ХЕРСОНСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ МІЖНАРОДНИХ ЕКОНОМІЧНИХ ВІДНОСИН,
УПРАВЛІННЯ І БІЗНЕСУ
КАФЕДРА ГАЛУЗЕВОГО ПЕРЕКЛАДУ ТА ІНОЗЕМНИХ МОВ

# МЕТОДИЧНІ РЕКОМЕНДАЦІЇ

і контрольні завдання до виконання практичних занять
з дисципліни
«Професійна іноземна мова в публічному управлінні»

| | |
|---|---|
| для слухачів магістратури | 1 курсу |
| підготовки | другого (магістерського) рівня вищої освіти |
| галузі знань | D – Бізнес, адміністрування та право |
| спеціальності | D4 – Публічне управління та адміністрування |
| освітньо-професійної програми | Публічне управління та адміністрування |
| факультету | міжнародних економічних відносин, управління і бізнесу |

Хмельницький – 2025р.

Методичні рекомендації і контрольні завдання до виконання практичних занять з дисципліни «Професійна іноземна мова в публічному управлінні» підготовки фахівців на другому (магістерському) рівні вищої освіти спеціальності D4 (281) – Публічне управління та адміністрування.

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**ЗМІСТ**

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## Вступ до методичних рекомендацій

Методичні рекомендації до виконання практичних занять з дисципліни «Публічне управління та адміністрування» слухачів магістратури спеціальності призначені для формування у магістрів загальної професійної, комунікативної, соціокультурної компетенції в сфері читання, говоріння та писання, які забезпечують розвиток інтелекту, навичок комунікації, сприяють формуванню міжкультурної свідомості і розширенню професійних знань та навичок з іноземної мови у фаховій сфері. Основними завданнями, що зумовили створення методичних рекомендацій до курсу "Професійна іноземна мова в публічному управлінні" відповідно до навчальної програми визначено:

- вдосконалення різних видів читання професійно-орієнтованих текстів;
- оволодіння термінологією, якою послуговується галузь електронного урядування;
- засвоєння граматичних структур необхідних для розуміння фахових текстів та ділового спілкування;
- розвиток усного та писемного ділового мовлення з питань державного управління, електронного урядування, структури управління персоналом;
- знання особливостей письмового спілкування і вміння складати ділові документи англійською мовою.

Методичні вказівки складаються з 9 тем (Unit), що відповідають наступним темам: «Історія державного управління»; «Управління трудовими ресурсами (УТР). Співбесіда та автобіографія»; «Базові концепції УТР. Професія та кар'єра»; «Основні види діяльності управлінців. Ділове спілкування»; «Організаційні аспекти та стратегія в УТР. Ділова телефонна розмова»; «Законодавча система України. Законодавчі системи високо розвинутих країн світу»; «Трудове законодавство. Ділова кореспонденція»; «Інформаційні системи в управлінні. Засоби комунікації»; «Сучасні Інтернет технології».

Кожен Unit починається із вправ, що спрямовані на засвоєння нових лексичних одиниць, необхідних для розуміння та роботи з текстами за фахом. Методичні рекомендації містять автентичні тексти з державного управління (Civil Service, Local Government, Legislative System of Ukraine, Labour Legislation, The Importance of Managing Information, Software Applications in Business Management,тощо). Після текстів надаються вправи, спрямовані на розвиток навичок читання, письма, реферування, на розширення словникового запасу – термінологічних одиниць, пов'язаних з державним управлінням.

Також, кожен Unit містить вправи для розвитку комунікативних навичок, охоплюючи такі теми, як «Повсякденне спілкування», «Робота та професія», «Розмова по телефону», «Поняття державного управління»,

«Працевлаштування. Співбесіда», «Про законодавчу систему України», «Сучасні Інтернет технології. Недоліки і переваги», тощо, та вправи спрямовані на формування навичок написання ділових листів, електронних листів, автобіографії, тощо.

Окрему увагу у методичних рекомендаціях приділено засвоєнню граматичних структур необхідних для розуміння фахових текстів та ділового спілкування, зокрема «The Continuous Tense (Active, Passive). Participle I», «The Perfect Tense (Active, Passive). Participle II», «The Infinitive. Forms and Functions. Infinitive Constructions», тощо.

До складу методичних рекомендацій входять Додатки, які являють собою англомовний словник інтернет термінів, які необхідні для виконання завдань останнього уроку.

Методичні рекомендації розраховані на 30 годин аудиторної роботи.

# Unit 1

## *Місцеве самоврядування, електронне урядування, державна служба*

### 1. Vocabulary

**Exercise 1. Remember the following words and word combinations:**

civil service - державна цивільна служба, government - уряд, employ - служба, legislation - законодавство, local government- місцеве управління, safety - безпека, health- здоров'я, environment- довкілля, transport - транспорт, communications - комунікації, trade- торгівля, labor relations – трудові відносини, to finance- фінансувати, private ownership - особиста власність, supply-забезпечувати, inflation- інфляція, to limit monopoly- обмежувати монополію, to protect the consumer- захищати споживача, self-government- самоврядування, coordinate - координувати characterise - характеризувати; relative -відносний, intervention - втручання (в економіку), ensure - гарантувати, economic opportunities - економічні можливості, fair - справедливий; dampen v – стримувати, уповільнювати, stimulate - стимулювати, growth - ріст, federal - федеральний, state - держава, державний, tax - обкладати податком, regulate - регулювати, agency - відомство nuclear power - атомна енергетика.

**Exercise 2. Guess the meaning of the following international words:**

Individual, professional, examinations, person, administration, organizations, national, regulation, elect, business, tradition, territorial.

**Find in the text and translate more international words**

**Exercise 3. Give English equivalents:**

Країна, місто, село, регіон, область, економіка, теперішній час, ініціатива, система, впливати, мета, бюджет, демократія, закон, фінансова незалежність.

### II. Reading

**Exercise 4. Read and translate the text A:**

The term civil service can refer to either: a) a branch of governmental service in which individuals are employed on the basis of professional merit as proven by competitive examinations, or b) the body of employees in any government agency other than the military.

A civil servant or public servant is a person in the public Sector employed for a government department or agency. The extent of civil servants of a state as part of the "Civil Service" varies from country to country. In the United Kingdom, for instance, only Crown employees are referred to as civil servants whereas county or city employees are not.

Many consider the study of civil service to be a part of the field of public administration. Workers in "non-departmental public bodies" may also be classed as civil servants for the purpose of statistics and possibly for their terms and conditions. Collectively a state's civil servants form its Civil Service or Public Service.

An international civil servant or international staff member is a civilian employee that is employed by an international organization. These international civil servants do not resort under any national legislation (from which they have immunity of jurisdiction) but are governed by an internal staff regulation.

**Text understanding.**

**Exercise 5. Answer the questions:**

**1)** What is civil service?

**2)** Who is a civil servant or public servant?

**3)** Who is an international civil servant?

**4)** How do you understand the term “civil service”?

**Exercise 6. Complete the sentences.**

**1.** A civil servant or public servant is…

**2.** An international staff member is….

**3.** In the United Kingdom only Crown employees …

**4.** Many consider the study of civil service….

**III Grammar.**

Граматичні часи групи Continuous позначають дії, що відбуваються в точно зазначений час або водночас з іншими діями. Додатковими характеристиками таких дій є їх незакінченість, динамічность і наочність. Дієслова у всіх часових формах цієї групи складаються з допоміжного дієслова «to be» в відповідній особовій формі та смислового дієслова з -ing. Наведемо приклади речень у Present Continuous Tense: to write (писати) ─ I am writing (Я пишу). to look at (дивитись на) ─ He is looking at me (Він дивіться на мене). При додаванні суфікса -ing справедливі такі правила правопису: - Якщо слово закінчується на -ie, то перед суфіксом -ing воно замінюється на –y: to lie (брехати) ─ I am not lying to you (Я тобі не брешу); - Перед -ing в закритому складі кінцева приголосна подвоюється, наприклад: to sit (сіидіти) ─ She is sitting (Вона сидить).

Для того, щоб показати, що дія проходить у момент мовлення, використовують теперішній тривалий час. Дієслова у формі теперішнього тривалого часу зазвичай вживаються у реченнях з обставиною «now» («зараз»), «at the moment» («у цей момент»), але часто ці

обставини лише домислюються, адже вони й так очевидні з самої форми дієслова: ─ What are you writing? ─ I am writing a letter to my friend.

─ Що ти (зараз) пишеш? ─ Я пишу (зараз) листа моєму другові. Стверджувальна форма теперішнього тривалого часу утворюється за допомогою допоміжного дієслова «to be» в відповідній особі теперішнього часу (am, is, are) та смислового дієслова в інговой формі, яке слідує за підметом: She is reading a book. Вона читає книгу. Щоб поставити запитання в теперішньому тривалому часі, потрібно дієслово «to be» поставити перед підметом, смислове дієслово у формі -ing слідує за підметом:

Is she reading a new book? Вона читає нову книгу?

Are you waiting for a bus? Ти чекаєш автобуса?

Негативна форма утворюється за допомогою заперечення «not» після допоміжного дієслова:

We are not playing football now. Ми не граємо у футбол зараз.

We are very busy. Ми дуже зайняті.

Проілюструємо стверджувальну, негативну та питальну форми в Present Continuous Tense:

+ He is standing. - He is not standing. ? Is he standing?

Відповіді: Yes, she is. No, she is not. (No, she isn't.)

**Випадки вживання <u>Present Continuous Tense</u>:**

1) намір, запланована дія в майбутньому:

- What are you going to do tonight? - Що ти будеш робити ввечері?

