after 1910 had organized fruit

fly races and concentrated their efforts on breeding fruit flies that could win these races.

Q. What about Go?

A. The Chinese and Japanese game of Go is also a board game in which the players take turns moving. Go exposes the weakness of our present understanding of the intellectual mechanisms involved in human game playing. Go programs are very bad players, in spite of considerable effort (not as much as for chess). The problem seems to be that a position in Go has to be divided mentally into a collection of sub-positions which are first analyzed separately followed by an analysis of their interaction. Humans use this in chess also, but chess programs consider the position as a whole. Chess programs compensate for the lack of this intellectual mechanism by doing thousands or, in the case of Deep Blue, many millions of times as much computation. Sooner or later, AI research will overcome this scandalous weakness.

Q. Don't some people say that AI is a bad idea?

A. The philosopher John Searle says that the idea of a non-biological machine being intelligent is incoherent. He proposes the Chinese room argument www-formal.stanford.edu/jmc/chinese.html The philosopher Hubert Dreyfus says that AI is impossible. The computer scientist Joseph Weizenbaum says the idea is obscene, anti-human and immoral. Various people have said that since artificial intelligence hasn't reached human level by now, it must be impossible. Still other people are disappointed that companies they invested in went bankrupt.

3. Answer the following questions:

1. What does human intelligence depend on?
2. What is the main advantage of computers over people and vice versa?
3. What is the main aim of the Turing test?
4. In what ways have researchers tried to build an AI system similar to human intelligence?

4. Work with a partner. Prepare a speech on one of these topics.

1. How has AI been depicted in books and films?
2. Is AI an ethical or moral issue?
3. What effect could AI have on religion?
4. Do you think machines with AI could ever be programmed to have religious consciousness or religious feelings?

Source materials

Artificial Intelligence by Patrick Henry Winston, 2003, Addison Wesley Publishing Company.

5. Read the end of the interview and then make the summary in 5-8 sentences.

Q. Aren't computability theory and computational complexity the keys to AI?

[Note to the layman (непрофессионал; дилетант, любитель) and beginners in computer science: These are quite technical branches of mathematical logic and computer science, and the answer to the question has to be somewhat technical.]

A. No. These theories are relevant but don't address the fundamental problems of AI. In the 1930s mathematical logicians, especially Kurt Gödel and Alan Turing, established that there did not exist algorithms that were guaranteed to solve all problems in certain important mathematical domains. Whether a sentence of first order logic is a theorem is one example, and whether a polynomial equation in several variables has integer solutions is another. Humans solve problems in these domains all the time, and this has been offered as an argument (usually with some decorations) that computers are intrinsically incapable of doing what people do. Roger Penrose claims this. However, people can't guarantee to solve arbitrary problems in these domains either. See my Review of The Emperor's New Mind by Roger Penrose. More essays and reviews defending AI research are in my book Concepts of Logical AI [McC96a].

In the 1960s computer scientists, especially Steve Cook and Richard Karp developed the theory of NP-complete problem domains. Problems in these domains are solvable, but seem to take time exponential in the size of the problem. Which sentences of propositional calculus are satisfiable is a basic example of an NP-complete problem domain. Humans often solve problems in NP-complete domains in times much shorter than is guaranteed by the general algorithms, but can't solve them quickly in general. What is important for AI is to have algorithms as capable as people at solving problems. The identification of subdomains for which good algorithms exist is important, but a lot of AI problem solvers are not associated with readily identified subdomains. The theory of the difficulty of general classes of problems is called computational complexity. So far this theory hasn't interacted with AI as much as might have been hoped. Success in problem solving by humans and by AI programs seems to rely on properties of problems and problem solving methods that the neither the complexity researchers nor the AI community have been able to identify precisely. Algorithmic complexity theory as developed by Solomonoff, Kolmogorov and Chaitin (independently of one another) is also relevant. It defines the complexity of a symbolic object as the length of the shortest program that will generate it. Proving that a candidate program is the shortest or close to the shortest is an unsolvable problem, but representing objects by short programs that generate them should sometimes be illuminating even when you can't prove that the program is the shortest.

6. Read the article paying attention to the words and phrases in bold.

AI in China

Code red

State-controlled corporations are developing artificial intelligence (AI). The ingredients would include masses of processing power, lots of **computer-science boffins**, a torrent of capital – and **abundant data** with which to train machines to recognise and respond to patterns. That environment might sound like a fair description of America, the **current leader** in the field. But in some respects it is truer still of China.

The country is rapidly building up its **cloud-computing capacity**. For sheer **volume of research** on AI, if not quality, Chinese academics surpass their American peers; AI-related patent submissions in China almost **tripled** between 2010 and 2014 compared with the previous five years. Chinese startups are attracting billions in **venture capital**. Above all, China has over 700m smartphone users, more than any other country. They are consuming digital services, using voice assistants, paying for **stuff** with a wave of their phones – and all the while generating vast quantities of data. That gives local firms such as Alibaba, Baidu and Tencent the opportunity to concoct best-in-class AI systems for everything from facial recognition to **messaging bots**. The government in Beijing is convinced of the potential. On July 20th it outlined a development strategy designed to make China the world's leading AI power by 2030.

An AI boom in the world's most populous place holds out enormous promise. No other country could generate such a volume of data to enable machines to learn patterns indicative of rare diseases, for example. The development of new technologies ought to happen faster, too. Because typing **Chinese characters** is fiddly, **voice-recognition services** are more popular than in the West; they should improve faster as a result. Systems to **adjust** traffic lights automatically **in response to** footage from roadside cameras are already being tested. According to the McKinsey Global Institute, a research arm of the consultancy, AI-driven automation could **boost** China's **GDP growth** by more than a percentage point annually.

Yet the country's AI plans give cause for concern. One worry is that the benefits of Chinese breakthroughs will be muted by **data protectionism**. A **cyber-security law** that came into force in June requires foreign firms to store data they collect on Chinese customers **within the country's borders**; outsiders cannot use Chinese data to offer services to third parties. It is not hard to imagine **tit-for-tat constraints** on Chinese firms. And if data cannot **be pooled**, the algorithms that run autonomous cars and other products may not be the most **efficient**.

A second area of unease is ethics and safety. In America, the technology giants of Silicon Valley have **pledged to work together** to make sure that any AI tools they develop are safe. They will look at

techniques like “boxing”, in which AI agents are isolated from their environment so that any wayward behaviour does not have disastrous effects. All the leading AI researchers in the West are signatories to an open letter from 2015 **calling for a ban** on the creation of autonomous weapons. If it happens at all, the equivalent Chinese discussion about the limits of **ethical AI research** is far more opaque.

Chinese AI companies do have **incentives** to think about some of these issues: rogue AI would be a problem for the planet wherever it emerged. There is a self-interested case for the formulation of **global safety standards**, for example. But a third concern – that AI will be used principally **to the benefit** of China’s government – is a less tractable problem.

Autocratic intelligence

The new plan is open about AI’s value to the state. It envisages the use of the technology in everything from guided missiles to predictive policing. AI techniques are perfect for finding patterns in the massive amounts of data that Chinese censors must handle in order **to maintain a grip on the citizenry**. It is easy to imagine how the same data could boost the country’s nascent plans to create a “social-credit” system that scores people for their behaviour. Once **perfected**, these algorithms would interest autocratic regimes around the world. China’s tech firms are in no position to prevent the government in Beijing from taking advantage of such tools. Baidu, for example, has been **appointed to lead a national laboratory for deep learning**. Chinese AI will reflect the influence of the state.

Western firms and governments are no angels when it comes to **data collection and espionage**. But Western companies are at least engaged in an open debate about the ethical implications of AI; and intelligence agencies are **constrained by democratic institutions**. Neither is true of China. AI is a technology with the potential to change the lives of billions. If China ends up having most influence over its future, then the state, not citizens, may be the biggest **beneficiary**.

The Economist July 29th 2017

Vocabulary practice

7. Translate the following phrases from the text above. Use the dictionary if necessary.

state-controlled corporations

masses of processing power

computer-science boffin

a torrent of capital

to train machines to recognise and respond to patterns

in some respects

to rapidly build up its cloud-computing capacity

sheer volume of research on AI

to surpass peers

AI-related patent submissions

to attract billions in venture capital

to consume digital services

to use voice assistants

to pay for stuff with a wave of their phones

to generate vast quantities of data

to concoct best-in-class AI systems

facial recognition

messaging bot

the world's most populous place

to hold out enormous promise

to enable machines to learn patterns indicative of rare diseases
to adjust traffic lights automatically
in response to footage from roadside
to be muted by data protectionism
a cyber-security law
to come into force
within the country's borders
to offer services to third parties
tit-for-tat constraints
the algorithms that run autonomous cars
an area of unease
to pledge to work together
to have disastrous effects
to be a signatory to an open letter
a ban on the creation of autonomous weapons
wherever it emerged

8. Match the adjectives to their meaning:

1 abundant	A small and awkward to do or handle
2 fiddly	B wanting to have one's own way
3 wayward	C easily controlled or persuaded
4 opaque	D existing in plentiful supply
5 rogue	E dishonest or unprincipled
6 tractable	F hard to understand; unintelligible

9. Find in the text the answers to the following questions:

- 1 What ingredients do state-controlled corporations need to obtain to develop AI?
- 2 Why is it truer in some respect that China is the world leader in AI area? Find some facts to prove this statement.
- 3 Why is an AI boom in China so promising?
- 4 Are there any causes for concern about AI development in China?

Augmented Reality

1. Discuss the following questions:

- What is AR?
- Virtual reality vs augmented reality: what is the difference?

2. Read the first part of the article. Do the tasks that follow.

The technology is coming. But it will take time for consumers to embrace AR.

THE history of computers is one of increasing intimacy. At first users rented time on mainframe machines they did not own. Next came the “personal computer”. Although PCs were confined to desks, ordinary people could afford to buy them, and filled them with all manner of personal information. These days smartphones go everywhere in their owners’ pockets, serving as everything from a diary to a camera to a voice-activated personal assistant.

The next step, according to many technologists, is to move the computer from the pocket to the body itself. The idea is to build a pair of “smart glasses” that do everything a smartphone can, and more. A technology called “augmented reality” (AR) would paint computerised information directly on top of the wearers’ view of the world. Early versions of the technology already exist. If it can be made to work as its advocates hope, AR could bring about a new and even more intimate way to interact with machines. In effect, it would turn reality itself into a gigantic computer screen.

For the time being, the most popular AR apps are still found on smartphones. Pokémon Go, a smartphone game that briefly entranced people in 2016, used a primitive form of the technology. Another popular application is on Snapchat, a messaging app whose parent firm is gearing up for an IPO: when teenagers overlay rabbit ears onto the faces of friends and family, they are using AR.

Bunny business

But the technology is advancing rapidly. Several companies already make fairly simple glasses that can project flat images for their wearers. They are increasingly popular with warehousing and manufacturing firms, who can use them to issue instructions to employees while leaving their hands free. Meanwhile, firms such as Magic Leap, Meta and Microsoft, are building much more capable headsets that can sense their surroundings and react to them, projecting convincing, three-dimensional illusions onto the world. Microsoft is already running trials of its HoloLens headset in medical schools (giving students virtual cadavers to dissect) and architectural practices (where several designers can work together on a digital representation of a building).

Designing a nifty piece of technology, though, is not the same as ushering in a revolution. Social factors often govern the path to mass adoption, and for AR, two problems stand out. One is aesthetic. The HoloLens is an impressive machine, but few would mistake it for a fashion item. Its alien appearance makes its wearers look more creepy than cool. One reason the iPhone was so successful was that it was a beautiful piece of design. Its metal finish and high-quality components, allied with a big advertising push from Apple, all helped establish it as a desirable consumer bauble.

The other big problem surrounds consent. The history of one much-hyped set of smart glasses should give the industry pause. In 2013 Google launched its “Glass” headsets to a chosen segment of the public. As well as those who thought the product looked silly, plenty found the glasses sinister, worrying that their users were covertly filming everyone they came into contact with. “Glassholes” became social pariahs. Two years later, Google withdrew Glass from sale.

Both of these problems are solvable. Computers only ever get smaller. Costs shrink relentlessly, too. It may well be possible one day to build a capable and affordable AR computer that looks like a pair of fashionable glasses. Social etiquette also evolves. The Snapchat generation may not be troubled by the idea of being perpetually on camera.

In the meantime, AR’s first inroads will probably come in the world of work, where bosses can order their employees to use headsets with little concern for the finer social niceties, or for how much of a berk they make

people look. AR seems likely, in other words, to follow the same path to popularity as smartphones. The first mobile phones were clunky, brick-sized devices, mostly used by self-important bankers and a frequent target of mockery. You would not wear a HoloLens on a night out. Twenty years from now, though, your children may well be showing off a distant descendant.

Vocabulary notes:

intimacy - гарне знання предмета

mainframe - a high-speed general-purpose computer, usually with a large store capacity, велика ЕОМ

confine - обмежувати, to keep or close within bounds; limit; restrict. to be confined to — бути прикутим до

augment - збільшувати(ся), додавати(ся); посилювати(ся) augmented = increased or expanded

advocate - прихильник, прибічник

for the time being = for the moment, for the present, (in the) meanwhile, in the meantime, temporarily, поки що

to entrance - надмірно захоплювати;

gear up - to prepare for greater efficiency готовувати, прискорювати (Is our industry geared up for these new challenges?)

IPO 1) independent publicly owned company 2) initial public offering, первинне розміщення акцій на фондовому ринку

overlay – покривати, накладати

running trials - ride test, performance trials, underway trials, ходові випробування

cadaver - труп Syn: corpse

dissect - розтинати, анатомувати, аналізувати

nifty - елегантний, модний; стильний

usher - проводити, супроводжувати; вводити, оголошувати

alien – чужий

creepy - що викликає жах

allied with – у поєднанні

bauble - іграшка; дрібниця

consent - give assent or permission, згода; дозвіл

hype - крикливо рекламиувати; розхвалювати,

hyped up - stimulated or excited by
sinister - злий, поганий, зловісний
covertly - прикрито, приховано; таємно
pariah - a social outcast, парія, вигнанець, ізгой
withdraw - вилучати (// launch)
shrink relentlessly - скрочувати(ся) безжалісно, невблаганно
capable - having ability, esp in many different fields; competent, здібний;
здатний; умілий
affordable – доступний
perpetually - безкінечно
inroad – invasion, attack; raid, наскок, навала, вторгнення
niceties - тонкощі, деталі
berk or burk - a stupid person; fool
clunky - ungraceful or unsophisticated, незgrabний
mockery - висміювання; глузування
descendant - нащадок

3. Put the following steps of computer history into the right order according to the text:

- a) smartphones serve as a voice-activated PA
- b) users rent time on mainframe machines
- c) new technologies turn reality itself into a gigantic computer screen
- d) personal computer are confined to desks

4. Match the verbs with their definitions:

1. confined	a) fill with wonder and delight; enchant
2. interact	b) progress, improve
3. show off	c) kept within bounds; limited
4. shrink	d) become smaller in size
5. advance	e) exhibit or display so as to invite admiration
6. usher	f) act in close relation with each other
7. entrance	g) cover with an applied decoration
8. overlay	h) conduct or introduce

5. Find in the article the answers to the following question:

1. Where are the most popular AR apps found these days?
2. Where does Microsoft see the market niche for its AR products?
3. What influences the way of a new gadget to mass adoption?
4. What two problems surround AR? Can they be tackled?
5. Why was the Google Glass unsuccessful?
6. Where might AR tools be useful first?

6. Read the second part of the article. Do the tasks that follow.

SCIENCE fiction both predicts the future and influences the scientists and technologists who work to bring that future about. Mobile phones, to take a famous example, are essentially real-life versions of the hand-held communicators wielded by Captain Kirk and his **crewmates** in the original series of “Star Trek”. The **clamshell models** of the mid-2000s even take design cues directly from those fictional devices.

If companies ranging from giants like Microsoft and Google to newcomers like Magic Leap and Meta have their way, the next thing to leap from fiction to fact will be augmented reality (AR). AR is a sci-fi staple, from Arnold Schwarzenegger’s heads-up display in the “Terminator” films to the holographic computer screens that Tom Cruise slings around as a futuristic policeman in “Minority Report”.

AR is a close cousin to virtual reality (VR). There is, though, a crucial difference between them: the near-opposite meanings they ascribe to the term “reality”. VR aims to drop users into a convincing, but artificial, world. AR, by contrast, supplements the real world by laying useful or entertaining computer-generated data over it. Such an overlay might be a map annotated with directions, or a **reminder** about a meeting, or even a virtual alien with a ray gun, ripe for blasting. Despite the hype and **prominence** given recently to VR, people tend to spend more time in real realities than computer-generated ones. AR thus has techies licking their lips in anticipation of a giant new market. Digi-Capital, a firm of merger and acquisitions advisors in California, reckons that of the \$108 billion a year which it predicts will be spent by 2021 on VR and AR combined, AR will take three-quarters.

Improving on the world

Like many science-fictional technologies, AR is in fact already here—just **unevenly distributed**. An early version was the **heads-up displays** that began to **be fitted to** jet fighters in the 1950s. These projected information such as **compass headings**, **altitude** and **banking angles** onto the **cockpit** canopy. Such displays occasionally turn up in cars, too. But only now, as computers have shrunk enough and become sufficiently

powerful, has it become possible to give people a similar sort of experience as they go about their daily lives.

Last year, for instance, the world was briefly entranced by an AR smartphone game called Pokémon Go. Players had **to wander the world** collecting virtual monsters that were, thanks to their phones' cameras, drawn over a phone's-eye view of a building's lobby or **a stand of trees**. Apps such as Snapchat, which features image filters that permit users to take pictures of themselves and others wearing computer-generated rabbit ears or elaborate virtual make-up, are another example.

There are less frivolous uses, too. Google's Translate app employs computer vision, automatic translation and a smartphone's camera to show an image of the world that has text, such as items on menus and street signs, interpreted into any of several dozen languages.

Apps like Snapchat and Translate rely on machine-vision algorithms to work their magic. Snapchat is designed to detect faces. This works well enough, but means that the bunny ears can be applied only to heads. Translate, similarly, looks for text in the world upon which to work its magic. But smartphone-makers have bigger plans.

At the end of last year Google and Lenovo, a Chinese hardware manufacturer, unveiled the Phab 2 Pro, the first phone to implement a piece of Google technology called Tango. The idea is that, by giving the phone an extra set of sensors, it can detect the shape of the world around it. Using information from infra-red detectors, a wide-angle lens and a "time-of-flight" camera (which measures how long pulses of light take to reflect off the phone's surroundings) Tango is able to build up a three-dimensional image of those surroundings. Armed with all this, a Tango-enabled phone can model a house, an office or any other space, and then use that model as a canvas upon which to draw things.

To give an idea of what is possible, Google has written apps that would be impossible on Tango-less phones. "Measure", for instance, overlays a virtual tape measure on the phone's screen. Point it at a door, and it will tell you how wide and high that portal is. Point it at a bed, and you get the bed's dimensions—letting you work out whether it will **fit through the door**. Another Tango app is the **oddly spelled** "Woorld", which lets users fill their living rooms with virtual flowers, houses and rocket ships, all of which will interact appropriately with the scenery. Place

the rocket behind a television, for instance, and the set will block your view of it.

7. Match the words with their definitions:

a) wield	1. to work out in detail; develop, create
b) lick one's lips	2. intensive or exaggerated publicity or sales promotion
c) cue	3. to provide an addition
d) hype	4. to handle or use a tool
e) supplement	5. to anticipate or recall something with glee or relish
f) leap	6. a signal or reminder to do something
g) unveil	7. to jump suddenly, to move or react quickly
h) elaborate	8. to make (something secret or concealed) known or public

8. Find the answers to the following questions:

1. Why does science fiction play an important role for science and technology?
2. What examples of AR are given in the article?
3. What are AR and VR different in?
4. What reality do people tend to spend more time in?
5. How do AR apps work their magic?
6. What can a Tango-enabled phone do?

9. Translate the sentence paying attention to the word order (Inversion):

But only now, as computers have shrunk enough and become sufficiently powerful, has it become possible to give people a similar sort of experience as they go about their daily lives.

10. Translate the words and phrases in bold.

11. Read the third part of the article. Do the tasks that follow.

Through a pair of glasses, virtually

The effect Tango gives is impressive, but the technology is still in its early stages. Building 3D models of the world is computationally demanding, and quickly drains even the Phab 2 Pro's beefy battery. The models themselves quickly use up the phone's data-storage capacity. And the touchscreen of a phone is a clumsy way of communicating with the software. Some enthusiasts of augmented reality therefore think that the technology will not take off properly until smartphones can be abandoned in favour of smart spectacles that can superimpose images on whatever their wearers happen to be looking at.

Such glasses do exist. So far, though, they have made a bigger impact on the workplace than in the home. Companies such as Ubimax, in Germany, or Vuzix, in New York, make AR spectacles that include cameras and sensors, and which use a projector mounted on the frame to place what looks like a small, two-dimensional screen into one corner of the wearer's vision.

Used in warehouses, for instance, that screen—in combination with technology which tracks workers and parcels—can give an employee instructions on where to go, the fastest route to get there and what to pick up when he arrives, all the while leaving both of his hands free to move boxes around. Ubimax reckons that could bring a 25% improvement in efficiency. At a conference in London in October, Boeing, a big American aeroplane-maker, described how it was using AR glasses to give workers in its factories step-by-step instructions on how to assemble components, as well as to check that the job had been done properly. The result, said Paul Davies of Boeing's research division, is faster work with fewer mistakes.

The one serious attempt to offer individual consumers such technology did not, though, go well. Like Vuzix's and Ubimax's products, Google's "Glass", released in 2013, was a pair of spectacles with a small projector mounted on one arm. The idea was, in effect, to create a wearable smartphone that would let its user make calls, read e-mails, see maps and

use the Glass's built-in GPS to navigate, all the while leaving his hands free for other tasks.

The problem was not with the users. Google's "Glass Explorers"—those willing to pay \$1,500 for early access to the hardware—seemed happy enough. But, often, those they interacted with were not. Glass Explorers quickly attracted the nickname "Glassholes" from those annoyed by their proclivity to glance at e-mails in the middle of a conversation, or worried that the device let wearers record everything going on around them. (Some restaurants banned Glass users on privacy grounds.) Google stopped making Glass early in 2015, although it is working on a new version aimed at businesses instead of individuals.

Other firms have more limited ambitions, but may do better for that. RideOn, for instance, is an Israeli outfit founded by three engineers with experience in designing heads-up displays for aircraft. It will soon start selling augmented-reality ski goggles. The idea is to turn skiing into a video game, by showing users routes, letting them time runs, compete with their friends, shoot footage and the like.

Some companies are building much more capable displays. Instead of 2D images, they propose to create augmented reality in three dimensions. In March 2016 Microsoft began making early versions of a headset called the HoloLens available to software developers around the world. Unlike the AR glasses produced by Vuzix and Ubimax, or Google's Glass, the HoloLens can draw 3D images that appear to exist in the real world. Users can walk around a virtual motorbike, for instance, to inspect it from behind, or place virtual ornaments on real tables or shelves.

It is, in other words, like a Tango-enabled smartphone—only much more capable. The device's cameras, derived from the Kinect (an accessory originally developed for Microsoft's Xbox 360 games console), scan the world around it. Those cameras generate such a flood of information that Microsoft has had to design a special chip to process all the incoming data. Armed with that understanding, and with the ability to track the position of its user's head, the machine can tailor its graphics accordingly: making a virtual motorbike appear to be standing on a real floor, for instance. The same cameras let the wearer interact with the machine via voice commands, by making gestures in mid-air, or by tracking precisely where he is looking.

Unlike VR headsets, which must be connected to either a PC or a smartphone to work, the HoloLens is a self-contained computer that needs no accessories. Users view the world through a pair of thick, transparent lenses. A pair of projectors feed light into the top of these lenses. Three optical waveguides (one each for red, green and blue light—the primary colours from which others can be created) funnel that light down the lenses before bending it through 90° and into the user's eyes.

By overlaying its images onto the real world, the HoloLens headset turns reality into a computer monitor. A window containing a Skype call can be placed onto an office wall, disappearing when the user looks away and returning when he looks back at it. A computerised calendar can be placed on the desk (or the ceiling, if you prefer). All this information can be seen without having to cut yourself off completely from the outside world, as a VR headset would require.

Some of the first demonstrations of the HoloLens involved games. In one, users blasted aliens that took cover behind their living-room sofas. In a second, they played with blocks from Minecraft, a sort of virtual Lego, on their living-room tables. More recent apps have focused on business and training. One such, developed in collaboration with Case Western Reserve University, in Cleveland, projects a human body into the room to help with the teaching of anatomy. A wave of the hands can add muscles to the skeleton, or bring the heart out of the chest to examine it more closely.

12. Match the words and phrases with their definitions. Give their Ukrainian equivalents.

a) Drain	1. fix smth firmly
b) Spectacles	2. independent, autonomous
c) Beefy	3. inclination, tendency
d) Superimpose	4. glasses
e) Mount on smth	5. tube or pipe wide at the top and narrow at the end
f) Mid-air	6. overlay
g) Self-complete	7. highly increase overlay
h) Funnel	8. hide in a shelter
i) Take cover	9. exhaust

j) Clumsy	10. ungainly, awkward
k) Take off	11. happened in the air
l) Proclivity	12. powerful

13. Are the following sentences true or false? Correct the false ones.

1. The proper development of AR will take off if smartphones can be abandoned in favour of spectacles that can superimpose images on whatever you look at.
2. Smartglasses have influenced more in the homes.
3. Using AR spectacles in warehouses reduced efficiency as employees were confused with the instructions.
4. Google's "Glass", released in 2013, was a pair of spectacles with a small projector mounted on one arm.
5. The HoloLens must be connected to the PC and they require a lot of accessories.
6. The HoloLens's cameras let the wearer interact with the machine via voice commands, by making gestures in mid-air, or by tracking precisely where he is looking.
7. The HoloLens headset turns reality into a computer monitor by creating new images.

14. Give the examples of current application of smart spectacles.

15. Find all passive constructions in the text. Translate them into Ukrainian.

16. Read the forth part of the article. Do the tasks that follow

Augmenting the enterprise

The HoloLens can be used collaboratively, as well. Another demo has someone being instructed how to repair a light-switch by someone else, who is employing videoconferencing software in another room to do so. The guide can see what the HoloLens user sees, and can draw on top of his field of view—putting circles around objects of interest or highlighting the correct tool in a box. ThyssenKrupp, a German engineering firm, is experimenting with giving the devices to its lift repairmen. Should anyone encounter a particularly difficult job, he can call head office for specialist advice. Users can also connect to each other and see the same augmented reality (in true science-fiction style, other users appear as golden, androgynous, vaguely Art Deco-looking figures).

Aecom, an international firm of architects and engineers, is already using the HoloLens to help design buildings. Modern building projects can be very complicated, says John Endicott, one of Aecom's executive directors—to the point where even experienced designers have trouble keeping everything in their heads.

In 2016 the firm designed buildings around the Serpentine art gallery, in London. Mr Endicott observes that, “the roofs of these things had very complex geometry. We simply couldn't check it on a 2D screen, but the HoloLens let us all review it together.” Trimble, an American engineering firm, helped Aecom develop the system. “We're also finding it has applications in everything from mining to agriculture to facilities management,” says Aviad Almagor, the director of Trimble's “mixed reality” programme. “You can do things like track assets [such as miners, lorries or equipment] as they move round a 3D model of a mine, in real time.”

The HoloLens is far from perfect, however. The AR magic happens in only a small slice of a user's view (some have likened it to looking in on the computer-generated world through a letterbox). Though the headset is light (weighing around 600g) and comfortable, it is bulky and not exactly fashionable. And using the gesture-tracking system to interact with the illusions the headset generates can feel clunky and awkward. It is not yet

on general sale, but when it is (Microsoft has given no firm date) its price tag—also unknown, though the versions sold to software developers go for at least \$3,000—is likely to make it a business-only proposition.

Microsoft is not the only firm working on advanced AR headsets. One rival is Meta, in San Mateo, California. Compared with Microsoft this firm is a tiddler, having raised only \$73m in funding so far. But its engineers promise a much wider field of view than the HoloLens's. Microsoft's product can track a few hand gestures. Meta's is designed to keep a constant eye on exactly what a user's hands are up to, letting him “handle” virtual objects simply by picking them up and rotating them.

Another potential rival, Osterhout Design Group, in San Francisco, which makes AR glasses for industrial and medical companies, has announced two products aimed at individuals. Though less technically capable than the HoloLens, both are sleeker than their rival. Microsoft's best-known competitor in this area, though, is Magic Leap, a firm founded in Florida in 2010, which has attracted \$1.4 billion in investment from companies such as Google and Ali Baba, China's biggest online retailer, as well as plenty of attention for its snazzy promotional videos. It has kept its technological cards close to its chest—to the point where some sceptics think that its technology has been oversold. But the demos it has released show images much clearer and crisper than those Microsoft can manage with the HoloLens.

Curb your enthusiasm

For all the hype, AR is still at an early stage, especially as a consumer technology. Forecasts of markets worth squillions by the end of the decade should be taken with a good deal of salt, especially since virtual reality, AR's close and even-more-hyped cousin, has so far proved a bit of a damp squib. No VR headset-maker has yet released official sales figures, but the numbers that have trickled out look modest.

In October 2016 Cher Wang, chairwoman of HTC, a Taiwanese consumer-electronics company, told 87870 News, a Chinese website, that her firm had sold 140,000 of its Vive headsets since their launch the previous April. (By way of comparison, Apple sells more than 870,000 iPhones a day.) In November SuperData, a market-research firm in New

York, described VR as “the biggest loser” in the American shopping season around Thanksgiving, and cut its sales forecasts for Sony’s PlayStation VR headset in 2016 from 2.6m to 750,000. Even among keen techies, enthusiasm for VR seems limited. A survey by Steam, an online shop that dominates the market for PC gaming, found that just 0.38% of its customers owned a VR headset in December, a number unchanged from the previous month.

If AR is not to go the same way, it will have to be made easier to use. That probably means consumer versions will be adapted for peoples’ phones. As Tim Merel, Digi-Capital’s boss, points out, phones are a known quantity that people are comfortable with. They have become, for many, their default computing device. Their existing app stores offer developers an easy way to sell software, and their business model—in which the cost of the hardware is often subsidised by network operators, who recoup this investment with fees and rental charges as they go along—could help draw some of the financial sting of the initial outlay a customer must make. On the other hand, a phone’s screen is small and fiddly, and holding it up every time you want to use an AR app could become tedious.

Headsets such as the HoloLens offer a way around this problem. Those currently in development will cost thousands of dollars and look more than a little silly. For now, that will limit their uptake to companies, which can afford the hardware and are less worried about the aesthetics. But the hope is that the mix of sensors and computing power needed to run AR can be shrunk to the point where, as Mark Zuckerberg, Facebook’s boss, put it at a show for developers last April: “we’re going to have what look like normal-looking glasses that can do both virtual and augmented reality.” Others want to go further still. Samsung and Apple, for instance, are exploring the idea of AR-enabled contact lenses.

For now, such devices remain far away. Those in the computing industry like to talk of an “iPhone moment”, when a well-crafted product launches, almost single-handedly, a new phase of the computing revolution. But such moments are the culmination of years of research into, and development of, many different technologies. The iPhone was not the first smartphone. No self-respecting salaryman of the mid-2000s was without a BlackBerry, and the basic idea can trace its ancestry back at least as far as the hand-held personal digital assistants of the 1990s. None of the

present approaches to AR seems likely to change the world as the iPhone did. But those behind them hope that, one day, a combination of them will.

17. Pay attention to the underlined phrases. Identify the grammar structure. Translate them into Ukrainian.

Mobileye and Intel join forces

1. Read the article. Do the tasks that follow.

An Israeli firm and a tech giant team up to shape the future of cars

Carmaking in Israel has amounted to little more than some unstylish models put together in the latter half of the last century and a few rugged off-roaders still assembled for the country's security forces. A reluctance to make them, however, has not stopped Israel from becoming a thriving centre for the high-tech kit with which cars now bristle, and also for mobility services such as ride-hailing.

The latest evidence of Israel's pre-eminence in the field came on March 13th, when Intel, a giant American chipmaker, paid \$15.3bn for Mobileye, a Jerusalem-based firm that is at the forefront of autonomous-car technology. With the acquisition, Intel joins the ranks of technology companies that are trying to outmanoeuvre carmakers and auto-parts suppliers to develop the brains of vehicles of the future.

Mobileye is an attractive target because of what it does now and what it will soon be capable of. Its EyeQ software is already used by most of the world's carmakers to help their vehicles stay in their lanes and brake in emergencies, precisely what will also be required in autonomous vehicles. This system, which is currently fitted in over 15m vehicles but is set to be used by many millions more, can also collect information from installed cameras to continuously update the incredibly detailed maps that self-driving cars will require.

Israeli politicians are cock-a-hoop that the country's prowess in technology had made headlines around the world. Yigal Erlich, a former chief scientist of the Israeli government, called it "a great achievement that a company like Intel is building its future on Israeli technology". There was further delight that Intel will relocate its existing car-technology business, which is sizeable, to the country.

Mobileye is not the first Israeli car-technology firm to attract a foreign buyer. Waze, a driving-navigation app, was snapped up by Google in 2013 for \$1.1bn. Last year Volkswagen paid \$300m for a share of Gett, a ride-hailing startup. But this is by far the biggest deal. Though not a vast sum by technology-industry standards, some analysts reckon that Intel has

overpaid. The firm is under pressure. Its main business, of providing chips for PCs, is past its peak. Its record with deals to make up for that is unenviable. Intel has proved willing to write enormous cheques to chase growth. Last year it sold McAfee, a cyber-security business, for some \$4.2bn, around half what it had paid for it six years earlier.

Having largely missed out on the transition to mobile devices, Intel may fear doing the same in autonomous cars. Competitors are beefing up. Last year Qualcomm, another big chipmaker, announced a deal worth \$47bn for NXP Semiconductors, a firm that makes chips for cars. Nvidia, better known for chips used by the gaming industry, is developing them for cars, too.

Setting price aside, marrying Mobileye's camera and mapping expertise with Intel's chip and computing skills makes sense as the battle to establish predominance in the field of autonomous vehicles heats up.

The priority for tech companies such as Intel and Google is to get their hands on the prodigious amounts of data that cars generate. Data are a vital commodity for perfecting the algorithms that underpin autonomy. Established car firms already have access to data from billions of miles of driving. Google's self-driving vehicles throw off data of their own. For Intel, too, Mobileye's value will be as a source of data as well as revenue and profit.

Tech firms have also tried striking alliances with carmakers to secure more data. Last year, in fact, both Intel and Mobileye teamed up with BMW to develop self-driving cars. Carmakers have at last caught on to the value of data and know that they should guard it jealously. The problem they face is that they are also under pressure to share their data in return for the new technology they badly need.

Intel and Mobileye have recognised that becoming large and powerful gives technology firms more leverage in this relationship. As the battle for data heats up it would be no surprise if both tech and automotive companies were to come shopping for more of Israel's car-tech wizardry.

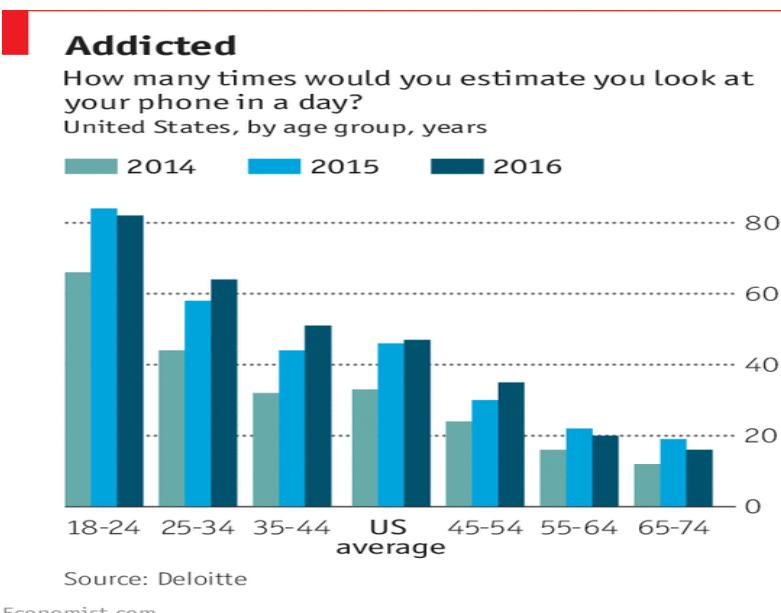
2. Translate the underlined phrases into Ukrainian. Explain the grammar structures.

Smartphones are Strongly Addictive

1. Read the article. Do the tasks that follow.

The price of constant entertainment on tap

TECHNOLOGY HAS ENABLED people to fill every moment of their lives with a stimulus of one sort or another. It has eliminated the boredom of solitude, replacing it with a continuous need for instant gratification. Or rather, as Tristan Harris, a former product manager at Google, puts it, it is technology companies that have made this trade for humans, designing platforms, games and apps to keep them hooked. Worries about the warping effect of technology are nothing new. Every tremor of progress in history has been accompanied by a moral panic. The printing press allowed “evil men” to “flood the market with anything that hints of lasciviousness”, warned a monk in Venice in the 1470s. Any form of entertainment is especially suspicious. Reading books, going to the theatre or cinema, listening to new music, playing video games—all have been presented as threatening to undermine authority, degrade human relationships and lure people into sin.



But the smartphone is different from all of them. Never before has one device combined every element of modern mass media: telephony, texting, music, video, the internet, social media, video games, even voice-activated artificial intelligence. It is a personalised delivery vehicle for every technological breakthrough that has ever caused concern. And consumers have taken it up with tremendous relish. Edison Research, in a survey last year of about 2,000 Americans over the age of 12, found that three-quarters owned smartphones, just nine years after the first iPhone was introduced. According to Pew, a research outfit, nearly half of American adults say they could not live without their smartphones. In two recent studies young adults were found to use their smartphones more than 80 times a day (see chart).

Sherry Turkle of MIT, who has been studying the effects of technology on users' psyches for decades, believes that smartphones have made it harder for people to form connections with each other, or even to be at ease on their own. Some participants in one study, which required them to sit alone without a smartphone for 15 minutes, chose to give themselves a painful electric shock to escape the boredom.

Such findings might trigger yet more alarmist technophobia. Young people's constant interactions on Snapchat and Instagram, and their Pavlovian responses to social-media notifications, may be the new normal. Mr Harris suggests that their devices were specially designed to encourage this change in behaviour. Tech companies have a responsibility, he concludes, to give users more power to turn off their screens. The availability of software that allows users to lock themselves out of the web shows that at least some people feel in need of such help.

2. Match the Ukrainian and English equivalents:

1. перекрученій, спотворений	a) alarmist
2. підозрілий	b) warping
3. винагорода	c) relish
4. хтівість, похіть	d) lasciviousness
5. привабливість, насолода, смак	e) suspicious
6. поширювач тривожних чуток, панікер	f) gratification

3. Match the words with their meaning:

1. psyche	a) to turn from a true, correct way
2. to trigger	b) liking or enjoyment
3. to warp	c) to reduce in strength, quality, intensity,
4. stimulus	d) a factor able to cause a response
5. gratuity	e) the human mind or soul
6. to eliminate	f) to give rise (to); set off
7. on tap	g) to remove or take out; to get rid of, to reject
8. warping	h) to tempt or attract by the promise of a reward
9. to degrade	i) a tip, gift or reward for services rendered
10. to lure smb	j) ready for immediate use
11. relish	k) twisting

4. Translate the following phrases into Ukrainian:

- to escape the boredom of solitude
- a continuous need for instant gratification
- every tremor of progress
- to keep smb hooked
- personalised delivery vehicle
- technological breakthrough
- to cause concern
- to take it up with tremendous relish
- to lure people into sin
- to undermine authority
- to be at ease on one's own
- responses to social-media notifications
- to lock oneself out of the web
- to encourage this change in behaviour

5. What do these numbers in the text stand for?

2,000 ; 80; three-quarters; 15

6. Word formation. Look up the dictionary to find the derivatives of the words below. Think of suffixes as well as prefixes (en-, de-, ...):

e.g.

suspicious - suspicion, suspect (mind the change of stress: 1) підозрювати
2) підозріла особа;) suspiciousness, suspiciously

grade –

alarm –

notify –

bore –

respond –

conclude –

able –

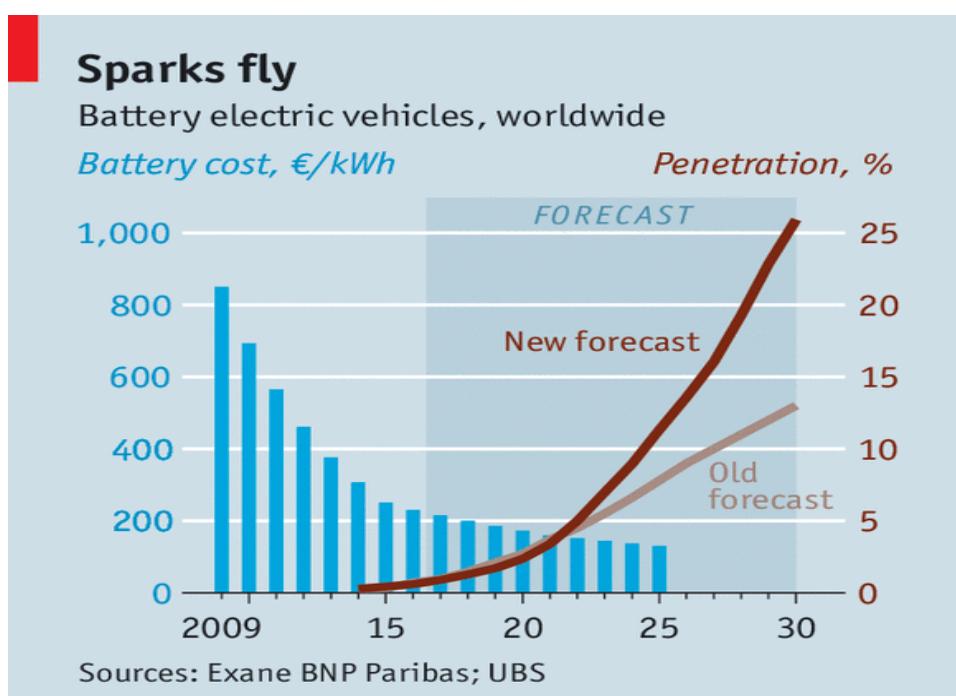
7. Answer the questions:

1. Are worries about the warping effect of technology new?
2. How was any move of progress presented to society in the past?
3. How is smartphone different from other forms of entertainment?
4. How many elements of modern mass media does a smart phone combine?
5. What negative effect of technology does Sherry Turkle mention?
6. What responsibility do tech companies currently have?

8. Read the second part of the article. Do the tasks that follow.

THE high-pitched whirr of an electric car may not stir the soul like the bellow and growl of an internal combustion engine (ICE). But to compensate, electric motors give even the humblest cars explosive acceleration. Electric cars are similarly set for rapid forward thrust. Improving technology and tightening regulations on emissions from ICEs is about to propel electric vehicles (EVs) from a niche to the mainstream. After more than a century of reliance on fossil fuels, however, the route from petrol power to volts will be a tough one for carmakers to navigate.

The change of gear is recent. One car in a hundred sold today is powered by electricity. The proportion of EVs on the world's roads is still well below 1%. Most forecasters had reckoned that by 2025 that would rise to around 4%. Those estimates are undergoing a big overhaul as carmakers announce huge expansions in their production of EVs. Morgan Stanley, a bank, now says that by 2025 EV sales will hit 7m a year and make up 7% of vehicles on the road. Exane BNP Paribas, another bank, reckons that it could be more like 11% (see chart). But as carmakers plan for ever more battery power, even these figures could quickly seem too low.



Economist.com

Ford's boss is bolder still. In January Mark Fields announced that the “era of the electric vehicle is dawning” and he reckons that the number of models of EVs will exceed pure ICE-powered cars within 15 years. Ford has promised 13 new electrified cars in the next five years. Others are making bigger commitments. Volkswagen, the world’s biggest carmaker, said last year that it would begin a product blitz in 2020 and launch 30 new battery-powered models by 2025, when EVs will account for up to a

quarter of its sales. Daimler, a German rival, also recently set an ambitious target of up to a fifth of sales by the same date.

The surge has two explanations: the rising cost of complying with emissions regulations and the falling cost of batteries. Pure EVs, which send no carbon dioxide directly into the atmosphere, and hybrids, which produce far less than conventional engines, are a way to meet Europe's emissions targets—albeit an expensive one. But the gains from cheaper methods such as turbocharging smaller engines, stop-start technology and weight reductions will no longer be enough, since a tougher testing regime, to be introduced in the wake of VW's diesel-cheating scandal, will make those targets still harder to reach.

The hefty cost of preventing nitrogen oxide spewing from diesel engines, which emit far less carbon dioxide than the petrol equivalent, may see them disappear by 2025. Further development of ICEs could be enough to meet the 2021 targets. Carmakers also need to be prepared to hit the next ones, says Andrew Bergbaum of AlixPartners, a consulting firm. These, yet to be finalised in the EU for carbon dioxide, may be as low as 68g/km by 2025 compared with 130g/km today.

Regulations are favourable outside Europe, too. In China more than 400,000 pure EVs were sold last year, making it the world's biggest market. The government, keen to clear the air of choking exhaust fumes, has plans for a quota that could insist that 8% of sales are EVs or hybrids by 2018. And even if Donald Trump relaxes American emissions standards, this will not hold back electrification. California, which accounts for one in eight cars sold in America, is allowed to set tougher environmental standards than the national ones. It, and seven of the other states that have adopted its emissions rules, have a target of 3.3m EVs on their roads by 2025.

Moving right along

Technology will have as much impact as politics. Vehicles that carmakers are forced to produce for the sake of the environment will become ones that buyers want for the sake of their wallets. EVs were once generally a second car for richer, environmentally minded drivers, prepared to pay a big

premium for a vehicle with a battery that took an age to charge and had a limited range.

The falling cost of batteries will make the cost of owning and running an EV the same as that of a traditionally powered car in Europe by the early 2020s, even without the hefty government subsidies that many rich countries use to sweeten the deal (see article). Better batteries should also conquer “range anxiety”—most pure EVs now run out of juice after around 100 miles (161km). If battery costs continue to tumble and performance improves at the current rate, the price of a car with a range of 300 miles could hit \$30,000 by the early 2020s, according to Exane BNP Paribas. Slicker technology will also mean charging in minutes, not hours.

The lack of charging infrastructure still deters buyers, but signs of growth are encouraging. In most rich countries governments, carmakers and private companies are putting up the necessary cash. In America the number of charging points grew by more than a quarter to almost 40,000 in 2016. Even Shell and Total, are planning to put chargers on the forecourts of their petrol stations across Europe.

But EVs are not yet a profitable business for carmakers precisely because of their batteries. Chevrolet’s Bolt, on sale late last year, costs under \$30,000 with subsidies and travels 238 miles between charges. But each sale will reportedly set General Motors back \$9,000. Tesla’s rival, the Model 3, is set to go on sale later this year; the firm has yet to make an annual profit. Even Renault-Nissan, the world’s biggest EV manufacturer, loses money on electric models.

Research and development also costs a fortune. Daimler says it will spend €10bn by 2025 on just ten battery-powered models. Restructuring is also expensive. For a century carmakers have built factories, employed workers and developed a supply chain around the ICE. In one scenario Morgan Stanley reckons that VW’s entire car business could make a loss between 2025 and 2028 as it transforms itself.

Some carmakers are better placed than others for the transition. Profitable premium brands such as Daimler and BMW have the resources to invest

and can be confident that their richer customers will be the first to switch to more expensive EVs. Mass-market carmakers have a trickier task, according to Patrick Hummel of UBS, a bank. Despite falling costs, a cheap EV for the mass market is still a distance away. The likes of Fiat Chrysler (whose chairman, John Elkann, sits on the board of *The Economist*'s parent company) or PSA Group, which makes Peugeots and Citroëns, have barely begun changing. But these carmakers, already operating with wafer-thin profit margins, must still invest heavily in anticipation of that moment.

EVs may eventually make more money than ICE cars as battery costs fall further. They are competitive in other ways too: EVs are simpler mechanically, and require less equipment and fewer workers to assemble them. But carmakers first face a transition that will hit cashflow and profits. Getting ready for an electric race will be painful, but missing it altogether would be disastrous.

To sleep, perchance

1. Read the article.

Screens before bedtime harm sleep. The effect is biggest for teenagers

Pity the poor pineal gland, tucked behind the thalamus in a gap between the brain's hemispheres. It has a simple task-to make melatonin, a hormone that regulates sleep. In days gone by, it would start doing so after sunset, ramp up to a maximum in the middle of the night, and then taper off toward the morning. The result was regular, dependable periods of sleep and wakefulness.

Modern life, though, is confusing for the pineal because its signal to start work is the absence of light-specifically, of blue light. This part of the spectrum radiates by the bucketful from light-emitting diodes in the screens of phones, tablets and laptop computers. As far as the gland is concerned, that turns night into day. Study after study has suggested night-time use of screen-based gadgets has a bad effect on people's sleep. Indeed, things are getting worse as screens get smaller and are thus held closer to the eyes. As a consequence there is a tidy market in devices and apps which regulate the amount of blue light a screen emits.

The latest research suggests one group of people – teenagers-may be particularly susceptible. Those in their mid-teens already have unusual sleep patterns. Left to themselves, they stay up late and sleep in in the morning because their melatonin cycles start and finish later than those of adults. Add teenagers' reputations for being glued to their screens and it certainly seems reasonable to hypothesise that adolescents, in particular, will suffer from sleep-disruption-by-gizmo.

One study, published in October by researchers in Switzerland, tracked boys aged 15 to 17 over a fortnight in which they wore either glasses fitted with filters that blocked blue light, or else clear glasses of similar design, for several hours before they went to bed. It measured the youths' melatonin levels and reaction times over the course of the evening. Minus blue light, participants were more ready for bed.

In February, research on nearly 10,000 Norwegian adolescents aged between 16 and 19 confirmed what casual observation might suggest.

Almost all used computers, phones and the like in the hour before they went to bed. The data showed that gadget use was correlated with sleep patterns. The more the teenagers looked at screens, the longer they took to get to sleep and the less sleep they got.

A third piece of work, published this week in *Lighting Research and Technology*, by Mariana Figueiro of the Rensselaer Polytechnic Institute in Troy, New York, also studied people aged between 15 and 17. Though DrFigueiro looked at only 20 teenagers, her results were so much at variance with her previous work on adults that they seem worth following up.

First, participants wore orange glasses, to screen out blue light, until bedtime. The next night they went without the glasses. On glasses-free nights, their melatonin levels were 23% lower after an hour of looking at a screen, compared with their levels on begoggled nights. After two hours, they were 38% lower.

DrFigueiro's previous studies with adults yielded falls in melatonin of only 14% after two hours in front of a computer. In the matter of sleep and screens, it seems, teens really are different. Not that such knowledge will make a jot of difference to their behaviour.

Charge of the lithium brigade

Energy storage: The lithium-ion battery is steadily improving, but new research aims to turbocharge the technology

It is hard to imagine modern life without batteries. These storehouses of power open up new vistas, whether connecting people with the world through portable devices or travelling in electric cars. Yet, like many freedoms, the price is vigilance; the constant fretting over the charge meter.

Anyone who has spent time in an airport in recent years can attest that one of the most popular places to wait for the plane is by the rare wall socket or specially built tables festooned with electrical outlets. And for all the promise of the electric car, the distance it can travel on a single charge is limited, adding a new phrase to the lexicon of motoring: "range anxiety".

The inability of power storage to keep up with new technology frustrates many, especially entrepreneurs in Silicon Valley who bemoan the lack of a Moore's law for batteries. This is the name given to a 1965 prediction by Gordon Moore, a co-founder of Intel, that the cost of microchips would continue to fall as the number of transistors crammed onto a given area of silicon would double every 18 months or so. For chipmakers like Intel this turned into a self-propelling prophecy that is-just about- still delivering cheaper computing power.

Batteries have improved, but nowhere near the pace of Moore's law. Most mobile devices and electric cars are now powered by lithium-ion batteries. They were commercialized by Sony in the early 1990s and have got steadily better. The batteries are lighter and their capacities have increased several times over the years, as witnessed by ever-thinner laptops and smartphones.

The lithium-ion battery "is almost an ideal battery," says Vincent Battaglia, the head of the Electrochemical Technologies Group at Lawrence Berkeley National Laboratory in California. Lithium is the lightest metal on the planet and it can hold a charge extremely well compared to heavier alternatives, such as lead, zinc and nickel-cadmium. Unlike the latter it does not suffer from a "memory effect", which means lithium batteries do not need to be run down before recharging.

There are some drawbacks. Lithium is highly reactive-overcharging and manufacturing faults can result in an internal short-circuit causing the battery to heat up and sometimes burst into flames. Millions of laptop batteries have been recalled and some of Boeing's 787s were grounded in 2013 because of fires. Engineers are now better at managing this hazard.

An important measure of a battery's ability is its "energy density"; the amount of energy that can be stored for a given weight or volume. Depending on construction, a lithium battery can store 100-250 watt-hours per kilogram-more than twice as much as a nickel-cadmium one. An electric car with a 24 kilowatt-hour lithium battery has a range of 175km (109 miles) or so.

Even though China is now applying its manufacturing muscle to their production, lithium batteries remain relatively expensive: typically around \$500 per kilowatt-hour of capacity. Hence a battery pack for even a small electric car can cost around \$10,000. Many in the car industry believe the

range needs to be close to 500km and the cost around \$100 per kilowatt-hour before all-electric vehicles will move into the mass market. That would also allow smartphones and laptops to run for days.

Such a battery would require a step-change in technology. Many researchers are trying, but often run into difficulties scaling up promising experiments into a product that can be mass-produced. Some scientists are not sure if the energy density of lithium-ion batteries can be improved much beyond present levels without significant changes in the materials used to create the electrodes.

Dr Battaglia's team is working on what he describes as "transition metals". These are combinations of manganese, nickel, cobalt and graphite which can be added to a lithium battery's electrodes. Once the right recipe is determined, the idea is that it will increase energy density without having to develop a whole new type of battery. It would, though, be more of an incremental improvement.

Other researchers are trying for more. Yi Cui and his colleagues at Stanford University are developing thin films—some only atoms thick—to enclose the positive electrode. This would allow it to safely contain more lithium, which coupled with a sulphur negative electrode (sulphur, like lithium, also has a very high energy capacity) would enable a battery to hold about five times as much energy by weight as today's lithium batteries do. A similarly huge increase in capacity is promised with work by Chengdu Liang and his team at Oak Ridge National Laboratory. They are developing a lithium-sulphur battery that has a solid rather than liquid or gel-like electrolyte. This would also make the battery more stable. But both projects face several more years of work even if these batteries can be made commercially.

Tiny solid-state batteries, as those with a solid electrolyte are known, are already found in small devices and sensors, often providing backup power to a microchip. They can be made by depositing materials onto a substrate, rather like the way semiconductors are made. Despite an extremely high energy density, making large solid-state batteries has been too expensive for phones and cars. Nevertheless, some companies hope to change that. Sakti3, a Michigan firm, aims to make big lithium-based ones at the \$100 per kilowatt-hour scale—although it does not say when. Dyson, a British maker of vacuum cleaners, has been sufficiently impressed by the

technology to invest \$ism in the company recently. Volkswagen has put money into QuantumScape, a Silicon Valley company also working on solid-state batteries.

In theory, lithium-air batteries would provide the highest energy densities-air, after all, is extremely light. Researchers have been experimenting for years how to make such batteries, but no commercial breakthrough appears in sight.

In some applications, though, weight is less of a problem and here lithium will face competitors. Giant batteries are being developed to store electricity on the grid, which could transform the market for intermittent renewable sources such as wind and solar. The way utilities deal with spikes in demand is to add generating capacity—so called “peaker” stations. If surplus power could be stored fewer such stations would be needed and supplies could be balanced more easily and cheaply.

Less than 0.01% of electricity is presently stored, says Philippe Bouchard, vice-president of business development forEOS Energy Storage, a New York startup. “Every other commodity supply chain has some form of storage at the point of generation and through delivery,” he adds. Mr. Bouchard is pitching his large container-sized zinc-based batteries for storage to New York and Californian utilities. These cost \$160 a kilowatt-hour to store electricity, which the company says makes battery grid-storage financially worthwhile.

Other firms making big batteries include giants like GE in America, South Korea’s LG, Japan’s NEC and startups such as Aquion Energy, which was spun out of Carnegie Mellon University in Pittsburgh and is backed by Microsoft’s co-founder, Bill Gates, among others.

Powering home

Such batteries could also be used by businesses and households. If it were possible to accumulate power overnight, when it is cheap, in a battery and discharge it during the day, when it is expensive, it would save users money. Solar and wind power could be stored this way too, instead of being pumped back into the grid in exchange for a discount on the bill. Such systems might allow some businesses and homes to move, at least in part, “off the grid”.

Smaller versions of grid-scale energy-storage systems would be required for domestic use. One possibility is flow batteries, which generate electricity when a charged liquid-electrolyte is pumped through them. In theory, the capacity of a flow battery is as big as the containers in which the electrolytes are stored—which for a stationary flow battery may not be a problem. Michael Aziz at Harvard University has been working on flow batteries for the grid, but his team thinks they are close to being able to make a safe, relatively inexpensive system, about the size of a domestic heating-oil tank, to fit in the basement of a home.

Many flow batteries rely on pumping pricey solutions that contain metals, but the Harvard team says their system could have a greater commercial potential because it could be made more cheaply than those using metal-based solutions. This is because the battery relies on naturally occurring organic materials known as quinones, which bear similarities to the energy-storage molecules used by plants and animals. At present the researchers need to use bromine, a particularly toxic material, on one of the electrodes to boost performance. “It’s not something I would put in my basement,” Dr Aziz admits. But his team are optimistic they will find a way to use organic materials on both electrodes. Such a battery would be allowed in Dr Aziz’s basement.

It could take several years before flow batteries for domestic use come to the market. But lithium batteries, if they could be made cheaply enough, could compete as a lighter and more compact alternative to batteries made from heavier and cheaper materials for storing energy in buildings.

This is the thinking of Elon Musk, the billionaire founder of Tesla, a Californian producer of electric cars (such as the Model S pictured on the previous page). Tesla is building a \$5 billion “gigafactory” in Nevada in partnership with Panasonic, its Japanese battery supplier. Production should start next year and by 2020 reach the equivalent of enough lithium battery-packs to power 500,000 cars.

Rather than banking on a breakthrough, Tesla reckons steady improvements and the manufacturing efficiencies of its giant factory will reduce battery costs by some 30% and help it sell more electric cars. Some of the batteries, though, will also be offered to businesses and households for energy-storage. In May, Tesla announced the Powerwall battery for this

market. A 10-kilowatt-hour version will cost \$3,500 (excluding controls and installation). Even if big innovations in lithium technology fail to materialise, lithium batteries seem to have a bright future.

Ready to runcible

A guide to alternative smartphones: Want to be different? There are now many handset brands to choose from, besides the ubiquitous iPhone or Galaxy.

Is it a clock? Is it a rock? It's a Runcible. That is the name of what might be the strangest-looking smartphone ever designed. Styled after an old-fashioned fob-watch, it takes its name from the works of Edward Lear, a 19th-century British poet who invented nonsense words. Its Californian (where else) creator, Monohm, bills it as an "anti-smartphone" that does not dare to distract its user with alerts and beeps and other forms of information overload. Instead of lots of hyperactive apps, for instance, the Runcible provides only a simple summary of its user's social networking.

Runcible is not the only unusual smartphone destined to appear on the market. Google will begin a trial in Puerto Rico later this year of a "modular" device called Ara. Users will be able to update the phone, say with a new battery or a better camera, by replacing one of its plug-in modules, LG sells smartphones with a curved body and a pair of digital eyes on the back that change expression (supposedly to establish "emotional" contact with the user). And the latest model from Yota, a small Russian maker, has a second black-and-white display on the back, which is meant to allow a user to read for hours without draining the battery.

So should consumers expect smartphones to evolve into all sorts of different shapes and sizes? Before the arrival of the touchscreen phones, after all, there was a greater variety of shapes, from clamshell designs to slide-out keyboards. Yet unusual designs, such as the Runcible, are likely to remain rarities for now—activities like typing are suited to palm-sized rectangular devices. If consumers really want an unusual-looking smartphone then they had best wait a few years, says Geoff Blaber of CSS Insight, a market-research firm. To provide really novel shapes, components such as batteries and screens will first have to evolve, perhaps with both becoming flexible. Even then, because of their clout in the market and their economies of scale, it is likely to be Apple or Samsung which pioneer them.

The choice of brands available to consumers is multiplying fast, however. Most of the newcomers are regional brands, which come by the hundreds and not just in China, where the phenomenon is most prevalent; Coolpad, OnePlus and Oppo are among the better-known names. France has seen the rise of Wiko, which is now one of the country's most popular smartphone brands. Africa, too, has its brands, such as VMIC, which hails from Brazzaville, the capital of the Republic of Congo.

Although these firms make much of their regional roots ("African technology for Africa" is VMK'Stagline), most are combinations of Chinese manufacturing and local marketing. The producers may add nice features (one of Wiko's latest models, called Highway Pure, for instance, is only 5.1 millimeters thick), but their aim is mainly to serve buyers who want to upgrade to a real smartphone, but cannot afford the latest Apple iPhone or Samsung Galaxy. The Highway Pure, with a respectable list of specifications, costs less than \$300; VMK'SElikiaL costs about \$110. At those prices most of these phones represent good value, and they work perfectly well. (The odd-looking phones are a lot dearer: when the Runcible is launched later this year it is expected to be priced towards the top end; the two-screen YotaPhone 2 retails for \$680.)

The question is whether, and for how long, the regional brands will be available to consumers elsewhere. The competition for cheap smartphones is cut-throat and some of the smaller regional brands will not survive, predicts Francisco Jeronimo of IDC, a market-research firm. Xiaomi, a fast-growing Chinese firm, is one of the big brands, but problems with intellectual-property rights might prevent it from moving as quickly as it would like into markets outside China. That means India's Micromax may become the first big regional Asian smartphone brand to be widely offered to Western consumers. The company is already India's biggest smartphone vendor, according to some analysts, with a market share of 22% compared with 20% for Samsung, its main rival. Micromax boasts an impressive line-up of dozens of smartphone models, ranging in price from less than \$30 to more than \$200.

Call the plumber

Novelty-seekers are not just interested in design and price; they also care about the services that handset-makers offer. Given that, Mr.Jeronimo says, buyers should look at brands, which view their devices as more of a loss leader and try to make money by offering attractive services. This is Xiaomi's territory. The Chinese company is often compared to Apple and its boss, Lei Jun, feted as a second Steve Jobs, but the better comparison may be to Google and its co-founders. Xiaomi's ambition is to be an online powerhouse, not just a handset-maker. In April Mr. Lei predicted the company's services revenue will triple to nearly \$1 billion this year, about 6% of expected total sales of \$16 billion.

Micromax has ambitions in this area as well. One of its most interesting handsets is Yureka, a \$140 budget smartphone powered by Cyanogen, a variant of Android. It allows users to customise and extend Google's operating system and even exchange the online giant's mobile services for other offerings.

“With Android, every phone became the same. And all the data goes to Google,” says Rahul Sharma, a co-founder of Micromax. Cyanogen, he says, will allow the firm to become more like Xiaomi by adding differentiating features and services. “If I’m looking for a plumber, my phone should be able to tell me whether a friend already knows one,” explains Mr. Sharma. And smartphones should come with a selection of services pre-installed which users can pick and choose from, he adds, rather than being offered only a default set from Google. And if that all sounds a bit too sensible, there is always the Runcible.

Watching the world go by

Executive jets faster than the speed of sound are ready to fly off the drawing board

Supersonic travel for airline passengers came to an end on October 24th 2003 when a British Airways Concorde completed the last scheduled flight from New York to London. With the ability to cruise at 2,160kph (1,350mph, or around Mach 2-twice the speed of sound) the fastest a Concorde made it across the Atlantic was a shade under three hours, compared with the seven or eight hours it takes in a subsonic airliner. A number of things did for Concorde, including heavy fuel consumption, its sonic boom restricting speed over land and a fall in passengers after an Air France Concorde crashed in Paris in 2000, killing all 109 people on board. No replacement aircraft has ever emerged. But a supersonic executive jet may be a different matter.

One contender is the S-512, which is being developed by Spike Aerospace, a Boston company. Instead of windows it will have a “multiplex digital cabin”—a thin-screen video display either side of the passenger compartment that would be fed with a live view taken by six exterior cameras (a pair of conventional windows would be retained). The interior effect would be dramatic although, as the company points out, for much of the time there might be little to see apart from clouds or the stars in a night-time sky. On those occasions films could be shown instead—or even a PowerPoint presentation for workaholics.

Using video windows would make the jet lighter, quieter inside and less expensive to build, says Vik Kachoria, Spike’s chief executive. The S-512 could carry 12–18 passengers at Mach 1.6 and, unlike Concorde, would have the range to fly from Los Angeles to Tokyo in just six hours. Although at an early stage in its development, Mr. Kachoria says the company has received \$5m deposits for several of the roughly \$100m jets, which it hopes to start delivering in 2020.

Advanced aerodynamics and its relatively small size should reduce the sonic boom of an executive jet. Aerion, a company based in Nevada, is hoping to make a Mach 1.6 executive jet called the AS2. Throttled back to around Mach 1.2, the company reckons it could fly over land without the

boom ever reaching the ground. In 2014 Airbus agreed to collaborate with Aerion on the project, which aims to have a prototype ready for test flights in 2019. If supersonic travel does return, it looks like being more exclusive than Concorde ever was.

Sitting ducks

In-office exercising trend seeks to combat negative effects of prolonged sitting

by Hallie Zolkower-Kutz

Assistant Sports & Health Editor

As Americans spend more time at their computers and less time on their feet, health experts are looking to use technology to invigorate the modern workplace and engage employees in physical activity.

Most office employees sit for at least 9.3 hours a day, according to the Spinal Health Institute, which has created a market for healthimproving programs.

Fran Melmed, president of Context Communication Consulting LLC and a panelist in a March 10 South by Southwest forum addressing the issue of physical inactivity, has developed an app called Hotseat, which allows insurance providers to equip employees with an easy way to get off their feet for two-minute activity breaks throughout the day.

According to Melmed, the free app gives users access to a library of more than 40 activities involving cardio strength and stretching. Hotseat will send users notifications throughout the day, giving them a 1 list of challenges to complete such as bicep curls using books, pushups against desks and dancing.

“You can allow Hotseat to (sync with) your calendar,” Melmed said. “It will find your open pockets of time so it doesn’t interrupt your meetings and phone calls.”

Hotseat records users’ progress throughout the day and has a competition aspect, Melmed said. Employees can pick coworkers to challenge for a day and must complete all activities to stay in the running.

She said the first step in fixing the problem was to investigate the health risks of sitting for long periods of time.

“(The South by Southwest panelists) talked about research that points to increased risk of muscular skeletal problems and things like heart disease, kidney disease, diabetes and cancer and even an earlier mortality (caused by inactivity),” Melmed said.

She cited data from the World Health Organization, which said physical inactivity is the fourth leading cause of death among Americans, and those who don't reach 150 minutes of exercise per week, or 30 minutes most days, have a 20-30 percent higher risk of premature death.

Mark Brticevich, who teaches Personal Wellness at Columbia, said there are other ways to get physical activity while working. He mentioned a desk-treadmill hybrid that allows users to exercise while they work. He also said transitioning to stand-up meetings would benefit both the health of employees and the work environment.

"If you're going to stand up at a meeting, you're going to make it short and to the point," he said.

Melmed said she encourages the companies she works with to shift to walk-and-talk meetings, which will keep employees moving throughout the day, as opposed to sitting in a conference room.

"There's a lot that's tied to creativity and productivity about getting up and moving," she said. "You really need to supplement it with routine movement throughout the day to avoid the health risks of prolonged sitting."

Flynn Paylor, senior export compliance manager at Alcatel-Lucent, a telecommunications equipment company, said he spends his time at work on the phone or at his desk. To increase his daily activity, Paylor occasionally uses dumbbells for bicep curls while he is on conference calls. He said if his bosses were to institute walk-and-talk meetings, he would be open to the idea.

"I think (being active) hasn't been easy because we're not in the habit of it," Paylor said. "We're not aware of how bad (not exercising is). I think if awareness goes up, people will get on board because they'll realize how bad it is for them."

Michael Joyner, a researcher at the Mayo Clinic, said physical activity is important for keeping the body's blood vessels healthy.

"When you get up and walk around, your blood flow increases in various parts of your body," he said. "That increase in blood flow keeps the lining of the blood vessels healthy, and when the lining is healthy, they have a powerful anti-inflammatory effect."

Joyner said the anti-inflammatory properties prevent cholesterol from sticking to blood vessels and helps lower blood pressure. Exercise stimulates glucose absorption in the skeletal muscles, which lowers the risk of diabetes, she added.

Brsticevich said sitting doesn't allow enough oxygen into the brain, making it harder to concentrate.

"Moving the body is essential, not only for physical health, but also for mental and emotional health," he said. "The more you can move, the better you are."

GRAMMAR TESTS

TEST 1

Choose the correct answer.

1. National university of life and environmental sciences of Ukraine _____ with Universities and Institutions of foreign countries.
a) study b) teach c) cooperate
2. Many state and political figures _____ from our University.
a) finished b) graduated c) came out
3. You like black coffee, _____ ?
a) aren't you b) don't you c) do you
4. He never uses his car except when it is necessary, _____ ?
a) doesn't he b) does he c) isn't he
5. The policeman is interviewing the robber.
a) Who is interviewing the robber?
b) Who is the robber interviewing?
6. I _____ that man because I _____ English.
a) not understand / don't know
b) don't understand / not know
c) don't understand / don't know
7. What _____? – She is a secretary at our University.
a) is she doing b) she does c) does she do
8. Dad will present me a personal computer, _____ ?
a) will he b) won't Dad c) won't he?
9. We rarely watch TV, but last week we _____ a lot of programmes.
a) were watching b) watch c) watched
10. Every day I help Mom about the house, but last week I was very busy with my exam. So I _____ her much.
a) don't help b) didn't helped c) didn't help
11. First I _____ the phone and then I read your letter.
a) had answered b) was answering c) answered
12. On Monday morning I _____ the bus and had to walk to the University.
a) misses b) missed c) was missing
13. Where do you usually have _____ lunch?
a) my b) a c) your d) our

14. He was having supper when his friend _____ into the room.
a) came b) comes c) was coming
15. We celebrate Christmas _____ the 7th of January.
a) in b) at c) on
16. It's interesting to know more facts _____ my university.
a) of b) about c) with
17. The farmers sell vegetables and fruits which they grow in ____ gardens.
a) our b) them c) their
18. Andy _____ to see us this morning.
a) will come b) comes c) is coming
19. My colleague _____ my phone number.
a) always forgets b) is always forgetting c) forget always
20. I knew that he _____ waiting for somebody.
a) is b) was c) would
21. I _____ she _____ this party.
a) thinks, likes b) am thinking, is liking c) think, is liking
22. She's _____ university teacher.
a) a b) an c) the
23. I'm not sure what _____.
a) do they want? b) do they want c) they want.
24. We're going _____ the opera tomorrow.
a) at b) to c) in
25. Why _____?
a) those men are laughing? b) are those men laughing?
26. Who _____ this article?
a) write b) wrote c) did write
27. What _____?
a) does she like? b) does she likes? c) she likes?

TEST 2

Choose the correct answer.

1. My friend sings ... (beautiful/beautifully).
2. Did she ... (get/got/getting) the message?
3. I ... (learn/am learning/have been learning) English for five years now.
4. If you ... (speak/will speak/had spoken) to him, he would have told you about his problems.
5. Jenny is afraid of ... (going/go/to go) by plane.
6. We have been waiting for you ... (since/for) twelve o'clock.
7. Can I ... (take/make/do) a picture of you?
8. What will the ... (weather/whether) be like tomorrow?
9. They had to ... (concentrate/concentrate themselves/concentrate each other) on the task.
10. Fred, ... (who/which/whose) sister is in my class, is very cute.
11. Last week I ... (see/saw/have seen) Susan in a shop.
12. There isn't ... (many/much) milk left.
13. My mobile phone is ... (as modern/moderner/more modern/most modern) than yours.
14. My ... (hobby/hobbys/hobbies) are dancing and drawing.
15. He ... (went not/didn't went/did not go) to the cinema last night.
16. I saw ... (him/she/their) yesterday.
17. They ... (will come/would come) to see us if they had a car.
18. He has an/a old car.
19. The house ... (was built/was build/was builded) in 1840.
20. I don't have ... (some/no/any) pets.

Fill the gaps with the correct tenses.

1. I (learn) English for seven years now.
2. But last year I (not/work) hard enough for English, that's why my marks (not/be) really that good then.
3. As I want to pass my English exam successfully next year, I (go) to study harder this term.
4. During my last summer holidays, my parents (send) me on a language course to London.

5. It was great and I think I (learn) a lot.
6. Before I (go) to London, I (not/enjoy) learning English.
7. But while I (do) the language course, I (meet) lots of young people from all over the world.
8. There I (notice) how important it (be) to speak foreign languages nowadays.
9. Now I (have) much more fun learning English than I (have) before the course.
10. At the moment I (revise) English grammar.
11. And I (already/begin) to read the texts in my English textbooks again.
12. I think I (do) one unit every week.
13. My exam (be) on 15 May, so there (not/be) any time to be lost.
14. If I (pass) my exams successfully, I (start) an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) back to London to work there for a while.
16. As you can see, I (become) a real London fan already.

TEST 3

Choose the correct answer.

1. Could I ... (say/tell/talk) to you for a minute?
2. He ... (works/is working/has worked/has been working) here for five years now.
3. Rome ... (did not build/had not built/was not built/was not building) in a day.
4. Who is the woman ... (in/at/on) the picture?
5. How ... (many/much) sugar do you take in your tea?
6. Before he went to England he ... (read/reads/has read/had read) tons of guide books.
7. I was looking for my hat but I couldn't find it ... (anywhere/everywhere/somewhere).
8. I can't ... (remember/remember myself/remind) the last song they were playing.
9. I used to ... (getting up/get up) early in the morning.
10. He is ... (so/such) a nice man.
11. He said that he ... (tells/has told/had told) her the news the day before.
12. Because of her behaviour she now has ... (less/little/fewer) friends than before.
13. I am used to ... (work/working) hard .
14. My parents had their sitting room ... (paint/painting/painted).
15. You should ask her ... (polite/politely/politly).
16. He spent five years in ... (the prison/prison).
17. This book contains lots of ... (informations/information) on computers.
- 18.... (Throwing/Having thrown/Thrown) out of the band, he began a solo career.
19. If Hamlet had married marries would marry Ophelia, she would not have committed had not committed would not commit suicide.

TEST 4

Choose the correct answer:

A

1. Computers..... more and more popular.
A are becoming B become C is becoming
2. Paul..... to a chief accountant when I saw him.
A is talking B was talking C talks
3. Richard..... very hard at the moment.
A is working B works C has worked
4. Sam..... to supermarket on weekends.
A was walking B is walking C walks
5. We to Bukovel ski resort last winter.
A have gone B went C go
6. The bank.... by the time I got there.
A closes B closed C had closed
7. She... while her husbandthe plants.
A cooked/watered B was cooking/was watering C has been cooking/was watering
8. I..... Portugese for three years now.
A learn B am learning C have been learning
9. Jill.... Amy since she was five years old.
A has known B knows C have known
10. They..... for three hours when they stopped for a rest.
A have been driving B had been driving C were driving
11. World War II broke..... in 1939.
A out B up C down
12. The River Dnipro..... into the Black Sea.
A is flowing B flows C flowed
13. Dad..... to work by the time I woke up.
A is going B has already gone C had already gone
14. My niece works..... a law firm.
A to B on C for
15. Max..... every day for the last six months.
A exercises B is exercising C has been exercising
16. They often..... on holiday abroad when they were single.

- A went B go C have gone
17. It's hard to concentrate..... your work when there is a lot of noise.
A in B on C to
18. They.....in that house for twenty five years.
A have lived B are living C live
19. Mary.....to Odessa at 3:00 tomorrow morning.
A flies B was flying C is flying

B

1. They have got a huge house. They....be rich.
A needn't B can C must
2. you open the window, please?
A Shall B Can C Must
3. The new stadium last month by the mayor.
A was opened B is opened C is opening
4. Jim has applied.... a new job.
A for B to C from
5. They are giving a CD with that magazine
this month.
A away B off C back
6. You..... walk on the grass in the park.
A needn't B must C mustn't
7. They teased Colin.....his new haircut.
A of B for C about
8. Your report must..... by Friday evening.
A have finished B being finished C be finished
9. They..... have given me a lift home, but they did.
A should B needn't C must
10. The windows..... once a month.
A clean B are cleaned C are being cleaned
11. The fire went..... very quickly last night.
A after B out C off
12. Tom.....run very fast when he was twenty.
A can't B could C can
13. The bills.... by Friday.
A will have been paid B are paid C are being paid
14. My teeth....by the dentist tomorrow.

A are being checked B are checked C will have checked
15.I..... tidy my room today. My mother said so.

A can B must C have to
16. you help me with the cooking, please?