- I'm going to visit my parents. - Я поїду відвідати батьків.

2. У значенні майбутнього часу:

- I'm going to meet the friends tomorrow. (= I'm meeting ...) - Я зустрічаюся з друзями завтра.

3. Майбутнє, ознаки якого є в теперішньому:

- She's going to be a manager. - Вона беду менеджером..

**<u>The Past (Progressive) Continuous Tense</u> (минулий тривалий час)**

Минулий тривалий час утворюється за допомогою дієслова «to be» та смислового дієслова з закінченням _ing. При цьому дієслово «to be» вживається у формі минулого часу («was» для I, he, she, «were» для we, you, they): I was reading a book. Я читав книгу. We were playing chess. Ми грали в шахи.

Основним призначенням the Past Continuous є позначення дій, що протікали в точно зазначений час у минулому: Ann was working at ten o'clock yesterday morning. Аня працювала вчора вранці о десятій годині. (Тобто о десятій годині ранку Аня ще не закінчила свою

роботу). It was raining when we went out into the street. Йшов дощ, коли ми вийшли на вулицю.

Дієслово «to be» (was, were) в таких реченнях є допоміжним і служить для утворення питальної та негативної форм. Щоб поставити запитання в the Past Continuous потрібно поставити дієслово «to be» (у потрібній формі: was / were) перед підметом. А щоб утворити негативну форму, потрібно поставити заперечення «not» після дієслова «to be»:
+ She was playing at 3 o'clock. - She was not playing at 3 o'clock. ? Was she playing at 3 o'clock?
Yes, she was. No, she was not. (No, she wasn't.)

**<u>The Future</u> (Progressive) Continuous Tense (майбутній тривалий час)**

Дієслова у формі майбутнього тривалого часу виражають дію, що відбуватиметься в певний момент чи відрізок часу в майбутньому. Ознакою дієслова у формі майбутнього тривалого часу є комбінація допоміжного дієслова «to be» в майбутньому часі («shall be» або «will be») з формою смислового дієслова –ing:

I shall be expecting you at 5. Я буду чекати вас о п’ятій.

+ He will be sleeping.

- He will not be sleeping.

? Will he be sleeping?

Yes, he will. No, he will not. (No, he won't.)

**Exercise 7. Form affirmative sentences.**

1) I ____ to my friend. (to talk)

2) He _____ the beds. (to make)

3) We _____ breakfast at 5:30 this morning. (to have)

4) She _____ a nice skirt. (to wear)

5) Tom's younger brother _____. (to cry)

6) You _____ photos with my new camera, weren't you? (to take)

**Exercise 8. Fill in the verbs in brackets in the Future Continuous.**

1) Peggy _____ to the party on Saturday. (to come)

2) We _____ him tomorrow. (to meet)

3) This time next week he _____ to South Africa. (to fly)

4) At 6 o'clock on Friday they _____ the new contract. (to sign)

5) It _____ when I reach Bangkok. (to rain)

6) Tomorrow at nine I _____ a test. (to write)

7) Andy _____ a video when I arrive tonight. (to watch)

8) You _____ pizza soon. (to eat)

9) She _____ when you telephone her. (to sleep)

**IV. Comprehension**

**Exercise 9. Read the text B without a dictionary for 7 minutes and say what problems are mentioned in the text:**

Local Government is an administrative body for a small geographic area, such as a city, town, county, or state. A local government will typically only have control over their specific geographical region, and can not pass or enforce laws that will affect a wider area. Local governments can elect officials, enact taxes, and do many other things that a national government would do, just on a smaller scale. In every economy the work of different firms has to be coordinated. In a market economy this coordination is achieved by means of markets. Nevertheless the debate over the role for Government in a market economy is continuing and the issue is being widely discussed at the present time. An economy based on free enterprise is generally characterised by private ownership and initiative, with a relative absence of government involvement. However, government intervention has been found necessary from time to time to ensure that economic opportunities are fair, to dampen inflation and to stimulate growth. Government plays a big role in the Ukrainian free enterprise system. State and local governments tax, regulate, and support business. In our country there are agencies to regulate safety, health, environment, transport, communications, trade, labor relations, and finances. Regulation ensures that business serves the best interests of the people as a whole. The economy has a tradition of government intervention for specific economic purposes — including controlling inflation, limiting monopoly, protecting the consumer, providing for the poor. The government also affects the economy by controlling the money supply and the use of credit. The aim is a balanced budget.

**Exercise 10. Agree or disagree with the statements. Correct the false statements.**

1. Local governments can not elect officials, enact taxes.
2. The government also affects the economy by controlling the money supply and the use of credit. The aim is a balanced budget.
3. In our country there are no agencies to regulate safety, health, environment, transport, communications, trade, labor relations, and finances.
4. An economy is not based on free enterprise is generally characterised by private ownership and initiative.
5. The economy hasn't a tradition of government intervention for specific economic purposes

**Exercise 11. Translate the word combinations and make sentences with them.**

intervention for specific economic purposes;

to ensure that economic opportunities are fair;

state and local governments tax;

to affect the economy by controlling the money supply;

combining local and state interests;

executive power.

**Exercise 12. Read the text C for 12 minutes. Find answers to the following questions.**

1/What is Local government in Ukraine is guaranteed by?

2/What are local governments?

3/What principles do local governments in Ukraine employ of?

4/What is the structure of local government in Ukraine?

5/What do executive bodies of villages, townships, city and city-district councils have?

**Define the main points of the text and summarize them.**

**Local government in Ukraine** is guaranteed by state law and the ability of the territorial community (residents of a village or a voluntary association of rural community residents of several villages, towns, cities) independently (or under the responsibility of agencies and local government officials) to solve local issues within the Constitution and laws of Ukraine. Local governments are territorial communities of villages, cities (directly and through villages), townships, city councils and their executive bodies and district and regional councils (which represent the interests of communities of villages, towns and cities).

Local governments in Ukraine employ the principles of:

- Democracy
- The rule of law
- Transparency
- Collegiality
- Combining local and state interests
- Legal, organizational, material and financial independence (within the powers defined by law)
- Accountability and responsibility to the territorial communities, their bodies and officials
- Government support and guarantees of local self-government
- Judicial protection

The structure of local government includes:

- Local communities
- Village, township and city councils
- Village mayors
- District and regional councils representing the common interests of villages and cities

In cities with district divisions, decisions of the local community or the city council may be made at the district level. City-district councils form an executive body; the elected council chairman is

chairman of its executive committee. Village, township and city councils are local authorities which represent their respective communities, and carry out on their behalf the functions of local government established by the Constitution of Ukraine.

Executive bodies of villages, townships, city and city-district councils have their executive committees and departments established by the council's executive bodies. The executive bodies of village, township, city and city-district councils are controlled and accountable to the relevant councils. The implementation of delegated executive powers is also under the control of the relevant executive bodies.

The village, township, or city mayor is the chief executive of the local community at the village (or association of several villages), town or city level, elected by universal, equal and direct suffrage by secret ballot every four years in the manner prescribed by law. The village or township mayor leads the executive committee of the respective village, township or city council, and presides at its meetings.

**VI. Speaking.**

**Exercise 13. Sum up all the information you got on the topic. Speak on it using the plan:**

- The civil service in general.
- A local government. Its peculiarities.
- Government plays a big role in all the spheres of the life of the country.
- Local government in Ukraine is guaranteed by state law and the ability of the territorial community.
- Local governments in Ukraine employ many the principles.

**VII Writing**

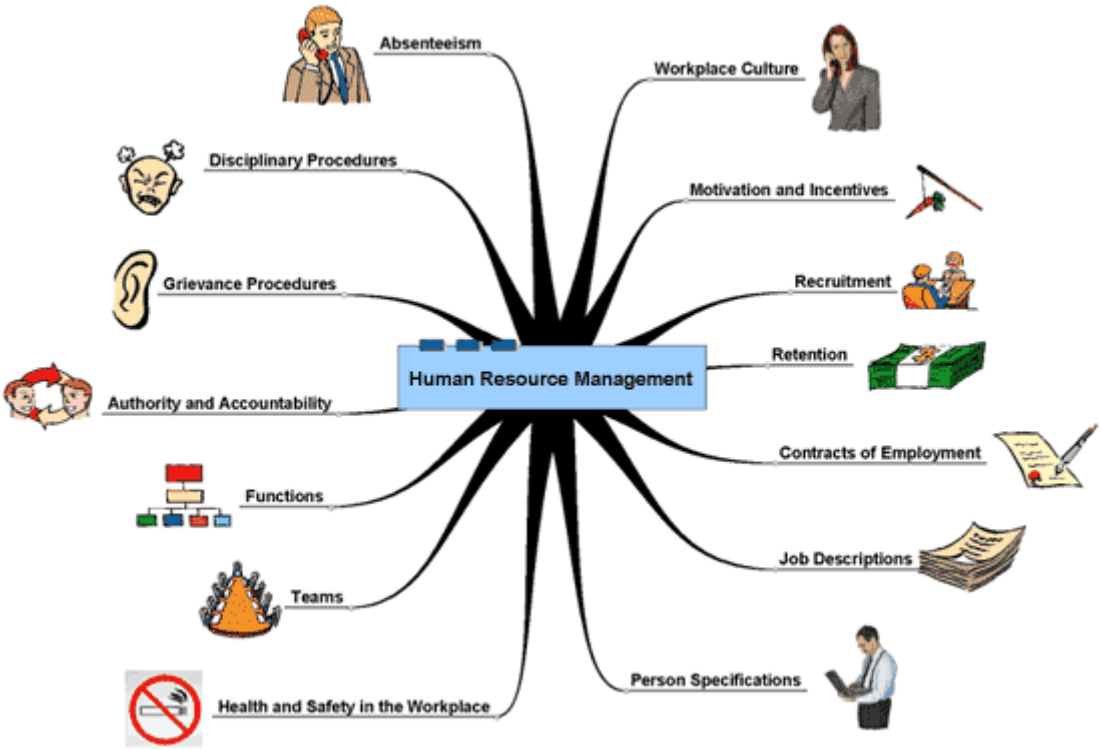
**Exercise 14. Translate the following text in writing.**

The City of Kiev has a unique legal status compared to the other administrative subdivisions of Ukraine. The most significant difference is that the city is functionally independent of the province which it located in. That is, Kiev is subordinated directly to the national-level branches of the Government of Ukraine, skipping the provincial level authorities of Kiev Oblast, but hosting the administrative and infrastructure bodies for the latter.The unique standing of the city's institutions of self-governance reflects the role of Kiev as the capital of Ukraine and is also based on the city's historical administrative status within the Soviet Union where Kiev held the position of a City of republican subordination.