A Should B Shall C Will
17.I insist on my money..... immediately.

A to be refunded B be refunded C being refunded
18.We were surprisedhis reaction to the news.

A of B at C for
19.The test papers.... now.
A were handed out B are being handed out
C is handed out

C

1. She....him that she would be late.

A tells B said C told

2. He ran..... the thieves, but they got away.

A after B across C away

3. Excuse me, could youme the way to the bank, please?

A tell B told C say

4. I can't decide..... which outfit to wear.

A from B of C on

5. They to hit us if we didn't give them the money.

A offered B threatened C suggested

6. This is the man.....car was stolen last week.

A which B who C whose

7. I..... good morning to him, but he ignored me.

A say B said C told

8. My pen has run.....ink, so I can't finish this letter.

A away B into C out of

9. If we can't find a hotel, I'm sure Bill will put us.....

A out B up C down

10. Mark put some good ideas at today's meeting.

A up B back C forward

11. She was astonishedthe number of presents she received.

A about B at C with

12. He.....for breaking the window.
A admitted B apologised C accused
13. The table.....he bought had been damaged.
A who B where C that
14. He asked her..... she had any experience in banking.
A why B that C if
15. The security guards prevented us.....entering the building.
A from B to C of
16. She..... that he was always taking her things.
A complained B denied C boasted
17. The girl..... lives next door wants to be a singer.
A which B who C where
18. The reason..... he left is that he felt ill.
A why B who C when
19. I haven't heard..... Katie since she moved away.
A of B to C from
20. This record reminds me my youth.
A of B into C with

D

1. By the time they came,... was too late to go out.
A they B it C there
2. The pillows on my bed are very ...
A soft B softly C softer
3. He wrote out a cheque.... £200.
A to B of C for
4. Have you seen..... wallet? I can't find it anywhere.
A your B my C our
5. She is always jealous..... other people.
A to B of C for
6. The ball hit me in.....eye.
A my B the C one
7. I woke up so late that I.....had time for breakfast.
A harder B hard C hardly
8. David istall as his father.
A much B a lot C as

9. I wore theclothes I could find.
A smart B smarter C smartest
- 10.I'm standing the manager while she is away.
A up to B for C in for
- 11.Jane is much than her sister.
A pretty B prettier C prettiest
- 12.My house is very.....the post office.
A near B nearly C nearest
13. , we heard a loud noise.
A Sudden B Suddenly C More suddenly
14. James takeshis father in looks.
A after B down C off
15. There is a big difference.....independence and selfishness.
A about B of C between
16. The....bicycles are in the garden, where they left them.
A boys B boy's C boys'
17. She took....sewing in order to keep busy.
A down B up C off-
18. He made this table
A herself B himself C itself
19. James is very...
A clever B cleverly C cleverest
20. is someone at the door.
A It B He C There
21. I turned.....the volume to hear my favourite song.
A on B up C down
22.you finished that report yet?
A Didn't B Haven't C Hasn't
23. We were disappointedthe hotel. It wasn't very nice.
A for B about C with
24. He was offered a job in America, but he turned it...
A up B down C off

TEST 5

1. Complete each sentence with two to five words, including the word in bold.

1 She's never made a presentation before.

first It's made a presentation.

2 When did you order the laptop?

since How long ordered the laptop?

3 I've never heard such a funny story.

ever It's the funniest heard.

4 I haven't eaten meat for a few months.

time The last was a few months ago.

5 When did he start his training course?

ago How long his training course?

6 She started learning Chinese six months ago.

been She for six months.

7 They haven't finished installing the program yet.

still They the program.

8 We didn't start eating until all the guests had arrived.

before We waited until all the guests eating.

9 When did you last see your neighbour?

since How long is it neighbour?

10 Playing football near the road is dangerous.

to It is football near the road.

11 This coat is too small for me to wear.

enough This coat for me to wear.

12 The exercise is so difficult that I can't do it.

too The exercise is to do.

13 The man made us tidy the garden.

made We the garden by the man.

14 Talking is not allowed during the exam.

talk Nobody during the exam.

15 The house needs tidying.

tidied The house needs

16 Saving some money for the future is useful.

to It is some money for the future.

17 The teacher made them do the exercise again.

made They the exercise again by the teacher.

18 You aren't allowed to open this envelope.

mustn't You this envelope.

19 Perhaps Jane has gone out.

may Jane out.

20 Yesterday, we elected the new chairman.

was The new chairman yesterday.

21 Tom wrote the business plan which won the competition.

by The poem which won the competitionTom.

22 I advise you to go to bed early tonight.

should You early tonight.

23 They will fire you if you continue to come in late.

be You if you continue to come in late.

24 Eric doesn't like people pointing at him.

being Eric pointed at.

25 It's possible that they left early this morning.

could They this morning.

26 I lost my keys while I was shopping.

were My keys while I was shopping.

27 It isn't necessary for you to work late tonight.

have You late tonight.

28 She covered the cake with icing.

with The cake icing.

2. Put the verbs in brackets into the correct infinitive form or the -ing form.

1. They managed ... (open) the door.
2. The participants were too tired (continue) the debate.
3. I fancy..... (go) to a nightclub later tonight.
4. (walk) is a good form of exercise.
5. As far as I remember you mentioned(go) to China several times.
6. You had better.....(phone) your subcontractor now.
7. There's no point in (complain) about it if you have no receipt.
8. They ran outside only....(find) that the car had gone.

9. I haven't decided where(invest) my money yet.
10. She advised us.... (speak) to the boss.
11. I went to work without(have) breakfast this morning.
12. He wants to know how(write) a letter of application.
13. My parents let me.....(have) a party for my friends.
14. They are glad (be) home again.
15. Jim would like(start) his own business.

3. Put the verbs in brackets into the correct tense:

1. My colleague and I..... (often/go) fishing together.
2. The team ... (hold) meetings on the project every other day.
3. We(play) on the beach when it started to rain.
4. She(take) the English exam last year.
5. Their company.... (open) a new shop in the suburbs of Kiev next month.
6. By the time I arrived, the lecture(already/start).
7. I'm lost. I(drive) around here for an hour.
8. They.... (stand) on the platform for an hour when the train came.
9. They....(show) a new thriller at the cinema this week.
10. His secretary.....(seldom/be) late for work.
11. The mechanic..... (repair) my car at the moment.
12. My parents(just/move) to a beautiful house in the country.

4. Choose the correct answer:

1. 'What are your plans for the summer?'
I..... with my cousins in the country.'
A will have stayed B will stay C am going to stay
2. 'Did you see Jason yesterday?' 'No, but I him this evening.'
A will probably see B will have seen C will have been seeing
3. 'Are you ready to go?' 'Yes. I in a few minutes.'
A will be leaving B am leaving C will leave
4. 'What are you thinking about?'
'My holiday. This time next week I in the Seychelles.'
A will be relaxing B will relax C am relaxing

5. 'I would like... for a picnic tomorrow.' 'That's a good idea.'
 A going B go C to go
6. 'Please knock before the room.' 'I will.'
 A to enter B entering C enter
7. 'You had better your homework before dinner.'
 'Okay. I've almost finished it.'
 A finish B to finish C finishing
8. 'Where have you been?' 'I went to the banksome money.'
 A getting B to get C get
9. 'How long has Sarah worked for that company?'
 'She.....there for two years by the end of this month.'
 A has been working B will work C will have been
 working
10. 'I saw the lightning... the tree last night.' 'Yes, it was a terrible storm,
 wasn't it?'
 A hitting B to hit C hit
11. 'I'm exhausted.' 'You'll soon get used to long hours,'
 A have worked B working C work
12. 'The children's party finishes at 6 o'clock.' 'Okay. I them up on
 my way home.'
 A will be picking B will pick C pick
13. 'I listen.....the radio every morning.' 'Do you? I read the newspaper.'
 A in B at C to
14. 'How do I get to the ice-rink from here?'
 'Get....a number 7 bus. It will take you there.'
 A on B from C in

5. Link the sentences using the correct word(s) in brackets.

1. Jack likes football. Terry likes basketball, (too/ where as)
2. Computers are very useful. You can store a lot of information on them, (for example/whereas)
3. She wore a coat. It was warm outside, (and/even though)
4. I studied hard. I wanted to pass the exam, (because/in addition)
5. He locked the doors. He didn't want to be burgled.
 (on the other hand/since)

6. I love tea. Sarah loves coffee, (too/whereas)
7. I had a shower. I went to bed. (but/then)
8. He didn't have much money. He bought me a present.
(because/although)
9. Simon is tired. He is ill. (however/as well as)
10. We all had a lovely time. Peter was in a bad mood. (whereas/apart from)

6. Choose the correct answer.

1. I went to the doctor's.... I felt ill.
A due to B so C because
2. Tony made the lunch..... I cut the grass.
A while B when C afterwards
3. Dogs are very loyal pets...., they can guard your property.
A Because B What is more C Even though
4. We all like chocolate.... David, who hates it.
A although B but C apart from

TEST 6

I. Put the verbs in brackets into the correct form:

1. Jane (watch) TV for hours; that's why her eyes are red.
2. The pancakes (taste) delicious.
3. Look! It's Francis! I (not see) him for ages.
4. Paul (listen) to a new record in his room. Shall I call him?
5. It's the first time she ever (be) to the club.
6. While the president (fly) to Canada his plane (fall) into the sea.
7. We normally (live) with our parents but for these two months we (live) in our aunt's flat. She (go) away on business.
8. Don't phone me at 8.00. I (watch) the news programme on TV then.
9. We will turn the TV off when our guests (come).
10. Your hair (grow) a lot since I last (see) you.
11. I (study) English for some months now and I (not discover) anything really difficult so far.
12. She always (bite) her nails. I can't stand this habit of hers.
13. When World War II began Hitler (rule) Germany for six years.
14. While I (have) lunch in the snack bar round the corner, I (meet) an old friend whom I (not see) for a long time.
15. At the end of this month Mrs Parsons (work) here for exactly 25 years.
16. They (get) married next week. They've already sent the invitations.
17. We (drive) along the road when we (see) a car which (break) down.
So we (stop) to see if we could help.
18. Was Tom at home when you arrived? – No, he (go) to the party.
19. I can give you a definite answer only after I (to speak) to my manager.
20. I hope, when you (to do) this exercise, there (not to be) so many mistakes in it.
21. By next Sunday I (to repair) my greenhouse.
22. You'd better not go bathing until you (to get rid) of that cough.
23. When I (to learn) a thousand English words, shall I be able to read a newspaper?
24. This time next Monday I (to sit) in a London cafe.

25.I (listen) to you for the past half an hour, but I'm afraid I (not understand) a word.

II. Choose the correct variant.

1. She _____ by the manager to make a decision. (asked/is asked/asks/has asked)
2. He said that he _____ the task by 5p.m. the next day. (has written/would have written/wrote)
3. I _____ along the street for 20 min when I saw that monument. (walked/had walked/had been walking/was walking)
4. We were told that he _____ to enter our University. (is going/was going/went/goes)
5. I'm late, _____ ? (amn't I/ aren't I/don't I/am I)
6. Can you type? -Yes, I _____ how to type when I was at school. (taught/was taught/ had taught)
7. The wind that _____ heavily all night faded at sunrise. (blows/blew/is blowing/had been blowing)
8. My colleague _____ you when you come. (helped/has helped/will help/had helped)
9. He _____ unwell for a few days when the doctor was sent for. (was/had been/had being/has been)
10. This time tomorrow I _____ on a plane to Paris. (will sit/would sit/will be sitting/would be sitting)
11. My friend _____ America yet. (hadn't been to/wasn't in/hasn't been to/hasn't been in)
12. I _____ a bath when the phone rang. (had/have had/was having/have)
13. Does your dog eat a lot? No, it _____ twice a day. (is fed/are fed/fed/was fed)

III. Complete tag-questions with the correct ending:

1. You can't speak English, ...?
can't you?
are you?
can you?

don't you?

2. She has already cleaned her shoes, ...?

doesn't she?

didn't she?

has she?

hasn't she?

3. There are a lot of butterflies in the fields, ...?

aren't they?

are they?

aren't there?

are there?

4. The Smiths bought a car a year ago, ...?

haven't they?

did they?

didn't they?

do they?

5. I haven't broken my leg, ...?

have I?

haven't I?

did I?

didn't I?

6. He has never been to a concert, ...?

hasn't he?

did he?

has he?

didn't he?

7. She wrote an annual report last week, ...?

hasn't she?

did she?

has she?

didn't she?

IV. Find a mistake in some of these sentences.

1. Have you seen Ann yesterday?
2. I have finished work at 2 o'clock.
3. I'm reading now. I have finished my work.
4. Where have you been last night?
5. Sue isn't here. She's gone out.
6. Have you seen Paul last week?
7. George has left school three years ago.
8. Have you ever been to Britain?
9. Has Napoleon Bonaparte died in 1821?
10. The weather has been very bad last week.

IRREGULAR VERBS

Infinitive	Past	Participle	Infinitive	Past	Participle
be	was/were	been	catch	caught	caught
beat	beat	beaten	choose	chose	chosen
become	became	become	come	came	come
begin	began	begun	cost	cost	cost
bend	bent	bent	cut	cut	cut
bite	bit	bitten	deal	dealt	dealt
blow	blew	blown	do	did	done
break	broke	broken	draw	drew	drawn
bring	brought	brought	drink	drank	drunk
build	built	built	drive	drove	driven
buy	bought	bought	eat	ate	eaten
fall	fell	fallen	say	said	said
feed	fed	fed	see	saw	seen
feel	felt	felt	sell	sold	sold
fight	fought	fought	send	sent	sent
find	found	found	set	set	set
fly	flew	flown	sew	sewed	sewn
forbid	forbade	forbidden	shake	shook	shaken
forget	forgot	forgotten	shine	shone	shone
forgive	forgave	forgiven	shoot	shot	shot
freeze	froze	frozen	show	Showed	shown
get	got	got	shrink	shrank	shrunk
give	gave	given	shut	shut	shut
go	went	gone	sing	sang	sung
grow	grew	grown	sink	sank	sunk
hang	hung	hung	sit	sat	sat
have	had	had	sleep	slept	slept
hear	heard	heard	slide	slid	slid
hide	hid	hidden	speak	spoke	spoken
hit	hit	hit	spend	spent	spent
hold	held	held	split	split	split
hurt	hurt	hurt	spread	spread	spread
keep	kept	kept	stand	stood	stood
know	knew	known	steal	stole	stolen
lay	laid	laid	stick	stuck	stuck
lead	led	led	strike	struck	struck
leave	left	Left	swear	sware	sworn
lend	lent	lent	sweep	swept	swept

lie	lay	lain	swim	swam	swum
light	lit	lit	take	took	taken
lose	lost	lost	teach	taught	taught
make	made	made	tear	tore	torn
mean	meant	meant	tell	told	told
meet	met	met	think	thought	thought
pay	paid	paid	throw	threw	thrown
put	put	put	understand	understood	understood
read	read	read	wake	woke	woken
ride	rode	ridden	wear	wore	worn
ring	rang	rung	win	won	won
rise	rose	risen	write	wrote	written
run	ran	run			

GRAMMAR REFERENCES

USED TO

Для вираження повторюваної дії, яка відбувалася або тривала певний час в минулому і на даний момент закінчилася, в англійській мові часто вживається конструкція used to + V.

e.g. We used to live in Moscow. — Ми жили в Москві.

I used to go to the stadium every day. — Колись я ходив на стадіон кожного дня.

Заперечна і питальна форми утворюються за допомогою дієслова did.

e.g. I did not use to wear jeans.

Did you use to be thin?

Також в англійській мові є подібні конструкції, але з різними відтінками значень.

used to + V Дія відбувалася в минулому, на момент мовлення закінчилася.	<i>I used to live in a big city.</i> — Колись я жив у великому місті. (Зараз я вже там не живу.)
to get used to + Ving — звикати щось робити	<i>I got used to living in a big city.</i> — Я звик жити у великому місті. (Спочатку це було для мене чимось незвичним, але я звик до цього.)
to be used to + Ving — бути звикшим до чогось	<i>I am used to living in a big city.</i> — Я звик до життя у великому місті. (Це для мене не є проблемою, це моє повсякденне життя.)
to be used to + N — бути звиклим до чогось (іменник)	<i>I am used to the noise of a big city.</i> — Я звикла до шуму великого міста. (Він для мене є чимось звичним.)

PRESENT PERFECT VS. PAST SIMPLE

Одним з найскладніших питань при перекладі речень, виражених в українській мові минулим часом, є розпізнавання перфектних і неозначених часів. Наступна таблиця показує відмінності між цими часовими формами.

The present perfect is used when the time period has NOT finished	<i>I have seen three movies this week. (This week has not finished yet.)</i>
The simple past is used when the time period HAS finished	<i>I saw three movies last week. (Last week has finished.)</i>
The present perfect is often used when giving recent news	<i>Martin has crashed his car again. (This is new information.)</i>
The simple past is used when giving older information	<i>Martin crashed his car last year. (This is old information.)</i>
The present perfect is used when the time is not specific	<i>I have seen that movie already. (We don't know when.)</i>
The simple past is used when the time is clear	<i>I saw that movie on Thursday. (We know exactly when.)</i>
The present perfect is used with for and since, when the actions have not finished yet	<i>I have lived in Victoria for five years. (I still live in Victoria.)</i>
The simple past is used with for and since, when the actions have already finished	<i>I lived in Victoria for five years. (I don't live in Victoria now.)</i>

PRESENT PERFECT PROGRESSIVE

Present Perfect Continuous (Progressive) утворюється з допоміжного дієслова **to be** в **Present Perfect** та дісприкметника **теперішнього часу** основного дієслова:

have
+ been + V_{ing}
has

I have been working.

He has been working.

У питальній формі перше допоміжне дієслово ставиться перед підметом:

Have you been working?

У заперечній формі після першого допоміжного дієслова вживається заперечна частка **not**:

He has not been working.

Present Perfect Continuous вживається для вираження дії, що почалася в минулому і тривала протягом певного періоду і або все ще продовжується в цей момент, або щойно закінчилася:

His father has been Його батько працює на цьому заводі
working at this plant for двадцять років (*почав працювати 20 років
тому і працює досі*).

Здебільшого на період тривалості дії вказують обставини часу, часто з прийменниками **for** та **since**.

Present Perfect Continuous вживається в питальних реченнях з питальними словами **since** **when** з **якого** часу, **відколи** і **how long** **як довго, скільки часу**, якщо мова йде про період що безпосередньо передує моменту мовлення:

Since when have you been waiting for me?

How long have you been learning English?

З дієсловами, що не вживаються з часами групи Continuous, замість Present Perfect Continuous вживається Present Perfect. У цьому разі Present Perfect перекладається на українську мову теперішнім часом.

PRESENT PERFECT VS. PRESENT PERFECT CONTINUOUS (PROGRESSIVE)

Present Perfect	Present Perfect Continuous
1. Вживається для вираження закінченої дії. Акцент на результат.	1. Вживається для вираження дії, яка ще триває. Акцент на незакінченість і тривалість.
2. Часто вживається для	2. Вживається для вираження

<p>вираження</p> <p>— скільки зроблено: I've read a lot about it</p> <p>— скільки разів це робилося: I've been to Africa twice</p> <p>— скільки саме речей зроблено She's written three articles</p>	<p>тривалості дії:</p> <p>I've been reading books on elephants for two months.</p>
--	--

PAST PERFECT

Past Perfect утворюється з допоміжного дієслова to have у Past Indefinite та дієприкметника минулого часу (Past Participle) основного дієслова. Дієслова в Past Perfect не змінюються за особами й числами: I (he, she, it, we, you, they) had worked.

У питальній формі допоміжне дієслово ставиться перед підметом:

Had you worked?

У заперечній формі після допоміжного дієслова вживається заперечна частка **not**:

I had not worked.

Past Perfect вживається для вираження дії, що відбулася раніше іншої минулодії, позначеної дієсловом у Past Indefinite:

I told you I had **met** her.

Я казав тобі, що зустрічав її
(зустрічав її раніше, ніж говорив про це).

Але: 1. Під час переліку минулих дій у тій послідовності, в якій вони відбувалися, дієслова вживаються у Past Indefinite:

I opened the door, **closed** it and **went** into the bedroom.

2. У складнопідрядному реченні із сполучниками **after** *після того як* і **before** *перед тим як, перш ніж*, коли немає потреби наголошувати, що одна дія передує іншій, і в головному, і в підрядному реченнях вживається Past Indefinite:

He stood motionless *after* she **disappeared.** (*Shaw*)

Він стояв нерухомо, після того як вона зникла.

Past Perfect вживається для вираження минулодії, що вже закінчилася до певного моменту в минулому. Цей момент позначається такими словосполученнями: **by two o'clock до другої години**, **by that time до того часу**, **by the 1st of September до першого вересня** тощо:

Заперечна форма Past Perfect вказує на те, що до певного моменту в минулому дія ще не закінчилася.

THE FUTURE CONTINUOUS (PROGRESSIVE) TENSE (Майбутній тривалий час)

Future Continuous — часова форма дієслова, що вживається для вираження тривалої дії, яка відбуватиметься в якийсь момент або період часу в майбутньому.

I. Утворення

Futures Continuous утворюється з допоміжного дієслова **to be** в Future Indefinite та дієприкметника теперішнього часу основного дієслова: **will + be + Ving**

I will be translating this article. — Я перекладатиму цю статтю.

II. Питальна форма

У питальній формі допоміжне дієслово ставиться перед підметом:

Will they be working? — Вони працюватимуть?

When will he be working? — Коли він буде працювати?

III. Заперечна форма

У заперечній формі після допоміжного дієслова вживається частка **not**:

We will not be working there. — Ми не будемо тут працювати.

He will not be staying here. — Він не буде зупинятися тут.

IV. Вживання

Future Continuous вживається для вираження майбутньої тривалої дії, яка відбуватиметься в певний момент в майбутньому. Цей момент може бути виражений:

а) вказівкою часу: *at 3 o'clock, at 5 a.m.;*

б) іншою майбутньою одноразовою дією, вираженою Present Simple:

I will be cooking dinner when he comes.

в) іншою майбутньою тривалою дією, яка також виражається Future Continuous (две паралельні майбутні тривалі дії):

I will be cooking dinner and he will be reading a book.

РЕЧЕННЯ (SENTENCES)

Для того, щоб правильно побудувати англійське речення, необхідно знати певні правила. Порядок слів у реченні буде визначатися, перш за все, типом речення. Залежно від мети висловлювання в англійській мові розрізняють такі типи речень:

- а) **розповідні** (declarative sentences)
- б) **питальні** (interrogative sentences)
- в) **спонукальні** (imperative sentences)
- г) **окличні** (exclamatory sentences).

Головними членами речення є підмет і присудок. Підмет (**the subject**) в англійській мові, як і в українській, найчастіше виражається іменником або особовим займенником. Присудок (**the predicate**) виражається різними дієслівними формами (в залежності від часу, стану і способу смислового дієслова).

Порядок слів в англійському реченні чітко фіксований. Дуже важливо пам'ятати це правило, так як від цього залежить зміст вашого висловлювання. Візьмемо, наприклад, українське речення “Викладач запитує студента”. Якщо поміняти місцями іменники, не змінюючи їх форми, зміст речення не зміниться: “Студента запитує викладач”. Слово “викладач” і в цьому реченні є підметом, оскільки воно стоїть у називному відмінку, а іменник “студента”, хоч і займає місце на початку речення, є прямим додатком, бо має закінчення західного відмінка.

Якщо у відповідному англійському реченні “The teacher asks the student” зробити таку ж саму перестановку, отримаємо речення “The student asks the teacher”, зміст якого зовсім інший: “Студент запитує вчителя”, оскільки в англійській мові роль іменника в реченні визначається його місцем. Іменник, що стоїть перед дієсловом-присудком, є підметом, а іменник, що стоїть після присудка — прямим додатком.

Порядок слів англійського розповідного речення

I	II	III			IV
Підмет	Присудок	Додаток			Обставин а місця / часу
		непря мий	прямий	прийменни ковий	
We Ми	study вивчаємо	-	English англійську	-	-

We Ми	send посилаєм о	him йому	our letters наші листи	-	every week кожного тижня
She Вона	reads читає	-	her notes свої записи	to Peter Пітеру	every day кожного дня

Такий порядок слів, коли підмет стоїть перед присудком, називається **прямим** і саме він є найбільш характерною структурою англійського розповідного речення.

При перетворенні в непряму мову наказових речень (**Imperative sentence**) наказовий спосіб дієслова прямої мови замінюється інфінітивом. У заперечній формі перед інфінітивом ставиться частка not.

Структура наказового речення

to order	a person to whom we refer command or request	
to tell		
to command		(not) Infinitive+(pronoun)
to ask		
to beg		
e.g. She said to me, “Don’t be late”.		
She told	me	not to be late.
e.g. She said to me, “Wake me up at 8”.		
She asked	me	to wake her up at 8.

Питальні речення (**Interrogative sentences**) також можуть бути виражені непрямою мовою. Такі питання мають структуру розповідного речення: в них прямий порядок слів (присудок ставиться після підмета), допоміжне дієслово не вживається. Розглянемо окремо загальні (general questions) та спеціальні питання (special questions).

Загальні та спеціальні питання

Загальне питання

to ask	if	
to wonder		

to want to know	whether	direct word order
e.g. She said to me, “Do you speak English?”. She asked me		
She asked me	if	I spoke English.
<i>Він запитав мене</i>	<i>чи</i>	<i>я розмовляю англійською.</i>

Сполучники **if** та **whether** перекладаються українським прийменником „чи”.

В англійській мові є чотири типи питальних речень: загальні, спеціальні, розділові та альтернативні. Два з них ми розглянемо зараз, два — трохи пізніше.

Питання до всього речення називається **загальним** питанням. Воно уточнює інформацію і на нього зазвичай дається відповідь “так” або “ні”. При цьому, у відповіді обов’язково повинно прозвучати допоміжне дієслово, яке було використане у запитанні та особовий займенник, який відповідає по формі підмету.

Наприклад: *Are you at home?* — *Yes, I am.*

Tu вдома? — *Так, я вдома.*

В даному реченні використовується дієслово *to be*. В запитанні воно має форму 2-ї особи, так як узгоджується з особовим займенником *you*, а у відповіді — 1-ї, так як відповідь буде від першої особи однини —I. Але в обох реченнях це одне і те ж дієслово *to be*. У питанні, як ми уже знаємо, дієслово *to be* стоїть перед підметом, у відповіді — після.

Питання, яке стосується лише певного члена речення і задається з метою отримання нової конкретної інформації, називається **спеціальним**. Будь-яке спеціальне питання починається з питального слова:

who	хто
what	що
whose	чий
whom	кого
which	котрий
when	коли
where	де, куди
why	чому
how	як
how many (для злічуваних іменників)	як багато
how much (для незлічуваних іменників)	

how long

як довго

Якщо будувати спеціальне запитання з дієсловом *to be*, воно матиме ось таку структуру:

Питальне слово	<i>to be</i> (у потрібній формі)	підмет
<i>Where</i>	<i>are</i>	<i>you?</i>

Subject and object questions

Who and **what** can be the subject or the object of a question. There is no auxiliary verb or inversion in subject questions as there is in object questions. We use an auxiliary verb in the answer to a subject question.

Who did Ricardo inherit the company from? (object question)
(From his father.)

Who inherited the company? (subject question)
(Ricardo did.)

What do employees vote on? (object question)
(On big decisions.)

What changed in 1980? (subject question)
(Semco did.)

УЗГОДЖЕННЯ ЧАСІВ (SEQUENCE OF TENSES)

В українській мові дієслово-присудок підрядного додаткового речення може вживатись у будь-якому часі (теперішньому, минулому чи майбутньому), залежно від змісту. В англійській мові це можливо лише тоді, коли дієслово-присудок головного речення виражає дію стосовно теперішнього або майбутнього часу:

I think that it will snow.	Я думаю, що буде сніг.
He understands that he has made a mistake.	Він розуміє, що допустив помилку.

Якщо ж присудок головного речення в англійській мові виражений дієсловом в одному з минулих часів, то в підрядному додатковому реченні дієслово-присудок, як правило, має бути в одному з минулих часів або в майбутньому з точки зору минулого (Future-in-the-Past).

Якщо в головному реченні дієслово-присудок виражає минулу дію, а дія підрядного додаткового речення відбувається в той самий період часу, що й дія головного, то в підрядному реченні вживається Past Simple або Past Continuous.

I thought you were his friends.	Я думав, що ви його друзі.
Who told you I was here?	Хто вам сказав, що я тут?

Якщо в головному реченні дієслово-присудок виражає минулу дію, а дія підрядного додаткового речення відбулася раніше дії головного, то в підрядному реченні вживається Past Perfect. В українській мові такі речення перекладаються минулим часом:

We asked him if anything if anything had happened.	Ми запитали його, чи не трапилося чого-небудь.
--	--

Але: Якщо в підрядному реченні точно зазначено час виконання дії, то цю дію виражаютъ за допомогою Past Simple або Past Continuous:

He said that he finished school in 1994.	Він сказав, що закінчив школу в 1994 році.
--	--

Правило послідовності часів не застосовується в підрядних додаткових реченнях, які виражаютъ загальновідомі факти:

He knew that metals conduct electricity.	Він знов, що метали проводять електрику.
--	--

The teacher told that the Earth moves round the sun.	Вчитель сказав, що Земля рухається навколо Сонця.
--	---

Також це правило не діє, якщо мова йде про передачу висловлювання, яке щойно прозвучало.

A: What did Ann say? I didn't hear her.	А: Що сказала Анна? Я не почула її.
---	-------------------------------------

B: She said (that) she is hungry. В: Сказала, що вона голодна.

НЕПРЯМА МОВА (INDIRECT SPEECH)

В англійській мові перетворення прямої мови в непряму відбувається за певними правилами з утворенням складнопідрядного речення. При цьому береться до уваги правило узгодження часів та тип речення прямої мови.

При перетворенні прямої мови на непряму вказівні займенники та деякі обставини часу і місця змінюються так:

<i>Пряма мова</i>	<i>Непряма мова</i>
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 after tomorrow	two days later
ago	before
next	the next

Загалом, розповідне речення (Declarative sentence) має наступну структуру:

to say		
to tell		
to promise	(that)	direct word order
to remark		
to admit		
e.g. She said, "I have seen this film".		
She said	that	she had seen that film

Спеціальні запитання (special questions) при переході з прямої мови в непряму мають наступну структуру:

to ask	who	
to wonder	what	
to want to know	when	direct word order
	where	
	why	

	how	
e.g. We asked her, “When will you come back?”.		
We asked	when	she would come back .

При цьому питальні слова стають сполучними словами, допоміжне дієслово не вживається, а речення має прямий порядок.

При перетворенні в непряму мову наказових речень (**Imperative sentence**) наказовий спосіб дієслова прямої мови замінюється інфінітивом. У заперечній формі перед інфінітивом ставиться частка **not**. Структура речення виглядає наступним чином:

to order	a person to whom we refer command or request	
to tell		
to command		(not) Infinitive+(pronoun)
to ask		
to beg		
e.g. She said to me, “Don’t be late”.		
She told	me	not to be late.
e.g. She said to me, “Wake me up at 8”.		
She asked	me	to wake her up at 8.

ВКАЗІВНІ ЗАЙМЕННИКИ DEMONSTRATIVE PRONOUNS)

Займенник this (these) вживаються стосовно предметів, що перебувають близько від того, хто говорить, а також тоді, коли йдеться про щось близьке в часі, що належить до теперішнього часу.

Займенник *that* (*those*) вживається стосовно предметів більш віддалених від того, хто говорить, а також тоді, коли йдеться про щось більш віддалене в часі, що належить до минулого або майбутнього часу.

Займенники *this* і *that* вживаються як займенники-прикметники у функції означення і як займенники-іменники у ролі підмета і додатка.

This watch is expensive. (означення)	Цей годинник дорогий.
This is an expensive watch. (підмет)	Це дорогий годинник.
If you need a pen, take this. (додаток)	Якщо тобі потрібна ручка, візьми цю.
В англійській мові, на відміну від української, вказівні енники у ролі підмета узгоджуються в числі з іменною части ного присудка.	
Приклад:	
Це партя.	This is a <i>desk</i> .
Це парті.	These are <i>desks</i> .
То наш будинок.	That is our <i>house</i> .
То наші будинки.	Those are our <i>houses</i> .

ОСОБОВІ ЗАЙМЕННИКИ (PERSONAL PRONOUNS)

Особові займенники в англійській мові мають два відмінки: називний (the Nominative Case) і об'єктний (the Objective Case).

Займенник **he** вживається замість іменників, що є назвами істот (здебільшого людей) чоловічої статі: **father** батько, **boy** хлопець, **cock** півень та ін.

Займенник **she** вживається замість іменників, що є назвами істот жіночої статі: **mother** мати . **girl** дівчина, **cow** корова та ін.

Займенник **it** замінює іменники — назви неістот, тварин і рослин, а також іменник **baby** *немовля*. Українською мовою особовий займенник **it** перекладається словами *він*, *вона*, *воно* залежно від роду відповідного іменника в українській мові:

The house is large. It is new.	Будинок великий. Він новий.
Take this book. It is good.	Візьми цю книжку. Вона хороша.
Eat the apple. It is ripe.	Їж яблуко. Воно стигле.

Займенник **you** вживається при звертанні до однієї або кількох осіб і відповідає українським займенникам *ти* і *ви*. Український переклад дуже часто залежить від контексту.

ПРИСВІЙНІ ЗАЙМЕННИКИ

(POSSESSIVE PRONOUNS)

В англійській мові присвійні займенники мають дві форми: залежну (conjoint) і абсолютну (absolute).

	Залежна форма	Абсолютна форма	Українські відповідники
I	my	mine	мій, моя, моє, мої
he	his	his	його (чоловічий рід)
she	her	hers	її
it	its	-	його (середній рід), її
we	our	ours	наш, наша, наше, наші
you	your	yours	ваш, ваша, ваше, ваші
they	their	theirs	їхній, їхня, їхнє, їхні

Присвійні займенники в залежній формі вживаються перед іменниками і виконують роль означення: **my address** *моя адреса*, **her name** *її ім'я*, **its windows** *його вікна* (*наприклад, будинку*), **our university** *наш університет*, **your bag** *твоя* (*ваша*) сумка, **their family** *їхня сім'я*.

Присвійні займенники в абсолютній формі не вживаються перед іменниками. Вони замінюють їх і виконують функції підмета, іменної частини присудка, додатка:

This book is mine.

Ця книга моя.

Where are all our toys? — Mine are here.

Де всі наші іграшки? — Мої тут.

У ролі означення присвійний займенник у абсолютної формі вживається з прийменником **of** після означуваного іменника.

He is a friend of mine. Він — мій друг.

В англійській мові немає такого присвійного займенника, що відповідав би українському займеннику *свій* і стосувався будь-якої особи. Український присвійний займенник *свій* англійською мовою перекладається різними присвійними займенниками залежно від особи, якої він стосується.

Я користуюся **своїм**
комп'ютером.

I use **my** computer.

Ти користуєшся **своїм**
комп'ютером.

You use **your** computer.

Він користується **своїм**
комп'ютером.

He uses **his** computer.

Ми користуємося **своїм**
комп'ютером.

We use **our** computer.

Вони користуються **своїм**
комп'ютером.

They use **their** computer.

У цьому значенні англійські присвійні займенники часто вживаються з назвами частин тіла і предметів одягу. В українській мові в таких ситуаціях присвійні займенники не вживаються взагалі.

He shook **his** head.

Він похитав головою.

The girl put on **her** coat.

Дівчинка одягла пальто.

МНОЖИНА ІМЕННИКІВ (PLURAL FORM OF NOUNS)

Іменники в англійській мові поділяються на злічувані (countable nouns) і незлічувані (uncountable nouns).

Злічувані іменники означають предмети, які можна порахувати: *a chair* — стілець, *a teacher* — вчитель, *a question* — запитання.

Незлічувані іменники — це назви речовин і багатьох абстрактних понять, які не піддаються лічбі: *water* — вода, *milk* — молоко, *freedom* — свобода, *friendship* — дружба та ін.

Злічувані іменники вживаються в однині (singular) і множині (plural).

Незлічувані іменники множини не мають.

Утворення множини:

Більшість іменників англійської мови утворюють множину шляхом додавання до форми однини закінчення -s / -es. Це закінчення вимовляється:

[s] — після глухих приголосних, крім [s], [ʃ], [t]:

a lamp лампа — lamps ['læmps]

a lake озеро — lakes ['leɪks]

[z] — після голосних і дзвінких приголосних, крім [z], [ʒ], [dʒ]:

a train поїзд — trains [treɪnz]

a name ім'я — names [neɪmz]

a sea море — seas [sɪ:z]

[ɪz] — після звуків [s], [z], [ʃ], [tʃ], [ʒ], [dʒ]:

a place місце — places ['pleɪsɪz]

a rose троянда — roses ['rouzɪz]

a wish бажання — wishes ['wɪʃɪz]

a branch гілка — branches [bra:n tʃɪz]

a garage гараж — garages ['gærə:ʒɪz]

a page сторінка — pages ['peɪdʒɪz]

1. На письмі більшість іменників мають у множині закінчення -s.

Закінчення -es додається, якщо:

а) іменник в однині закінчується на -s, -ss, -sh, -ch, -x, -z:

a bus автобус — buses a lunch сніданок — lunches

a dress сукня — dresses a box коробка — boxes

a bush кущ — bushes a quiz тест — quizzes

б) іменник в однині закінчується на -o:

a hero герой — heroes a tomato помідор — tomatoes

Але деякі слова є винятками:

a piano піаніно — pianos radio радіо — radios

a photo <i>фото</i> — photos	video <i>відео</i> — videos
kangaroo <i>кенгуру</i> —	tattoo <i>татуювання</i> —
kangaroos	tattoos
kilo <i>кілограм</i> — kilos	zoo <i>зоопарк</i> — zoos

Ще деякі слова допускають дві форми, при цьому форма з закінченням **-es є більш вживаною:**

mosquito <i>комар</i> —	mosquitoes/ <i>mosquitos</i>
tornado <i>торнадо</i> —	tornadoes/ <i>tornados</i>
volcano <i>вулкан</i> —	volcanoes/ <i>volcanos</i>
zero <i>нуль</i> —	zeroes/ <i>zeros</i>

в) іменник в однині закінчується на **-у** з попередньою приголосною. При цьому у змінюється на **і**:

a story <i>оповідання</i> — stories	a fly <i>муха</i> — flies
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Подібної зміни не відбувається, якщо перед **-у** стоїть голосна:

a play *n'єса* — plays

2. Якщо іменник у однині закінчується на **-f** або **-fe**, у множині **f** змінюється на **v** з додаванням закінчення **-s / -es**. Буквосполучення **-ves** вимовляється [vz]:

a wife <i>дружина</i> — wives	a calf <i>теля</i> — calves
a wolf <i>вовк</i> — wolves	a knife <i>ніж</i> — knives
a half <i>половина</i> — halves	a life <i>життя</i> — lives
a leaf <i>листок</i> — leaves	a shelf <i>полиця</i> — shelves

Винятки:

belief <i>переконання</i> — beliefs	chief <i>начальник</i> — chiefs
cliff <i>скеля</i> — cliffs	roof <i>дах</i> — roofs

3. Деякі іменники утворюють множину шляхом зміни кореневої голосної:

a man [mæn] *чоловік* — men [men]

a woman ['wumæn] *жінка* — women ['wɪmɪn]

a child [tʃaɪld] *дитина* — children [tʃɪldrən]

a tooth [tu:θ] *зуб* — teeth [ti:θ]

a foot [fʊt] *ступня* — feet [fi:t]

a goose [gu:s] *гуска* — geese [gi:s]

an ox [ɔks] *бик* — oxen ['ɔksən]

a mouse [maʊs] *миша* — [maɪs]

a louse [laʊs] *вонза* — [laɪs]

4. Деякі іменники англійської мови мають однакові форми однини і множини:

one deer *олень* — two deer *олени*

one sheep *вівця* — two sheep *вівці*

one species *вид* — two species види

one means *засіб* — two means засоби

5. Форма множини іменників fruit *фрукт/фрукти* і fish *риба/риби* вживається лише тоді, коли мова йде про різні види.

Bob has an aquarium. He has one fish.

Sue has an aquarium. She has seven fish.

6. Деякі іменники латинського і грецького походження зберігають форми множини, які вони мали в цих мовах:

phenomenon [fi'nəmənən] *явниця* — phenomena [fi'nəmənə]

crisis ['kraɪsɪs] *криза* — crises ['kraɪsɪ:z]

В англійській мові, як і в українській, є іменники, що вживаються тільки в однині або тільки в множині.

Так, назви речовин, а також багато іменників, що виражають абстрактні поняття, вживаються тільки в однині: chalk *крейда*, silver *срібло*, peace *мир*, courage *відвага* та ін.

Деякі іменники в англійській мові вживаються тільки в однині, а відповідні їм іменники в українській мові мають форми однини й множини або навіть тільки множини, наприклад: advice *порада*, *поради*; knowledge *знання*; information *інформація, відомості*; news *новина, новини*; progress *успіх, успіхи*; money *гроші*.

До іменників, які в англійській мові вживаються лише в множині, належать, як і в українській мові, назви предметів, що складаються з двох рівних або подібних частин, наприклад: tongs *об'єньки*, spectacles *окуляри*, trousers *штани*, scissors *ножиці* та ін.

ПОНЯТТЯ ПРО АРТИКЛІ (ARTICLES)

В англійській мові артиклі можуть вживаються перед іменниками. Існує два артиклі: неозначений — **a/an** (різне написання неозначеного артикуля (а або an) залежить від літери, з якої починається іменник: якщо ця літера приголосна, пишемо артикль a, якщо голосна – an) та означений артикль **the**.

Артикль або його відсутність по-особливому характеризують особу, предмет або явище, позначене іменником.

Неозначений артикль a/an походить від слова one, що означає "один", "дехто", "якийсь", "хтось". Тому і у сучасній англійській мові він указує на неозначеність однієї особи, предмета або явища, позначеного іменником, не виділяючи його із ряду подібних. Коли мова іде про декілька осіб, предметів або явищ, неозначений артикль a/an не вживається.

Означений артикль the вказує на означеність однієї або декількох осіб, предметів, явищ, позначених іменником, тобто виділяє його з ряду подібних або підкреслює його одиничний, унікальний характер.

Означеність або неозначеність, як правило, обумовлюються конкретною ситуацією спілкування.

Вживання артиклів перед іменниками у одинині.

	a /an Неозначений, відносить до класу	the Означений, індивідуалізує
1.	Якщо перед іменником (з означенням або без нього) можна при перекладі на українську мову поставити: "один", "один з", "який-небудь", "хтось", "дехто", "якийсь": <i>Jane wants to buy a dress.</i> <i>Джейн хоче купити сукню.</i> (яку-небудь). <i>We bought a new interesting book.</i> Ми купили нову цікаву книгу. (якусь, одну із подібних).	У значенні "цеї", "той", "той самий" або вже відомий співбесіднику або читачеві: <i>Look at the dress! It's just your size.</i> Поглянь на цю сукню! Вона якраз твого розміру. <i>The book you gave me yesterday is very interesting.</i> Книга, яку ти дав мені вчора, дуже цікава.
2.	Коли особа або предмет	Коли особа або предмет

	<p>з'являються у тексті вперше: He entered the room and saw a man. <i>Він увійшов до кімнати і побачив чоловіка (якогось незнайомого чоловіка).</i></p>	<p>з'являються у контексті повторно: The man was very excited. Чоловік був дуже схильзований. (той, якого він побачив).</p>
3.	<p>Якщо йдеться про людину - одну з ряду однотипних (за національністю, фахом і т.ін.): He is a teacher at our university. <i>Він викладач нашого університету.</i></p>	<p>Якщо йдеться про людину або предмет, єдиний у своєму роді: He is the rector of our university.</p>

Вживання артиклів перед іменниками у множині.

У цьому випадку артикль a /an не вживається, а артикль the зберігається:

We bought new books. <i>Ми купили нові книги.</i>	The new book we bought are very interesting. <i>Нові книги, які ми купили, дуже цікаві.</i>
--	--

Особливі випадки вживання артиклів.

Артиклі не вживаються:

1. Якщо перед іменником стоїть присвійний займенник my — мій, your — твій, ваш, his — його, і т.ін. або одне з таких слів:

some — декілька, деяка кількість	these — ці
any — який-небудь	that — той, та
many (much) - багато	those — ті
few (little) - мало	other — інші
this — цей, ця	another — інший, ще один

2. Перед та після заперечного слова no:

I have no perfumes. — У мене немає парфумів.

3. Перед іменниками, за якими йде цифрова інформація:

Do exercise 3 on page 87. — Виконайте вправу 3 на стор. 87.

I live in room 1247. — Я мешкаю в номері 1247.

4. Перед власними назвами:

імена людей, клички тварин
назви країн, міст
окремі острови або гори
материки

Peter, Mr. Brown, Spot
Germany, London
Cyprus; Mount Vesuvius
America, Australia

окремі озера планети, сузір'я	Lake Baikal, Ontario Mars, Orion
назви навчальних закладів, що починаються з власної назви	Oxford University
назви штатів, провінцій, областей свята	Oklahoma, Odessa oblast Christmas, Thanksgiving Day
5. Перед назвами видів спорту	hockey, chess
6. Перед абстрактними поняттями	service, quality
7. Перед назвами наук	economics, history
8. Перед назвами днів тижня, місяців	on Monday — в понеділок; in May — у травні
9. Перед назвами речовин, продуктів харчування, матеріалів або напоїв артикль, як правило, не ставиться.	
glass — скло	whisky — віскі
paper — папір	tea — чай
iron — залізо	juice — сік

Примітка: Наявність артикля a /an або the перед такими іменниками вказує на те, що йдеться про предмет, виготовлений з цієї речовини, або про порцію, певну кількість продукту або напою:

a/the glass — скло (напр. у вікні);	a/the -whisky - порція (чарка)
склянка a/the paper - документ;	віскі a/the tea - чашка чаю
газета an/the iron -	a/the juice — стакан (банка,
праска	пляшка) соку

Завжди вживається означений артикль the:

1. Перед такими географічними назвами:
океани, річки, моря, затоки
групи островів, гір, озер,
канали
деякі країни
 2. Перед назвами готелів
 3. Перед назвами кораблів
 4. Перед назвами етнічних груп
 5. Перед назвами історичних доку-
- | |
|--|
| the Atlantic Ocean, the Dnieper, the Black Sea, the Great Lakes, the Bahamas, the Alps |
| the British Channel |
| the United States of America, the United Kingdom of Great Britain and Northern Ireland |
| the Hilton Hotel |
| the Titanic, the Fyodor Shalyapin |
| the Indians, the Ukrainians |
| the Constitution |

ментів

6. Перед порядковими числівниками the first, the second, the third
7. З такими словами та
словосполученнями:
the Sun, the Earth, the Moon
the weather
the end
in the morning (evening)
the whole day (week, year)
- Сонце, Земля, Місяць
погода
кінець
вранці (увечері)
увесь день (тиждень, рік)

THE PASSIVE VOICE (ПАСИВНИЙ СТАН ДІЄСЛОВА)

Особа або предмет, що виконує дію, називається *суб'єктом дії*. Особа або предмет, на які спрямовано дію, називається *об'єктом дії*. Так, у реченні *The managers are discussing the results* (*Менеджери обговорюють результати*) the managers означає суб'єкт дії, а results — її об'єкт.

В англійській мові дієслова вживаються в активному стані (**the Active Voice**) і пасивному (**the Passive Voice**).

Якщо підметом речення є суб'єкт дії, то дієслово-присудок вживається в активному стані:

My brother signed this contract
yesterday.

*Мій брат підписав цей
контракт вчора.*

Якщо підметом речення є об'єкт дії, то дієслово-присудок вживається в пасивному стані:

This contract was signed yesterday. Цей контракт був підписаний
учора.

Усі часові форми пасивного стану в англійській мові утворюються з відповідних часів допоміжного дієслова *to be* та дієприкметника минулого часу основного дієслова, тобто дієслова в 3-й формі.

Passive Voice дієслів групи Indefinite.

Past	Present	Future
was + V ₃ were	am is are	+ V ₃ will be + V ₃
He was promoted. They were employed.	He is promoted. They are employed.	He will be promoted. They will be employed.

У питальній формі допоміжне дієслово ставиться перед підметом:

Where was this document printed? *Де було надруковано цей
документ?*

У заперечній формі частка *not* ставиться після допоміжного дієслова:

He was not offered this job. *Йому не запропонували цю роботу.*

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

Так, часи групи **Indefinite** пасивного стану, як і активного, виражають одноразову, повторювану або постійну дію в теперішньому, минулому

або майбутньому часі і вживаються для вираження майбутньої дії в підрядних реченнях часу та умови:

These questions were asked very often.

Our company was founded in 1998 in London.

Today English is written, spoken, broadcast and understood on every continent.

I'll be very glad if I am promoted.

This contract will be translated into Ukrainian.

Пасивний стан вживається тоді, коли в центрі уваги співрозмовників є особа або предмет, на які спрямована дія (об'єкт дії). Суб'єкт дії при цьому дуже часто не вказується:

Terms of the contract were discussed yesterday.

У цьому реченні terms є об'єктом дії, вираженої присудком (*ix обговорили*), саме про них, а не про діючу особу йде мова.

При потребі суб'єкт дії може бути виражений за допомогою додатка з прийменником by (назви істот) або with (назви неістот):

They were invited by our manager.

He was suddenly struck with the solution of this problem.

Ці питання задавалися дуже часто.

Наша компанія була заснована 1998 року в Лондоні.

Сьогодні англійською мовою пишуть, розмовляють та ведуть радіопередачі, її розуміють на всіх континентах.

Я буду дуже радий, якщо отримаю підвищення.

Цей контракт буде перекладено українською мовою.

Умови контракту були обговорені вчора.

Їх запросив наш менеджер.

Рантом йому прийшло в голову рішення цієї проблеми.

The passive voice (continuous tenses)

Present (Past) Continuous Passive утворюється з допоміжного дієслова **to be** в **Present (Past) Continuous** та дієприкметника минулого часу основного дієслова. Future Continuous в пасивному стані не вживається.

Passive Voice дієслів групи Continuous.

Past	Present	Future
was + being + V ₃ were	am is+ being + V ₃ are	-----
He was being interviewed. interviewed.	I am being interviewed. He is being listened to.	

They were being employed.		
---------------------------	--	--

У питальній формі допоміжне дієслово ставиться перед підметом:

Is this document being printed? *Цей документ друкується?*

У заперечній формі частка not ставиться після допоміжного дієслова:

Our web-site is not being re-designed at the moment. *Наразі наш веб-сайт не реорганізовують.*

Часові форми пасивного стану групи **Continuous** вживаються за тими самими правилами, що й відповідні часи активного стану. **Past Continuous i Present Continuous** виражають тривалу дію, що відбувається в якийсь момент або період часу в теперішньому чи минулому.

This question is being discussed right now. Саме зараз це питання обговорюється.

Конструкція **to be going to do smth.** (*збиратися щось робити*) також вживається в пасивному стані. Правило використання цієї конструкції таке ж, як і в активному стані: виконавець дії має намір здійснити її в найближчому майбутньому або надає їй відтінку обов'язковості, неминучості виконання.

В пасивному стані конструкція має таку форму:

Past	Present
was + going to be +V ₃ were	am is + going to be +V ₃ are
He was going to be promoted. They were going to be employed.	He is going to be promoted. They are going to be employed.

При перекладі таких речень українською мовою використовується конструкція „*Очікується, що...*”.

Наприклад: The contract is going to be signed tomorrow. — *Очікується, що контракт буде підписано завтра.*

МОДАЛЬНІ ДІЄСЛОВА (MODAL VERBS)

Дієслово **may**

Дієслово **may** має дві форми: теперішній час **may** і минулий час **might**. Але в значенні минулого часу дійсного способу форма **might** вживається дуже рідко, головним чином у підрядних реченнях за правилом послідовності часів:

He asked the doctor if he might use his telephone. (Hemingway) Він запитав лікаря, чи йому можна скористатися його телефоном.

Дієслово **may** найчастіше виражає припущення з відтінком сумніву, невпевненості. У цьому значенні **may** вживається у стверджувальних і заперечних реченнях з усіма формами інфінітива.

Indefinite Infinitive з дієсловом **may** звичайно виражає дію, що стосується майбутнього часу:

She may come back. Може, вона повернеться.

Сполучення **may** з Continuous Infinitive виражає припущення, що дія відбувається в момент мовлення:

He may be waiting for you. Можливо, він чекає на вас.

Якщо дієслово не вживається в формі Continuous, то дія, що стосується теперішнього часу, позначається формою Indefinite Infinitive:

She may know about it. Можливо, вона знає про це.

They may be at school now. Можливо, вони зараз у школі.

Perfect Infinitive вказує на те, що припущення тут стосується лише минулого часу:

I may have put it on the table. Може, я поклав його на столі.

Дієслово **may**, як і **can**, вживається для вираження можливості виконати дію, що залежить від певних обставин. У цьому значенні **may** вживається лише у стверджувальних реченнях з неозначенім інфінітивом:

You may go there by train. Ви можете поїхати туди поїздом.

Перфектний інфінітив після **might** вказує на те, що дія, яка могла б відбутися, не відбулася:

I might have stayed at home. Я міг би залишитися вдома.

Дієслово **may** з неозначенім інфінітивом вживається для вираження дозволу:

You may open the window. Ти можеш відчинити вікно.

Форма **might** вживається (досить рідко) в питальних реченнях для вираження ввічливого прохання:

Might I borrow your umbrella, Можна я скористаюся вашою

please?

парасолею?

Заперечна форма **may not** означає заборону, але вона часто замінюється заперечною формою дієслова **must** (іноді **can**):

May we use dictionaries?

Можна користуватися

No, you must not.

словниками?

Ні, не можна.

Дозвіл або заборону можна виразити також за допомогою словосполучень **to be allowed** і **to be permitted**, які вживаються замість **may** стосовно дії у минулому або майбутньому часі:

We were allowed to use
dictionaries.

Нам дозволяли користуватися
словниками.

Дієслово **must**

Дієслово **must** має лише одну форму. Дія, виражена інфінітивом у сполученні з **must**, може стосуватися теперішнього і майбутнього часу:

He must be at school now.

Зараз він мусить бути в школі.

She must come tomorrow.

Вона має прийти завтра.

Дієслово **must** виражає обов'язок, необхідність. У цьому значенні **must** вживається у стверджувальних і питальних реченнях лише з неозначенним інфінітивом:

To catch the train I must get up at
six.

Щоб потрапити на поїзд, я мушу
встати о 6 годині.

Для вираження необхідності стосовно минулого і майбутнього часу вживається дієслово **to have** у відповідних часових формах (див. Pattern II);

But he had to wait.

Але він мусив чекати.

У заперечних реченнях **must** виражає заборону. У цьому значенні **must** вживається лише з неозначенним інфінітивом:

You must not talk aloud in the
reading-hall.

У читальному залі не дозволяється
голосно розмовляти.

Коли йдеться про те, що немає потреби, необхідності виконувати дію, вживають заперечну форму дієслова **need** — **need not** або заперечну форму модального дієслова **to have**:

Must we come to school tomorrow?
— No, you needn't.

Треба нам приходити в школу
завтра? — Ні, не треба.

Дієслово **must** вживається для вираження наказу і поради. У цих значеннях воно вживається у стверджувальних і заперечних реченнях з неозначенним інфінітивом:

Tomorrow you must come to school
at eight.

Завтра ви повинні прийти до
школи о восьмій годині.

You must not read this book. It is not interesting.

Не треба читати цієї книжки.
Вона нецікава.

Дієслово **must** вживається для вираження припущення, що межує з упевненістю. У цьому значенні **must** вживається лише в стверджувальних реченнях, але з усіма формами інфінітива.

Сполучення **must** з **Continuous Infinitive** виражає припущення, що дія відбувається в момент мовлення або протягом теперішнього періоду часу.

Якщо дієслово не вживається у формах **Continuous**, то припущення стосовно теперішнього часу виражається сполученням **must** з неозначенним інфінітивом:

He must be eighty.

Йому, напевно, вісімдесят.

Сполучення **must** з **Perfect Infinitive** виражає припущення, що дія відбулася в минулому:

She must have a caught cold.

Вона, напевно, застудилася.

Дієслово **must** не вживається для вираження припущення стосовно майбутнього часу. Припущення щодо майбутніх дій можна висловити за допомогою слів **evidently, probably** або виразів **to be sure, to be likely, to be unlikely** та ін.:

He is not likely to return soon.

Він навряд чи скоро повернеться.

Треба пам'ятати, що **must** у значенні припущення не вживається у заперечних реченнях. Для вираження припущення із заперечним значенням вживаються слова **evidently, probably**:

Evidently he doesn't know your address.

Він, напевно, не знає вашої адреси.

Модальне дієслово **have to**

Дієслово **to have**, вжите як модальне, виражає необхідність чи обов'язковість дії, зумовленої обставинами.

На відміну від інших модальних дієслів, дієслово **to have** має форми інфінітива, дієприкметника і герундія і може вживатися в часових формах, яких не мають інші модальні дієслова, зокрема в майбутньому часі. З модальним дієсловом **to have** вживається лише **Indefinite Infinitive** з часткою **to**:

I have to get up the next morning at seven. (Dreiser)

Завтра вранці я маю встати о сьомій годині.

I had to sell most of my things. (Heym)

Я змушений був продати більшість своїх речей.

You'll have to go now. (Parker)

Вам доведеться зараз піти додому.

Питальна й заперечна форми модального дієслова **to have** у Present Indefinite і Past Indefinite утворюються з допоміжним дієсловом to do:

You did not have to think about it. Вам не треба було думати про це.

В українській мові дієслово мати також вживається в значенні мусити.

В усному мовленні вираз **to have got** також вживається в модальному значенні і виражає необхідність чи обов'язок, зумовлені обставинами:

I've got to get up early. Мені треба встати рано.

Питальна й заперечна форми утворюються, як відповідні форми Present Perfect.

Дієслова **should i ought**

Дієслова **should i ought** майже не різняться за значенням. Кожне з них має лише одну форму. **Should** вживається з інфінітивом без частки **to**. Після **ought** інфінітив вживається з часткою **to**.

Дієслова **should i ought** виражають моральний обов'язок (з точки зору того, хто говорить), пораду, рекомендацію. У цих значеннях **should i ought** вживаються з різними формами інфінітива.

Сполучення **should i ought** з Indefinite Infinitive виражають дію стосовно теперішнього або майбутнього часу:

You ought to read more. Вам слід більше читати.

Kate is in hospital. You should visit Kate у лікарні. Ви б відвідали її. her.

Continuous Infinitive з **should/ought** виражає дію стосовно теперішнього часу, іноді стосовно моменту мовлення.

You oughtn't to be working for those people. Вам не слід працювати у тих людей.

Сполучення Perfect Infinitive з дієсловами **should i ought** у стверджувальній формі означає, що дія, бажана на думку того, хто говорить, не відбулася. Заперечна форма **should i ought** у сполученні з Perfect Infinitive виражає дію, що відбулася як небажана з точки зору того, хто говорить:

You should have sent her to school. Вам слід було послати її до школи.

Дієслово **should** вживається в риторичних запитаннях з питальним словом **why** для вираження подиву, сильного здивування, обурення:
Why should I feel guilty about it? Чому я маю почувати себе винним у цьому?

Конструкція **had better**

Конструкція **had better** використовується, коли мова йде про пораду і, якщо особа не прийме її до уваги, може трапитись щось погане.

На українську мову перекладається „краще б”:

You'd better leave now, or you'll be late. Тобі б краще піти зараз, бо запізнишся.

Конструкція **had better** завжди відноситься до теперішнього або майбутнього часу, а не до минулого, хоча дієслово **to have** і має форму Past Simple.

Як правило, дієслово **to have** має скорочену форму: 'd better.

Заперечна форма утворюється з додаванням часточки **not**:

You'd better not be late. Вам би краще не запізнюватись.

Дієслово **can**

Дієслово **can** має дві форми: теперішній час **can** і минулий час **could**:

I can swim.

Я вмію плавати.

He could read when he was five.

Він умів читати, коли йому було п'ять років.

Дієслово **can** виражає фізичну або розумову здатність, уміння або можливість виконати дію в теперішньому або минулому часі:

He can lift this weight.

Він може підняти цю вагу.

Can you see anything?

Ви що-небудь бачите?

I can read French.

Я можу читати французькою мовою.

I couldn't solve the problem.

Я не міг розв'язати задачі.

You can buy this book; it is on sale now.

Ти можеш купити цю книжку; вона зараз у продажу.

Після форми **could** у цих значеннях може вживатися перфектний інфінітив, який вказує на те, що дія, яка могла відбутися, не відбулася:

You could have bought this book; it was on sale.

Ти міг купити цю книжку, вона була в продажу. (але не купив).

He could have guessed it.

Він міг здогадатися про це. (але не здогадався).

Дієслово **can** не має майбутнього часу. Замість **can** вживається сполучення **to be able** бути спроможним: інфінітив після нього

вживається з часткою *to*. Вираз **to be able** іноді вживається також відносно теперішнього і минулого часу:

Perhaps this young man will be able to help you. Можливо, цей молодий чоловік зможе допомогти вам.

She wasn't able to answer. Вона не могла відповісти.

Дієслово **can** вживається для вираження дозволу або заборони (в заперечній формі).

You can use dictionaries. Можете користуватися словниками.

You can't use dictionaries. Словниками користуватися не можна.

Форма **could** у значенні дозволу вживається лише в питальних реченнях для вираження ввічливого прохання:

Could I take your pen? Можна мені взяти вашу ручку?

Дієслово **can** вживається для вираження сумніву, здивування, невіри. У цих значеннях воно вживається лише в питальних і заперечних реченнях, але з різними формами інфінітива.

Continuous Infinitive з дієсловом **can** означає дію, яка відбувається в теперішньому часі.

Can she be working now? Невже вона зараз працює?

Where could she be going? Куди б вона могла зараз іти?

Indefinite Infinitive вживається в цьому самому значенні, але лише з дієсловами, що не мають форми **Continuous**:

Can he knew Japanese? Невже він знає японську мову?

She can't be at home now. Не може бути, щоб вона зараз була вдома.

Perfect Infinitive означає дію, яка відбулася в минулому.

Can he have done it? Невже він зробив це?

She cannot have said this. Не може бути, щоб вона сказала це.

Вживання **could** замість **can** у цих значеннях не змінює часу дії, а лише підсилює сумнів, невпевненість.

НЕОСОБОВІ ФОРМИ ДІЄСЛОВА (NON-FINITE FORMS OF THE VERB)

Форми дієслова, які вживаються в ролі присудка речення, називаються особовими (предикативними) формами (Finite Forms of the Verb). В англійській мові (як і в українській) є також неособові (непредикативні) форми дієслова (Non-Finite Forms of the Verb), тобто такі, що не вживаються в ролі присудка, але можуть входити до його складу. Це герундій (the Gerund), інфінітив (the Infinitive) і дієприкметник (the Participle).

Неособові форми дієслова не мають граматичних ознак особи, числа і способу, не виражають часу дії (теперішнього, минулого чи майбутнього), а лише вказують на співвіднесеність у часі, тобто чи є виражена ними дія одночасною з дією присудка, чи передує їй.

ІНФІНІТИВ (THE INFINITIVE)

Інфінітив — це неособова форма дієслова, яка тільки називає дію і відповідає на запитання *що робити?*, *що зробити?*: — to write писати, to answer відповідати.

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

Форми інфінітива	Active	Passive
Indefinite	to write to ask	to be written to be asked
Continuous	to be writing to be asking	—
Perfect	to have written to have asked	to have been written to have been asked
Perfect Continuous	to have been writing to have been asking	—

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, але в багатьох випадках інфінітив вживається без частки to. Частка not перед інфінітивом вказує на заперечну форму.
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 work with us. *Але вони не хочуть з нами працювати.*

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 asked. *Вона не хотіла, щоб йї запитували.*

Значення і вживання форм інфінітива

- Інфінітив має одну просту та п'ять складних форм.
- Інфінітив у формі **Indefinite** вживається:
1. Якщо дія, яку він виражає, одночасна з дією, вираженою дієсловом-присудком речення:
I am sorry to hear it. (*Dickens*) *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 виражають намір, надію, бажання і т. ін. **Indefinite Infinitive** означає дію, майбутню по відношенню 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.*
He decided to go alone. *Він вирішив іти сам.*

3. З модальними дієсловами **Indefinite Infinitive** часто виражає майбутню дію:
They may come tomorrow. *Може, вони приїдуть завтра.*
You should see a doctor. *Тобі слід звернутися до лікаря.*

- Continuous Infinitive** виражає тривалу дію, що відбувається одночасно з дією, вираженою дієсловом-присудком:
- It was pleasant to be driving a car again. (*Braine*) *Приємно було знову вести автомобіль.*
The manager seemed to be listening. *Здавалося, що менеджер слухає.*

- Perfect Infinitive** виражає дію, що передує дії, вираженій дієсловом-присудком.
- I was pleased to have signed that contract. *Я був задоволений, що я підписав твой контракт.*

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 in the office.

Йому слід було залишитися в офісі (але він не залишився).

I ought to have left here at half past three.

Мені треба було піти звідси о пів на

четверту (але я не пішов).

You could have given me the message the minute I came.

Ви могли дати мені записку в ту ж хвилину, коли я увійшов in (але не дали).

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 сподіався застать його вдома (але не застав).

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

I am happy to have been working for our company for 10 years.

Я щасливий, що працюю в нашій компанії уже 10 років.

ГЕРУНДІЙ (GERUND)

Герундій — це неособова форма дієслова із закінченням *-ing*, що має властивості дієслова й іменника.

Як і інфінітив, герундій називає дію: *reading читання, listening слухання.*

В українській мові немає форми, яка відповідала б герундію. Слова *читання, слухання* — іменники, що утворилися від дієслів, але не мають граматичних ознак дієслова.

Дієслівні властивості герундія:

а) Герундій перехідних дієслів вживається з прямим додатком:

I like reading books.

Я люблю читати книжки.

б) Герундій може мати означення, виражене прислівником:

They continued listening attentively.

Вони продовжували уважно слухати.

в) Герундій має неозначену й перфектну форми, вживається в активному і пасивному стані. За формуєю герундій збігається з відповідними формами Present Participle.

	Active	Passive
Indefinite	inviting	being invited
Perfect	having invited	having been invited

Неозначена форма герундія (**Indefinite Gerund**) вживається:

1) для вираження дії, одночасної з дією, вираженою дієсловом - присудком речення.

I don't mind staying late. *Я не заперечую проти того, щоб залишатися довше.*

2) для вираження дії безвідносно до якогось певного часу:

Seeing is believing. *Бачити—значить вірити.*

Перфектна форма герундія (**Perfect Gerund**) виражає Дію, що передує дії, виражені дієсловом-присудком речення.

I remember having invited him. *Я пам'ятаю, що запрошуваю його.*

В англійській мові є певні дієслова, які, як правило, вимагають вживання герундія:

avoid	consider	enjoy	like (= enjoy)	postpone
can't help	delay	finish	look forward to	put off
can't stand	deny	involve	mind	risk
carry on	dislike	justify	miss	suggest

Наприклад:

When she finished speaking, she asked if anyone had any questions.
I look forward to seeing you on Tuesday.

Preposition Combinations followed by Gerund

В англійській мові окремі дієслова сполучаються з герундієм за допомогою певних прийменників, утворюючи стійкі словосполучення. Вживання того чи іншого прийменника визначається дієсловом.

be excited } **about** doing it insist **on** doing

be worried		it
complain	} <i>about / of</i> doing it	keep (someone) } <i>from</i> doing it
dream		prevent
talk		(someone)
think		prohibit
		(someone)
		stop (someone)
apologize	} <i>for</i> doing it	believe } <i>in</i> doing it
blame (someone)		be interested
forgive		participate
(someone)		succeed
have an excuse		
have a reason		
be responsible		
thank (someone)		
be accused	} <i>of</i> doing it	be } <i>to</i> doing it
be capable		accustomed in
for the purpose		addition
be guilty		be committed
instead		be devoted 1
take advantage		look forward
take care		object
be tired		be opposed
		be used

ДІЄПРИКМЕТНИК (THE PARTICIPLE)

Дієприкметник (**The Participle**) — це неособова форма дієслова, що має властивості дієслова, прикметника і прислівника. В англійській мові є два дієприкметники — дієприкметник теперішнього часу (**Present Participle** або **Participle I**) і дієприкметник минулого часу (**Past Participle** або **Participle II**). **Present Participle** утворюється за допомогою закінчення **-ing**, яке додається до інфінітива дієслова без частки **to**:
 to negotiate – negotiating (*той, що приймає участь у переговорах*)
Present Participle відповідає українському дієприкметнику активного стану теперішнього часу та дієприслівнику недоконаного виду:
 resting - відпочиваючий, відпочиваючи

Past Participle (Participle II) правильних дієслів утворюється за допомогою закінчення **-ed**, що додається до інфінітива без частки *to*, тобто так само, як і стверджувальна форма Past Indefinite цих дієслів: *to invite – invited* (запрошений)

Past Participle неправильних дієслів знаходимо в III-й колонці таблиці неправильних дієслів.

Форми дієприкметників

В англійській мові дієприкметники мають форми теперішнього часу (Present Participle), минулого часу (Past Participle) і перфектну (Perfect Participle), а також форми пасивного і активного стану.

Форма діє-прикметника	Перехідні дієслова		Неперехідні дієслова
	Active Voice	Passive Voice	
Present Participle	inviting	being invited	going
Past Participle		invited	gone
Perfect Participle	having invited	having been invited	having gone

Вживання форм Participle

Present Participle не має певного часового значення і виражає різні часові відношення залежно від контексту і значення дієслова, від якого утворено дієприкметник. Якщо дієслово-присудок має форму теперішнього часу, то дія, виражена Present Participle, відноситься до теперішнього; якщо воно має форму минулого часу — до минулого; майбутнього — до майбутнього.

Knowing different tactic ploys very well, he **can** solve any problems.

Knowing different tactic ploys very well, he **could** solve any problems.

Knowing different tactic ploys very well, he **will be able** solve any problems.

*Добре знаючи різні тактичні ходи, він **може** вирішити будь-які проблеми.*

*Добре знаючи різні тактичні ходи, він **міг** вирішити будь-які проблеми.*

*Добре знаючи різні тактичні ходи, він **зможе** вирішити будь-які проблеми.*

Present Participle може також виражати дію, що відноситься до теперішнього часу, незалежно від часу дії, вираженої дієсловом-присудком речення:

The delegation **discussing** these issues came from Kyiv yesterday.

Делегація, яка обговорює ці питання, вчора прибула з Києва.

Хоч дієслово-присудок цього речення стоїть у минулому часі, **Present Participle** виражає дію, що відноситься до теперішнього часу.

Present Participle може виражати дію, що передує дії, вираженій присудком, якщо обидві дії відбуваються безпосередньо одна за одною. У такому значенні часто вживається **Present Participle** дієслів to enter - *входити*; to open; to close; to arrive; to see - *бачити*; to hear - *чути* та ін.:

Entering the negotiation room, he quickly took his seat.

Увійшовши до кімнати переговорів, він швидко сів.

У такому разі Present Participle перекладається на українську мову дієприслівником доконаного виду.

Perfect Participle виражає дію, що передує дії вираженій дієсловом-присудком. **Perfect Participle** відповідне українському дієприслівнику доконаного виду:

Having said this, they stopped speaking.
(Gaskell)

Сказавши це, вони припинили розмову.

Having given their word, they ought to keep it.

Давши слово, вони мусять дотримувати його.

Past Participle має лише одну форму і є пасивним дієприкметником. Він вживається тоді, коли іменник або займенник, до якого він відноситься, позначає об'єкт вираженої ним дії:

A signed letter was left on his table.

Підписаний лист був залишений на його столі.

ОБ'ЄКТНИЙ ІНФІНІТИВНИЙ КОМПЛЕКС (THE OBJECTIVE INFINITIVE COMPLEX)

У реченні I like Anna to sing this song (*Мені подобається, як Анна співає цю пісню*) інфінітив to sing виражає дію, яку виконує особа, позначена іменником, що стоїть перед інфінітивом — Anna, тобто інфінітив відноситься до іменника, що стоїть перед ним. Отже, Anna to sing являє собою єдине ціле, або синтаксичний комплекс. У реченні цей комплекс виконує роль складного додатка, оскільки на

запитання *What do I like?* відповідь має бути не *Anna*, а *Anna to sing* — як Анна співає.

Такий комплекс, що має у своєму складі інфінітив і вживається в функції додатка (об'єкт), називається об'єктним інфінітивним комплексом (**Objective Infinitive Complex**).

Першою частиною цього комплексу може бути не тільки іменник, а й особовий займенник в об'єктному відмінку:

I like her to dance. *Мені подобається, як вона танцює.*

Таким чином, ми бачимо, що об'єктний інфінітивний комплекс складається з двох частин. Перша частина комплексу — іменник у загальному відмінку або особовий займенник в об'єктному відмінку. Друга частина комплексу — інфінітив, що виражає дію, яку виконує або якої зазнає особа або предмет, позначений іменником чи займенником, що стоїть перед інфінітивом.

На українську мову об'єктний інфінітивний комплекс перекладається здебільшого підрядним додатковим реченням, при цьому іменник або займенник стає підметом, інфінітив — присудком.

Об'єктний інфінітивний комплекс вживається після певних груп дієслів, що виражають:

1. бажання, намір, почуття: *to want - хотіти; to wish, to desire - бажати; to like - любити, подобатися; to dislike - не любити, не подобатися; to hate - ненавидіти; to intend - мати намір; should/would like - хотів би та ін..*:

She wanted us to discuss this question.

Вона хотіла, щоб ми обговорили це питання.

He intended me to go with him to this meeting.

Він розраховував, що я піду з ним на цю зустріч.

2. думку (погляд), припущення, сподівання: *to consider - вважати; to believe – вірити, бути переконаним; to think - думати; to find - знаходити; to know - знати; to expect – сподіватися, очікувати; to suppose - припускати та ін.* Після дієслів цієї групи (крім *to expect*) найчастіше вживається інфінітив дієслова *to be*:

We consider him to be one of the best negotiators.

Ми вважаємо його одним з найкращих учасників переговорів.

He expected them to return on time.

Він сподіався, що вони повернуться вчасно.

3. наказ, прохання, дозвіл, пораду, примус: *to order - наказувати; to ask, to request - просити; to allow, to permit – дозволяти; to advise, to*

recommend - *радити, рекомендувати; to cause* - *спричиняти, to force, to make* - *примушувати; to let* - *дозволяти.* Після дієслів *to make i to let* інфінітив вживається без частки *to:*

They made our management sign this contract.

Вони примусили наше керівництво підписати цей контракт.

Our director ordered these documents to be translated immediately.

Наш директор наказав негайно перекласти ці документи.

4. сприйняття за допомогою органів чуття: *to see* - *бачити; to hear* - *чути; to feel* - *почувати; to watch, to observe* - *спостерігати; to notice* - *помічати.* Після цих дієслів інфінітив у об'єктному інфінітивному комплексі також вживається без частки *to:*

We saw him be very nervous.

Ми бачили, що він дуже

They all watched him go to the board meeting.

нервував.

Вони всі спостерігали, як він ішов на засідання ради директорів.

СУБ'ЄКТНИЙ ІНФІНІТИВНИЙ КОМПЛЕКС (THE SUBJECTIVE INFINITIVE COMPLEX)

Якщо речення *We consider him to be a good negotiator* (*Ми вважаємо його хорошим переговірником*), до складу якого входить об'єктний інфінітивний комплекс, перетворити на пасивне — *He is considered to be a good negotiator* (*Він вважається хорошим переговірником*), то інфінітив *to be* виражатиме дію, яку виконує особа, позначена займенником *he*. Отже, *him to be* утворюють синтаксичний комплекс. Цей комплекс має функцію складного підмета, тому що присудок речення *is considered* відноситься не лише до займенника *he*, а до всього комплексу *he... to be*. Через те, що до складу комплексу входить інфінітив, а весь комплекс виконує роль підмета речення (subject), він називається суб'єктним інфінітивним комплексом (**Subjective Infinitive Complex**).

Першою частиною суб'єктного інфінітивного комплексу може бути займенник і іменник у загальному відмінку.

Отже, суб'єктний інфінітивний комплекс складається з двох частин. Перша частина комплексу — іменник у загальному відмінку або особовий займенник у називному відмінку. Друга частина комплексу — інфінітив, що виражає дію, яку виконує або якої зазнає особа або предмет, позначений іменником або займенником.

Особливістю суб'єктного інфінітивного комплексу є те, що перша і друга його частини відокремлені одна від одної присудком речення (в наведеному прикладі *is considered*).

У суб'єктному інфінітивному комплексі інфінітив вживається з часткою *to* після всіх дієслів.