The head of the local government (the Mayor of Kiev) is elected, rather than appointed, and the municipal government has greater latitude in local affairs that elsewhere in Ukraine. The President of Ukraine appoints the Head of the Kiev City State Administration.Presently, the Kiev City

Council Secretary and Deputy Mayor Galyna Gerega is the acting Mayor of Kiev,[1][2] while Oleksandr Popov is the Head of the City State Administration and the de-facto head of the city government.Currently, the legal status and the local government of Kiev is regulated by the special provisions of the Constitution of Ukraine as well as a combination of Ukrainian laws, namely the Law on the capital of Ukraine - Hero City Kiev, the Law on the local state administration[6] and the Law on local self-governance in Ukraine. Its special administrative status is recognized in the Ukrainian Constitution in Chapter IX: Territorial Structure of Ukraine and is governed in accordance with laws passed by Ukraine's parliament, the Verkhovna Rada. The scope and structure of the Kiev local government and the status of the current Kiev City Council is the subject of an ongoing bitter legal and political crisis. The oppositional parties that dominate the city after the recent elections consider the City Council term of authority expired and effectively block attempts at its convening through mass protest.

# Unit 2




**1. Vocabulary**

**Exercise 1. Remember the following words and word combinations:**

Human Resources Management - Управління людськими ресурсами, employee- працівник, to commit- здійснити, achievement- досягнення, goal- цілі, to become aware- усвідомлювати, understand- розуміти, evaluate- оцінювати, crucial- важливо, behavior- поведінка, development- розвиток, efficiently- ефективність, to identify- визначити, staff- персонал, important- важливо, improvement- поліпшення, questionnaires- анкети, qualified- кваліфікований , capable- здатний, experienced-досвідчений , obligations- зобов'язання, honest- чесний, uncomfortable- незручний, difference- різниця.

**Exercise 2. Guess the meaning of the following international words:**

Strategic, individual, organization, psychology, assist, personal, company, contribute, techniques, problem, to realize, business, reputation, official.

**Exercise 3. Using the text and the dictionary give all the English synonyms to the word "job". Explain the meanings.**

**II. Reading**

**Exercise 4. Read and translate the text A:**

Human Resources Management (HRM) is the strategic management of the employees, who individually and collectively contribute to the achievement of the strategic objectives of the

organization. Assuming that the employees of an organization are individuals with own mental maps and perceptions, own goals and own personalities and as such they cannot be perceived as a whole, HRM holds that the organization should be able to employ both individual and group psychology in order to commit employees to the achievement of organizational goals.

Aiming to enable the organization to achieve its strategic goals by attracting, retaining and developing employees, HRM functions as the link between the organization and the employees. A company should first become aware of the needs of its employees, and at a later stage, understand and evaluate these needs in order to make its employees perceive their job as a part of their personal life, and not as a routine obligation. To that end, HRM is very crucial for the whole function of an organization because it assists the organization to create loyal employees, who are ready to offer their best. The HRM activities in modern organizations are typically performed in communication with the General Management in an effort to provide a variety of views when a decision must be taken. In that way, decision making is not subject to the individual perceptions of the HR or the General Manager, but it becomes the outcome of strategic consensus.

The main goals / responsibilities of HRM are:

• To retain low employee turnover rate by inspiring people to work for the company

• To attract new employees

• To contribute to employee development

To achieve these goals, Human Resources Management trains and motivates the employees by communicating ethical policies and socially responsible behaviour to them. In doing so, it plays a significant role in clarifying the organization's problems and providing solutions, while making employees working more efficiently.

On the other hand, challenges do not cease for the HRM. Modern organizations can survive in the dynamic, competitive environment of today only if they capitalize on the full potential of each employee. Unfortunately, many companies have not understood the importance of the human capital in successful operations. The recruitment and selection of the best employees is a very difficult obligation. Even companies that are voted in the top-ten places to work at, often endure long periods of hard work to realize that human element is all an organization should care about. New challenges arise even now for the organization, and it is certain that new challenges will never cease to emerge. Therefore, the use of proper Human Resources techniques is a really powerful way for organizations to overcome these challenges, and to improve not only their quantitative goals but also their organizational culture, and their qualitative, cognitive aspects.

## Staff skills assessment

A staffing skills assessment can help you identify skills gaps in your business. Your current staff may have skills that you weren't aware of, or staff who have the capacity to take on additional responsibility with more training. Or you might identify a need to employ a new staff member. When you conduct a staffing skills assessment, you should consider the skills across your business, rather than just looking at individual staff. You should also consider your future staffing requirements and think about what skills are the most important in meeting your business goals.

The following are some useful tools for identifying skills gaps and training needs.

### *Research*

As part of your staffing skills assessment, look at your existing business documents. Review your business goals and work out what skills staff need for certain roles or tasks.

### *Interviews*

Start a staffing skills assessment by interviewing your staff. This will help you understand which areas are working well and which ones need improvement. Interviews can help you work out which staff are keen to take on more responsibility, and who could benefit from training - either to update the skills they need for their current job or to help them with their career progression.

### *Performance reviews*

Performance reviews help you work out how well your staff are meeting the expectations in their job description. Conducting performance reviews gives managers and staff a good opportunity to communicate freely and address any issues. You can also use staff performance reviews to reward good performances and identify what training staff may need before they can be promoted.

### *Career planning and development*

Career planning and development benefits both you and your staff. Your business will benefit from qualified, capable and experienced employees who are available to take on more skilled and responsible roles when required. Staff will benefit from identifying their career goals, possible future job opportunities and personal improvement requirements. Career planning and development should be part of the performance appraisal process.

### *Recognition of prior learning (RPL)*

RPL is a way to recognise staff skills and knowledge, regardless of whether they were attained through formal training or on the job. RPL can be used to achieve official qualifications. It benefits staff by improving their qualifications and boosting morale. It can also benefit your business by helping to keep good staff and improving your reputation by having a more qualified workforce. Find out more about how recognition of prior learning may benefit you and your staff.

You might also consider:

- observing and evaluating staff members while they are performing their job
- conducting surveys and skills questionnaires to capture employee information
- holding group discussions with employees and supervisors.

### *Related links*

- Read more about training staff.
- Find out about your legal obligations when training staff.

**Text understanding.**

**Exercise 5. Answer the questions in English:**

1. What does the acronym HRM mean?

2. What are the main functions of HRM?

3. What are responsibilities of HRM ?

4. What are proper Human Resources techniques?

5. What is the most effective to your mind?

6. How do you understand the word “staff”?

7. What is RPL?

**Exercise 6. Complete the sentences.**

1. Human Resources Management is…….

2. The HRM activities in modern organizations are….

3. Human Resources Management trains and motivates the employees by…..

4. There are some useful tools for identifying skills gaps and training needs: …….

5. Interviews can help you work out……

6. Performance reviews help you……

7. Staff will benefit from…….

8. RPL can be used to….

**III Grammar. Група доконаних часів (Perfect Tenses)**

Група доконаних часів (Perfect Tenses) виражає дію, які закінчується до якогось моменту в теперішньому часі, минулому, майбутньому або майбутньому по відношенню до минулого. Доконані часи звичайно виражають наявність якогось результату дії, пов’язаної з наступними подіями. Вона утворюється за допомогою допоміжного дієслова have у відповідному часі Indefinite + III форма основного дієслова.

**Present Perfect** виражає дію, яка:

1) Завершуються до моменту мовлення. При цьому час виконання дії не вказується, тут важливий факт."Have you seen Hamlet"?

2) Якщо дія завершилася, а відрізок часу його виконання ще не закінчився, при цьому вживаються вирази (обставини часу) today, this week, this month, this year, this summer, etc.

I have seen my friend this week.

3) Якщо в реченні є прислівник неозначеного часу: never, ever, just, already, since, not…yet, etc

He has just come. I have not seen him yet.

Утворення Present Perfect:

have (всі особи однини і множини ) has ( 3 особа однини) + III форма основного дієслова

Обставини часу, характерні для теперішнього доконаного часу: just (щойно),already (вже), ever (коли-небудь),never (ніколи),recently (нещодавно, останнім часом),lately (нещодавно,

останнім часом),yet (ще),since (а того часу як),for (протягом),today (сьогодні),this week (month, year) (цього тижня, місяця, року),so far (поки що).

**Past Perfect** виражає дію, яка здійснилася до іншої дії в минулому або до якогось моменту в минулому.Утворення Past Perfect: had + III форма основного дієслова в усіх особах однини і множини

We had finished our work before you came yesterday.

They had finished their work by 5 o'clock yesterday.

**Future Perfect** виражає дію, яка здійсниться до певного моменту або до іншої дії в майбутньому. Утворення : Future Perfect

will have - всі особи однини і множини + III форма основного дієслова have

They will have finished their work by 5 o'clock tomorrow.

Заперечення утворюється шляхом додавання частки not до дієслів have,had, will have.

I have not seen my friend this week. We had not finished our work before you came yesterday. They will not have finished their work by 5 o'clock tomorrow.

Питання утворюються шляхом перенесення have,had, will have перед підметом.

**Exercise 7. . *Put the verbs in brackets into the Present Perfect tense.***

1. Ms. Parker travels to Washington, D.C., frequently. He (*fly*) there many times. 2. Bob and Jane are old friends. They (*know*) each other for a long time. 3. He never (*meet*) Nancy's parents. He hopes he will get the chance to meet them soon. 4. I don't like this weather. It (*be*) cold and cloudy for the last three days. 5. Your English is getting better. You (*learn*) a lot of English since you came here. 6. Joe (*not be*) in Hong Kong, but he would like to go there someday. 7. My wife and I came here two months ago. We (*be*) in this city for two months. 8. I (*not write*) my sister a letter in a long time. I should write her soon.. I never (*write*) a letter to the President of Ukraine. 15. Greg is working on his composition, but he (*not finish*) it yet. He'll probably finish it in a couple of hours. 16. I (*not call*) Irene yet. I'll call her tomorrow.

**Exercise 8. *Put the verbs in brackets into the Past Perfect tense.***

1. It was six o'clock. All the shops (*close*). 2. He (*not sleep*) very well the night before he came to see us. That's why he looked so tired. 3. My wallet wasn't in my bag. Somebody (*steal*) it before I decided to by that coat. 4. The match was over. The "Dynamo" (*win*). 5. We got home at midnight. It (*be*) a wonderful day. 6. By 1960 most of Britain's colonies (*become*) independent. 7. When we arrived at the party Tom wasn't there. Tom (*leave*) the party before we arrived. 8. The ball hit the back of the net before the goalkeeper (*move*). 9. The chairman didn't speak until he (*hear*) all the arguments. 10. When father came home the baby already (*be asleep*).

**Exercise 9. *Put the verbs in brackets into the Future Perfect tense.***

1. By this time next year I (*save*) $250. 2. I (*finish*) reading this book by tomorrow evening. 3. By this time tomorrow we (*have*) our injections. 4. By the end of next year I (*be*) here for twenty-five years. 5. I'll still be here next summer but Tom (*leave*). 6. I (*finish*) this job in twenty minutes. 7. By the time we get to the party everything (*be*) eaten. 8. By the end of the term we (*cover*) all the topics for our exam. 9. When mother comes back the children (*finish*) all the housework. 10. By the time we get to the stadium our team (*score*) and we shall not see the goal. 11. The train (*leave*) before we reach the station. 12. The police (*hear*) of the theft by this time. 13. We (*eat*) all the potatoes by the beginning of winter. 14. If we don't hurry it (*be*) dark before we get to the village. 15. When we reach Paris we (*do*) half of our journey. 16. On the fourth of next month he (*be*) in prison for ten years. 17. Next month my mother (*be*) in Italy for two years.18. I suppose that when I come back next summer they (*get*) married. 19. On September 24th the (*be*) married for twenty-five years. 20. At this rate you (*run*) out of apples by the end of this week. 21. I hope they (*repair*) this road by the time we come back next summer. 22. By the end of next week my wife (*do*) her spring cleaning and we'll all be able to relax again. 23. I make jam every week. I (*make*) about 100 kilos by the end of the summer. 24. In two months' time he (*finish*) his preliminary training and will be starting work. 25. He spends all his spare time planting trees. He says that by the end of next year he (*plant*) 2000. 26. I'll be back again at the end of next month. – I hope I (*pass*) my driving test by then. If I have, I'll meet your train. 27. Come back in half an hour. I (*do*) my packing by then and we'll be able to have a talk. 28. He's only 35 but he's started losing his hair already. He (*lose*) it all by the time he is fifty. 29. By the end of my tour I (*give*) exactly the same lecture 53 times. 30. Did you say you wanted help picking apples? I could come on 1 October. – We (*pick*) them all by then.

**IV. Comprehension**

**Exercise 9. Read the text B with a dictionary for 10 minutes and say what rules are mentioned in the text:**

**TEN BASIC RULES FOR AUTOBIOGRAPHY WRITING SUCCESS!**

**1. Be honest.** This is partly so that when you write your manuscript, you won't have any trouble properly documenting even the smallest details, as you might if you just embellish parts of your story. But it's mostly because *your* life is plenty interesting (especially that hilarious story about you and the raccoon!) and there is absolutely no need for exaggeration.

**2. However, writing autobiography means never having to say you're sorry . . . or embarrassed!** Always write the whole truth, but never think an autobiography means that the world has a right to your innermost being or your most private and personal thoughts, unless that is really your purpose. If you want to write something way too personal and somewhat uncomfortable for others to read, remember that's what *Facebook* and *Twitter* were created to do! Well, that and provide an easy way to recommend *this* website to your social media friends.

**3. Be your funny self** - but only if you really *are* funny. But whatever you are, don't try to be anything else because you will alter your natural writing style too much. If you are dull and dry as toast, go with that. Write the quintessential autobiography for other tedious people to read. Hey, if it's who you really are, then tell the world to simply learn to live with it. That way, ten thousand years from now no one will have to wonder what you were *really* like because your life story written in your own true voice will have told them already - you were as dull as a doornail and mighty proud of it, too! Plus, several millennia from now only dull and mindless data crunching

machines will still be reading books and you'll have a best seller on your hands. Naturally, a fellow like me will already be long forgotten because I only write what pleases me.

**4. Write what pleases YOU.** That may strike you as somewhat egotistical, but this is really the number one rule of writing autobiography (makes you wonder why it's listed as number four here then, doesn't it?) and it means that you should put together a story that **YOU** think is interesting. I mean, think about it! If *you* don't find your own version of your life story to be rather absorbing, what in the world makes you think the rest of us will? Sorry. Am I being too caustic here?

**5. Try not to be too caustic.** Even the villains in your life deserve some respect. And you could change your mind about them some day. Or they could change their personality. No, really, that happens sometimes. And anyway, the ones who don't deserve respect and never will usually have little villain attorneys very much like themselves who are just waiting to sue somebody for defamation.

**6. Be sure you avoid cliches . . . like the plague!** After all, who wants to read an autobiography that isn't a bit unexpected in parts and loaded with new and intriguing viewpoints? Exactly right, no one. Certainly no one important. Here's what you need to do: Decide what key points really make *your* life story of particular interest *to others* and you will almost certainly be surprised at the difference in the focus of your overall effort. Make those *key interest points* your chapter titles and you are halfway home. However, like my older sister keeps reminding me, always be mindful of rule #7.

**7. Start with an outline.** I should have put *this* rule as number one. Or perhaps number three. Five maybe? Anyway, without an detailed outline, you might end up writing too much about one portion of your life and miss the larger picture; said larger picture being both more interesting and also larger. An outline that includes all of the main events of your autobiography is good. Twenty pages on your first snow sled is bad. Got it? Okay! Plus, you'll definitely want to save that **Rosebud** sled story until the very last paragraph. Trust me, I know things.

**8. Write your very best the first time through.** Most of us think we'll simply get the whole story down in words any way we can and then imagine we'll just go back and polish it up during a final editing. I organize my work tools this way by just leaving them around the garage with plans to go back and put it all in order later. You should see my garage! You should try to just get *into* my garage!! There may be exceptions, but my strong feeling is that it's far easier to come up with just the right wording as you go rather than later when you edit the effort.

**9. Keep your writing confidence up.** Your ability to write is more than adequate for your autobiographical effort. Never doubt it. I have recently come to realize that most people are far better writers than they *think* they are. And I am certain that *you* are far better at forming sentences than you imagine. In fact, I don't know why we're even having this conversation since we're both obviously so gifted with words.

**10. Don't lose sight of the commercial side of writing.** Did I mention four of *my* books are now available on *Amazon Kindle?* And even if you don't plan to market your effort, pretend that you are in order to maintain that *"writer's edge"* needed to sustain you through to the end. Nonetheless, always use a spell checker, watch those dangling participles, and go write like the wind!

**Exercise 10. Read the autobiography and answer in English.**

**АВТОБІОГРАФІЯ**

Я, Іващенко Катерина Андріївна, народилася 9 травня 1985 року в селі Лебедівка Вишгородського району Київської області. Українка, громадянка України.

З вересня 1992 року до липня 2003 року навчалась у Лебедівській середній школі, де одержала атестат про середню освіту.

У липні 2003 року вступила до Науково-навчального інституту підготовки кадрів кримінальної міліції Київського національного університету внутрішніх справ на факультет підготовки кадрів кримінальної міліції. Зараз навчаюсь на 3 курсі, проживаю в гуртожитку на території інституту.

Батько, Іващенко Андрій Максимович, 1960 року народження, проживає в м. Вишгороді, працює директором Вишгородської середньої школи № 2.

Мати, Іващенко (Ткачук) Вікторія Анатоліївна, 1965 року народження, проживає в м. Вишгороді, працює вчителем української мови та літератури Вишгородської середньої школи № 5.