Суб'єктний інфінітивний комплекс вживається з певними групами дієслів:

1. *to say – говорити, to report – повідомляти, to ask – просити, запитувати, to order - наказувати, to announce – оголошувати* у пасивному стані:

The president is reported to have arrived in Geneva. *Повідомляють, що президент прибув до Женеви.*

The new manager is said to work 12 hours a day. *Кажуть, що новий менеджер працює по 12 годин на день.*

2. з дієсловами (в пасивному стані), що означають думку (погляд), припущення, сподівання: *to think - думати; to know - знати, to consider - вважати, to believe - вірити, to suppose - припускати, to expect - сподіватися* та ін.:

The meeting is expected to begin this morning. *Очікується, що збори почнуться сьогодні вранці.*

I was supposed to prepare an annual financial report. *Передбачалося, що я підготую річний фінансовий звіт.*

He was thought to have gone. *Думали, що він пішов.*

3. з дієсловами (в пасивному стані), що виражають сприйняття за допомогою органів чуттів — *to see, to hear, to feel, to notice, to observe – спостерігати, to watch:*

4. з дієсловами (в пасивному стані), що виражають наказ, прохання, дозвіл, примус: *to order - наказувати; to ask, to request - просити, to allow, to permit - дозволяти; to make, to cause, to force - примушувати:*
They were ordered to leave the hall. *Їм наказали залишити зал.*

5. з дієсловами *to seem – здаватися; to happen, to chance - траплятися; to appear, to turn out, to prove – виявлятися:*

He seemed to be thinking about something. (Dreiser) *Здавалося, що він про щось думає.*

You don't seem to have heard what I said. *Здається, що ти не чула, що я сказав.*

6. зі словосполученнями *to be sure, to be certain – бути впевненим, to be likely, to be unlikely:*

We are likely to meet often. *Схоже, нам доведеться часто зустрічатися.*

Речення з суб'єктним інфінітивним комплексом на українську мову перекладаються здебільшого складнопідрядними реченнями. Переклад слід починати з присудка, який в українській мові перетворюється на неозначенено-особове або безособове головне речення. Перша частина комплексу (іменник або займенник), яка є підметом англійського речення, стає підметом підрядного додаткового речення, а інфінітив перекладається особовою формою дієслова, що стає присудком підрядного речення.

ОБ'ЄКТНИЙ ДІЄПРИКМЕТНИКОВИЙ КОМПЛЕКС (THE OBJECTIVE PARTICIPLE COMPLEX)

В англійській мові дієприкметник, як і інфінітив, утворює синтаксичні комплекси з іменниками та займенниками. Об'єктний дієприкметниковий комплекс складається з двох частин. Перша частина комплексу — іменник у загальному відмінку або особовий займенник в об'єктному відмінку, друга частина — дієприкметник, що виражає дію, яку виконує або якої зазнає особа або предмет, позначений іменником або займенником. Другою частиною цього комплексу може бути **Present Participle i Past Participle**. Цей зворот аналогічний звороту “**The Objective Infinitive Complex**” і так само виконує в реченні функцію одного члена речення, а саме функцію складного додатка та вживається після дієслів **to see, to hear, to feel, to watch, to notice, to find, to observe**:

I heard him discussing this question.	Я чув, як він обговорював це питання.
I heard his name mentioned several times during the conversation.	Я чув, як його ім'я декілька разів згадувалось під час розмови.

Об'єктний дієприкметниковий комплекс з Present Participle після дієслів, що означають сприймання за допомогою органів чуттів, дуже близький за значенням до об'єктного інфінітивного комплексу.

Різниця між I saw them sign the contract і I saw them signing the contract полягає в тому, що в першому реченні (з інфінітивом) лише констатується факт, тоді як у другому (з дієприкметником) дія виражається як процес (я бачив, як саме це відбувалося).

Об'єктний дієприкметниковий комплекс вживається з дієсловами, що виражають бажання, а також процеси мислення. З цими дієсловами вживається лише Past Participle:

I want him changed.	Я хочу, щоб він змінився.
I consider myself betrayed.	Я вважаю, що мене зрадили.

Об'єктний дієприкметниковий комплекс з Past Participle вживається після дієслів to have і to get і виражає дію: а) що виконується не особою, позначеною підметом, а кимсь іншим для неї; б) якої зазнає особа, позначена підметом. В цьому випадку питальна та заперечна форми утворюються з допоміжним дієсловом do:	
I must have these documents signed.	<i>Мені треба підписати ці документи.</i> (в значенні: хтось має їх підписати для мене)
Do you have your photo taken?	<i>Вас сфотографували?</i> (в значенні: хтось зробив це?)

СУБ'ЄКТИВНИЙ ДІЕПРИКМЕТНИКОВИЙ КОМПЛЕКС (THE SUBJECTIVE PARTICIPLE COMPLEX)

Суб'єктний дієприкметниковий комплекс складається з двох частин. Перша частина комплексу — іменник у загальному відмінку або особовий займенник у називному відмінку. Друга частина комплексу — дієприкметник (здебільшого Present Participle), що виражає дію, яку виконує особа або предмет, позначені першою частиною комплексу:

He was seen signing this document. *Бачили, як він підписував цей документ.*

Суб'єктний дієприкметниковий комплекс вживається переважно з дієсловами, які виражають сприймання за допомогою органів чуттів (**to see, to hear, to feel, to watch, to notice, to observe** у пасивному стані) і виконують у реченні роль присудка, який ставиться між першою і другою частиною комплексу.

З дієсловами to consider, to believe - *вважати*; to find - знаходити іноді вживається суб'єктний дієприкметниковий комплекс з Past Participle:
The work was considered finished. *Роботу вважали закінченою.*

У реченні суб'єктний дієприкметниковий комплекс виконує функцію складного підмета.

УМОВНІ РЕЧЕННЯ (CONDITIONAL SENTENCES)

Умовні речення в англійській мові, як і в українській, відносяться до складнопідрядних речень. Тобто, складаються із двох частин: головного речення (Result clause) і підрядного (if-clause). Підрядне речення виражає умову, при якій відбудеться дія, виражена головним реченням. Здійснення дії головного речення залежить, таким чином, від умови, вираженої підрядним реченням.

В англійській мові виділяють 4 основні типи умовних речень, які в залежності від часової форми присудка будуть мати різні значення та відноситись до різних часових періодів.

Нульовий тип умовних речень

Нульовий тип умовних речень виражає дію, що завжди відбувається в результаті іншої дії, вираженої підрядним реченням.

Наприклад:

If I need to calculate something I
use a calculator.

*Якщо мені потрібно щось
підрахувати, я використовую
калькулятор.*

Існують певні правила щодо вживання граматичних часових форм в умовних реченнях нульового типу:

- 1) в if-clause завжди вживається лише Present simple;
- 2) в Result clause вживається також лише Present simple:

if-clause	Result clause
Present simple	Present simple
<i>If I have a lot of papers</i>	<i>I always file them.</i>

1st Conditional

if + Present Simple, will + infinitive (without to) Перший тип умовних речень

Перший тип умовних речень виражає майбутню реальну дію, що відбудеться в результаті іншої дії, вираженої підрядним реченням.

Наприклад:

If I know his phone number I will
call him.

*Якщо я знатиму його номер
телефону, я йому зателефоную.*

Існують певні правила щодо вживання граматичних часових форм в умовних реченнях першого типу:

- 1) в if-clause завжди вживається лише Present simple;

2) в Result clause вживається Future Simple або дієслово в наказовий способі:

if-clause	Result clause
Present simple	Future Simple
<i>If I have any questions</i>	<i>I will call him and discuss them.</i>
<i>If I am not tired</i>	<i>I will translate this letter.</i>

2nd Conditional

if+ Past Simple, would/could/might + infinitive (without to)

Другий тип умовних речень виражає нереальну дію в теперішньому або майбутньому, що могла б відбутися за умови виконання іншої дії, вираженої підрядним реченням.

Наприклад:

If I knew his phone number I would call him.	Якби я знов його номер телефону, я б йому зателефонував. (Але я не знаю, тому не зателефоную)
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Існують певні правила щодо вживання граматичних часових форм в умовних реченнях другого типу:

- 1) в if-clause завжди вживається лише Past Simple;
- 2) в Result clause вживається would / could + V :

if-clause	Result clause
Past Simple	Future Simple
<i>If I had any questions</i>	<i>I would call him and discuss them.</i>
<i>If I were* not tired</i>	<i>I would translate this letter.</i>

* В сучасній англійській мові допускається вживання форми однини в реченнях такого типу.

e.g. If I was not tired I would translate this letter.

3rd Conditional

if+ Past Perfect, would/could/may/might + have + past participle

Третій тип умовних речень виражає нереальну минулу дію, що могла б відбутися в результаті іншої дії, вираженої підрядним реченням, але не відбулася. Тобто, ми говоримо лише про минулий час.

Наприклад:

If I had known his number I would	Якби я знов його номер, я б
-----------------------------------	-----------------------------

have sent him that fax.

відправив йому той факс. (Але номера я не знат і факс не відправив)

Правила щодо вживання граматичних часових форм в умовних реченнях третього типу наступні:

- 1) в if-clause завжди вживається лише Past Perfect;
- 2) в Result clause вживається would + have + V₃:

if-clause	Result clause
Past Perfect	would + have + V₃
<i>If I had any questions</i>	<i>I would have called him and discussed them.</i>
<i>If I had not been tired</i>	<i>I would have translated that letter.</i>

ПРИКМЕТНИКИ (ADJECTIVES)

Прикметники в англійській мові не змінюються ні за числами, ні за родами, ні за відмінками:

a round table	<i>круглий стіл</i>
round tables	<i>круглі столи</i>
a young man	<i>молодий чоловік</i>
a young woman	<i>модода жінка</i>
an old worker	<i>старий робітник</i>
an old worker's son	<i>син старого робітника</i>

Прикметники в англійській мові змінюються лише за ступенями порівняння. Якісні прикметники в англійській мові мають основну форму (**the positive degree**), вищий ступінь порівняння (**the comparative degree**) і найвищий (**the superlative degree**).

Форми вищого і найвищого ступенів порівняння прикметників можуть бути, як і в українській мові, простими і складеними.

Прості форми ступенів порівняння утворюються додаванням до основної форми прикметника закінчення **-er** у вищому і **-est** у найвищому ступені:

cold	colder	the coldest
холодний	холодніший	найхолодніший

Складені форми ступенів порівняння утворюються додаванням до основної форми прикметника слова *more більш* у вищому ступені і *most найбільший*—у найвищому.

dangerous	more dangerous	the most dangerous
небезпечний	небезпечніший	найнебезпечніший

Прості форми ступенів порівняння мають:

а) усі односкладові прикметники:

short — shorter — shortest

б) двоскладові прикметники, що закінчуються на **-y, -er, -le, -ow**.

heavy	heavier	the heaviest
clever	cleverer	the cleverest
simple	simpler	the simplest
narrow	narrower	the narrowest

в) двоскладові прикметники з наголосом на другому складі

polite	politer	the politest
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Складені форми ступенів порівняння мають усі багатоскладові прикметники (з кількістю складів більше двох), а також двоскладові прикметники з наголосом на першому складі, крім тих, що закінчуються на **-у, -ег, -ле, -ow**:

difficult more difficult the most difficult

Правила правопису простих форм ступенів порівняння прикметників:

а) якщо прикметник закінчується німим **-e**, то перед закінченнями **-eg** та **-est** воно випадає:

large	larger	largest
white	whiter	whitest

б) якщо односкладовий прикметник закінчується однією приголосною з попереднім коротким голосним звуком, то кінцева приголосна перед закінченнями **-eg** та **-est** подвоюється:

hot	hotter	hottest
big	bigger	biggest

в) якщо прикметник закінчується буквою **-у** з попередньою приголосною, то перед **-eg**, **-est** у змінюється на **і**:

dirty	dirtier	dirtiest
dry	drier	driest

г) Ступені порівняння прикметників **good добрий**, **bad поганий**, **little малий** утворилися від інших коренів:

good	better	best
bad	worse	worst
little	less	least

д) Прикметники **old старий** та **far далекий** мають дві форми вищого й найвищого ступенів:

old	older, elder	oldest, eldest
far	farther, further	farthest, furthest

Форми **elder** і **eldest** вживаються, коли йдеться про членів однієї сім'ї (my elder brother *мій старший брат*), але якщо при порівнянні є слово **than ніж**;, то вживається форма **older**, а не **elder** (he is three years older than his sister).

Обидві форми **farther** і **further** вживають, коли говорять про відстань, **further**, крім того, має ще значення **дальший, наступний**.

При порівнянні в реченні звичайно вживається сполучник **than**:

She is younger than Helen. Вона молодша за Олену.

Для підсилення вищого ступеня вживаються слова **much**, **far**
набагато, **значно**; **still** іще:

This film is much better. Цей фільм значно кращий.

It is still colder today. Сьогодні ще холодніше.

Іменник, що має означення, виражене прикметником у найвищому ступені, вживається з означенням артиклем:

the highest mountain найвища гора

the most interesting story найцікавіше оповідання

При порівнянні предметів з однаковою мірою якості вживається прикметник в основній формі, який ставиться між **as...as**:

February was as cold as January. Лютий був такий же холодний, як і січень.

Для вираження меншої міри якості прикметник в основній формі ставиться між **not so...as**:

June is not so hot as July. Червень не такий жаркий, як липень.

ЧИСЛІВНИКИ (NUMERALS)

Числівники в англійській мові поділяються на кількісні (**cardinal numerals**) і порядкові (**ordinal numerals**).

1 — one	9 — nine
2 — two	10 — ten
3 — three	11 — eleven
4 — four	12 — twelve
5 — five	100 — a (one) hundred
6 — six	1,000 — a (one) thousand
7 — seven	1,000,000 — a (one) million
8 — eight	

Кількісні числівники від 13 до 19 утворюються додаванням суфікса **-teen** до відповідних числівників першого десятка, які в трьох випадках (13, 15, 18) перед суфіксом **-teen** зазнають змін у написанні й вимові:

three	thirteen
four	fourteen
five	fifteen
six	sixteen
seven	seventeen
eight	eighteen
nine	nineteen

Назви десятків утворюються додаванням суфікса **-ty** до відповідних числівників першого десятка, при цьому деякі з них зазнають змін у вимові і написанні:

two	twenty
three	thirty
four	forty
five	fifty
six	sixty
seven	seventy
eight	eighty
nine	ninety

Числівники, що позначають числа, які складаються з десятків і одиниць, а також числа, що мають одиницівищих розрядів (сотні, тисячі, мільйони), є складеними.

У складених числівниках між десятками і наступними за ними одиницями ставиться дефіс:

21 — twenty-one 69 — sixty-nine

235 — two hundred and thirty-five 4,007 — four thousand and seven

581,462 — five hundred and eighty-one thousand four hundred and sixty-two.

Числівник one перед словами hundred, thousand, million часто замінюється неозначенім артиклем: 1,694 — a (або one) thousand six hundred and ninety-four.

Числівники hundred, thousand, million у множині не мають закінчення -s, якщо перед ними стоїть інший числівник:

564 — five hundred and sixty-four

8,000 — eight thousand

2,000,025 — two million and twenty-five

Але якщо ці числівники вживаються як іменники, тобто коли перед ними нема іншого числівника, вони приймають у множині закінчення -s. У цьому разі після них стоїть іменник з прийменником **of**:

hundreds of students *сотні студентів*; **thousands of workers** *тисячі робітників*.

Порядкові числівники, крім перших трьох, утворюються з відповідних кількісних числівників додаванням суфікса **-th**:

four — fourth

fifteen — fifteenth

При цьому в числівниках **five** і **twelve** -ve змінюється на **f**:

five — fifth

twelve — twelfth

До числівника **eight**, як і до інших, додається при вимові звук [θ], а на письмі — лише одна буква **h**: **eight** — eighth

У числівнику **nine** перед суфіксом **-th** буква **e** опускається:

nine—ninth

У назвах десятків перед суфіксом **-ty** буква **u** змінюється на **ie**:

sixty — sixtieth

Кількісним числівникам від 1 до 3 відповідають такі порядкові числівники:

one — first

two — second

three — third

У складених порядкових числівниках, як і в українській мові форму порядкового числівника має лише останнє слово:

twenty-one—twenty-first
three hundred and sixty-four — three hundred and sixty-fourth

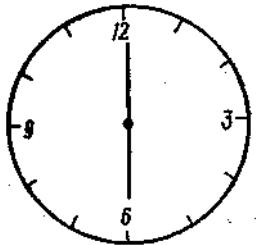
Asking the time

A: Excuse me, what's the time?

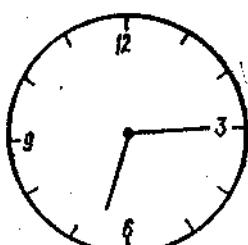
B: It's six o'clock.

A: Thank you very much.

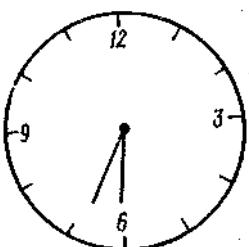
B: Not at all.



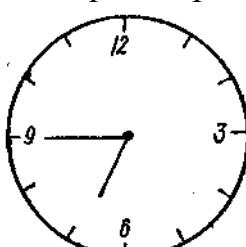
It's six o'clock



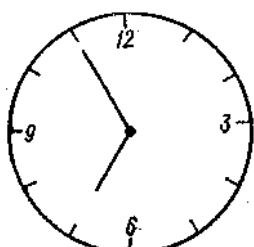
It's a quarter past six



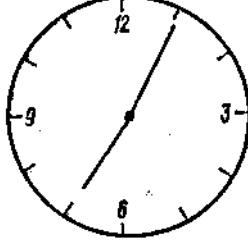
It's half past six



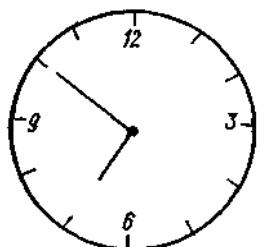
It's a quarter to seven



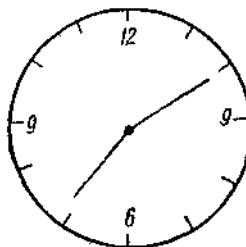
It's five (minutes) to seven



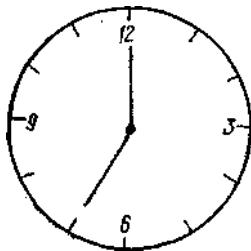
It's five (minutes) past seven



It's ten to seven by my watch.
My watch is five minutes slow
(відстає)



It's ten past seven by my watch.
My watch is five minutes fast
(спішить)



This watch keeps good time (йде точно)

Якщо ми говоримо про час англійською мовою, потрібно пам'ятати, що ми не говоримо про 15, 24 годину. Ми говоримо: "It's nine o'clock a.m." — дев'ята година ранку. "It's nine o'clock p.m." — дев'ята година вечора.

a. m. (Latin) — ante meridiem ['æntimə'ridiəm] — до полудня (від 24 до 12 години).

p. m. (Latin) — post meridiem ['poust mə'ridiəm] — після полудня, (від 12 до 24 години).

Вирази зі словом “time”

in time — завчасно

on time — вчасно

from time to time — час від часу

hard times — тяжкі часи

next (last) time — наступного (минулого) разу

three times — тричі;

but: once — одного разу, twice — двічі.

Glossary

English Vocabulary - Computer Terminology

Acrobat Reader	A program that views and prints information in its original format even if a copy of the original program that created the information is not available.
Anti-virus Program	A program that searches for viruses and removes any virus that it finds.
Application	Software designed for a certain use, such as word processing. Also called a program.
Attachment	Any file linked to an e-mail message is called an attachment.
B2B	A specific type of e-commerce regarding transactions from business to business via the Internet.
Backup	The process of copying important files and information from the PC's hard disk to another medium, such as floppy disks or tape. A disk or tape used to store files.
Bandwidth	A measurement of the volume of information that can be transmitted over a network at any given time. The higher the bandwidth, the faster the data can be broadcast.
Bay	Section of the computer case where equipment like floppy disk drives and CD-ROM drives can be installed.
Bi-directional Cable	A cable that allows information to flow in both directions. Used with many newer printers.
BIOS (Basic Input/Output	A set of low-level routines in a computer's ROM that application programs (and operating systems) can use to read characters from the keyboard, to output characters to

System)	printers, and to interact with the hardware in other ways.
Bluetooth	An innovative wireless technology, operating on a 2.4 Ghz ISM band.
Bookmark	To mark a document or a specific place in a document for future reference.
Boot	Derived from "boot strap." To start or restart a computer. A cold boot means to start the computer by turning the power switch on. A warm boot is resetting a computer that is already on.
bps (bits per second)	The standard measure of data transmission speeds.
Broadband	A high-speed Internet connection. Technically speaking, broadband typically starts at 384 kilobytes per second.
Browser	A software program that lets you access and navigate the Internet with a graphical interface.
Bundled Software	Software programs that are included with the purchase of a computer or piece of hardware.
Cable Modem	A modem that allows rapid Internet access over a cable television line. To use a cable modem, Internet service must be available from the cable television company.
CAD (Computer-Aided Design)	The use of hardware and software for designing products. Many architects and design engineers use computer-aided design to generate three-dimensional images of various products, such as houses, automobiles, furniture, and airplanes.
CD-ROM	A hard plastic disc that holds about 650 megabytes of

(Compact Disc - Read Only Memory)	computer data. This disc cannot be written on. CD (R) - A compact disc that can be written on, but cannot be erased or reused. CD-R drives can play CD-ROMs. CD-RW - can be reused.
Clip Art	Drawings or other images that have been produced to be used in computer programs.
Clipboard	The clipboard is an area in the computer memory that temporarily stores data to be copied to another location. You get data into the clipboard by using the Cut or Copy function. You get data out of the clipboard by pasting it into a document.
Compression	Technology that reduces the size of a file. Compression allows a file to be transmitted over the Internet more quickly and to be stored using less space. Some common compression standards are Zip files for the PC, Stuffit files for the Mac, and MP3
Computer literacy	An individual's level of skill with computers and computer applications.
Cookies	A cookie is a piece of text that is placed on your hard drive. Its job is to record bits of information such as the pages you've visited, items in an online shopping cart, and your user name and password for a specific site that you have visited.
Crash	A serious computer failure caused by a hardware or software malfunction. A crash is said to happen when either the computer or the program stops responding.
Cursor	A symbol, usually a solid rectangle, blinking underline character or arrow that signifies where on the screen the next entry will occur.

Data	Representation of facts, concepts, or instructions.
Database	Collection of information that has been organized in a structured format that can be accessed through a computer system.
Default	Default is a setting or value that is assigned automatically by an operating system, program, or piece of computer equipment. It remains in effect unless changed by the end user. For example the Microsoft Word program sets a default font size of 10 points.
Defragment (Defrag)	The process of taking pieces of files that are scattered or fragmented on the hard disk and unifying them.
Desktop	A metaphor for the on-screen computing environment. A computer desktop includes the screen background, icons, and windows visible on the computer screen.
Desktop Publishing	The use of computer hardware and software for page layout, typesetting and design.
Domain Name	An Internet domain name is an individual's or organization's unique name, which points to a specific Internet address. The domain name is the part of the Internet address that usually follows the www.
Download	To move or copy a document, program or other data from the Internet or other computer to your computer. The opposite of upload.
Dpi (Dots per Inch)	Way of measuring the density of output of printers and scanners. The higher the dpi, the better the resolution.
Drag	To relocate an object on a desktop by placing the mouse cursor (pointer or arrow) on top of the image, pressing the

	left button, and holding the button down while moving the image to another location on the desktop.
Driver	A driver is a piece of software necessary for the computer to operate an attached device e.g. a printer. . These drivers need to be installed on your computer before the new equipment will work properly.
DVD (Digital Video Disc)	RHigh density disk that can hold from 4.7 gigabytes to 17 gigabytes of information.
E-Commerce	Business conducted online, including buying and selling of goods, etc.
E-Mail (Electronic Mail)	Messages sent through a computer network, such as the Internet.
Emoticon	Also known as a smiley. An emoticon is a group of keyboard characters that are put together to create a picture. Smileys or emoticons often show the feelings or emotions of the sender.
Ethernet	An Ethernet card is a piece of computer hardware that enables communication between two or more computers on a network. Creating a network allows multiple computers to share resources.
Expansion Slots	The slots inside the computer which accept computer boards.
FAQ (Frequently Asked Questions)	Compilation of the most commonly asked questions about a certain subject or product.

Fax-Modem	A modem which is designed to send and receive faxes through a computer, as well as act as a regular modem.
Field	A space allocated for a certain type of information.
File	A collection of data.
File Conversion	Changing the formatting of a data file.
Firewall	A firewall is a security measure that protects a computer or a computer network from unauthorized access. A firewall can be software, hardware, or a combination of both.
FireWire	A type of bus standard also known as IEEE 1394. This very fast bus supports data transfer rates of up to 400 Mbps. Because of its high speed, FireWire is often used for transferring video files.
Folder	An object that can hold multiple documents (or files). Used to organize information. Folders can also be called directories.
Font	A collection of letters and numbers in a particular typeface. E.g. arial, verdana, comic sans ms, etc
Footer	One or more lines of text that appear at the bottom of every page of a document.
Format	(1) The specific arrangement of data (2) To prepare a storage medium, usually a disk, for reading and writing. i.e. to format a floppy disk (3) To specify the properties of an object, i.e. to format the text in a word processing program.
Forum	An on-line discussion group where people exchange ideas about a common interest. Also called a newsgroup.

Fragmentation	The condition of a disk in which files are divided into scattered pieces. Fragmentation occurs naturally as you create, modify, and delete files.
Freeware	Copyrighted software given away for free by the author. You can use such software, but cannot sell it in any way.
Function	A type of procedure or routine that is used in programming computers as well as in certain computer programs, such as spreadsheets.
GIF (Graphic Interchange Format)	A common format for image files. GIF files are often used for Web pages.
Gigabyte (GB)	A unit of computer storage roughly equaling one billion bytes.
Hacker	Someone, usually knowledgeable about computers, who accesses electronic information without permission.
Hard Disk	The storage disk inside of the computer that holds the operating system and programs. This is contained within a hardware mechanism known as a Hard Drive.
Hardware	The physical components of a computer system. Refers to objects like disk drives, monitors, keyboards, and printers.
Header	One or more lines of text that appear at the top of every page of a document.
Home Page	The word Home Page has several meanings. It is the Web page that your browser uses when it starts. The same term also refers to the main Web page out of a collection of Web pages.

HTML (Hypertext Markup Language)	The language used to create Web pages for publication on the Web. Pages produced with HTML are like text documents that have tags embedded in them. The tags contain coding for attaching graphics, formatting, and hypertext links.
HTTP (Hypertext Transfer Protocol)	The protocol used by the World Wide Web that defines how messages are formatted and transmitted.
Hypertext Link	A word that you click on when on the Web to take you to another Web page or site. These links are usually underlined or in a different color.
Icon	A small picture that represents a program, file or command in your computer system. It is activated by moving the cursor onto the icon and pressing a button or key.
Incremental Backup	A backup procedure that backs up only those files that have been changed or modified since the previous backup.
Indent	To set in from the margin. Usually used in the first line of a paragraph.
IrDA Port (Infrared Data Association)	A port that allows the transfer of data from one device to another without any cables via infrared light waves. Both devices must have infrared ports.
Ink Jet Printer	A printer which produces text and images by spraying ink onto the paper. It produces a print out which is close to laser quality at less cost.
Input	(n) Information or data that goes into the computer. This includes information that is typed on the keyboard, as well as information that is gathered from other devices, such as

	mice or scanners. (v) The act of entering data into a computer.
Instant Messenger	A service that lets you know which of your friends and online buddies are available and provides the means for you to privately communicate with them.
Interface	Something that connects two separate entities. It can be either hardware or software. Generally used to refer to the user interface or the part of a software program that connects the computer with a human operator (user).
Internet	A global web of computers that allows individuals to communicate with each other.
ISP (Internet Service Provider)	A company that lets you connect to their computers in order to connect to the Internet usually for a fee.
Joystick	A lever device similar to a mouse. Basically used to play games on the computer.
JPEG	(Joint Photographic Experts Group) Pronounced J-peg. The most commonly used format for image files, often preferred for photographic images.
Kbps	Kilobits per second (thousands of bits per second). A unit of measurement for modems that indicates the speed at which data is transferred. One kilobit is equal to 1,024 bits, but is commonly rounded to 1,000 bits.
Keyboard	An input device used to type programs, instructions and data into the computer. Similar to the keys on a typewriter.
LAN (Local Area	A computer network for an area that is usually limited to the same building or the same area in a building.

Network)	
Laptop Computer	A small, portable computer that can sit on your lap. Laptop computers are often also referred to as notebook computers.
Laser Printer	Printers that produce high quality printouts. They operate like a copy machine, using lasers and toner to produce an image.
Leading	(pronounced like "ledding") In word processing and desktop publishing, vertical spacing of lines of text in a paragraph.
Login (Log On)	Before using the Internet or other online service, you are required to login. This usually entails entering a user name and password.
Mail Merge	A system which allows the user to easily generate form letters by automatically inserting each different name and address into the same letter or document.
Megabyte (MB)	A unit of computer storage roughly equaling one million bytes.
Menu	A list of commands, options, or hyperlinks which can be selected by the user. Use menus to choose a command to tell your computer what to do. Menus reside in the menu bar which is usually at the top and/or left of the screen.
Modem (M O dulator/D E modulator)	A device that allows computers to communicate over telephone lines. Modems change the computer's digital signal to an analog signal that can be sent over the telephone lines, and to digital again at the receiving end.

Monitor	A television-like screen that shows you what your computer is doing.
Mouse	An input device that lets you control the computer by controlling the location and action of the cursor on the computer screen.
MPEG	One of the standards for compressing full-motion digital video. Requires hardware for decompression.
Netiquette	Rules for maintaining etiquette while using the Internet.
Network	A computer network is formed when two or more computers are connected in order to share resources. A network can use either a wired or a wireless connection.
Newsgroup	An on-line discussion group generally geared to a specific topic or group of people.
Notebook Computer	A lightweight portable computer.
OCR (Optical Character Recognition)	The process of reading text from paper and translating it into a format that the computer can understand and manipulate.
Off-line	Not connected (to a network/internet) and therefore unable to communicate.
On-line	Connected and able to communicate.
On-line Banking	Performing normal banking transactions, such as making deposits and, paying bills electronically.
Orientation	In printing, the direction of the paper. Portrait means that the paper is higher than it is wide. Landscape means that the

	paper is wider than it is high.
Output	Anything that comes out of a computer including screen images, printed pages and sounds.
Password	A code used to gain access to a Web site, program, or computer system.
PDA (Personal Digital Assistant)	A handheld device that acts as a mini-computer. A PDA functions as a personal organizer and usually contains appointments, to do lists, and contact information for friends and associates.
PIM (Personal Information Manager)	A type of software that is used to organize information, especially, addresses, to-do lists and appointments.
Pixel (Picture element)	A cluster of colored dots that combine to form images on the computer screen.
Plug-in	A smaller piece of software that adds features to a larger piece of software. Internet browsers often use plug-ins to increase the functionality of the basic program.
POP (Point of Presence)	A protocol used to retrieve e-mail from a mail server. Most e-mail applications use the POP protocol.
Presentation Software	Software that is used to create a series of documents, slides, transparencies or video images and sounds used to exhibit a product or image. E.g. Powerpoint
Protocol	A set of standards that allows two products to work together by standardising communications between the two products.
Record	In a database, one set of information.

Relational Database	A somewhat complex database which uses several tables that relate to each other in some way.
Reset Button	A button, usually located on the front of the computer, which resets or restarts the computer software without turning the computer completely off.
Resolution	The term used to describe sharpness and clarity of an image. The higher the resolution, the better the image.
Scan Disk	A software program, often part of an operating system, which searches the hard disk for errors and corrects them.
Scanner	A device that takes a picture of a printed page or image and puts it into the computer memory.
Screen Saver	A software program that runs some sort of animation on the computer screen when it is turned on, but not in use.
Scroll Bar	A bar that appears on the right and/or bottom of your screen. It indicates there is more viewing area to be seen than will fit on the screen at one time. A mouse can be used to maneuver the scroll bar.
Server	A computer or device that manages network resources. A file server is a computer and storage device that is used for storing files. A print server is a computer that manages one or more printers.
Shareware	Shareware is "try before you buy" software based on a unique concept. Someone creates a program, puts it on the Internet, and allows anyone to copy and use it. If the end-user likes the program, he or she pays the creator a fee.
Skew	To turn or place an object at an angle. Often used in drawing programs to manipulate pictures or drawings.

SMTP (Simple Mail Transfer Protocol)	The main protocol used to send electronic mail on the Internet. SMTP consists of a set of rules for transfer of e-mail.
Software	The program or instructions that tell the computer what to do.
Spam	Spam is unwanted e-mail or messages to several recipients, the electronic equivalent of junk mail.
Spreadsheet	A collection of data.
Suite	A group of programs that are sold together as one unit for a price less than the cost of the individual components.
Tab	A mechanism for setting automatic stops or margins in order to line up text or items in columns. Also a key on the keyboard that moves the cursor or pointer to the next tab stop.
Table	A collection of data arranged in rows and columns. Tables are commonly used in database programs, spreadsheets and word processing programs.
Taskbar	The bar usually found at the bottom of a Windows screen. The taskbar shows which software programs are open. It also contains the Start button.
Template	A pattern that is used to create other like items. Often used to create documents that are similar, but have small differences.
Toolbar	A strip of icons in a software program that usually are located at the top of the screen.

Touchpad	An input device that consists of a small touch-sensitive pad. The user moves his or her finger across the pad to move the cursor on the screen.
Tracking	In word processing or desktop publishing, to adjust the space between the characters of type.
Troubleshoot	To systematically investigate a problem and find a solution.
Uninstaller	A software program which removes or uninstalls other programs.
Upgrade	To improve your computer system by installing new components. Also to install a new version of the software that you are already using to gain new features and improvements.
Upload	To move or copy a document, program or other data from your computer to the Internet or another computer. The opposite of download.
URL (Uniform Resource Locator)	A system for addressing Internet sites.
Utility Programs	A program that helps you perform necessary maintenance or correct problems with your computer system. Disk backup and anti-virus programs are utility programs.
Virus	A virus is simply a set of computer instructions (computer code) that is written by some unscrupulous person with the intent purpose of infiltrating as many computer systems as possible.
WAN (Wide Area Network)	A computer network that covers an area larger than a single

Area Network)	building.
Web Browser	A program that provides an interface that allows you to connect to the World Wide Web.
Web Site	A site or area on the World Wide Web that is accessed by its own Internet address. Each Web site contains a home page and may also contain additional pages. Each Web site is owned and updated by an individual, company, or organisation.
Webcam	A camera that allows viewing of live images through the Internet.
Wizard	An assistant or helper created by a software program to help the user perform tasks.
Word Processor	A piece of software used to create documents which are text oriented.
World Wide Web	This term is often used synonymously with the word Internet; however it is actually a graphical interface for the Internet.