Брат, Іващенко Сергій Андрійович, 1990 року народження, учень Вишгородської середньої школи № 5.

Ні я, ні мої близькі рідні до кримінальної чи адміністративної відповідальності не притягувалися.

Паспортні дані: серія МА№ 69334, виданий ВВС м. Вишгорода 16.10.2001.

Домашня адреса: вул. Київська, 24, кв. 216, м. Вишгород, 52002.

26.10.2006. (підпис)

**Questions.**

1. What is the woman’s full name?

2. Where and when was she born?

3. What do we know about her education?

4. What does Kate tell us about her family?

5. What additional information does Kate’s autobiography contain?

**Exercise 11. Read the Interview in pairs. Translate it.**

Interviewer: Good afternoon, please have a seat.
Interviewee: Thank you.

Interviewer: How are you doing today? Did you have any trouble finding the office?
Interviewee: I'm fine thank you, and I had no trouble at all getting here.

Interviewer: Great. Well let's get started. Could you tell me a little about your educational background?

Interviewee: Yes, I graduated from UCLA in 1995, with a Bachelors degree in journalism. After that I enrolled in NYU's master's program for journalism, graduating in 1998.

Interviewer: I see. Now, how about your work experience?
Interviewee: After I left NYU, I worked for a year at the Daily Newspaper.

Interviewer: And after that?
Interviewee: From there I moved to San Francisco and was employed by the Bay Area Chronicle, covering local and state politics.

Interviewer: What was the biggest story you covered while you were there.
Interviewee: I covered several that I thought were important, but I would have to say the investigative piece I did on the cover-up of the governor's staff involvement in the embezzlement of education funds was the biggest.

Interviewer: How did you like it at the Chronicle?
Interviewee: Overall, I liked it a lot. The people were great and my boss was supportive and understanding.

Interviewer: According to you resume, you left there three months ago. What have you been doing since then?
Interviewee: Mainly taking care of our baby, she just turned three months old. But now I'm ready to go back to work.

Interviewer: What brought you to Denver?
Interviewee: My husband’s company transferred him here last month.

Interviewer: One final question. Why did you apply here? Denver has three daily newspapers to choose from.
Interviewee: I felt that this paper is better suited for my conservative thinking, my unique writing style, and my diverse areas of interest when covering political news.

Interviewer: Well, thank you for your time. We'll be making a selection in a couple of days and will call you one way or the other.
Interviewee: Thank you for seeing me. Have a pleasant day.

**Exercise 12. Answer the questions according to the Interview:**

1. Where did she graduated in 1995?
2. What was her course?
3. How about her master's degree?
4. What was the biggest story that she covered?
5. What did she do for three months after quitting her job?
6. Where is she right now?
7. How do you call someone who's being interviewed?
8. How do you call someone who's asking questions during an interview?

**VI. Speaking.**

**Exercise 13. Make up the dialog at the Interview using the following questions.**

Read and answer. below for common questions you may be asked during an interview, questions to ask the employer.

**Common Interview Questions**

- Tell me about yourself.
- Why are you interested in working for this company?
- Tell me about your education.
- Why have you chosen this particular field?
- Describe your best/worst boss.
- In a job, what interests you most/least?
- What is your major weakness?
- Give an example of how you solved a problem in the past.
- What are your strengths?
- How do others describe you?
- What do you consider the most important idea you contributed or your most noteworthy accomplishment in your last job?
- Where do you see yourself in three years?
- Think about something you consider a failure in your life, and tell me why you think it happened.
- How do you think you will fit into this operation?
- If you were hired, what ideas/talents could you contribute to the position or our company?
- Give an example where you showed leadership and initiative.
- Give an example of when you were able to contribute to a team project.
- What have you done to develop or change in the last few years?
- Do you have any questions for me?

**Questions to Ask the Employer**

- What are the responsibilities and accountabilities of this position?
- How well is the position defined? Can its duties be expanded?
- Please describe an average day on this job.
- What is the history of the position? Why is it vacant?
- What aspects of this job would you like to see performed better?
- What are the key challenges or problems of this position?
- Where can I go from here, assuming that I meet/exceed the job responsibilities?
- How would you describe the ideal candidate?
- What are the employer's short- and long-range objectives?
- What are some outside influences that affect company growth?
- Where does the company excel? What are its limitations?
- When and how will I be evaluated? What are the performance standards?
- With whom would I be working? Who would be my supervisor? Who would I supervise?
- What is the department's environment like?
- When will you make the hiring decision? May I call you for the decision? When is a good time?

**VII Writing**
**Exercise 14. Write your own autobiography using the following one.**

My name is 李國偉; my English name is David. I am applying for the vacancy of the JUNIOR NETWORK PROGRAMMER which you advertised on the Employment Web Page of April 23rd.

I hold a bachelor's degree with a major in Economics which was awarded to me by Fu-Jen University in Taipei in 1997. Although I am a novice in the workforce, I am qualified for this position according to the requirements which were described in your advertisement. First, I have good command of English, because my university minor subject was English. Moreover, my TEFL test scores were 600. These two facts provide the evidence that I have a quite adequate command of English to work in an international company like yours.

Second, although computer science is not my major subject at the university, the courses I have taken like Data Management, C-Language and Calculus have prepared me for software programming in the field of finance and investment. My grades in these three courses were all above 80. In addition to my computer programming, I was employed at the university's computer center where I assisted the instructors in teaching students how to search web sites on the internet, and how to send e-mail messages by using Outlook software. Moreover, I helped students design their web page by familiarizing them with both PowerPoint and Front Page software. Third, I was not only active in the university but also a participant in a 1998 International Conference of Web Technology Development in Taiwan. The experience brought me into contact with professional societies and helped me improve my social skills when interacting and communicating with professional people. This experience also taught me how to work with people efficiently. As far as my private life is concerned, I am from a middle-class nuclear family which is composed of four members: my parents, my younger sister and I. My father is a businessman who deals with international trade. My mother used to work in a bank, but she retired recently. My sister studies nursing and she is going to work in a hospital. My family life is calm and steady. My parents love their children and hold great expectation that their children can establish their own career independently and live a happy life. Fortunately, up to now I have not disappointed them. I have completed my required military service as an airforce sergeant. My hobbies include movies, music and sports. I am an enthusiastic, initiative and interesting person although I can be straightforward and not very prudent in complicated situations. However, I learn from experience quickly.I can confidently say that I am ready for my future. But I am looking for a good opportunity in which I can make a contribution to the welfare of the company which I will work for. Along with this experience, I hope to develop myself to keep pace with the changes of the era in my profession.

## Unit 7

***Управління трудовими ресурсами (УТР.) Співбесіда та автобіорафія***

**Exercise 1. Remember the following words and word combinations:**

Motivation- тимовація, accomplish- досягнення, influence- вплив, defined- визначено, external factors- зовнішні фактори, to exist-існувати , consciousness- свідомість, to figure out- з'ясовувати, to inspire- надихати, intrinsically satisfying and extrinsically encouraging factors- внутрішнє задоволення і зовні обнадійливі фактори, challenging- складний, significance- значення , skill and knowledge- навички і знання.

**Exercise 2. Give English equivalents:**

Соціальні фактори, життя, приймати рішення, мотивація, дії, рушійна сила, робота, потреби та очікування, робоче місце, розуміти, сприяти.

**Exercise 3. Translate the word combinations and make sentences with them.**

| | |
|---|---|
| biological factors | person's consciousness |
| intellectual factors | to inspire employee motivation at work |
| social factors | to create a work environment |
| emotional factors, | to understand the significance of motivation |

**Exercise 4. Read and translate the text A:**

Motivation is an employee's intrinsic enthusiasm about and drive to accomplish activities related to work. Motivation is that internal drive that causes an individual to decide to take action.

An individual's motivation is influenced by biological, intellectual, social and emotional factors. As such, motivation is a complex, not easily defined, intrinsic driving force that can also be influenced by external factors.

Every employee has activities, events, people, and goals in his or her life that he or she finds motivating. So, motivation about some aspect of life exists in each person's consciousness and actions.

The trick for employers is to figure out how to inspire employee motivation at work. To create a work environment in which an employee is motivated about work, involves both intrinsically satisfying and extrinsically encouraging factors. Employee motivation is the combination of fulfilling the employee's needs and expectations from work and the workplace factors that enable employee motivation - or not. These variables make motivating employees challenging.

Employers understand that they need to provide a work environment that creates motivation in people. But, many employers fail to understand the significance of motivation in accomplishing their mission and vision. Even when they understand the importance of motivation, they lack the skill and knowledge to provide a work environment that fosters employee motivation.