Idioms A

A picture tells a thousand words	Means that a picture can tell a story more than a thousand words of descriptive text can, taken from a Chinese proverb
A doubting Thomas	Basically means someone who has to have proof of something. Taken from the Bible when the Disciple Thomas didn't believe Jesus had risen from the dead and wanted proof.
A bird in the hand is	Meaning it is better to be certain of having

worth two in the bush	something you have than to risk that something in the hope that there is something extra elsewhere
A Leopard can't change its spots	A persons attitude, outlook or actions will always be the same, just as you can't change the design of the spots on a Leopard
Apple of my (his, her) eye	Meaning someone's favorite Son or Daughter
A fool and his money are easily parted	This means that a fool will spend his money quickly usually without much thought or care
A little knowledge is a dangerous thing	Some people who have very little knowledge of something, think they are better at it than they are, and things then usually go wrong. ie they think they can do plumbing, but can't, the result being an unwanted leak.
A penny for your thoughts	This is used to asked what someone is thinking
A still tongue keeps a wise head	Means its better to keep quite about something, perhaps not to gossip
As much use as a chocolate fire guard	Meaning that the object is of no practical good for it is intended use, ie you couldn't use a fireguard made from chocolate because it would melt, therefore it would be useless.
Above board	Is used to describe something that is proper or legal
Add fuel to the fire	Means making a situation worse by your actions or speech

Achilles heal	Someone's or something's weak spot ie if you can be tempted to do something for a piece of chocolate because you love chocolate, then the chocolate is your Achilles heel
Add insult to injury	When you add insult to injury, you make a bad situation worse
Against the grain	Means you do something you don't want to do, but do it because you have no choice

Back burner	Some action or other is said to be "put on the back burner" if it's given a lower action priority or delayed.
Back the wrong horse	Means you have given support to the losing side of something
Back to square one	To start from the beginning
Back to the drawing board	If you "go back to the drawing board" you have to go back to the beginning of something and start again.
Back to the wall	If you have your "back to the wall" you are in a difficult situation with little room to maneuver.
Back seat driver	Is some annoying person who likes giving advice to the person performing the task especially when the advice is wrong or unwanted.
Bad apple	Is a person who tends to make another person a bad person

Bad egg	Is a person who cannot be trusted, a good egg is the opposite
Bad mouth	To "bad mouth " someone is to say some nasty about them
Bad worker always blames his tools	Means that if someone makes a bad job of something he blames his tools and not his own expertise
Bag of bones	If someone is a "bag of bones" its usually because they are underweight
Bakers dozen	A "bakers dozen" is thirteen. Originated from when Bakers were fined if they sold twelve loaves under weight, so they used to put in an extra loaf, just to be safe.
Ball's in your court	Means the next decision is yours to make
Ball park	Is an approximate number used as an example or guess, ie a rough estimate of the cost of something
Bare your heart	Means you tell someone your personal or private feelings
Bark is worse than their bite	This is said of someone who tends to shout and threaten about something but doesn't do anything about it.
Barking up the wrong tree	Means that you or someone has misunderstood something and is completely wrong.
Barrack room layer	Is someone who gives advice on something they know little about.
Barrel of laughs	Is said about someone who you think is always funny

	and joking
Bat an eyelid	Is used when someone shows no emotion towards when surprised
Batten down the hatches	You "batten down the hatches" to prevent something happening. From seagoing people, they batten the hatches to prevent water ingress in storms
Battle of nerves	This is when two people battle it out in a dispute, and neither are willing to give in, waiting for the other side to give in
Bear fruit	If something bears fruit it produces a positive result, ie if your lottery ticket wins then your ticket has born fruit.
Bear the brunt	To "bear the brunt" is to face or endure something bad.
Beating about the bush	Someone who beats around the bush is trying to say something in a roundabout way without actually saying it.
Beauty is only skin deep	Means that what you see may be deceptive. ie a lovely polished car may look nice, but the engine may not work properly.
Beck and call	If someone is at your beck and call, then they do everything for you when you ask no matter when or where.
Bee in their bonnet	If someone has a "bee in their bonnet" about something, it means they won't let it go, metaphorically
Before you can say	It means you do something very quickly before you

Jack Robinson	can say the words "Jack Robinson"
Beggars can't be choosers	Means that anybody in need of something must except anything offered to them
Behind closed doors	If something is said or happens "behind closed doors" then it's said or done away from other peoples scrutiny
Behind someone's back	Means something is done without the other persons knowledge
Belly up	Means something has gone badly wrong
Below par	If someone isn't feeling well, or doing very well or if something isn't up to standard then it's said to be below par. Taken from the game of Golf where par is the standard shot for a particular hole. ie par 3
Belt and braces	Is when you do two things to make doubly sure of something, refers to men's trousers, if the belt breaks the trousers won't fall down because there are still braces to keep them up.
Bend over backwards	If someone bends over backwards, they do everything they can to help you
Besides the point	If something is besides the point then its said not be relevant to the matter in hand
Beside themselves	If someone is besides themselves they are said to be overly worried about something
Best of a bunch	When you choose the best available out of a bad selection

Better late than never	Means its better to do something or say something late than not do or say it at all
Better to be safe than sorry	Better to be cautious than to take risks
Better than a poke in the eye	Means its better to have something than nothing at all
Better the devil you know	Means its better to stay with what or who you know than risk something or someone you don't
Between a rock and a hard place	When a choice you have to make makes no difference because either one is unpleasant
Between the devil and the deep blue sea	If you are caught between the devil and the deep blue sea, you are in a dilemma, ie a difficult choice
Bigger fish to fry	Means you have something more important to do than you are doing now
Birds of a feather flock together	Means people of the same type or have the same interests stick together
Bite off more than you can chew	If you bite off more than you can chew it means you are taking on more than you can handle (manage)
Bite someone's head off	Means you criticise someone rather angrily to their face
Bite your lip	If you bite your lip you are keeping quiet about something that displeases you
Blackball	To blackball someone you are voting against them
Blessing in disguise	If some bad luck happens to you which results in

	something good it's said to be a blessing in disguise
Blind leading the blind	Means that someone in charge of something doesn't know anymore that the person they are in charge of
Bold as brass	If someone is as bold as brass means they are very confident and not worried about being caught doing something that maybe they shouldn't be doing
Bone to pick	If you have a bone to pick with someone then you are annoyed with them about something and want to tell them how you feel
Box clever	If you box clever you use your intelligence to get what you want even if it means cheating
Brass monkey	Means the weather is cold enough to freeze the balls off a brass monkey. From the British Navy where the cannon balls were kept in a structure called a brass monkey, when the weather was really cold the cannon balls would fall the monkey
Brass tacks	If you get down to brass tacks then you get down to the real business in hand
Break a leg	This is said to someone to wish them good luck or in the UK it means let's get on with a certain something
Bright eyed and bushy tailed	Means you are someone who is full of enthusiasm and energy
Brings home the bacon	Someone who brings home the bacon earns the money to live on
Brush under the carpet	If you brush something under the carpet you are ignoring or hiding something

Bull in a china shop	If someone behaves like a bull in a china shop they are behaving clumsily
Bull headed	Means you are stubborn
Burn the midnight oil	Means you are working until very late at night
Burn your bridges	Means you do something that makes it impossible to go back to your original position
Bury your head in the sand	If someone buries their head in the sand, they are ignoring something that is wrong
Butterflies in your stomach	Means you are nervous about something that you are about to do
By the book	Means something is done correctly, exactly as it is supposed to be done
By word of mouth	If something gets known about by word of mouth it means it gets known about by someone talking about it, and not an advertisement etc.
By the skin of your teeth	Means you have only just managed to do something that you came very near to failing

Call off the dogs	If someone calls off the dogs, they stop attacking or criticising someone
Call the shots	If you call the shots, you are in charge and tell people what to do
Call the tune	The person who calls the tune makes the important

	decisions about something
Calm before the storm	A calm time immediately before period of violent activity or argument is the calm before the storm
Can of worms	If an action can create serious problems, it is opening a can of worms
Card up your sleeve	If you have a card up your sleeve, you have a surprise plan or idea that you are keeping back until the time is right
Carpet bagger	A carpetbagger is an opportunist without any scruples or ethics
Carrot and a stick	If someone offers a carrot and stick, they offer an incentive to do something combined with the threat of punishment
Case in point	Meaning an instance of something has just occurred that was previously discussed
Cast a long shadow	Something or someone that casts a long shadow has considerable influence on other people or events
Cast aspersions	If you cast aspersions, you try to blacken someone's name and make people think badly of them
Cast doubt on	If you make other people not sure about a matter, then you have cast doubt on it
Cast iron stomach	A person with a cast iron stomach can eat or drink anything without any ill effects
Cast pearls before swine	If you cast pearls before swine, you offer something of value to someone who doesn't appreciate it.

swine	swine is a pig
Cast sheep's eyes	If you cast sheep's eyes at someone, you look lovingly or with longing at them
Casting vote	The casting vote is a vote given to a chairman or president that is used when there is a deadlock
Castles in the air	Plans that are impractical and will never work out are castles in the air
Cat among the pigeons	If something or someone puts, or sets the cat among the pigeons, they create a disturbance and cause trouble
Cat got your tongue	If someone asks if the cat has got your tongue, they want to know why you are not speaking when they think you should
Cat nap	A short sleep is called a cat nap
Cats whiskers	Something excellent is the cat's whiskers
Catch someone red handed	If someone is caught red-handed, they are found doing something wrong or illegal
Caught with your hand in the cookie jar	If someone is caught with his or her hand in the cookie jar, he or she is caught doing something wrong
Champ at the bit	If someone is champing at the bit, they are very eager to accomplish something
Change horses mid stream	If people change horses in midstream, they change plans or leaders when they are in the middle of something

Change of heart	If you change the way you think or feel about something, you have a change of heart
Change track	If you change tack, you use a different method for dealing with something
Change your tune	If someone changes their ideas or the way they talk about them, they change their tune
Chapter and verse	When you know something very well, and can quote it, you know it chapter and verse
Charity begins at home	This means that family members are more important than anyone else, and should be the focus of a person's efforts
Chasing rainbows	If someone chases rainbows, they try to do something that they will never achieve
Chasing your tail	If you are chasing your tail, you are going round in circles trying to achieve something without a positive result
Cheap as chips	If something is very inexpensive, it is as cheap as chips
Cheap at half the price	If something's cheap at half the price, it's very cheap indeed
Cheap shot	A cheap shot is an unprincipled criticism
Cheek by jowl	If things or people are cheek by jowl, they are very close together
Cherry pick	If people cherry pick, they choose the things they want that are beneficial to them and leave the rest

Chew on a bone	If someone is chewing on a bone, he or she is thinking about something intently
Chew the fat	If you chew the fat with someone, you talk at leisure with them
Child's play	If something is child's play, it is very easy and simple
Chinese whispers	Is when something is told from person to person, especially if it is gossip or scandal
Chip off the old block	If someone is a chip off the old block, they closely resemble one or both of the parents in character
Chip on your shoulder	If someone has a chip on their shoulder, they are resentful about something and feel that they have been treated badly
Chop and change	If things chop and change, they keep changing, often unexpectedly
Clean as a whistle	If something is as clean as a whistle, it is extremely clean, spotless
Clean bill of health	If something or someone has a clean bill of health, then there's nothing wrong
Clean break	If you make a clean break, you break away completely from something
Clean hands	Someone with clean hands, or who keeps their hands clean, is not involved in illegal or immoral activities
Clean sheet	When someone has a clean sheet, they have got no criminal record or problems affecting their reputation
Clean slate	If you start something with a clean slate, then

	nothing bad from your past is taken into account
Clear as a bell	If something is as clear as a bell, it is very clear or easy to understand
Clear as mud	If something is as clear as mud, then it is very confusing and unclear
Climb on the band wagon	When people climb on the bandwagon they do something because it is popular and everyone else is doing it
Close at hand	If something is close at hand, it is nearby or conveniently located
Close call	If the result of something is a close call, it is almost impossible to distinguish between the parties involved and to say who has won or whatever. It can also mean that you very nearly have a serious accident or get into trouble
Close the door after the horse has bolted	If people try to fix something after the problem has occurred, they are trying to close the stable door after the horse has bolted
Close to your heart	If something is close to your heart, you care a lot about it
Cloth ears	If you don't listen to people, they may suggest you have cloth ears
Cloud cuckoo land	If someone has ideas or plans that are completely unrealistic, they are living in cloud cuckoo land
Cloud nine	If you are on cloud nine, you are extremely happy

Cloud of suspicion	If a cloud of suspicion hangs over an individual, it means that they are not believed or are distrusted
Cloud on the horizon	If you think you see a problem coming it's called a cloud on the horizon
Cook a snook	To make a rude gesture by putting one thumb to the nose with the fingers outstretched
Cold feet	If you get cold feet about something, you lose the courage to do it
Cold fish	Is a person who shows no emotion
Cold light of day	If you see things in the cold light of day, you see them as they really are, not as you might want them to be
Cold sweat	If something brings you out in a cold sweat, it frightens you a lot
Collateral damage	Accidental or unintended damage or casualties are collateral damage
Collecting dust	If something is collecting dust, it isn't being used any more
Come clean	If someone comes clean about something, they admit to deceit or wrong doing
Come hell or high water	If someone says they'll do something come hell or high water, they mean that nothing will stop them, no matter what happens
Come out in the wash	If something comes out in the wash, it won't have any permanent negative effect

Come out of your shell	If someone comes out of their shell, they stop being shy and withdrawn and become more friendly and sociable
Come to grips	If you come to grips with a problem or issue, you face up to it and deal with it
Come up smelling of roses	If you come up smelling roses, you get a positive result, especially when things seemed to be going badly at first
Comes with the territory	If something comes with the territory, it is part of a job or responsibility and just has to be accepted
Cook someone's goose	If you cook someone's goose, you ruin their plans
Cook the books	If people cook the books, they keep false accounts to make money illegally or avoid paying tax
Cool as a cucumber	To act fine when you are actually scared or nervous
Couch potato	A couch potato is an extremely idle or lazy person who chooses to spend most of their leisure time horizontal in front of the TV and eats a diet that is mainly junk food
Couldn't give two hoots	If you couldn't give two hoots about something, you don't care at all about it
Count your blessings	When people count their blessings, they concentrate on all the good things in their lives instead of the negative ones
Crack a nut with a sledge hammer	If you use a sledgehammer to crack a nut, you apply too much force to achieve a result

Cream of the crop	The cream of the crop is the best there is
Crocodile tears	If someone cries crocodile tears, they pretend to be upset or affected by something
Cross a bridge when you come to it	If you cross a bridge when you come to it, you deal with the problem when it arises, and not before
Cross to bear	If someone has a cross to bear, they have a heavy burden of responsibility or a problem that they alone must cope with
Cry wolf	If someone cries wolf, they raise a false alarm about something
Curiosity killed the cat	This is said of a person who pokes their nose into something they shouldn't
Curry favour	If people try to curry favour, they try to get people to support them
Cut above	If a person is described as a cut above other people, they are better in some way
Cut and dried	If something is cut and dried, then everything has already been decided about it
Cut it fine	If you cut it fine, you only just manage to do something- at the very last moment
Cut the mustard	If somebody or something doesn't cut the mustard, they or it fails to reach the required standard
Cut to the quick	If someone's cut to the quick by something, they are very hurt and upset indeed

Cut your teeth on	The place where you gain your early experience is where you cut your teeth
Cut no ice	If something cuts no ice, it doesn't have any effect or influence
Cutting edge	Something that is cutting edge is at the forefront of progress in its area

Daft as a brush	Someone who is daft as a brush is a little stupid
Damp Squib	If something is expected to have a great effect or impact but doesn't, it is a damp squib.
Dance on someone's grave	If you will dance on someone's grave, you will outlive or outlast them and will celebrate their passing away or dying
Dark horse	If someone is a dark horse, they are a bit of a mystery
Daylight robbery	You have been overcharged
Dead and buried	If something is dead and buried, something has long been settled and is not going to be reconsidered
Dead as a Dodo	If something's dead as a dodo, it is lifeless as in the Dodo bird
Dead duck	If something is a dead duck, it is a failure
Dead from the neck up	Someone who's dead from the neck up is very stupid indeed

Dead in the water	If something is dead in the water, it isn't going anywhere or making any progress
Deaf as a post	Someone who is as deaf as a post is unable to hear at all
Dear John	Is a letter usually ending the relationship ie between a boyfriend and girlfriend
Death warmed up	If someone looks like death warmed up, they look very ill
Deep pockets and short arms	Someone who has money but never puts his hand in his pocket to pay for anything has deep pockets but short arms
Devil may care	If you live a devil-may-care life it means you are willing to take more risks than most people
Devil's advocate	If someone plays Devil's advocate in an argument, they adopt a position they don't believe in just for the sake of the argument
Dig your heals in	If you dig your heels in, you start to resist something
Discerning eye	If a person has a discerning eye, they are particularly good at judging the quality of something
Discretion is the better part of valour	Means that it is often better to think carefully and not act than to do something that may cause problems
Dish the dirt	If you dish the dirt on something or someone, you make unpleasant or shocking information public
Do a runner	If for example a person leaves a restaurant without

	paying, they do a runner
Do as you would be done	Treat others as you would hope to be respected and treated by them
Do their dirty work	Someone who does someone's dirty work, carries out the unpleasant jobs that the first person doesn't want to do
Dog eat dog world	Is where there is intense competition and rivalry, where everybody thinks only of himself or herself
Dog tired	If you are Dog tired, you are worn out or exhausted
Dogs life	If someone is led a dogs life then are said to be treated badly
Dog eared	If a book is dog-eared, it is in bad condition, with torn pages
Doggy bag	If you ask for a doggy bag in a restaurant, they will pack the food you haven't eaten for you to take home
Doldrums	If a person is in the doldrums, they are depressed
Don't count your chickens before they're hatched	This means that you should wait until you know whether something has produced the results you desire, rather than acting beforehand
Don't cry over spilt milk	When something bad happens and nothing can be done to help it people say, 'Don't cry over spilt milk'
Don't hold your breath	If you are told not to hold your breath, it means that you shouldn't have high expectations about something
Don't judge a	This means that you should not judge something or

book by its cover	someone by appearances
Don't look a gift horse in the mouth	This means that if you are given something, a present or a chance, you should not waste it by being too critical
Don't upset the apple cart	If you are told not to upset the applecart, you are being told not to disturb the way things are done because it might ruin things
Dot all the I's and cross the T's	If you dot all the i's and cross all the t's, you do something very carefully and thoroughly
Double edged sword	Means that a decision is made that could go either way
Down at heel	Someone who is down at heel is short of money
Down in the mouth	If someone is down in the mouth, they look unhappy or depressed
Down the pan	If something has gone down the pan, it has failed or been ruined
Down to earth	Someone who's down-to-earth is practical and realistic
Drag your heals	If you drag your heels, you either delay doing something or do it as slowly as possible because you don't want to do it
Draw the line	If you draw a line, you establish a limit beyond which things will be unacceptable
Dressed to kill	When someone is dressed to kill, they are dressed very smartly

Drop a bombshell	If someone drops a bombshell, they announce something that changes a situation drastically and unexpectedly
Drop in the ocean	If someone drops a bombshell, they announce something that changes a situation drastically and unexpectedly
Drown your sorrows	means to get drunk to forget your problems
Dunkirk spirit	Dunkirk spirit is when people pull together to get through a very difficult time

Eager beaver	A person who is extremely keen to do something is an eager beaver
Eagle eyes	Someone who has eagle eyes sees everything; no detail is too small
Early bird catches the worm	The early bird catches the worm means that if you start something early, you stand a better chance of success
Easy as ABC	Something that is as easy as ABC is very easy or simple
Easy come easy go	This idiom means that money or other material gains that come without much effort tend to get spent or consumed as easily
Eat crow	If you eat crow, you have to admit that you were wrong about something
Eat humble pie	If someone apologizes and shows a lot of regret for something they have done, they eat humble pie

Eat your heart out	If someone tells you to eat your heart out, they are saying they are better than you at something
Eat your words	If you eat your words, you accept publicly that you were wrong about something you said
Egg on your face	If someone has egg on their face, they are made to look foolish or embarrassed
Elbow grease	If something requires elbow grease, it involves a lot of hard physical work
Empty vessels make most sound	Those who know nothing often speak the most
Even keel	If something is on an even keel, it is balanced
Every cloud has a silver lining	Means sometimes even bad things can turn out for the better
Every dog has its day	This means that everyone gets their moment to shine
Every trick in the book	If you try every trick in the book, you try every possible way, including dishonesty and deceit, to get what you want
Explore all avenues	If all avenues are being explored, then every conceivable approach is being tried that could possibly get the desired result
Eye candy	When a person is very attractive, they can be described as eye candy
Eye for an eye	Is when something is done back to a person as retribution for what they did

Eyes bigger than their stomach	If someone's eyes are bigger than their stomach, they are greedy and take on more than they can consume or manage
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Face like thunder	If someone has a face like thunder, they are very angry or upset about something
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Face the music	If you have to face the music, you have to accept the consequences of something you have done wrong
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Face value	If you take something at face value, you accept the appearance rather than looking deeper into the matter
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Fair crack of the whip	If everybody has a fair crack of the whip, they all have equal opportunities to do something
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Fair weather friend	A fairweather friend is the type who is always there when times are good but forgets about you when things get difficult
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Fall from grace	If a person falls from grace, they lose favour with someone
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Fall off the back of a lorry	If someone tries to sell you something that has fallen off the back of a lorry, they are trying to sell you stolen goods
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Fall off the wagon	If someone falls off the wagon, they start drinking after having given up completely for a time
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Familiarity breeds contempt	This means that the more you know something or someone, the more you start to find faults and dislike things about it or them
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Fast and furious	Things that happen fast and furious happen very quickly without stopping or pausing
Fat cat	A fat cat is a person who makes a lot of money and enjoys a privileged position in society
Fat chance	This is a way of telling someone they have no chance
Fat hits the fire	When the fat hits the fire, trouble breaks out
Fate worse than death	Describing something as a fate worse than death is a fairly common way of implying that it is unpleasant
Feather in your cap	A success or achievement that may help you in the future is a feather in your cap
Feather your own nest	If someone feathers their own nest, they use their position or job for personal gain
Feel the pinch	If someone is short of money or feeling restricted in some other way, they are feeling the pinch
Feet on the ground	A practical and realistic person has their feet on the ground
Fight an uphill battle	When you fight an uphill battle, you have to struggle against very unfavourable circumstances
Fight tooth and nail	If someone fights tooth and nail for something, they will not stop at anything to get what they want
Fighting chance	If you have a fighting chance, you have a reasonable possibility of success
Find your feet	When you are finding your feet, you are in the process of gaining confidence and experience in something

Fine and dandy	If things are fine and dandy, then everything is going well
Finger in the pie	If you have a finger in the pie, you are involved in something
Fingers and thumbs	If you are all fingers and thumbs, you are being clumsy and not very skilled with your hands
Fire away	If you want to ask someone a question and they tell you to fire away, they mean that you are free to ask what you want
Firing on all cylinders	If something is firing on all cylinders, it is going as well as it could
First port of call	The first place you stop to do something is your first port of call
Fish out of water	If you are placed in a situation that is completely new to you and confuses you, you are like a fish out of water
Fishy	If there is something fishy about someone or something, there is something suspicious about them or it
Fit as a fiddle	If you are fit as a fiddle, you are in perfect health
Fit for a king	If something is fit for a king, it is of the very highest quality or standard
Flesh and blood	Your flesh and blood are your blood relatives, especially your immediate family
Flogging a dead horse	This is used when someone is trying to raise interest in

horse	an issue that no-one supports anymore
Fly in the ointment	A fly in the ointment is something that spoils or prevents complete enjoyment of something
Fly on the wall	If you are able to see and hear events as they happen, you are a fly on the wall
Fly the nest	When children leave home to live away from their parents, they fly the nest
Food for thought	If something is food for thought, it is worth thinking about or considering seriously
Foot in the mouth	You put your foot in your mouth when you say something embarrassing, inappropriate, wrong or stupid usually accidentally
Foot the bill	If somebody foots the bill, they pay for everybody
Forbidden fruit	Something enjoyable that is illegal or immoral is forbidden fruit
Forgone conclusion	If the result of something is a foregone conclusion, then the result is obvious before it's started
Foul play	If the police suspect foul play, they think a crime was committed
Four eyes	A person who wears glasses
Free rein	If someone has a free rein, they have the authority to make the decisions they want without any restrictions
Freudian slip	If someone makes a Freudian slip, they accidentally use the wrong word, but in doing so reveal what they are really thinking rather than what they think the other

	person wants to hear
From pillar to post	If something is going from pillar to post, it is moving around in a meaningless way, from one disaster to another
From rags to riches	Someone who starts life very poor and makes a fortune goes from rags to riches
From the bottom of the heart	If someone does something from the bottom of their heart, then they do it with genuine emotion and feeling
From the horses mouth	If you hear something from the horse's mouth, you hear it directly from the person concerned or responsible
From the word go	From the word go means from the very beginning of something
Full bore	If you go at something full bore, you give it everything you've got in the form of energy
Full monty	If something is the Full Monty, it is the real thing, not reduced in any way
Full of hot air	someone who is full of hot air talks a lot of rubbish
Full of ones self	Someone who acts in a arrogant or egotistical manner is full of himself/herself
Full of the joys of spring	If you are full of the joys of spring, you are very happy and full of energy
Fullness of time	If something happens in the fullness of time, it will happen when the time is right and appropriate
Fur coat and no	Someone with airs and graces, but no real class is to

knickers	have a fur coat and no knickers
Fuzzy thinking	Thinking or ideas that do not agree with the facts or information available
Game on	When someone says 'Game on!', it means that they are accepting a challenge or ready to get something done
Garden leave	If someone is paid garden leave then they are being paid when they are not doing the job, but at home
Gather pace	If events gather pace, they move faster
Get along famously	If people get along famously, they have an exceedingly good relationship
Get away scot free	If someone gets away scot-free, they are not punished when they have done something wrong
Get away with murder	If you get away with murder, you do something bad and don't get caught or punished
Get it in the neck	If you get it in the neck, you are punished or criticised for something
Get it off your chest	If you get something off your chest, you confess to something that has been troubling you
Get my drift	If you get someone's drift, you understand what they are trying to say
Get off the ground	If a project or plan gets off the ground, it starts to be put into operation

Get on your nerves	If something gets on your nerves, it annoys or irritates you
Get out of bed the wrong side	If you get out of bed on the wrong side, you wake up and start the day in a bad mood for no real reason
Get the ball rolling	If you get the ball rolling, you start to do something you've planned to do
Green light	If you get the green light to do something, you are given the necessary permission to start it
Get the show on the road	If you get the show on the road, you put a plan into operation or begin something, similar to Get the ball rolling
Get up and go	If someone has lots of get up and go, they have lots of enthusiasm and energy
Get your feet wet	If you get your feet wet, you gain your first experience of something
Get your teeth into	If you get your teeth into something, you become involved in or do something
Get your wires crossed	If people get their wires cross, they misunderstand each other, especially when making arrangements
Ghost of a chance	If something or someone hasn't got a ghost of a chance, they have no hope whatsoever of succeeding
Gift of the gab	If someone has the gift of the gab, they speak in a persuasive and interesting way
Gild the lily	If you gild the lily, you decorate something that is already ornate

Girl friday	A girl Friday is a female employee who assists someone without any specific duties
Give a dog a bad name	A person who is generally known to have been guilty of some offence will always be suspected of a similar type of offence
Give and take	In negotiations you give a little ground and in return take a little back, usually in the form of a compromise
Give it some stick	If you give something some stick, you put a lot of effort into it
Give someone a leg up	If you give someone a leg up, you help them to achieve something that they couldn't have done alone
Give someone a piece of your mind	If you give someone a piece of your mind, you criticise them strongly and angrily
Give someone a run for their money	If you can give someone a run for their money, you are as good, or nearly as good, as they are at something
Give someone enough rope	If you give someone enough rope, you give them the chance to get themselves into trouble
Give someone stick	If someone gives you stick, they criticise you or punish you
Gloves are off	When the gloves are off, people start to argue or fight in a more serious way
Glutton for punishment	If a person is described as a glutton for punishment, they happily accept jobs and tasks that most people would try to get out of

Go against the grain	If a person does something that he normally would disapprove of it is said to go against the grain
Go bananas	If you go bananas, you are wild with excitement, anxiety, or worry
Go bust	If a company goes bust, it goes bankrupt
Go by the boards	If something goes by the boards, it fails to get approved or accepted
Go down without a fight	If someone goes down without a fight, they surrender without putting up any resistance
Go Dutch	If you go Dutch in a restaurant, you pay for your own meal
Go fly a kite	This is used to tell someone to go away and leave you alone
Go nuts	If someone goes nuts, they get either excited or angry over something
Going round in circles	If people are going round in circles, they keep discussing the same thing without reaching any agreement or coming to a conclusion
Go spare	If you go spare, you lose your temper completely
Go tell it to the birds	Is said to someone you suspect is lying or telling something that is incredible
Go the distance	If you go the distance, you continue until something ends, no matter how difficult
Go the extra mile	If you go the extra mile it means you will do more to

	make sure you succeed
Going through the motions	When you go through the motions, you do something like an everyday routine, without any feelings whatsoever
Go to seed	If someone has gone to seed, they have declined in quality or appearance
Go to your head	If something goes to your head, it makes you feel vain
Go west	If something goes west, it goes wrong
Go overboard	If you go overboard with something, then you take something too far, or do too much
Golden handshake	A golden handshake is a payment made to someone to get them to leave their job
Golden rule	A golden rule is an instruction, written or perceived, that must be followed to the letter
Golden touch	Someone with a golden touch can make money from or be successful at anything they do
Gone to pot	If something has gone to pot, it has gone wrong and doesn't work any more
Gone to the dogs	If something has gone to the dogs, it has gone badly wrong and lost all the good things it had
Good as gold	If children are as good as gold, they behave very well
Good egg	A person who can be relied on is a good egg
Good Samaritan	A good Samaritan is a person who helps others in need

Good shape	If something's in good shape, it's in good condition. If a person's in good shape, they are fit and healthy
Goody two shoes	A goody two-shoes is a self-righteous person who makes a great deal of their virtue
Grab the bull by the horns	If you grab (take) the bull by its horns, you deal head-on and directly with a problem
Grasp the nettle	If you grasp the nettle, you deal bravely with a problem
Grass roots	If you start at the grass roots, you start from the very beginning
Gravy train	If someone is on the gravy train, they have found an easy way to make lots of money
Grass someone up	If you grass someone up you report them for doing something they shouldn't be doing
Grease monkey	A grease monkey is an idiomatic term for a motor mechanic
Greased lightning	If something or someone moves like greased lightning, they move very fast indeed
Great guns	If something or someone is going great guns, they are doing very well
Great unwashed	This is a term used for the working class masses
Greek to me	If you don't understand something, it's all Greek to you
Green fingers	Someone with green fingers has a talent for gardening
Green light	If you are given the green light, you are given approval

	to do something
Green with envy	If you are green with envy, you are very jealous
Grey matter	Grey matter is the colloquial name given to the brain
Grey pound	The grey pound is an idiom for the economic power of elderly people
Grin and bear it	If you have to grin and bear it, you have to accept something that you don't like
Guinea pig	If you are a guinea-pig, you take part in an experiment of some sort and are used in the testing
Gung ho	If someone is gung ho about something, they support it blindly and don't think about the consequences

Hair of the dog	If someone has a hair of the dog, they have an alcoholic drink as a way of getting rid of a hangover
Hale and hearty	Someone who is hale and hearty is in very good health
Half a mind	If you have half a mind to do something, you haven't decided to do it, but are thinking seriously about doing it
Half baked	A half-baked idea or scheme has something that has not been thought through or planned very well
Hammer and tongs	If people are going at it hammer and tongs, they are arguing fiercely. The idiom can also be used when people are doing something energetically

Hand to mouth	Someone who's living from hand to mouth, is very poor and needs the little money they have coming in to cover their expenses
Hang by a thread	If something hangs by a thread, there is a very small chance indeed of it being successful or surviving
Hang in the balance	If an outcome is hanging in the balance, there are at least two possibilities and it is impossible to predict which will win
Hang out to dry	If you hang someone out to dry, you abandon them when they are in trouble
Happy medium	If you reach a happy medium, you are making a compromise; reaching a conclusion or decision
Hard as nails	A person who is as hard as nails is either physically tough or has little or no respect for other people's feelings
Hard cheese	Hard cheese means hard luck
Hard of hearing	Someone who's hard of hearing is a bit deaf
Hard on someone's heals	If you are hard on someone's heels, you are close to them and trying to catch or overtake them
Hard sell	If someone puts a lot of pressure on you to do or buy something, they are hard selling it
Hard to come by	If something is hard to come by, it is difficult to find
Hard up	If you are hard up, you have very little money
Hat trick	Is three successes; one after the other

Hatchet job	A piece of criticism that destroys someone's reputation is a hatchet job
Have a heart	If someone has a heart, they are kind and sympathetic
Have the floor	If someone has the floor, it is their turn to speak at a meeting
Have your cake and eat it	If someone wants to have their cake and eat it too, they want everything their way
Have your fill	If you have had your fill, you are fed up of somebody or something
Have your moment	Someone who has his or her moment exhibits a positive behavior pattern on an occasional basis but not generally
Have your work cut out	If you have your work cut out, you are very busy indeed
He that travels far knows much	People who travel widely have a wide knowledge
He who hesitates is lost	If one waits too long, the opportunity vanishes
Head for the hills	If people head for the hills, they run away from trouble
Head in the clouds	If a person has their head in the clouds, they have unrealistic, impractical ideas
Head on the block	If someone's head is on the block, they are going to be held responsible and suffer the consequences for something that has gone wrong

Heads will roll	If heads will roll, people will be punished or sacked for something that has gone wrong
Headstrong	A headstrong person is obstinate and does not take other people's advice readily
Heard through the grapevine	Is when you receive information indirectly through a series of third parties, similar to a rumour
Heart in the right place	If someone's heart is in the right place, they are good and kind, though they might not always appear to be so
Heart in your boots	If your heart is in your boots, you are very unhappy
Heart in your mouth	If your heart is in your mouth, then you feel nervous or scared
Heart isn't in it	If your heart is not in something, then you don't really believe in it or support it
Heart misses a beat	If your heart misses a beat, you are suddenly shocked or surprised
Heart of gold	Someone with a heart of gold is a genuinely kind and caring person
Heavy handed	If someone is heavy-handed, they are insensitive and use excessive force or authority when dealing with a problem
Hedge your bets	If you hedge your bets, you don't risk everything on one opportunity, but try more than one thing
Hell for leather	If you do something hell for leather, especially running, you do it as fast as you can

Hide nor hair	When there's no trace of something or a person, you haven't seen hide nor hair of it or them
Hiding to nothing	If people are on a hiding to nothing, their schemes and plans have no chance of succeeding
High and dry	If you are left high and dry, you are left alone and given no help at all when you need it
High and mighty	The high and mighty are the people with authority and power. If a person is high and mighty, they behave in a superior and condescending way
High as a kite	If someone's as high as a kite, it means they have had too much to drink or are under the influence of drugs
High handed	If someone is high-handed, they behave arrogantly and pompously
Hit a nerve	If something hits a nerve, it upsets someone or causes them pain, often when it is something they are trying to hide
Hit and miss	Something that is hit and miss is unpredictable and may produce results or may fail
Hit rock bottom	When someone hits rock bottom, they reach a point in life where things could not get any worse
Hit the ceiling	If someone hits the ceiling, they lose their temper and become very angry
Hit the hay	When you hit the hay, you go to bed
Hit the mark	If someone hits the mark, they are right about something

Hit the nail on the head	If someone hits the nail on the head, they are exactly right about something
Hit the road	When people hit the road, they leave a place to go somewhere else
Hit the roof	If you lose your temper and get very angry, you hit the roof
Hit the sack	When you hit the sack, you go to bed, same as hit the hay
Hobson's choice	A Hobson's choice is something that appears to be a free choice, but is really no choice as there is no genuine alternative
Hold all the aces	If you hold all the aces, you have all the advantages and your opponents or rivals are in a weak position
Hold the fort	If you hold the fort, you look after something or assume someone's responsibilities while they are away
Hold the torch	If you hold the torch for someone, you have an unrequited or unspoken love
Hold your horses	If someone tells you to hold your horses, you are doing something too fast and they would like you to slow down
Hold your own	If you can hold your own, you can compete or perform equally with other people
Hold your tongue	If you hold your tongue, you keep silent even though you want to speak
Holier than thou	Someone who is holier-than-thou believes that they are

	morally superior to other people
Hollow legs	Someone who has a hollow leg drinks what seems to be more than his stomach can hold
Hollow victory	A hollow victory is where someone wins something in name, but are seen not to have gained anything by winning
Home stretch	The home stretch is the last part of something, like a journey, race or project
Hook line and sinker	If somebody accepts or believes something hook, line, and sinker, they accept it completely, it comes from fishing
Hope in hell	If something hasn't got a hope in hell, it stands absolutely no chance of succeeding
Hornets nest	A hornets' nest is a violent situation or one with a lot of dispute
Horses for courses	Horses for courses means that what is suitable for one person or situation might be unsuitable for another
Hot foot	If you hot foot it out of a place, you leave very quickly, often running
Hot under the collar	If you're hot under the collar, you're feeling angry or bothered
Hot water	If you get into hot water, you get into trouble
Hot blooded	Someone who is hot-blooded is easily excitable or passionate

Hot headed	A hot-headed person gets angry very easily
Hour of need	A time when someone really needs something, almost a last chance, is their hour of need
Hunky dory	If something is hunky dory, it is perfectly satisfactory, fine

Icing on the cake	This expression is used to refer to something good that happens on top of an already good thing or situation
Idle hands are the Devil's handiwork	When someone is not busy, or being productive, trouble is bound to follow
I'll cross that road when I come to it	Means I'll think about something just when it happens, not in advance
I'll eat my hat	You can say this when you are absolutely sure that you are right to let the other person know that there is no chance of your being wrong
If at first you don't succeed try and try again	If you fail, keep trying until you get it right
If it isn't broken don't fix it	Any attempt to improve on a system that already works is pointless and may even break it
If the cap (or shoe) fits	If the description is correct, then it is describing the truth, often when someone is being criticised
If you can't stand the heat get out of the kitchen	This means that if you can't take the pressure, then you should remove yourself from the situation

If you lie down with dogs you'll get up with fleas	This means that if you become involved with bad company, there will be negative consequences
If you'll pardon my French	This idiom is used as a way of apologising for swearing
ill at ease	If someone is ill at ease, they are worried or uncomfortable
ill Gotten gains	Ill-gotten gains are profits or benefits that are made either illegally or unfairly
In a cleft stick	If you are in a cleft stick, you are in a difficult situation, caught between choices
In a fix	If you are in a fix, you are in trouble
In a flash	If something happens in a flash, it happens very quickly indeed
In a heartbeat	If something happens very quickly or immediately, it happens in a heartbeat
In a jam	If you are in a jam, you are in some trouble. If you get out of a jam, you avoid trouble
In a jiffy	If something happens in a jiffy, it happens very quickly
In a nutshell	This idiom is used to introduce a concise summary
In a tick	If someone will do something in a tick, they'll do it very soon
In a tight spot	If you're in a tight spot, you're in a difficult situation
In someone else's	It is difficult to know what another person's life is

shoes	really like, so we don't know what it is like to be in someone else's shoes
In cahoots	If people are in cahoots, they are conspiring together
In cold blood	If something is done in cold blood, it is done ruthlessly, without any emotion
In dire straits	If you're in dire straits, you're in serious trouble or difficulties
In donkeys years	This means for a very long time
In dribs and drabs	Things that come in small groups at irregular intervals, instead of all arriving at the same time
In droves	When things happen in droves, a lot happen at the same time
In full swing	If things are in full swing, they have been going for a sufficient period of time to be going well and very actively
In high spirits	If someone is in high spirits, they are in a very good mood or feeling confident about something
In hot water	If you are in hot water, you are in serious trouble
In my good books	If someone is in your good books, you are pleased with or think highly of them at the moment
In over your head	If someone is in over their head, they are out of the depth in something they are involved in, and may end up in a mess
In someone's	If a person is in someone's pocket, they are dependent,

pocket	especially financially, on them
In stitches	If someone is in stitches, they are laughing uncontrollably
In tandem	If people do things in tandem, they do them at the same time
In the bag	If something is in the bag, it is certain that you will get it or achieve it
In the black	If your bank account is in credit, it is in the black
In the club	If a woman's in the club, she's pregnant
In the doghouse	If someone is in the doghouse, they are in disgrace and very unpopular at the moment
In the drivers seat	If you are in the driver's seat, you are in charge of something or in control of a situation
In the hot seat	If someone's in the hot seat, they are the target for a lot of unwelcome criticism and examination
In the lurch	If you are left in the lurch, you are suddenly left in an embarrassing or tricky situation
In the pink	If you are in very good health, you are in the pink
In the pipeline	If something's in the pipeline, it hasn't arrived yet but its arrival is expected
In the same boat	If people are in the same boat, they are in the same predicament or trouble
In the short run	This refers to the immediate future

In the soup	If you're in the soup, you're in trouble
In two minds	If you are in two minds about something, you can't decide what to do
Indian summer	If there is a period of warmer weather in late autumn, it is an Indian summer
Iron fist	Someone who rules or controls something with an iron fist is in absolute control and tolerates no dissent
Irons in the fire	A person who has a few irons in the fire has a number of things working to their advantage at the same time
It's not over till the fat lady sings	This idiom means that until something has officially finished, the result is uncertain
It costs an arm and a leg	If something costs an arm and a leg, it is very expensive indeed
It never rains but it pours	'It never rains but it pours' means that when things go wrong, they go very wrong
It takes two to tango	This idiom is used to suggest that when things go wrong, both sides are involved and neither side is completely innocent
It's an ill wind that blows no good	This is said when things have gone wrong; the idea being that when bad things happen, there can also be some positive results
It's no good crying over spilt milk	Means that getting upset after something has gone wrong is pointless; it can't be changed so it should be accepted
It's your funeral	The other person has made a decision that you think is

	bad. However, it is their choice; it is their funeral
Itchy feet	One gets itchy feet when one has been in one place for a time and wants to travel
Ivory tower	People who live in ivory towers are detached from the world around them

Jack frost	If everything has frozen in winter, then Jack Frost has visited
Jack of all trades	A jack-of-all-trades is someone that can do many different jobs
Jam on your face	If you say that someone has jam on their face, they appear to be caught, embarrassed or found guilty
Jekyll and Hyde	Someone who has a Jekyll and Hyde personality has a pleasant and a very unpleasant side to the character
Jet set	Very wealthy people who travel around the world to attend parties or functions are the jet set
Jet black	To emphasize just how black something is, such as someone's hair, we can call it jet-black
Jobs for the boys	Where people give jobs, contracts, etc, to their friends and associates, these are jobs for the boys
Jockey for position	If a number of people want the same opportunity and are struggling to emerge as the most likely candidate, they are jockeying for position
Jog the memory	If you jog someone's memory, you say words that will help someone trying to remember a thought, event,

	word, phrase, experience
Joe public	Joe public is the typical, average person
Johnny come lately	A Johnny-come-lately is someone who has recently joined something or arrived somewhere, especially when they want to make changes that are not welcome
Joined at the hip	If people are joined at the hip, they are very closely connected and think or do things the same way
Judge and jury	If someone is said to be the judge and jury, it means they are in charge of every decision made and its outcome
Jump on the bandwagon	If people jump on the bandwagon, they get involved in something that has recently become very popular
Jump the gun	If you jump the gun, you start doing something before the appropriate time
Jump through hoops	If you are prepared to jump through hoops for someone, you are prepared to make great efforts and sacrifices for them
Jungle out there	If someone says that it is a jungle out there, they mean that the situation is dangerous and there are no rules
Jury's out	If the jury's out on an issue, then there is no general agreement or consensus reached on it
Just deserts	If a bad or evil person gets their just deserts, they get the punishment or suffer the misfortune that it is felt they deserve
Just for the hell of it	When someone does something just for the hell of it,

it	they do it without a good reason
Just for the record	If something is said to be just for the record, the person is saying it so that people know but does not necessarily agree with or support it
Just in the nick of time	If you do something in the nick of time, you just manage to do it just in time, with seconds to spare
Just off the boat	If someone is just off the boat, they are naive and inexperienced
Just what the doctor ordered	If something's just what the doctor ordered, it is precisely what is needed

Kangaroo court	When people take the law into their own hands and form courts that are not legal, these are known as kangaroo courts
Keen as mustard	If someone is very enthusiastic, they are as keen as mustard
Keep abreast	If you keep abreast of things, you stay informed about developments
Keep at bay	If you keep someone or something at bay, you maintain a safe distance from them
Keep in touch	If you keep in touch with someone, you keep communicating with them even though you may live far apart
Keep it on the QT	If you keep something on the QT, you keep it quiet or secret

Keep it under your hat	If you keep something under your hat, you keep it secret
Keep mum	If you keep mum about something, you keep quiet and don't tell anyone
Keep posted	If you kept posted about something, you kept up-to-date with information and developments
Keep at arms length	If you keep someone or something at arm's length, you keep a safe distance away from them or it
Keep someone on their toes	If you keep someone on their toes, you make sure that they concentrate on what they are supposed to do
Keep the wolf at bay	If you keep the wolf at bay, you make enough money to avoid going hungry or falling heavily into debt
Keep up with the Joneses	People who try to keep up with the Joneses are competitive about material possessions and always try to have the latest and best things
Keep your chin up	This expression is used to tell someone to have confidence
Keep your cool	If you keep your cool, you don't get excessively excited or disturbed in a bad situation
Keep your ear to the ground	If you keep your ear to the ground, you try to keep informed about something, especially if there are rumours or uncertainties
Keep your eyes peeled	If you keep your eyes peeled, you stay alert or watchful
Keep your head	If you are just managing to survive financially, you are

above water	keeping your head above water
Keep your pecker up	If someone tells you to keep your pecker up, they are telling you not to let your problems get on top of you
Keep your shirt on	This idiom is used to tell someone to calm down
Kettle of fish	A pretty or fine kettle of fish is a difficult problem or situation
Kicked into touch	If an issue or problem is kicked into touch, it is pushed aside and hidden in the hope that it will be forgotten or ignored
Kick the bucket	When someone kicks the bucket, they die
Kick your heels	If you have to kick your heels, you are forced to wait for the result or outcome of something
Kill the goose that lays the golden egg	If you kill the goose that lays the golden egg, you ruin something that is very profitable
Kill two birds with one stone	When you kill two birds with one stone, you resolve two difficulties or matters with a single action
King of the castle	The king of the castle is the person who is in charge of something or in a very comfortable position compared to their companions
Kings ransom	If something is worth a king's ransom, it costs or is worth a lot of money
Kiss and tell	If people kiss and tell, they disclose private or confidential information
Kiss of death	The kiss of death is an action that means failure or ruin

	for someone, a scheme, a plan, etc
Kiss something goodbye	If someone tells you that you can kiss something goodbye, you have no chance of getting or having it
Knee-jerk reaction	A knee-jerk reaction is an instant, instinctive response to a situation
Knickers in a twist	When your knickers are in a twist, you are angry and snappish over something trivial
Knight in shining armour	A knight in shining armour is someone who saves you when you are in great trouble or danger
Knock on wood	This idiom is used to wish for good luck
Knock something on the head	If you knock something on the head, you stop it or stop doing it
Knock your socks off	If something knocks your socks off, it amazes and surprises you, usually in a positive way
Know the ropes	Someone who is experienced and knows how the system works, know the ropes
Know which side one's bread is buttered on	If you know which side one's bread is buttered on, you know where your interests lie and will act accordingly to protect or further them
Know which way the wind blows	This means that you should know how things are developing and be prepared for the future
Know your onions	If someone is very well-informed about something, they know their onions

Loose cannon	A person who is very difficult to control and unpredictable is a loose cannon
Labour of love	A labour of love is a project or task undertaking for the interest or pleasure in doing it rather than the reward, financial or otherwise
Lame duck	someone that is weak or that falls behind in ability or achievement
Land of nod	If someone has gone to the land of nod, they have fallen asleep or gone to bed
Landslide victory	A landslide victory is a victory in an election by a very large margin
Lap dog	A lap dog is a person who is eager to please another at the expense of his or her own needs in order to maintain a position of privilege or favor
Lap of the gods	If something is in the lap of the gods, it is beyond our control and fate will decide the outcome
Larger than life	If something is excessive or exaggerated, it is larger than life
Last laugh	The person who has the last laugh ends up with the advantage in a situation after some setbacks
Last straw	The last straw is the final problem that makes someone lose their temper or the problem that finally brought about the collapse of something
Last ditch	A last-ditch attempt is a desperate attempt that will probably fail anyway

Laugh a minute	Someone who is a laugh a minute is very funny
Laugh up your sleeve	If you laugh up your sleeve, you laugh at someone secretly
Laughing stock	If someone becomes a laughing stock they do something so stupid or wrong that no one can take them seriously and people scorn and laugh at them
Law unto your self	If somebody's a law unto themselves, they do what they believe is right regardless of what is generally accepted as correct
Lay down the law	If someone lays down the law, they tell people what to do and are authoritarian
Lead someone up the garden path	If someone leads you up the garden path, they deceive you, or give you false information that causes you to waste your time
Lead by the chin	If someone leads with their chin, they speak or behave without fear of the consequences
Leave no stone unturned	If you look everywhere to find something, or try everything to achieve something, you leave no stone unturned
Left hand doesn't know what the right hand is doing	If the left hand doesn't know what the right hand is doing, then communication within a company, organisation, group, etc, is so bad that people don't know what the others are doing
Left in the dark	If you are left in the dark about something, you aren't given the information that you should have
Left to your own	If someone is left to their own devices, they are not

devices	controlled and can do what they want
Left handed compliment	A left-handed compliment is one that sounds like praise but has an insulting meaning
Legend in their own lifetime	Somebody who becomes a legend in their own lifetime acquires fame, but often only to a select or specialist audience, while they are still alive
Lend an ear	If you lend an ear, you listen to what someone has to say
Leopards can't change their spots	Means that people cannot change basic aspects of their character, especially negative ones
Lesser of two evils	Something that is the lesser of two evils, is an unpleasant option, but not as bad as the other
Let bygones be bygones	If people decide to let bygones be bygones, they decide to forget old problems or grievances they have with each other
Let sleeping dogs lie	If someone is told to let sleeping dogs lie, it means that they shouldn't disturb a situation as it would result in trouble or complications
Let the chips fall where they may	This means that we shouldn't try to control events, because destiny controls them
Let the devil take the hindmost	Means that you should think of yourself and not be concerned about other people; look after yourself and let the devil take the hindmost
Let the genie out of the bottle	If people let the genie out of the bottle, they let something bad happen that cannot be put right or controlled

Let the grass grow round your feet	If you let the grass grow round your feet, you delay doing things instead of taking action
Let your guard down	If you let your guard down, you relax and stop looking out for danger
Let your hair down	If you let your hair down, you usually throw inhibitions to the wind and thoroughly enjoy yourself
Lets call it a day	This is used as a way of suggesting that it is time to stop working on something
Letter of the law	If people interpret laws and regulations strictly, ignoring the ideas behind them, they follow the letter of the law
Level playing field	If there's a level playing field everybody is treated equally
Lie low	If someone lies low, they try not to be found or caught
Lie through their teeth	Someone who is always lying, regardless of what people know, lies through their teeth
Life is just a bowl of cherries	This idiom means that life is simple and pleasant
Light at the end of the tunnel	If you can see light at the end of the tunnel, then you can see some signs of hope in the future, though things are difficult at the moment
Light on your feet	If someone is light on their feet, they can move quickly and are agile
Light years ahead	If you are light years ahead of others, you are a long way in front of them in terms of development, success,

	etc
Like a beached whale	If you are completely stuck somewhere and can't get away, you are stranded like a beached whale
Like a bear with a sore head	If someone's like a bear with a sore head, they complain a lot and are unhappy about something
Like a bull in a china shop	If you tackle a job very quickly, without any real thought about what you are doing, you are going at it like a bull in a china shop
Like a cat on hot bricks	If someone is like a cat on hot bricks, they are very nervous or excited
Like a cat that got the cream	If someone looks very pleased with themselves and happy, they look like a cat that got the cream
Like a duck to water	If someone has a natural talent for something and enjoys it, they take to it like a duck to water
Like a fish needs a bicycle	If someone needs something like a Fish Needs a Bicycle, they do not need it at all
Like a fish out of water	If someone feels like a fish out of water, they are very uncomfortable in the situation they are in
Like a hawk	If you watch something or someone like a hawk, you observe very closely and carefully
Like a headless chicken	If someone rushes about like a headless chicken, they move very fast all over the place, usually without thinking
Like a kid in sweet shop	If someone is like a kid in a sweet shop, they are very excited about something

Like a moth to a flame	Something that is like a moth to a flame is attracted to something that is deadly or dangerous
Like clockwork	If something happens like clockwork, it happens at very regular times or intervals
Like giving donkeys strawberries	If something is like giving a donkey strawberries, people fail to appreciate its value
Like it or lump it	When people say this, they mean that the person will have to accept the situation because it isn't going to change
Like lambs to the slaughter	If somebody does something unpleasant without any resistance, they go like lambs to the slaughter
Like two peas in a pod	If people or things are like two peas in a pod, they look identical
Like pulling teeth	If something is like pulling teeth, it is very difficult, especially if trying to extract information or to get a straight answer from someone
Like taking sweets from a baby	If something is like taking sweets from a baby, it is very easy to do
Like the clappers	If something is going like the clappers, it is going very fast
Like there's no tomorrow	If you do something like there's no tomorrow, you do it fast or energetically
Like wildfire	If something happens or spreads like wildfire, it happens very quickly and intensely

Lily livered	Someone who is lily-livered is a coward
Lip service	if someone's says they'll do something and then doesn't they are giving lip service
Live high off the log	If you are living high off the hog, you are living lavishly
Live wire	A person who is very active, both mentally and physically, is a live wire
Loan shark	A loan shark lends money at very high rates of interest
Lock horns	When people lock horns, they argue or fight about something
Lock the stable door after the horse has bolted	If someone takes action too late, they do this; there is no reason to lock an empty stable
Lock stock and barrel	This is an expression that means 'everything'; if someone buys a company lock, stock and barrel, they buy absolutely everything to do with the company
Long face	Someone with a long face is sad or depressed about something
Long in the tooth	If someone is long in the tooth, they are a bit too old to do something
Long shot	If something is a long shot, there is only a very small chance of success
Look before you leap	This idiom means that you should think carefully about the possible results or consequences before doing something

Look on the bright side	If you look on the bright side, you try to see things in an optimistic way, especially when something has gone wrong
Look what the cat's dragged in	This idiom is used when someone arrives somewhere looking a mess or flustered and bothered
Loose the plot	If someone loses the plot, they have stopped being rational about something
Loose your marbles	If someone has lost their marbles, they've gone mad
Loose your shirt	If someone loses their shirt, they lose all their money through a bad investment, gambling, etc.
Luck of the draw	To have the 'Luck of the draw' is to win something in a competition where the winner is chosen purely by chance

Nail in the coffin	A nail in someone's or something's coffin is a problem or event that is a clear step towards an inevitable failure
Nail biter	If a game, election, contest, etc, is a nail-biter, it is exciting because the competitors are so close that it is impossible to predict the result
Nature of the beast	The basic characteristics of something is the nature of the beast

Neck and neck	If two competitors or candidates, etc, are neck and neck, then they are very close and neither is clearly winning
Neck of the woods	If someone talks about their neck of the woods, they mean the area where they live
Needle in a haystack	If trying to find something is like looking for a needle in a haystack, it means that it is very difficult, if not impossible to find among everything around it
Neither here nor there	If something is neither here nor there, it is of very little importance
Neither use nor ornament	Something that serves no purpose and is not aesthetically pleasing is neither use nor ornament
Nest egg	If you have some money saved for the future, it is a nest egg
New blood	If something needs new blood, it has become stale and needs new ideas or people to invigorate it
New brush sweeps clean	A new brush sweeps clean means that someone with a new perspective can make great changes
New kid on the block	A new kid on the block is a person who has recently joined a company, organisation, team, etc,
New lease of life	If someone finds new enthusiasm and energy for something, they have a new lease of life
Nick of time	If you do something in the nick of time, you do it at the very last minute or second
Night owl	A night owl is someone who goes to bed very late

Nip and tuck	A close contest where neither opponent seems to be gaining the advantage
Nip at the bit	If someone is nipping at the bit, they are anxious to get something done and don't want to wait, another one is champ at the bit
Nip it in the bud	If you nip something in the bud, you deal with a problem when it is still small, before it can grow into something serious
Nitty gritty	If people get down to the nitty gritty, they concentrate on the most important and serious issues
No bed of roses	If something isn't a bed of roses, it is difficult
No go	Something that will not work, A square peg in a round hole is a no go
No great shakes	If someone is no great shakes at something, they are not very good at it
No holds barred	If there are no holds barred, there are no rules of conduct; you can do anything
No ifs or buts	Ifs and Buts is a term used to describe the reasons people give for not wanting to do something
No laughing matter	Something that is no laughing matter is very serious
No love lost	If there is no love lost between two people they have a strong enmity towards or hate for the other and make no effort to conceal it
No pain no gain	Means that sometimes something is only achieved with

	a great deal of effort
No quarter	This means without mercy. We can say no quarter given or asked
No questions asked	If something is to be done and no questions asked, then it doesn't matter what methods are used or what rules are broken to ensure that it gets done
No skin off my nose	If something's no skin off your nose, it doesn't affect or bother you at all
No spring chicken	If someone is no spring chicken, they are not young
No strings attached	If something has no strings attached, there are no obligations or requirements involved
No time like the present	If people say that there's no time like the present , they believe that it is far better to do something now than to leave it for later, in which case it might never get done
No two ways about it	If there are no two ways about something, there is no other possible interpretation
No use to man nor beast	If something or someone is no use to man or beast, it or they are utterly useless
Nods as good as a wink to a blind horse	This is a way of saying you have understood something that someone is said, even though it was not said directly.
None are so blind as those who don't want to see	This idiom is used when people refuse to accept facts presented to them
Nosy parker	A nosy parker is someone who is excessively interested

	in other people's lives
Not a snowball's chance in hell	There is absolutely no possibility of something happening if there's not a snowball's chance in hell
Not bat an eyelid	If someone doesn't bat an eye, they do not react when other people normally would
Not born yesterday	When someone says that they weren't born yesterday, they mean that they are not naive or easily fooled
Not cricket	If something is not cricket, it is unfair
Not enough room to swing a cat	If a room is very small, you can say that there isn't enough room to swing a cat in it
Not have two pennies to rub together	If someone has not got two pennies to rub together, they are very poor indeed
Not my cup of tea	If something is not your cup of tea, you don't like it very much
Not on my watch	Someone distancing themselves from a situation could say that it is not on their watch
Not our bag	If something is not your bag, it is not really suitable for your needs or you don't like it much
Not the only pebble on the beach	If something is not the only pebble on the beach, there are other possibilities or alternatives
Notch on your belt	A success or achievement that might help you in the future is a notch on your belt

Nothing to crow about	If something's nothing to crow about, it's not particularly good or special
Nothing to write home about	Something that is not special or good is nothing to write home about
Nothing ventured nothing gained	You can't win if you don't join in the game; if you don't participate in something, you will not achieve anything
Null and void	If something's null and void, it is invalid or is no longer applicable
Number cruncher	A number cruncher is someone who is very good at dealing with numbers and calculations
Nuts and bolts	The nuts and bolts are the most essential components of something
Nutty as a fruit cake	Someone who's nutty as a fruitcake is irrational or crazy

Object lesson	An object lesson serves as a warning to others
Odds and ends	Odds and ends are small, remnant articles and things-the same as 'bits and bobs'
Off colour	If someone looks off colour, they look ill
Off the beaten track	Somewhere that's off the beaten track is in a remote location
Off the cuff	If you do something off the cuff, you do it without any preparation

Off the hook	If someone is off the hook, they have avoided punishment or criticism for something they have done
Off the mark	If something is off the mark, it is inaccurate or incorrect
Off the rails	If someone has gone off the rails, they have gone off the straight and narrow
Off the record	Something off the record is said in confidence because the speaker doesn't want it attributed to them
Off the scale	If something goes off the scale, it far exceeds the normal standards, good or bad, for something
Off the shelf	If a product is off the shelf, it can be used straightaway without any setting-up
Off the top of your head	If you say something off the top of your head, you don't think about it beforehand
Off the track	If something puts or throws you off your track, it distracts you or keeps you from achieving what you want
Off your chump	If someone is off their chump, they are crazy or irrational
Off your rocker	Someone who is off their rocker is crazy
Off hand	Off-hand means without preparation. People say that they don't know the answer off-hand, meaning that they don't know it at that time
Old chestnut	An old chestnut is something that has been repeated so many times that it has lost its impact

Old hat	If something's old hat, it seems rather old fashioned and dated
Old wives tale	A proverb or piece of advice that is commonly accepted as truth and is handed down the generations, but is normally false
Oldest trick in the book	The oldest trick in the book is a well-known way of deceiving someone, though still effective
Olive branch	If you hold out or offer an olive branch, you make a gesture to indicate that you want peace
On a fishing expedition	If someone is on a fishing expedition, they are trying to get information, often using incorrect or improper ways to find things out
On a roll	If you're on a roll, you're moving from success to success
On a silver platter	If you hand or give something on a silver platter to someone, you let them have it too easily
On all fours	If someone is on all fours, they crawl
On hold	If something is on hold, no action is being taken
On ice	If something is on hold, no action is being taken
On thin ice	Means you are in a precarious position, usually said "he is skating on thin ice"
On tenterhooks	Means someone is waiting excitedly for something to happen
On the ball	If someone's on the ball, they are well-informed and know what's going on in their area of responsibility or

	interest
On the blink	Is a machine is on the blink, it isn't working properly or is out of order
On the blower	If someone is on the blower, they are on the phone
On the carpet	When you are called to the bosses office because you are in trouble, and something has not gone according to plan for which you are responsible for, you are said to be on the carpet
On the fiddle	Someone who is stealing money from work is on the fiddle, especially if they are doing it by fraud
On the fly	If you do things on the fly, you do things without preparation, responding to events as they happen
On the game	A person who is on the game works as a prostitute
On the hoof	If you decide something on the hoof, you do it without planning, responding to events as they happen
On the house	If you get something for free that would normally have to be bought, especially in a bar or restaurant, it is on the house
On the make	If someone is on the make, they are trying to make a lot of money, usually illegally
On the never never	If you buy something on the never-never, you buy it on long-term credit
On the rebound	If someone is on the rebound, their relationship has recently ended and they are emotionally unstable

On the right foot	If you start something or set off on the right foot, you get off to a good start
On the ropes	When something or someone is on the ropes, it or they are doing badly and likely to fail
On the run	If someone is on the run, they are avoiding arrest and hiding from the police
On the same wavelength	If people are on the same wavelength, they have the same ideas and opinions about something
On the shelf	If something like a project is on the shelf, nothing is being done about it at the moment
On the take	Someone who is stealing from work is on the take
On the tip of your tongue	If a word is on the tip of your tongue, you know you know the word, but you just can't quite remember it at the moment
On the trot	This idiom means 'consecutively'; I'd saw them three days on the trot
On the up and up	If you are on the up and up, you are making very good progress in life and doing well
On the wagon	If someone is on the wagon, they have stopped drinking alcohol
On top of the world	If you are on top of the world, everything is going well for you
On your high horse	When someone is on their high horse, they are being inflexible, arrogant and will not make any compromises

On your last legs	If someone's on their last legs, they're close to dying
On your soap box	If someone is up on their soapbox about something, they are very overtly and verbally passionate about the topic
On your tod	If you are on your tod, you are alone
On your toes	Someone on his or her toes is alert and ready to go
Once bitten twice shy	If somebody is said to be once bitten twice shy, it means that someone who has been hurt or who has had something go wrong will be far more careful the next time
Once in a blue moon	If something happens once in a blue moon, it happens very rarely indeed
One fell swoop	If something is done at one fell swoop, it is done in a single period of activity, usually swiftly and ruthlessly
One good turn deserves another	Means if someone does something good for you, you will do something good for them in return
One hand washes the other	This idiom means that we need other people to get on as cooperation benefits us all
One man's loss is another man's gain	Means that you may gain from another persons loss
One man's drink is another man's poison	This idiom means that one person can like something very much, but another can hate it
One over the eight	Someone who is one over the eight is drunk

One swallow doesn't make a summer	This means that one good or positive event does not mean that everything is all right
One man band	If one person does all the work or has all the responsibility somewhere, then they are a one-man band
Open book	If a person is an open book, it is easy to know what they think or how they feel about things
Open old wounds	Means someone opens a quarrel or enmity which was almost forgotten
Open a can of worms	If you open a can of worms, you do something that will cause a lot of problems
Opportunity knocks only once	This idiom means that you only get one chance to achieve what you really want to do
Other fish to fry	If you have other fish to fry, it doesn't matter if one opportunity fails to materialise as you have plenty of others
Other side of the coin	The other side of the coin is a different, usually opposing, view of a situation
Out in the sticks	If someone lives out in the sticks, they live out in the country, a long way from any metropolitan area
Out like a light	If you are out like a light, you fall fast asleep
Out of hand	If something gets out of hand, it gets out of control
Out of my league	If someone or something is out of your league, you aren't good enough or rich enough, etc, for it or them

Out of pocket	If you are out of pocket on a deal, you have lost money
Out of sight out of mind	Out of sight, out of mind is used to suggest that someone will not think or worry about something if it isn't directly visible or available to them
Out of sorts	If you are feeling a bit upset and depressed, you are out of sorts
Out of the blue	If something happens out of the blue, it happens suddenly and unexpectedly
Out of the frying pan and into the fire	If you get out of one problem, but find yourself in a worse situation, you are out of the frying pan, into the fire
Out of the mouths of babes	People say this when children unexpectedly say something very intelligent or wise
Out of the woods	If you are out of the woods, you have emerged safely from a dangerous situation
Out of this world	If something is out of this world, it is fantastic
Out of your hair	If you get someone out of your hair, you get them to stop bothering or annoying you
Out of your mind	If someone is out of their mind, they are so emotional about something that they are no longer rational
Out on a limb	If somebody's out on a limb, they are in a very exposed position and could get into difficulties
Over my dead body	If you say that something will happen over your dead body, you will not let it happen

Over the hill	If someone is over the hill they have reached an age at which they can longer perform as well as they used to
Over the moon	If you are over the moon about something, you are overjoyed

Packed in like sardines	If a place is extremely crowded, people are packed like sardines, or packed in like sardines
Pain in the neck	If someone is very annoying and always disturbing you, they are a pain in the neck
Paint the town red	If you go out for a night out with lots of fun and drinking, you paint the town red
Pandora's box	If you open a Pandora's box, something you do causes all sorts of trouble that you hadn't anticipated
Paper over the cracks	If you paper over the cracks, you try to make something look or work better
Paper tiger	A paper tiger is a person, country, institution, etc, that looks powerful, but is actually weak
Par for the course	If something is par for the course, it is what you expected it would be. If it is above par, it is better, and if it is below par, it is worse
Parrot fashion	If you learn something parrot fashion, you learn it word for word
Part and parcel	If something is part and parcel of your job, say, it is an essential and unavoidable part that has to be accepted

Pass master	If someone is a pass master at something then they are very good at it
Pass the buck	If you pass the buck, you avoid taking responsibility by saying that someone else is responsible
Pass the hat	If you pass the hat, you ask a people in a group to give money
Patience of Job	If something requires the patience of Job, it requires great patience (pronounced Jobe)
Pay on the nail	If you pay on the nail, you pay promptly in cash
Pay through the nose	If you pay through the nose for something, you pay a very high price for it
Pay your dues	If you have paid your dues, you have had your own struggles and earned your place or position
Pecking order	The pecking order is the order of importance or rank
Pen is mightier than the sword	The idiom 'the pen is mightier than the sword' means that words and communication are more powerful than wars and fighting
Penny pincher	A penny pincher is a mean person or who is very frugal
Penny wise pound foolish	Someone who is penny wise, pound foolish can be very careful or mean with small amounts of money, yet wasteful and extravagant with large sums
People in glass houses shouldn't throw stones	People should not criticise other people for faults that they have themselves

Pep talk	When someone gives you a pep talk it is to build you up to help you accomplish something
Pick up the tab	A person who pays for everyone picks up the tab
Pie in the sky	If an idea or scheme is pie in the sky, it is utterly impractical
Pig in a poke	If someone buys a pig in a poke, they buy something without checking the condition it was in, usually finding out later that it was defective
Pigs might fly	If you think something will never happen or succeed, you can say that 'pigs might fly'
Pin money	If you work for pin money, you work not because you need to but because it gives you money for extra little luxuries and treats
Pinch of salt	If what someone says should be taken with a pinch of salt, then they exaggerate and distort things, so what they say shouldn't be believed unquestioningly
Pink slip	If someone receives a pink slip, they receive a letter telling them they have lost their job
Pipe dream	A pipe dream is an unrealistic, impractical idea or scheme
Plain as the nose on your face	If something is as plain as the nose on your face, it is very clear and obvious
Plain sailing	If something is relatively easy and there are no problems doing it, it is plain sailing
Plan B	Plan B is an alternate or fall-back position or method

	when the initial attempt or plan goes wrong
Play fast and loose	If people play fast and loose, they behave in an irresponsible way and don't respect rules, etc
Play for time	If you play for time, you delay something because you are not ready or need more time to think about it
Play hard to get	If someone plays hard to get, they pretend not to be interested or attracted by someone
Play havoc	Playing havoc with something is creating disorder and confusion; computer viruses can play havoc with your programs
Play hooky	If children play hooky, they don't attend school when they should and don't have a valid reason for their absence
Play into someone's hands	If you play into someone's hands, you do what they were expecting you to do and take advantage of this
Play it by ear	If you play it by ear, you don't have a plan of action, but decide what to do as events take shape
Play second fiddle	If you play second fiddle, you take a subordinate role behind someone more important
Play the fool	If someone plays the fool, they behave in a silly way to make people laugh
Playing to the audience	If someone plays to the audience, they say or do things that will make them popular, but which are not the right things to do
Pleased as punch	If someone is as pleased as punch they very happy

	about something
Poacher turned gamekeeper	Someone who gets a legitimate job which is the opposite of their previous one
Poetry in motion	Something that is poetry in motion is beautiful to watch
Point the finger	When you point the finger at someone, you are accusing and blaming them for something
Pop the question	When someone pops the question, they ask someone to marry them
Pop your clogs	When people pop their clogs, they die
Pot calling the kettle black	If someone hypocritically criticises a person for something that they themselves do, then it is a case of the pot calling the kettle black
Pot luck	If you take pot-luck, you take whatever happens to be available at the time
Pound of flesh	If someone wants their pound of flesh, they force someone to pay or give back something owed, even though they don't need it and it will cause the other person a lot of difficulty
Practice what you preach	If you practice what you preach, you do what you say other people should do
Preaching to the converted	If someone preaches to the converted, they talking about a subject or issue with which their audience already agrees
Presents of mind	If someone behaves calmly and rationally in difficult circumstances, they show presence of mind

Pressed for time	If you are pressed for time, you are in a hurry or working against a very tight schedule
Prodigal son	A prodigal son is a young man who wastes a lot on money on a lavish lifestyle. If the prodigal son returns, they return to a better way of living
Proof of the pudding is in the eating	This means that something can only be judged when it is tested or by its results
Pros and cons	Pros and cons are arguments for or against a particular issue
Proud as a peacock	Someone who is as proud as a peacock is excessively proud
Pull no punches	If you pull no punches, you hold nothing back
Pull out all the stops	If you pull out all the stops, you do everything you possibly can to achieve the result you want
Pull rank	A person of higher position or in authority pulls rank, he or she exercises his/her authority
Pull someone's leg	If you pull someone's leg, you tease them, but not maliciously
Pull strings	If you pull strings, you use contacts you have got to help you get what you want
Pull the other one	This idiom is way of telling somebody that you don't believe them
Pull the wool over someone's eyes	If you pull the wool over someone's eyes, you deceive or cheat them

Pull up your socks	If you aren't satisfied with someone and want them to do better, you can tell them to pull up their socks
Pull your finger out	If someone tells you to do this, they want you to hurry up
Pull your punches	If you pull your punches, you do not use all the power or authority at your disposal
Pull your weight	If someone is not pulling their weight, they aren't making enough effort, especially in group work
Pull yourself up by your boot straps	If you pull yourself up by your bootstraps, you make the effort to improve things for yourself
Punch bag	A punch bag is a person who gets a lot of unfair criticism
Puppy love	Puppy love is love between two very young people
Push comes to shove	If or when push comes to shove, the situation has become so bad that you are forced to do something
Pushing up daisies	If someone is said to be pushing up the daisies, they are dead
Put a sock in it	If someone tells you to put a sock in it, they are telling you to shut up
Put all your eggs in one basket	If you put all your eggs in one basket, you risk everything on a single opportunity
Put on airs and graces	If someone puts on airs and graces, they pretend to be grander and more important than they really are
Put someone's nose out of joint	If you put someone's nose out of joint, you irritate them

nose out of joint	or make them angry with you
put someone on a pedestal	If If you put someone on a pedestal, you admire them greatly, idolise them
Put someone out to pasture	If someone is put out to pasture, they are forced to resign or give up some responsibilities
Put that in your pipe and smoke it	This is used as an unsympathetic way of telling someone to accept what you have just said
Put the carriage before the horse	If you put the carriage before the horse, you try to do things in the wrong order
Put the kybosh on	To put an end to something
Put two and two together	If someone puts two and two together, they reach a correct conclusion from the evidence
Put you in the picture	If you put someone in the picture, you tell them the information they need to know about something
Put your best foot forward	If you put your best foot forward, you try your best to do something
Put your cards on the table	If you put your cards on the table, you make your thoughts or ideas perfectly clear
Put your foot down	When someone puts their foot down, they make a firm stand and establish their authority on an issue
Put your foot in it	If you put your foot in it, you do or say something embarrassing and tactless or get yourself into trouble
Put your foot in your mouth	If you put your foot in your mouth, you say something stupid or embarrassing

Put your hand on your heart	If you put your hand on your heart, then you can say something knowing it to be true
Put your heads together	If people put their head together, they exchange ideas about something
Put your shoulder to the wheel	When you put your shoulder to the wheel, you contribute to an effort
Put yourself in someone's shoes	If you put yourself in someone's shoes, you imagine what it is like to be in their position
Putting the cart before the horse	When you put the cart before the horse, you are doing something the wrong way round

Quart into a pint pot	If you try to put or get a quart into a pint pot, you try to put too much in a small space. (1 quart = 2 pints)
Queen bee	The queen bee is a woman who holds the most important position in a place
Queen of hearts	A woman who is pre-eminent in her area is a Queen of Hearts
Queer fish	A strange person is a queer fish
Queer street	If someone is in a lot of trouble, especially financial, they are in Queer Street
Queer your pitch	If someone queers your pitch, they interfere in your affairs and spoil things
Question of time	If something's a question of time, it's certain to happen, though we don't know exactly when

Queue jumping	Someone who goes to the front of a queue instead of waiting is jumping the queue
Quick as a flash	If something happens quick as a flash, it happens very fast indeed
Quick buck	If you make some money easily, you make a quick buck
Quick fix	A quick fix is an easy solution, especially one that will not last
Quick off the mark	If someone is quick off the mark, they are very quick to use, start or do something new
Quids in	If somebody is quids in, they stand to make a lot of money from something
Quiet as a mouse	If someone's as quiet as a mouse, they make absolutely no noise
Quiet before the storm	When you know that something is about to go horribly wrong, but hasn't just yet, then you are in the quiet before the storm

Rack and ruin	If something or someone goes to rack and ruin, they are utterly destroyed or wrecked
Rack your brain	If you rack your brain, you think very hard when trying to remember something
Rags to riches	Someone who starts life very poor and becomes rich goes from rags to riches
Rain on your	If someone rains on your parade, they ruin your

parade	pleasure or your plans
Raining cats and dogs	When it is raining cats and dogs, it is raining very heavily
Rainy day	If you save something, especially money, for a rainy day, you save it for some possible problem or trouble in the future
Raise Cain	If someone raises Cain, they make a big fuss publicly, causing a disturbance
Raise eyebrows	If something raises eyebrows, it shocks or surprises people
Rake over old coals	If you go back to old problems and try to bring them back, making trouble for someone, you are raking over old coals
Rank and file	The rank and file are the ordinary members of a company, organisation, etc, excluding the managers and directors
Rat race	The rat race is the ruthless, competitive struggle for success in work, etc
Raw deal	A raw deal is when you are treated unfairly
Read between the lines	If you read between the lines, you find the real message in what you're reading or hearing, a meaning that is not available from a literal interpretation of the words
Read someone the riot act	If you read someone the riot act, you give them a clear warning that if they don't stop doing something, they will be in serious trouble

Real McCoy	Something that's the real McCoy is the genuine article, not a fake
Recharge your batteries	If you recharge your batteries, you do something to regain your energy after working hard for a long time
Recipe for disaster	A recipe for disaster is a mixture of people and events that could only possibly result in trouble
Red carpet treatment	If you give someone the red-carpet treatment, you give them a special welcome to show that you think they are important
Red herring	If something is a distraction from the real issues, it is a red herring
Red letter day	A red letter day is a one of good luck, when something special happens to you
Red light district	The red light district is the area of a town or city where there is prostitution, sex shops, etc
Red rag to a bull	If something is a red rag to a bull, it is something that will inevitably make somebody angry or cross
Red tape	This is a negative term for the official paperwork and bureaucracy that we have to deal with
Re invent the wheel	If someone reinvents the wheel, they waste their time doing something that has already been done by other people
Rest on their laurels	If someone rests on their laurels, they rely on their past achievements, rather than trying to achieve things now
Revenge is sweet	When you are happy to be proved right or you get your own back for something someone has done, then you

	know that revenge is sweet
Rhyme nor reason	If something is without rhyme nor reason, it is unreasonable
Riding high	If someone is riding high, they are very successful at the moment
Ride roughshod	If someone rides roughshod over other people, they impose their will without caring at all for other people's feelings
Ride shotgun	If you ride shotgun, you protect or guard something when it is being transported
Right as rain	If things are right as rain, then everything is going well in your life
Right up my street	If something is right up your street, it suits you perfectly
Ring a bell	If something rings a bell, it reminds you of something you have heard before, though you may not be able to remember it very well
Ringside seat	If you have a ringside seat, you can observe something from a very close and clear position
Rise and shine	If you wake up full of energy, you rise and shine
Rob Peter to pay Paul	If you rob Peter to pay Paul, you try to solve one problem, but create another in doing so, often through short-term planning
Rock the boat	If you rock the boat, you destabilise a situation by making trouble. It is often used as advice; 'Don't rock

	the boat'
Rocket science	If something is not rocket science, it is not very complicated or difficult to understand
Roll out the red carpet	If you roll out the red carpet, you treat someone in a special way, especially when welcoming them
Rome was not built in a day	This idiom means that many things cannot be done instantly, and require time and patience
Rose tinted glasses	If people see things through rose tinted glasses, they see them in a more positive light than they really are
Rough and ready	If a person is rough and ready, they are not very refined or good mannered
Rough diamond	A rough diamond is a person who might be a bit rude but who is good underneath it all
Rough end of the stick	To get the rough end of the stick is to be treated unfairly or to come off worse than the other party in a transaction, situation or relationship
Round the bend	If someone has gone round the bend, they have stopped being rational about something
Round the houses	If you go round the houses, you do something in an inefficient way when there is a quicker, more convenient way
Rub shoulders	If you rub shoulders with people, you meet and spend time with them, especially when they are powerful or famous
Rub someone up	If you annoy or irritate someone when you didn't mean

the wrong way	to, you rub them up the wrong way
Rue the day	This means that the person will one day bitterly regret what they have done
Ruffle a few feathers	If you ruffle a few feathers, you annoy some people when making changes or improvements
Rule of thumb	Rule of thumb means approximately
Rule the roost	If someone rules the roost they are the boss. Example: There's no doubt who rules the roost in this house
Run a mile	If someone "Runs a mile", they do everything they can to avoid a situation
Run amock	When things or people are running amok, they are wild and out of control
Run before you can walk	If someone tries to run before they can walk, they try to do something requiring a high level of knowledge before they have learned the basics
Run circles around someone	If you can run circles around someone, you are smarter and intellectually quicker than they are
Run off your feet	If you are run off your feet, you are extremely busy and don't have enough time to do everything
Run the gauntlet	If somebody is being criticised harshly by a lot of people, they are said to run the gauntlet
Run your mouth off	If someone runs their mouth off, they talk too much

Run of the mill	If something is run-of-the-mill, there is nothing exceptional about it- it is ordinary or average
Runs in the family	If a characteristic runs in the family, it can clearly be seen in members of different generations i.e a large nose or temperament

Safe as houses	Something that is as safe as houses is very secure or certain
Safe bet	A proposition that is a safe bet doesn't have any risks attached
Safe pair of hands	A person who can be trusted to do something without causing any trouble is a safe pair of hands
Safety in numbers	If a lot of people do something risky at the same time, the risk is reduced because there is safety in numbers
Sail close to the wind	If you sail close to the wind, you take risks to do something, going close to the limit of what is allowed or acceptable
Sail under false colours	Someone who sails under false colours is hypocritical or pretends to be something they aren't in order to deceive people
Salt in the wound	If you rub salt in a wound, you make someone feel bad about something that is already a painful experience
Salt of the earth	People who are salt of the earth are decent, dependable and unpretentious
Same old same old	When nothing changes, it's the same old, same old