**Exercise 5. Answer the questions in English:**

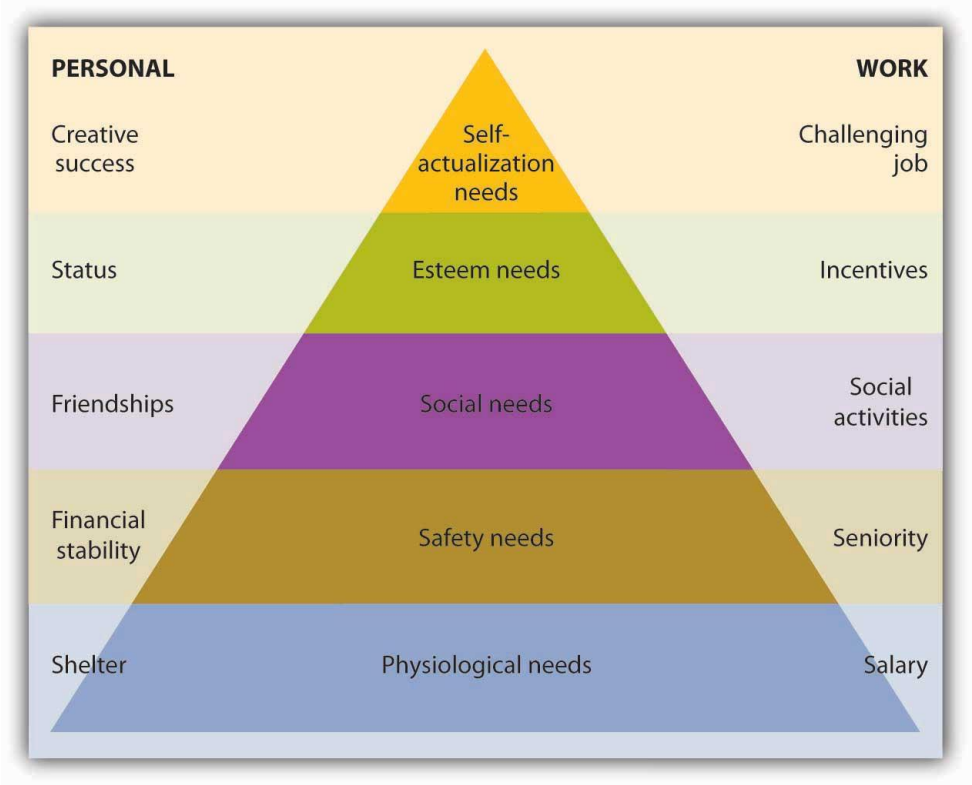
1. What is motivation?

2.What factors influence people?

3. What is the trick for employers?

4. Why is it important to think about motivation while managing?

**Exercise 6. Look at the picture. Compare personal and work needs of a person. Answer the questions after the picture in English.**




1. What are the lowest and the highest psychological needs?
2. How do they realize in personal and work needs?
3.What are more important needs?
4. How do managers use psychological needs of people in their work?
5. What are the most important needs?
6. How does self-actualization realize in personal and work life of the staff?
7. How do esteem needs realize in personal and work life of the person?
8. How do social needs realize in personal and work life of the person?
9. How do safety needs realize in personal and work life of the person?
10. How do physiological needs realize in personal and work life of the person?

## III Grammar. The Infinitive. Forms and Functions.

Інфінітив — це не особова 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 (див. таблицю) :

| Форми інфінітива | Active | Passive |
|---|---|---|

| | | |
|---|---|---|
| Indefinite | to write<br>to come | to be written |
| Continuous | to be writing<br>to be coming | — |
| Perfect | to have written<br>to have come | to have been written |
| Perfect Continuous | to have been writing<br>to have been coming | — |

**Функції інфінітива в реченні**: Інфінітив із залежними від нього словами утворює інфінітивну групу:to learn the poem by heart вивчити вірш напам'ять, to explain the rule to the staff - пояснити правило працівникам.

Інфінітив чи інфінітивна група може вживатися в реченні в ролі підмета:

To know him is to trust him. (Wilde)Знати його — значить довіряти йому.

Підмет, виражений інфінітивною групою, часто ставиться після присудка речення; у цьому разі перед присудком вживається ввідне it (або формальний підмет). It wasn't safe to cross the bridge at night. (Greene) Переходити через міст вночі було небезпечно.

Інфінітив вживається в ролі предикатива (іменної частини складеного присудка):The point to achieve the aim. Головне — досягти мети.

Інфінітив вживається в ролі частини дієслівного складеного присудка: **а)** з модальними дієсловами:

We must stay at home. Ми повинні залишатися вдома.

You should have been here last night. Учора ввечері вам слід було бути тут.

Something had to be done. Щось треба було зробити.

What are we to do? Що ми маємо робити?

**б)** з дієсловами, що мають модальне значення (тобто вживаються у сполученні з інфінітивом іншого дієслова): to want хотіти; to wish бажати; to intend мати намір;

I want to paint. Я хочу малювати.

He tried to see the men. Він намагався побачити цих людей.

**в)** з дієсловами, що означають початок або продовження дії: to begin, to start починати(ся); to continue продовжувати(с-я) та ін.:

She began to talk. Вона почала говорити.

Інфінітив вживається в ролі додатка до дієслів та прикметників:

He asked me to wait Він попросив мене почекати.

I shall be happy to accept your invitation. (Hornby)

Я буду щасливий прийняти ваше запрошення.

Інфінітив вживається в ролі означення:

I have no right to ask. (Неут) Я не маю права запитувати.

Suddenly she felt the need te speak. (Wilde) Раптом вона відчула потребу говорити.

Інфінітив у функції означення часто має модальне значення, виражаючи можливість або повинність; у таких випадках інфінітив перекладається на українську мову підрядним означальним реченням:

We made a list of the things to be taken.

Ми склали список речей які треба було взяти з собою.

The car to be used did not belong to Sparcer. (Dreiser)

Автомашина, якою мали їхати, не належала Спарсеру.

Інфінітив у функції означення може вказувати на призначення предмета, вираженого іменником або займенником, до якого відноситься інфінітив:

Have you got anything to eat? У вас є що-небудь поїсти?

She brought me a book to read, Вона принесла мені почитати книжку.

Інфінітив-означення після слів **the first, the second, the last** та ін. перекладається на українську мову особовою (предикативною) формою дієслова:

He was the first to come. Він прийшов першим.

Інфінітив вживається у функції обставини мети:

I have come here to meet her. (Hemingway)

Я прийшов сюди, щоб зустрітися з нею.

To earn a living, he became a salesman. (Carter)

Щоб заробити на прожиття, він став продавцем.

Інфінітив вживається в ролі обставини наслідку:

She is old enough to go to work (Dreiser)

Вона вже досить доросла, щоб іти працювати.

It was too hot to go out into the town. (Hemingway)

Було надто жарко, щоб іти в місто.

Перед інфінітивом у ролі підмета, іменної частини присудка, додатка й означення можуть вживатися займенники **what, whom, whose, which,** прислівники **where, when, how, why** і сполучники **whether** та **if**. Такі інфінітивні групи вживаються найчастіше у функції додатка:

I knew where to look for her. (Dickens) Я знав, де її шукати.

I don't know how to do it. Я не знаю, як це зробити.

We don't know what to do with these people. (Heym)

Ми не знаємо, що робити з цими людьми.

## Exercise 7. Open the brackets.

1. They seemed (to quarrel): I could hear angry voices from behind the door.
2. They are supposed (to work) at the problem for the last two months.
3. The only sound (to hear) was the snoring of grandfather in the bedroom.
4. Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall.
5. They seemed (to wait) for ages.
6. I hate (to bother) you, but the students are still waiting (to give) books for their work.
7. He seized every opportunity (to appear) in public: he was so anxious (to talk) about.
8. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother.
9. He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget).
10. I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings.
11. He seems (to know) French very well: he is said (to spend) his youth in Paris.
12. The enemy army was reported (to overthrow) the defence lines and (to advance) towards the suburbs of the city. 13. The woman pretended (to read) and (not to hear) the bell.
14. You seem (to look) for trouble.
15. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.

Keys for self-checking 1. to be quarrelling. 2. to have been working. 3. to be heard. 4. to be lost, to find, to have been dropped. 5. to have been waiting. 6. to be bothering, to be given. 7. to appear, to be talked. 8. to tell, to know. 9. to earn, to be read, not to be forgotten. 10. to have been, to have seen. 11. to know, to have spent. 12. to have overthrown, to be advancing. 13. to be reading, not to have heard. 14. to be looking. 15. to have been snowing.

## Exercise 8. Open the brackets.

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) since morning.
4. He seems (to read) all the books in the library.

5. We expect (to be) back in two days.
6. He expected (to help) by the teacher.
7. The children seem (to play) since morning.
8. I am glad (to do) all the homework yesterday.
9. She seems (to work) at this problem ever since she came here.
10. I am sorry (to break) your pen.
11. I want (to take) you to the concert.
12. I want (to take) to the concert by my father.
13. She hoped (to help) her friends.
14. She hoped (to help) by her friends.
15. I hope (to see) you soon.

Keys for self-checking 1. to read. 2. to be reading. 3. to have been reading. 4. to have read. 5. to be. 6. to be helped. 7. to have been playing. 8. to have done. 9. to have been working. 10. to have broken. 11. to take. 12. to be taken. 13. to help. 14. to be helped. 15. to see.

## IV. Comprehension

**Exercise 9. Look at the picture. Remember, what do you know about HRM. Think about the main ways of HRM. Discuss the following items.**

1. What is HRM?
2. Why is it important to consider the points from the picture?
3. How do you think, what point is the most important?
4. If you are a manager, what ways of HRM do you use?
5. Why is it important to develop people's talents?
6. How do you understand HR planning?
7. Why is it important to train and teach the staff?
8. What are the main goals of the HRM?
9. Labor relations. Is it necessary?
10. Make the list of advises to the young manager using the picture.




**Exercise 10. Read the text B with a dictionary for 10 minutes and say what rules are mentioned in the text.**

**Part one: Create a pleasant atmosphere**. Your employees spend a large chunk of their lives working in their office, so you should try to make the office look as friendly and appealing as possible. If you create a friendly and comfortable atmosphere for your employees, then they will be more eager to go to work every day.

**Take advantage of your wall space**. Your employees will spend a lot of time staring at your walls, so this is a great place to catch their attention and motivate them into doing better work. 3

**Use food as incentive**. Don't underestimate the power of having some food around the office. People will be much more excited to come to work if they know that there will be some food waiting for them.

**Institute casual dress days**. Casual dress days will make people more excited to go to work, and will make them feel more comfortable in the work environment. You can institute a casual Friday, or randomly choose to add extra casual days to the calendar.

**Part Two: Recognizing and Rewarding Your Employees**

**Recognize your employees on an individual basis.** If they've done something truly outstanding, then you should take the time to let them know. Instead of telling people that everyone is doing great, take the time to pull a specific person into your office, or to write an email or a note along with that person's check, to let him know that his work is truly outstanding.

**Recognize your employees as a group**. You should take the time to let your team know that they are doing solid work as a unit, and show that you appreciate their efforts at all times. Taking just a few minutes out of your day to praise your employees for good team work can motivate them to work much harder.

**Reward your employees for hard work**. Setting up a system of rewards is an excellent way to motivate your employees. Whether you set up a contest to see who can accomplish something the fastest on a certain day, or if you have a competition to see who can generate the most revenue by the end of the month, any contest that has a reward, even if it's silly, will keep your employees motivated to produce solid work.

**Part Three: Developing Great Relationships in the Workplace**

**Get to know your employees**. You may feel like you're too busy to take the time to get to know your employees -- well, think again. If you develop a stronger relationship with your employees, you'll not only have a better sense of what makes them tick, but they'll also like you more and will be more motivated to work for you as a result.

**Create social events**. Having a few social events on the calendar will help people in your office get to know each other. People will be much more excited to come to work and to do their work if they are friendly, or even friends, with their coworkers.

**Use theme days to your advantage**. Theme days are a great way for people to get to know each other and be more excited about coming to work. During theme days, people are more relaxed, and have an easier time getting to know each other while working.

**Exercise 11. There is a list of professions.**

Accountant- Window cleaner- Bricklayer- Actor / Actress- Baker- Architect- Butcher- Electrician- Author –Doctor- Bus driver- Farme- Pilot- Carpenter- Dentist- Optician- Waiter / Waitress- Traffic warden- Judge- Travel agent- Chef / Cook- Designer- Factory worker- Dustman / Refuse collector- Gardener- Tailor- Cleaner- Translator- Fireman / Fire fighter- Hairdresser- Lawyer- Fisherman- Taxi driver- Florist- Veterinary doctor (Vet)- Journalist- Teacher- Lecturer- Mechanic- Tailor- Lifeguard- Librarian- Secretary- Model- Shop assistant- Postman- Soldier- Pharmacist- Receptionist- Plumber- Scientist- Photographer- Politician- Policeman / Policewoman.

**Find the definitions for them and learn. Eg.** Nurse- a person trained to help a doctor look after thesick or injured.

-a person that works with the money and accounts
of a company.
- a person that acts in a play or a movie.
- a person that designs buildings and houses.
- They write books or novels.
- They make bread and cakes and normally work in abakery.
- a person that helps to build houses using bricks

- a person that drives buses.

-a person that works with meat. They cut the meatand sell it in their shop.

-a person that makes things from wood including houses and furniture.

-a person that prepares food for others, often ina restaurant or café.

-a person that cleans/tidies an area or place (such as in an office).

-a person that can fix problems you have with your teeth.

-a person who has the job of designing things.

- A person you go to see when you are ill or have some type of health problem.

-a person that collects trash / rubbish from bins in the street.

- a person that works with electric circuits.

-a person that works in a factory.

- a person that works on a farm, usually with animals.

- a person that puts out fires.

-a person that catches fish.

-a person that works with flowers.

-a person that keeps gardens clean and tidy. Theytake care of the plants in the garden.

-they cut your hair or give it a new style.

-a person that makes news reports in writing or through television.

-a qualified person that decides cases in a law court.

-a person that defends people in court and gives legal advice.

-a person that gives lectures, usually in a university.

-a person that works in a library.

-a person that saves lives where people swim (at a beach or swimming pool).

-a person that repairs machines, especially car motors.

-a (usually attractive) person that works in fashion, modeling clothes and accessories.

-a person that checks your eyes and try and correct any problems with your sight.

-a qualified person that works with and dispensesmedicine.

-a person that takes photos.

-a person who flies a plane.

-a person that repairs your water systems or pipes.

-a person who works in politics.

-a member of the police force. They (try and) prevent crime.

-a person that delivers mail to your house.

-a person that is at the reception (entrance) of a company.

-a person that works in the science industry. They do many experiments.

-a person employed in an office who types letters, keeps records etc.

-a person that works in a shop or store selling products.

-a person who works for the army.

-a person that makes clothes for others, many times producing exclusive items of clothing.

-a person who drives a taxi.

-a person that passes knowledge to students, usually at school.

-a qualified person that looks after sick animals

-a person that translates from one language to another.

- a person that patrols areas to check that peopledo not park in the wrong place.

-a person that organizes and sells holidays and flights for others.

-a person that works in a food outlet, looking after customers and serving food.

-a person that cleans windows, normally the windows of big buildings.

**VI. Speaking.**

**Exercise 12. Make up the dialog between the manager and the employee (choose any profession from the list) at the Interview using the questions from the previous unit and the information of this unit. Act the dialogs in pairs.(25-30 lines)**

**VII Writing**

**Exercise 13. Translate the following text in writing.**

We often hear the term Human Resource Management, Employee Relations and Personnel Management used in the popular press as well as by Industry experts. Whenever we hear these terms, we conjure images of efficient managers busily going about their work in glitzy offices. In this article, we look at the question "what is HRM ?" by giving a broad overview of the topic and introducing the readers to the practice of HRM in contemporary organizations. Though as with all popular perceptions, the above imagery has some validity, the fact remains that there is much more to the field of HRM and despite popular depictions of the same, the "art and science" of HRM is indeed complex. We have chosen the term "art and science" as HRM is both the art of managing people by recourse to creative and innovative approaches; it is a science as well because of the precision and rigorous application of theory that is required.

As outlined above, the process of defining HRM leads us to two different definitions. The first definition of HRM is that it is the process of managing people in organizations in a structured and

thorough manner. This covers the fields of staffing (hiring people), retention of people, pay and perks setting and

management, performance management, change management and taking care of exits from the company to round off the activities. This is the traditional definition of HRM which leads some experts to define it as a modern version of the Personnel Management function that was used earlier. The second definition of HRM encompasses the management of people in organizations from a macro perspective i.e. managing people in the form of a collective relationship between management and employees. This approach focuses on the objectives and outcomes of the HRM function. What this means is that the HR function in contemporary organizations is concerned with the notions of people enabling, people development and a focus on making the "employment relationship" fulfilling for both the management and employees.

These definitions emphasize the difference between Personnel Management as defined in the second paragraph and human resource management as described in the third paragraph. To put it in one sentence, personnel management is essentially "workforce" centered whereas human resource management is "resource" centered. The key difference is HRM in recent times is about fulfilling management objectives of providing and deploying people and a greater emphasis on planning, monitoring and control.

Whatever the definition we use the answer to the question as to "what is HRM?" is that it is all about people in organizations. No wonder that some MNC's (Multinationals) call the HR managers as People Managers, People Enablers and the practice as people management. In the 21st century organizations, the HR manager or the people manager is no longer seen as someone who takes care of the activities described in the traditional way. In fact, most organizations have different departments dealing with Staffing, Payroll, and Retention etc. Instead, the HR manager is responsible for managing employee expectations vis-à-vis the management objectives and reconciling both to ensure employee fulfillment and realization of management objectives.

## Unit 4

***Законодавча система України. Законодавчі системи високо розвинених країн світу***

**1. Vocabulary**

**Exercise 1. Remember the following words and word combinations:**

Representative - представник; уповноважений; делегат, government - уряд, independence - незалежність, indivisible - неподільний, legislative body – законодавчий установа, citizens - громадяни, secret vote – таємне голосування, equal - рівний, secret – таємне, direct- прямий, безпосередній, ballot - балотування, establish - установлювати; влаштовувати, armed forces – збройні сили, Crimean Autonomous Republic - Автономна Республіка Крим, Constitutional Court - Конституційний Суд, decision - рішення, elections – вибори.

**Exercise 2. Guess the meaning of the following international words:**

Presidential, all the countries, representative democratic republic, the Constitution, deputies, proportionally, multi-mandate national constituency, election blocks, support, last week, share, development.

**Find in the text and translate more international words.**

**Exercise 3. Give English equivalents:**

Проголошувати, територія, уряд, право голосу, мандат, більшість, загалом, виборці, об'єднувати, щоденний, подібний, суспільний, громадянський, суд.

**II. Reading**

**Exercise 4. Read and translate the text A:**

Text A Legislative System of Ukraine

**Politics of Ukraine** take place in a framework of a presidential representative democratic republic and of a multi-party system. The government of Ukraine underwent rapid change in the early 1990s. The independence of Ukraine was proclaimed on the 24th of August, 1991. Its sovereignty is now recognized by all the countries of the world. Ukraine has its own state symbols, Constitution, currency and government. According to the Constitution of Ukraine its territory is one and indivisible. There is the Crimean Autonomous Republic in Ukraine, 24 administrative districts and the cities of Kyiv and Sevastopol.

The only legislative body of Ukraine is the Parliament - The Verkhovna Rada of Ukraine. People's deputies of Ukraine are elected by the citizens of Ukraine on the basis of equal and direct universal suffrage through secret vote. The election system is mixed - majority and proportional. Altogether 450 deputies are elected. 225 of them are elected at single-mandate constituencies on the basis of relative majority, and another 225 are elected proportionally at multi-mandate national

constituency from the lists of candidates coming from political parties and their election blocks. Only the laws of Ukraine act on its territory. The elections to the Verkhovna Rada are held every 4 years on the last week of March. The deputies are elected by equal, secret or direct ballot.