Save face	To keep your reputation and the respect of other people especially after something may have gone wrong
Save someone's bacon	If something saves your bacon, it saves your life or rescues you from a desperate situation
Save your skin	If someone saves their skin, they manage to avoid getting into serious trouble
Saved by the bell	If you are saved by the bell, you are rescued from a danger or a tricky situation just in time
Saving grace	If someone has some character defects, but has a characteristic that compensates for their failings and shortcomings, this is their saving grace
Scare the daylights out of someone	If you scare the daylights out of someone, you terrify them
Scarlet woman	This idiom is used as a pejorative term for a sexually promiscuous woman, especially an adulteress
Scattered to the four winds	If something's scattered to the four winds, it goes out in all directions
Scot free	If someone escapes scot free, they avoid payment or punishment
Scotch mist	The phrase 'Scotch mist' is used humorously to refer to something that is hard to find or doesn't exist - something imagined
Scraping the barrel	When all the best people, things or ideas and so on are used up and people try to make do with what they have left, they are scraping the barrel
Scream blue	If someone shouts very loudly in anger, or fear, they

murder	scream blue murder
Screw loose	If someone has a screw loose, they are crazy
Sea legs	If you are getting your sea legs, it takes you a while to get used to something new
Seamy side	The seamy side of something is the unpleasant or sordid aspect it has
Second thoughts	If some has second thoughts, they start to think that an idea, etc, is not as good as it sounded at first and are starting to have doubts
Second wind	If you overcome tiredness and find new energy and enthusiasm, you have second wind
See eye to eye	If people see eye to eye, they agree about everything
See red	If someone sees red, they become very angry about something
See the light	When someone sees the light, they realise the truth
See you anon	If somebody says this when leaving, they expect to see you again soon
Seeing is believing	This idiom means that people can only really believe what they experience personally
Seen better days	If something's seen better days, it has aged badly and visibly compared to when it was new
Sold down the river	If you sell someone down the river, you betray their trust

Sell like hot cakes	If a product is selling very well, it is selling like hot cakes
Sell your sole	If someone sells their soul, they betray their most precious beliefs
Send someone packing	If you send someone packing, you send them away, normally when they want something from you
Send someone to Coventry	If you send someone to Coventry, you refuse to talk to them or co-operate with them
Separate the wheat from the chaff	When you separate the wheat from the chaff, you select what is useful or valuable and reject what is useless or worthless
Set in stone	If something is set in stone, it cannot be changed or altered
Set the wheels in motion	When you set the wheels in motion, you get something started
Set your sights on	If you set your sights on something it's because you have seen something and really want and are determined to get it
Seven sheets to the wind	If someone is seven sheets to the wind, they are very drunk
Seventh heaven	If you are in seventh heaven, you are extremely happy
Shake a leg	If you shake a leg, you are out of bed and active. It can be used to tell someone to hurry up
Shanks's pony	If you go somewhere by Shanks's pony, you walk there
Shape up or ship	If someone has to shape up or ship out, they have to

out	improve or leave their job, organisation, etc
Sharp as a pin	If someone is as sharp as a pin, they are very clever indeed or astute
Sharp cookie	Someone who isn't easily deceived or fooled is a sharp cookie
Shed light	If you shed light on something, you make it clearer and easier to understand
Shifting sands	If the sands are shifting, circumstances are changing
Shilly shally	If people shilly-shally, they can't make up their minds about something and put off the decision
Ship came in	If your ship has come in, something very good has happened to you
Shipshape and Bristol fashion	If things are shipshape and Bristol fashion, they are in perfect working order
Shoe is on the other foot	If the shoe is on the other foot, someone is experiencing what they used to make others experience, normally negative things
Shoe string	If you do something on a shoestring, you try to spend the absolute minimum amount of money possible on it
Shot down in flames	If someone demolishes your argument, it (and you) have been shot down in flames
Shoot from the hip	Someone who shoots from the hip talks very directly or insensitively without thinking beforehand
Shoot yourself in	If you shoot yourself in the foot, you do something that

the foot	damages your ambition, career, etc
Shop floor	The 'Shop floor' refers to the part of an organisation where the work is actually performed rather than just managed
Short end of the stick	If someone gets the short end of the stick, they are unfairly treated or don't get what they deserve
Short shrift	If somebody gives you short shrift, they treat you rudely and brusquely, showing no interest or sympathy
Shot in the dark	If you have a shot in the dark at something, you try something where you have little hope of success, also a stab in the dark
Show someone a clean pair of heels	If you show someone a clean pair of heels, you run faster than them when they are chasing you
Show someone the ropes	If you show someone the ropes, you explain to someone new how things work and how to do a job
Show your true colours	To show your true colours is to reveal yourself as you really are
Shrinking violet	A shrinking violet is a shy person who doesn't express their views and opinions
Sick as a parrot	If someone's sick as a parrot about something, they are unhappy, disappointed or depressed about it
Sick to death	If you are sick to death of something, you have been exposed to so much of it that you cannot take any more
Sight for sore eyes	Someone or something that is a sight for sore eyes is a pleasure to see

Silence is golden	It is often better to say nothing than to talk, so silence is golden
Silver surfer	A silver surfer is an elderly person who uses the internet
Since time immemorial	If something has happened since time immemorial, it's been going on for such a long time that nobody can remember a time without it
Sing from the same hymn sheet	If people are singing from the same hymn sheet, they are expressing the same opinions in public
Sing like a canary	If someone sings like a canary, they tell everything they know about a crime or wrongdoing to the police or authorities
Sit on the fence	If someone sits on the fence, they try not to support either side in a dispute
Sitting pretty	Someone who's sitting pretty is in a very advantageous situation
Sitting duck	A sitting duck is something or someone that is easy to criticise or target
Six feet under	If someone is six feet under, they are dead
Sixes and sevens	If something is all at sixes and sevens, then there is a lot of disagreement and confusion about what should be done
Skate on thin ice	If someone is skating on thin ice, they are taking a big risk
Skeleton in the	If someone has a skeleton in the closet, they have a dark, shameful secret in their past that they want to

closet	remain secret
Skin someone alive	If someone skins you alive, they admonish and punish you hard
Slap on the wrist	If someone gets a slap on the wrist, they get a very minor punishment when they could have been punished more severely
Sleep like a log	If you sleep like a log, you sleep very soundly
Sling your hook	This is used as a way of telling someone to leave or go away
Slip of the tongue	If you say something accidentally, it is a slip of the tongue
Slip through your fingers	If something slips through your fingers it escapes or is lost through carelessness
Slippery customer	A person from whom it is difficult to get anything definite or fixed is a slippery customer
Slippery slope	Is where something or someone is progressively getting worse
Slow but sure	If something or someone is slow but sure, they may take their time to do something, but they are reliable
Sly as a fox	Someone who is as sly as a fox is cunning and experienced and can get what they want, often in an underhand way
Small fry	If someone is small fry, they are unimportant
Smart Alec	A smart Alec is a conceited person who likes to show

	off how clever and knowledgeable they are
Smell a rat	If you smell a rat, you know instinctively that something is wrong or that someone is lying to you
Smoke and mirrors	An attempt to conceal something is smoke and mirrors
Smoking gun	A smoking gun is definitive proof of someone's guilt
Snake in the grass	Someone who is a snake in the grass betrays you even though you have trusted them
Snug as a bug in a rug	If you're as snug as a bug in a rug, you are feeling very comfortable indeed
Sod's law	Sod's law states that if something can go wrong then it will
Soft soap someone	If you soft soap someone, you flatter them, usually to get your own way
Sound as a bell	If something or someone is as sound as a bell, it is in very good condition or they are very nice people and can be trusted
Sound as a pound	If something is as sound as a pound, it is very good or reliable
Sour grapes	When someone says something critical or negative because they are jealous, it is a case of sour grapes
Spanner in the works	If someone puts or throws a spanner in the works, they ruin a plan
Spare the rod and spoil the child	This means that if you don't discipline children, they will become spoilt

Speak of the Devil	If you are talking about someone and they happen to walk in, you can use this idiom as a way of letting them know you were talking about them
Speak to the organ grinder not the monkey	Talk to the boss not the subordinate
Speak volumes	If something speaks volumes, it tells us a lot about the real nature of something or someone, even though it may only be a small detail
Speak with a fork tongue	To say one thing and mean another, to lie, to be two-faced
Spend a penny	This is a euphemistic idiom meaning to go to the toilet
Spice of life	The spice of life is something that makes it feel worth living
Spick and span	If a room is spick and span, it is very clean and tidy
Spill the beans	If you spill the beans, you reveal a secret or confess to something
Spin a yarn	If someone spins a yarn, they tell a story, usually a long or fanciful one
Spinning a line	When someone spins you a line, they are trying to deceive you by lying
Spit blood	If someone is spitting blood, they are absolutely furious
Spitting image	If a person is the spitting image of somebody, they look exactly alike

Split hairs	If people split hairs, they concentrate on tiny and unimportant details to find fault with something
Spoil the ship for a ha'pworth or tar	If someone spoils the ship for a ha'pworth (halfpenny's worth) of tar, they spoil something completely by trying to make a small economy
Sprat to catch a mackerel	If you use a sprat to catch a mackerel, you make a small expenditure or take a small risk in the hope of a much greater gain
Spring to mind	If something springs to mind, it appears suddenly and unexpectedly in your thoughts
Spur of the moment	If you do something on the spur of the moment, you do it because you felt like it at that time, without any planning or preparation
Square meal	A square meal is a substantial or filling meal, taken originally from the Royal Navy because their meals were served on a square plate
Square peg in a round hole	If somebody's or something is in a situation, where they or it doesn't fit in then they or it is a square peg in a round hole
Square the circle	When someone is squaring the circle, they are trying to do something impossible
Squeaky clean	If something is squeaky clean, it is very clean indeed-spotless. If a person is squeaky clean, they have no criminal record and are not suspected of illegal or immoral activities
Squeeze blood out of a stone	When people say that you can't squeeze blood out of a stone, it means that you cannot get something from a

	person, especially money, that they don't have
Stalking horse	A stalking horse is a strategy or something used to conceal your intentions
Stand in good stead	If something will stand you in good stead, it will probably be advantageous in the future
State of the art	If something is state of the art, it is the most up-to-date model incorporating the latest and best technology
Status quo	Someone who wants to preserve the status quo wants a particular situation to remain unchanged
Steal someone's thunder	If someone steals your thunder, they take the credit and praise for something you did
Stem the tide	If people try to stem the tide, they are trying to stop something unpleasant from getting worse
Step on someone's toes	If you step on someone's toes, you upset them, especially if you do something that they should be in charge of
Stew in your own juices	If you leave someone to stew in their own juices, you leave them to worry about the consequences of what they have done wrong or badly
Stick in your craw	If someone or something really annoys you, it is said to stick in your craw
Stick out like a sore thumb	If something sticks or stands out like a sore thumb, it is clearly and obviously different from the things that are around it
Stick to your guns	If you stick to your guns, you keep your position even

	though people attack or criticise you
Stick your neck out	If you stick your neck out, you take a risk because you believe in something
Stick in the mud	A stick-in-the-mud is someone who doesn't like change and wants things to stay the same
Sticking point	A sticking point is a controversial issue that blocks progress in negotiations, etc, where compromise is unlikely or impossible
Sticky fingers	The tendency to keep (or steal) an object you touch. Also, to steal something quickly without anyone noticing
Sticky wicket	If you are on a sticky wicket, you are in a difficult situation
Stiff as a poker	Something or someone that is stiff as a poker is inflexible
Stiff upper lip	If you keep your emotions to yourself and don't let others know how you feel when something bad happens, you keep a stiff upper lip
Still waters run deep	People use this idiom to imply that people who are quiet and don't try to attract attention are often more interesting than people who do try to get attention
Stir the blood	If something stirs your blood, it arouses feelings or passions
Stone deaf	Someone who is stone deaf is completely deaf
Stone's throw	If a place is a stone's throw from where you are, it is a

	very short distance away
Stool pigeon	A stool pigeon is a police informer
Storm in a tea cup	If someone exaggerates a problem or makes a small problem seem far greater than it really is, then they are making a storm in a teacup
Straight faced	If someone keeps a straight face, they remain serious and do not show emotion or amusement
Straight from the shoulder	If someone talks straight from the shoulder, they talk honestly and plainly
Straw that broke the camel's back	The straw that broke the camel's back is the problem that made you lose your temper or the problem that finally brought about the collapse of something
Streets ahead	If people are streets ahead of their rivals, they are a long way in front
Strike a cord	If something strikes a chord, it is familiar to you, reminds you of something or is connected to you somehow
Strike while the irons hot	If you strike while the iron is hot you do something when things are going well for you and you have a good chance to succeed.
Stubborn as a mule	Someone who will not listen to other people's advice and won't change their way of doing things is as stubborn as a mule
Sure as eggs are eggs	These means absolutely certain

Sure fire	If something is sure-fire, it is certain to succeed
Swan song	A farewell or final appearance, action, or work. The beautiful legendary song sung only once by a swan in its lifetime, as it is dying
Swear like a trooper	Someone who is foul-mouthed and uses bad language all the time, swears like a trooper
Sweep off your feet	If you are swept off your feet, you lose control emotionally when you fall in love or are really impressed
Sweep things under the carpet	If people try to ignore unpleasant things and forget about them, they sweep them under the carpet
Swim against the tide	If you swim against the tide, you try to do something that is very difficult because there is a lot of opposition to you
Swim with the tide	If you swim with the tide, you do the same as people around you and accept the general consensus
Swing the lead	If you swing the lead, you pretend to be ill or do not do your share of the work
Swings and roundabouts	If something's swings and roundabouts, it has about as many disadvantages as it has advantages

Tables are turned	When the tables are turned, the situation has changed giving the advantage to the party who had previously been at a disadvantage
Take a hike	This is a way of telling someone to get out

take a leaf out of someone's book	If you take a leaf out of someone's book, you copy something they do because it will help you
Take a nose dive	When things take a nose dive, they decline very quickly and head towards disaster
Take a rain check	If you take a rain check, you decline an offer now, suggesting you will accept it later
Take by the scruff of the neck	If you take something by the scruff on the neck, you take complete control of it
Take for granted	If you take something for granted, you don't worry or think about it because you assume you will always have it. If you take someone for granted, you don't show your appreciation to them
Take forty winks	If you take forty winks, you have a short sleep
Take something in your stride	If you take something in your stride, you deal with it even though it is difficult or unpleasant without letting it bother or upset you
Take it on the chin	If you take something on the chin, something bad has happened to you and you take it directly without fuss
Take no prisoners	If people take no prisoners, they do things in a very aggressive way, without considering any harm they might do to achieve their objectives
Take coal to Newcastle	Doing something that is completely pointless or unnecessary is like taking coal to Newcastle
Take someone down a peg	If someone is taken down a peg (or taken down a peg or two), they lose status in the eyes of others because of something they have done wrong or badly

Take someone for a ride	If you are taken for a ride, you are deceived by someone
Take someone to task	If you take someone to task, you scold them for something they have done wrong
Take someone under your wing	If you take someone under your wing, you look after them while they are learning something
Take stock	To assess a situation, to conduct a personal inventory of ones beliefs and values, etc
Take the biscuit	If something takes the biscuit, it is the absolute limit
Take the bull by the horns	When we use the phrase in everyday talk, we mean that the person we are talking about tackles their problems directly and is not worried about any risks involved
Take the chair	If you take the chair, your become the chairman or chairwoman of a committee, etc
Take the fall	If you tall the fall, you accept the blame and possibly the punishment for another's wrongdoing
Take the flak	If you take the flak, you are strongly criticised for something
Take the heat	If you take the heat, you take the criticism or blame for something you didn't do, normally to protect the guilty person
Take the plunge	If you take the plunge, you decide to do something or commit yourself even though you know there is an element of risk involved
Take the rough	People say that you have to take the rough with the smooth, meaning that you have to be prepared to

with the smooth	accept the disadvantages as well of the advantages of something
Take your hat off to someone	If you take your hat off to someone, you acknowledge that they have done something exceptional and deserve your respect
Taken as read	If something can be taken as read, it is so definite that it's not necessary to talk about it
Talk nineteen to the dozen	If someone talks very quickly, they talk nineteen to the dozen
Talk out of the back of your head	If someone is talking out of the back of their head, they are talking rubbish
Talk turkey	When people talk turkey, they discuss something frankly
Tall order	Something that is likely to be hard to achieve or fulfill is a tall order
Tall story	A tall story is one that is untrue and unbelievable
Tarred with the same brush	If people are tarred with the same brush, they are said to have the same set of attributes or faults as someone they are associated with
Taste of your own medicine	If you give someone a taste of their own medicine, you do something bad to someone that they have done to you to teach them a lesson
Teach your grandmother to suck eggs	When people say 'don't teach your grandmother to suck eggs', they mean that people shouldn't try to teach someone who has experience or is an expert in that area

Teachers pet	The teacher's favorite pupil is the teacher's pet, especially if disliked by the other pupils
Teething problems	The problems that a project has when it is starting are the teething problems
Tempt providence	If you tempt providence, you take a risk that may well have unpleasant consequences
The balls in your court	If somebody says this to you, they mean that it's up to you to decide or take the next step
The be all and end all	The phrase 'The be all and end all' means that a something is the final, or ultimate outcome or result of a situation or event
The bigger they are the harder they fall	This idiom means that the more powerful have more to lose, so when they suffer something bad, it is worse for them
The grass is greener on the other side	This idiom means that what other people have or do looks preferable to our life
The penny drops	When the penny drops, someone belatedly understands something that everyone else has long since understood
The plot thickens	When the plot thickens, a situation becomes more complicated and difficult
The sands of time	The sands of time is an idiom meaning that time runs out either through something reaching an end or through a person's death
The short straw	If you take the short straw, you lose a selection process, which means that you have to do something

	unpleasant
The whole shooting match	Everything, the entire object, or all the related parts
The world and his wife	If the world and his wife were somewhere, then huge numbers of people were present
Their bark is worse than their bite	If someone's bark is worse than their bite, they get angry and shout and make threats, but don't actually do anything
There are many ways to skin a cat	This is an expression meaning there are many different ways of doing the same thing
There's no such thing as a free lunch	This idiom means that you don't get things for free, so if something appears to be free, there's a catch and you'll have to pay in some way
Thick as thieves	If people are thick as thieves, they are very close friends who have no secrets from each other
Thick skinned	If a person is thick-skinned, they are not affected by criticism
Thin blue line	The thin blue line is a term for the police, suggesting that they stand between an ordered society and potential chaos
Thin edge of the wedge	The thin end of the wedge is something small and seemingly unimportant that will lead to something much bigger and more serious
Think outside of the box	If you think outside the box, you think in an imaginative and creative way

Third degree	If someone is given the third degree, they are put under a great deal of pressure and intimidation to force them to tell the truth about something
Thorn in your side	A thorn in your side is someone or something that causes trouble or makes life difficult for you
Those who live by the sword die by the sword	This means that violent people will be treated violently themselves
Three sheets to the wind	Someone who is three sheets in the wind is very drunk
Through gritted teeth	If you do something through gritted teeth, you accept or agree with it against your will and it is obvious to others how you really feel
Through thick and thin	If someone supports you through thick and thin, they support you during good times and bad
Throw a spanner in the works	If you throw a spanner into the works, you ensure that something fails
Throw caution to the wind	When people throw caution to the wind, they take a great risk
Throw down the gauntlet	Throw down the gauntlet is to issue a challenge to somebody
Throw in the towel	If you throw in the towel, you admit that you are defeated or cannot do something
Throw someone in at the deep end	If you are thrown in at the deep end, you have to deal with serious issues the moment you start something like a job, instead of having time to acquire experience

Throw someone to the wolves	If someone is thrown to the wolves, they are abandoned and have to face trouble without any support
Throw the baby out with the bath water	If you get rid of useful things when discarding inessential things, you throw the baby out with the bath water
Throw the book at someone	If you throw the book at someone, you punish them as severely as possible
Throw your toys out of the pram	To make an angry protest against a relatively minor problem, in the process embarrassing the protester
Thow your weight around	If someone throws their weight around, they use their authority or force of personality to get what they want in the face of opposition
Thumb your nose at	If you thumb your nose at something, you reject it or scorn it
Tickle your fancy	If something tickles your fancy, it appeals to you and you want to try it or have it
Tickled pink	If you are very pleased about something, you are tickled pink
Tie the knot	When people tie the knot, they get married
Tight rein	If things or people are kept on a tight rein, they are given very little freedom or controlled carefully
Tight ship	If you run a tight ship, you control something strictly and don't allow people much freedom of action
Tighten your belt	If you have to tighten your belt, you have to economise

'Till the cows come home	This idiom means 'for a very long time'. ('Until the cows come home' is also used.)
Till your blue in the face	If you do something till you're blue in the face, you do it repeatedly without achieving the desired result until you're incredibly frustrated
Tide and tide waits for no man	This is used as a way of suggestion that people should act without delay
Time is on your side	If time is on your side, you have the luxury of not having to worry about how long something will take
Time honoured practice	A time-honoured practice is a traditional way of doing something that has become almost universally accepted as the most appropriate or suitable way
Tip of the iceberg	The tip of the iceberg is the part of a problem that can be seen, with far more serious problems lying underneath
Tit for tat	If someone responds to an insult by being rude back, it's tit for tat- repaying something negative the same way
To a T	If something is done to a T, it is done perfectly
To err is human to forgive divine	This idiom is used when someone has done something wrong, suggesting that they should be forgiven
To have the courage of your convictions	If you have the courage of your convictions, you are brave enough to do what you feel is right, despite any pressure for you to do something different
Toe the line	If someone toes the line, they follow and respect the rules and regulations

Tomorrow is another day	This means that things might turn out better or that there might be another opportunity in the future
Tongue in cheek	If something is tongue in cheek, it isn't serious or meant to be taken seriously
Too big for your boots	If someone is too big for their boots, they are conceited and have an exaggerated sense of their own importance
Too many cooks spoil the broth	This means that where there are too many people trying to do something, they make a mess of it
Too many irons in the fire	This means juggling too many projects at once and something's bound to fail
Top dog	The most important or influential person is the top dog
Top notch	If something is top notch, it's excellent, of the highest quality or standard
Touch and go	If something is touch and go, the result is uncertain and could be good or bad
Touch wood	This idiom is used to wish for good luck
Tough as old boots	Something or someone that is as tough as old boots is strong and resilient
Tough nut to crack	If something is a tough nut to crack, it is difficult to find the answer or solution
Train of thought	A train of thought is a sequence of thoughts, especially when you are talking to someone and you forget what you were going to say
Tread on	If you tread on someone's toes, you upset them, especially if you do something that they should be in

someone's toes	charge of
Tread water	If someone is treading water, they are making no progress
True blue	A person who is true blue is loyal and dependable, someone who can be relied on in all circumstances
True colours	If someone shows their true colours, they show themselves as they really are
Trump card	A trump card is a resource or strategy that is held back for use at a crucial time when it will beat rivals or opponents
Tug at the heartstrings	If something tugs at the heartstrings, it makes you feel sad or sympathetic towards it
Turn a blind eye	When people turn a blind eye, they deliberately ignore something, especially if people are doing something wrong
Turn a deaf ear	If someone turns a deaf ear to you, they don't listen to you
Turn over a new leaf	If someone turns a new leaf, they change their behaviour and stop doing wrong or bad things
Turn something on its head	If you turn something on its head, you turn it upside down or reverse it
Turn a corner	To get over a bad run. When a loss making venture ceases to make losses, it has "turned the corner"
Turn the other cheek	If you turn the other cheek, you are humble and do not retaliate or get outwardly angry when someone offends

	or hurts you
Turn the tables	If circumstances change completely, giving an advantage to those who seemed to be losing, the tables are turned
Turn turtle	If something turns turtle, it turns upside down
Turn up like a bad penny	If someone turns up like a bad penny, they go somewhere where they are not wanted
Turn water into wine	If someone turns water into wine, they transform something bad into something excellent
Turn up your nose	If someone turns their nose up at something, they reject it or look down on it because they don't think it is good enough for them
Turn up for the books	A turn-up for the books is an unexpected or surprising event
Twinkling of an eye	If something happens in the twinkling of an eye, it happens very quickly
Twist someone's arm	If you twist someone's arm, you put pressure on them to try to make them do what you want them to do
Two heads are better than one	When two people work together more things get accomplished
Two left feet	A person with two left feet can't dance
Two peas in a pod	If things or people are like two peas in a pod, they look very similar or are always together
Two sides of the	Different but closely related features of one idea, Rewards and punishments, are two sides of the same

same coin	coin
Two edged sword	If someone uses an argument that could both help them and harm them, then they are using a two-edged sword; it cuts both ways
Two faced	Someone who is two-faced will say one thing to your face and another when you're not there

U-turn	If a government changes its position radically on an issue, especially when they have promised not to do so, this is a U-turn
Ugly duckling	An ugly duckling is a child who shows little promise, but who develops later into a real talent or beauty
Uncalled for	If someone does something bad and unnecessary without consideration for another's feelings, what they do is uncalled for
Un chartered water	If you're in uncharted waters, you are in a situation that is unfamiliar to you, that you have no experience of and don't know what might happen
Under a cloud	If someone is suspected of having done something wrong, they are under a cloud
Under a flag of convenience	If a ship sails under a flag of convenience, it is registered in a country where taxes, etc, are lower than in the country it comes from, so if someone does something under a flag of convenience, they attempt to avoid regulations and taxes by a similar means
Under false	If someone does something under false colours, they pretend to be something they are not in order to

colours	deceive people so that they can succeed
Under fire	If someone is being attacked and criticised heavily, they are under fire
Under lock and key	If something is under lock and key, it is stored very securely
Under someone's heels	If you are under someone's heel, you're in someone's way
Under the radar	If something slips under the radar, it isn't detected or noticed
Under the table	Bribes or illegal payments are often described as money under the table
Under the weather	If you are feeling a bit ill, sad or lack energy, you are said to be under the weather
Under your belt	If you have something under your belt, you have already achieved or experienced it and it will probably be of benefit to you in the future
Under your breath	If you say something under your breath, you whisper or say it very quietly
Under your nose	If something happens right in front of you, especially if it is surprising or audacious, it happens under your nose
Under your skin	If someone gets under your skin, they really annoy you
Under your thumb	Someone who is manipulated or controlled by another person is under his or her thumb
Uneasy is the head	This means that people with serious responsibilities

that wears the crown	have a heavy burden
Up a gum tree	If something isn't a bed of roses, or it is difficult you are up a gum tree
Up the river without a paddle	If you are up a river without a paddle, you are in an unfortunate situation, unprepared and with none of the resources to remedy the matter
Up for grabs	If something is up for grabs, it is available and whoever is first or is successful will get it
Up in the air	If a matter is up in the air, no decision has been made and there is uncertainty about it
Up sticks	If you up sticks, you leave somewhere, usually permanently and without warning
Up the ante	If you up the ante, you increase the importance or value of something, especially where there's an element of risk as the term comes from gambling, where it means to increase the stake (the amount of money bet)
Up the creek	If someone or something is up the creek, they are in real trouble
Up the duff	If a woman is up the duff, she's pregnant
Up the spout	If something has gone up the spout, it has gone wrong or been ruined
Up the stick	If a woman is up the stick, she's pregnant
Up the wall	If someone goes up the wall, they get very angry

Up the wooden hill	When you go up the wooden hill, you go up the stairs to bed
Up to scratch	If something doesn't come up to scratch, it doesn't meet the standard required or expected
Up to snuff	If something isn't up to snuff, it doesn't meet the standard expected
Up to speed	If you bring someone up to speed, you update them on something
Up to your eyes	You you are up to your eyes in something, you are deeply involved or to have too much of something like work
Up to your neck	If someone's in something up to the neck, they are very involved in it, especially when it's something wrong
Up with the lark	If you get up very early, you're up with the lark
Upper crust	The upper crust are the upper classes and the establishment
Upper hand	If you have the upper hand, you have the advantage
Upset the apple cart	If you upset the apple cart, you cause trouble and upset people

Vale of tears	This vale of tears is the world and the suffering that life brings
Variety is the spice of life	The more experiences you try the more exiting life can be

Vanish into thin air	Disappear without a trace
Velvet glove	This idiom is used to describe a person who appears gentle, but is determined and inflexible underneath
Vent your spleen	If someone vents their spleen, they release all their anger about something
Vicious circle	A vicious circle is a sequence of events that make each other worse
Virgin territory	If something is virgin territory, it hasn't been explored before
Vote of confidence	A vote to see if a person or political party still has the majority's support
Vote with one's feet	Show that you don't like something by leaving

Waiting in the wings	If someone is waiting in the wings, or in the wings, they are in the background, but nearby, ready to act on short notice
Wake up and smell the coffee	When someone doesn't realise what is really happening or is not paying enough attention to events around them, you can tell them to wake up and smell the coffee
Wake up call	A wake-up call is a warning of a threat or a challenge, especially when it means that people will have to change their behaviour to meet it
Walk a fine line	If you have to walk a fine line, you have to be very careful not to annoy or anger people or groups that are

	competing
Walk in the park	An undertaking that is easy is a walk in the park
Walk on egg shells	If you have to walk on eggshells when with someone, you have to be very careful because they get angry or offended very easily
Walk the green mile	Someone or something that is walking the green mile is heading towards the inevitable
Walk the plank	If someone walks the plank, they are going toward their own destruction or downfall
Walking encyclopedia	A very knowledgeable person is a walking encyclopedia
Walking on air	If you are walking on air, you are so happy that you feel as if you could float
Walking time bomb	A person whose behaviour is erratic and totally unpredictable is a walking time-bomb
War chest	A war chest is a fund that can be used to finance a campaign like an election or for use in emergencies or unexpected times of difficulty
War of words	A war of words is a bitter argument between people or organisations, etc
Warm the cockles of your heart	If something warms the cockles of your heart, it makes you feel happy
Warpath	If someone is on the warpath, they are very angry about something and will do anything to get things sorted the way they want

Wash your hands of something	If you wash your hands of something, you disassociate yourself and accept no responsibility for what will happen
Waste not want not	If you don't waste things, you are less likely to end up lacking
Waste of space	If a person is referred to as a 'waste of space', it means he is not worth very much
Watch grass grow	If something is like watching grass grow, it is really boring
Water off a ducks back	If criticism or something similar is like water off a duck's back to somebody, they aren't affected by it in the slightest
Water under the bridge	If something belongs to the past and isn't important or troubling any more, it is water under the bridge
Watering hole	A watering hole is a pub
Watery grave	Someone who has gone to a watery grave has drowned
Wear your heart on your sleeve	Someone who wears their heart on their sleeve shows their emotions and feelings publicly
Weather the storm	If you weather a storm, you get through a crisis or hard times
Weight off your shoulders	If something is a weight off your shoulders, you have relieved yourself of a burden, normally something that has been troubling you or worrying you
Well heeled	Someone who is well-heeled is rich
Wet behind the ears	Someone who is wet behind the ears is either very

ears	young or inexperienced
Wet blanket	A wet blanket is someone who tries to spoil other people's fun
Wet your whistle	If you are thirsty and have an alcoholic drink, you wet your whistle
Whale of a time	If you have a whale of a time, you really enjoy yourself
What goes round comes round	This saying means that if people do bad things to other people, bad things will happen to them
What will be will be	The expression what will be will be is used to describe the notion that fate will decide the outcome of a course of events
What's good for the goose is good for the gander	This idiom means that all people should be treated the same way and not be subjected to different standards
Whatever floats your boat	When people say this, they mean that you should do whatever makes you happy
Wheels fall off	When the wheels fall off something, it goes wrong or fails
When Hell freezes over	An impossible or very unlikely situation or event
When in Rome do as the Romans do	This idiom means that when you are visiting a different place or culture, you should try to follow their customs and practices
When it rains it pours	This idiom means that when things go wrong, a lot of things go wrong at the same time

When pigs fly	Means there is not much chance of something happening
When the chickens come home to roost	When a person pays dearly for something bad he or she did in the past, the chickens come home to roost
Where there's a will there's a way	This idiom means that if people really want to do something, they will manage to find a way of doing it
Where there's smoke there's fire	When there is an indication or sign of something bad, usually the indication is correct
Whet your appetite	If something whets your appetite, it interests you and makes you want more of it
Which came first the chicken or the egg	This idiomatic expression is used when it is not clear who or what caused something
Whilst the cats away the mice will play	People whose behaviour is strictly controlled go over the top when the authority is not around
Whistle for it	If someone says that you can whistle for something, they are determined to ensure that you don't get it
Whistle stop tour	A whistle-stop tour is when someone visits a number of places quickly, not stopping for long
Whistle in the dark	If someone is whistling in the dark, they believe in a positive result, even though everybody else is sure it will not happen
White as a sheet	A bad shock can make somebody go as white as a sheet

White as snow	If something or someone is as white as snow, they are perfect or completely uncorrupted and honest
White elephant	A white elephant is an expensive burden; something that costs far too much money to run
White feather	If someone shows a white feather, they are cowards
White lie	If you tell a white lie, you lie in order not to hurt someone's feelings
Who wears the pants	The person who wears the trousers in a relationship is the dominant person who controls things
Whole kit and caboodle	The whole kit and caboodle means 'everything' required or involved in something
Whole new ball game	If something's a whole new ball game, it is completely new or different
Whole nine yards	The whole nine yards means means everything that is necessary or required for something
Whole shebang	The whole shebang includes every aspect of something
Why keep a dog and bark yourself	There's no need to do something yourself when you have somebody to do it for you, usually trivial matters
Wide berth	If you give someone a wide berth, you keep yourself well away from them because they are dangerous
Wide of the mark	If something is wide of the mark, it is inaccurate or incorrect
Wild goose chase	A wild goose chase is a waste of time- time spent trying to do something unsuccessfully

Will of the wisp	Something that deceives by its appearance is a will-o'-the-wisp; it looks good, but turns out to be a disappointment
Win by a nose	If somebody wins by a nose, they only just beat the others
Window dressing	If something is done to pretend to be dealing with an issue or problem, rather than actually dealing with it, it is window dressing
Wing and a prayer	If you do something on a wing and a prayer, you try to do something and hope you'll succeed even though you have very little chance of success
Wipe the floor with	If you wipe the floor with someone, you destroy the arguments or defeat them easily
Wipe the smile off someone's face	If you wipe the smile of someone's face, you do something to make someone feel less pleased with themselves
With a heavy hand	If someone does something with a heavy hand, they do it in a strict way, exerting a lot of control
With a heavy heart	To do something with regret or sadness
With child	If a woman's with child, she's pregnant
With flying colours	If you pass something with flying colours, you pass easily, with a very high mark or grade
With friends like that who needs enemies	This expression is used when people behave badly or treat someone badly that they are supposed to be friends with
Whither on the	If something withers on the vine, it fails to get the

vine	intended result, doesn't come to fruition
Within a whisker	If you come within a whisker of doing something, you very nearly manage to do it but don't succeed
Without a hitch	If something happens without a hitch, nothing at all goes wrong
Wolf in sheep's clothing	A wolf in sheep's clothing is something dangerous that looks quite safe and innocent
Wood for the trees	If someone can't see the wood for the trees, they get so caught up in small details that they fail to understand the bigger picture
Word of mouth	If something becomes known by word of mouth, it is because people are talking about it, not through publicity, etc
Words fail me	If words fail you, you can't find the words to express what you are trying to say
Works like a charm	If something works like a charm, it works perfectly
Work like a Trojan	If someone works like a Trojan, they work very hard
Work the system	If people work the system, they exploit the state or similar setup to their advantage
Work your fingers to the bone	If you work your fingers to the bone, you work extremely hard on something
Work your socks off	If you work your socks off, you work very hard

Work your tail off	If you work your tail off, you work extremely hard
World at your feet	If everything is going well and the future looks full of opportunity, you have the world at your feet
World is your oyster	When the world is your oyster, you are getting everything you want from life
Worms eye view	A worms eye view of something is the view from below, either physically or socially
Worse for wear	If something's worse for wear, it has been used for a long time and, consequently, isn't in very good condition, or a person is drunk
Worse things happen at sea	This idiomatic expression is used as a way of telling someone not to worry so much about their problems
Worth a shot	If something is worth a shot, it is worth trying as there is some chance of success
Worth your salt	Someone who is worth their salt deserves respect
Wouldn't touch it with a barge pole	If you wouldn't touch something with a barge pole, you would not consider being involved under any circumstances
Writing's on the wall	If the writing's on the wall for something, it is doomed to fail
Written all over your face	If someone has done something wrong or secret, but cannot hide it in their expression, it is written all over their face
Written in stone	If something is written in stone, it is permanent and cannot be changed

Wrong end of the stick	If someone has got the wrong end of the stick, they have misunderstood what someone has said to them
Wrong foot	If you start something on the wrong foot, you start badly

X factor	The dangers for people in the military that civilians do not face, for which they receive payment, are known as the X factor
X marks the spot	This is used to say where something is located or hidden
X rated	If something is x-rated, it is not suitable for children

Yellow streak	If someone has a yellow streak, they are cowardly about something
Yellow bellied	A yellow-bellied person is a coward
Yen	If you have a yen to do something, you have a desire to do it
Yes man	Someone who always agrees with people in authority is a yes-man
You are what you eat	This is used to emphasise the importance of a good diet as a key to good health
You can catch more flies with honey than you	This means that it is easier to persuade people if you use polite arguments and flattery than if you are confrontational

can with vinegar	
You can lead a horse to water but you can't make it drink	This idiom means you can offer something to someone, like good advice, but you cannot make them take it
You can't have your cake and eat it	This idiom means that you can't have things both ways
You can't make an omelette without breaking eggs	Means that in order to achieve something or make progress, there are often downsides in the process
You can't unring a bell	This means that once something has been done, you have to live with the consequences as it can't be undone
You could have knocked me down with a feather	This idiom is used to mean that the person was very shocked or surprised
You don't own a dog and bark yourself	If there is someone in a lower position who can or should do a task, then you shouldn't do it
You reap what you sow	This means that if you do bad things to people, bad things will happen to you, or good things if you do good things
You scratch my back and I'll scratch yours	Means that if you do something for me, I'll return the favour
You've made your bed, you'll have to	This means that someone will have to live with the consequences of their own actions

lie in it	
Young blood	Young people with new ideas and fresh approaches are young blood
Your eyes are bigger than your stomach	Means that you take more food than you can eat
Your names mud	If your name is mud, then you are in a bit of trouble about something
Your sins will find you out	This idiom means that things you do wrong will become known

Zero hour	The time when something important is to begin is zero hour
Zero tolerance	If the police have a zero tolerance policy, they will not overlook any crime, no matter how small or trivial
Zigged before you zagged	If you did things in the wrong order, you zigged before you zagged
Zip it	This is used to tell someone to be quiet
Zip your lip	If someone tells you to zip your lip, they want you to shut up or keep quiet about something

НАВЧАЛЬНЕ ВИДАННЯ

ДАНЬКЕВІЧ ЛЮДМИЛА РОСТИСЛАВІВНА

ЯМНИЧ НАТАЛІЯ ЮРІЙВНА

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