The powers of people's deputies of Ukraine are established by the Constitution and laws of Ukraine. People's deputies of Ukraine may voluntarily unite themselves into deputies' groups (factions) of no less then 25 members. Deputies' groups are formed both at party and non-party basis. Deputies' groups formed at party basis are called 'factions'. Non-party deputies may join a faction if they support the program of relevant party. Deputies' groups formed at non-party basis unite deputies who share the same or similar views of national, social and economic development. The highest executive body is the president. He can veto any decision of the Verkhovna Rada. The president is the commander-in-chief of the armed forces of Ukraine. He also represents the state in the international relations.Another part of the executive branch is the Cabinet of Ministers, which is headed by the Prime-Minister. The Cabinet of Ministers coordinates the daily administration of the government and may introduce bills to the Verkhovna Rada. The judiciary power belongs to the Constitutional Court and regional courts.

**Text understanding.**

**Exercise 5. Answer the questions:**

1.When was the independence of Ukraine proclaimed?

2. How many administrative districts do you know? What district do you live in?

3. Who is the head of the state?

4. What is the highest legislative body of Ukraine?

5.What is the supreme judicial body?

**Exercise 6. Complete the sentences.**

1.The independence of Ukraine was proclaimed……

2. The only legislative body of Ukraine is…….

3. Ukraine has its own …..

4. The election system is……..

5. People's deputies of Ukraine are…..

6. The elections to the Verkhovna Rada are……

**Exercise 7. Agree or disagree with the statements. Correct the false statements.**

**1.** The government of Ukraine didn’t undergo rapid change in the early 1990s.

2. According to the Constitution of Ukraine its territory is divisible.

3. The election system is mixed – majority.

4. The only legislative body of Ukraine is the president.

5. The elections to the Verkhovna Rada are held every 6 years.

6. The powers of people's deputies of Ukraine are established by the Verkhovna Rada.

**IV. Comprehension**

**Exercise 8. Read the text B without a dictionary for 7 minutes and say what problems are mentioned in the text:**

Text B. Legislative Systems of different countries

A **legislature** is a kind of deliberative assembly with the power to pass, amend, and repeal laws. The law created by a legislature is called legislation or statutory law. In addition to enacting sup laws, legislatures usually have exclusive authority to raise or lower taxes and adopt the budget and other money bills. Legislatures are known by many names, the most common being parliament and congress, although these terms also have more specific meanings.

In parliamentary systems of government, the legislature is formally supreme and appoints a member from its house as the prime minister which acts as the executive. In a presidential system, according to the separation of powers doctrine, the legislature is considered an independent and coequal branch of government along with both the judiciary and the executive.

The primary components of a legislature are one or more chambers or houses: assemblies that can debate and vote upon bills. A legislature with only one house is called unicameral. A bicameral legislature possesses two separate chambers, usually described as an upper house and a lower house, which often differ in duties, powers, and the methods used for the selection of members. Much rarer have been tricameral legislatures; the Massachusetts Governor's Council still exists, but the most recent national example existed in the waning years of caucasian-minority rule in South Africa.

In most parliamentary systems, the lower house is the more powerful house while the upper house is merely a chamber of advice or review. However, in presidential systems, the powers of the two houses are often similar or equal. In federations, it is typical for the upper house to represent the component states; the same applies to the supranational legislature of the European Union. For this purpose, the upper house may either contain the delegates of state governments, as is the case in the European Union and in Germany and was the case in the United States before 1913, or be elected according to a formula that grants equal representation to states with smaller populations, as is the case in Australia and the contemporary United States.

**Exercise 9. Agree or disagree with the statements. Correct the false statements.**

1. A legislature is a kind of deliberative assembly with the power to pass, amend, and repeal laws.
2. Legislatures are unknown by many names, the most common being parliament and congress.

3. In parliamentary systems of government, the legislature is formally supreme and appoints a member from its house as the prime minister which acts as the executive.

4. In most parliamentary systems, the lower house is the more powerful house while the upper house is merely a chamber of advice or review.

5. A legislature with only one house is called bicameral.

**Exercise 10. Translate the word combinations and make sentences with them.**

| | |
|---|---|
| specific meanings | the delegates of state governments |
| vote upon bills | equal representation |
| presidential system | exclusive authority |
| an upper house and a lower house | the European Union |
| differ in duties | South Africa |

**III Grammar.**

Реферування **(summary)** – це максимальне скорочення тексту як джерела інформації при істотному збереженні його основного змісту. При реферуванні тексту вилучають усе другорядне і залишають лише основну суть.

## ЗРАЗОК ПЛАНУ ДО РЕФЕРУВАННЯ З МОВНИМИ КЛІШЕ

1. The article is placed in the issue of…
2. It is titled / subtitled…
3. It is a brief report / a feature story / an editorial / a front page article on the subject of …
4. The subject / contents of the article is …
5. The article reports on / covers / describes / tells about / recounts / presents / enlarges upon / casts light on / is devoted to / is dedicated to / concerns / is concerned about / points out…
6. It raises / touches upon / reveals / lays / bare the problem of / deals with / contains the description…
7. It poses the question about…
8. It hints at / suggests…
9. It expresses / implies the positive / negative / attitude towards…
10. It stresses / emphasizes / accentuates…
11. The author's attention is focused on…
12. The author's standpoint is critical /dubious / open / hidden / blazed / uncompromising / diplomatic / well-balanced / indignant…
13. The author appeals to the reader's sense of justice… / is concerned with… / dwells on… / draws

the reader's attention to… / comments on…

14. The reader is stimulated to make his own judgments on…
15. It is stated that…
16. It is also mentioned…
17. It is emphasized that…
18. The author convinces the reader of…
19. The author achieves / misses his goal…
20. The article is a truthful / brave challenge to…
21. The general impression it produces is…
22. In brief / general / conclusion…

**Exercise 11. Make the summary of the following text using the preivous points.**

For ages Ukraine has assumed many names. Among these names are Oriana, Roxolania, Scythia, Sarmatia, and the State of Anths. In the 9th century AD, the name "Rus" first appeared in Kyiv chronicle where it referred to the King and his men. According to Arab and Byzantian written sources, in the 12th century AD Rus was on the Taman Peninsula (Tmutorokan). Thereafter, Chervona (Red) Rus (or Halychyna), Bila (White) Rus (the territory of present-day Bielorus), and Western Rus Lands (Volyn) were referred to as Rus Provinces. Generally, the name "Rus" had been applied to all the lands of Kyiv Rus since the 6th century AD.In 1334, Mala (Small) Rus was the name first used in referring to the Halytsko-Volyn Principality as a successor of the Great Kyiv Rus, which survived after the Mongol-Tatar invasion. Later, the name spread to the entire Ukrainian territory.

At the same time, the name "Ukraina" (Ukraine) was used widely as an unofficial version of "Rus". This name was first come upon in the Kyiv Manuscript (Ipatiev's version) where it was used to describe Pereyaslav, Kyiv and Chernihiv. Halych Ukraine is mentioned in the Halych-Volyn Manuscript in 1187 and 1213. In 1650, a French engineer and traveler, G.L. de Beauplan, published a book titled, "Description d'Ukraine" where he used the word "Ukraine" to describe Halychyna and Podilia (low lands). During Cossack times, since the 16th century, Cossack lands which included the lands along the Dnieper (Naddnipranshchyna) were called Ukraine. The Cossacks' State headed by Bohdan Khmelnytski was also called Ukraine. This is corroborated in the documents of many hetmans (Cossack leaders, or headmen) - from Khmelnytski to Ivan Mazepa and P. Orlyk. Ukraine became popular in Western Europe after 1661 owing to publications by G.L. de Beauplan.Beginning in the 19th century, the name Ukraine was used to denote the entire territory where Ukrainians lived. Thus, all other names irrespective of their origin and length of use were removed.

After the declaration of the Ukrainian National Republic (1917), the Ukrainian Hetman State (1918), the Western Ukrainian People's Republic (1918), and Carpathian Ukraine (1939), "Ukraine" became the official name of the country. In 1919, Ukraine was called the Ukrainian Socialists Soviet Republic, and from 1937-1991 it was referred to as the Ukrainian Soviet Socialist Republic.

Finally, the historical name "Ukraine" was given back to the country after it declared its independence in 1991. On June 28, 1996, this official name was corroborated into the Constitution of Ukraine.

The territory of Ukrainian State is 603,700 km2, or 5.7% of European territory and 0.44% of world's territory. Its territory is bigger than those of France (544,000 km2), Spain (505,000 km2), Sweden (450,000 km2), Germany (356,000 km2) and Poland (312,000 km2). Due to its advantageous location in the center of Europe and wide network of air, railroad, sea and automobile transport, Ukraine is a transit country for passengers and cargo from many countries.

Ukraine is comprised from the Autonomous Republic of Crimea and 24 oblasts: Vynnytsya, Volyn, Dnipropetrovsk, Donetsk, Zhitomir, Zakarpattya, Zaporizhzhya, Ivano-Frankivsk, Kyiv, Kirovograd, Luhansk, Lviv, Mykolaiv, Odesa, Poltava, Rivne, Sumy, Ternopil, Kharkiv, Kherson, Khmelnitsky, Cherkasy, Chernihiv, Chernivtsy.

The cities of Kyiv and Sevastopol have a special status set by the laws of Ukraine. Ukraine has 490 rayons (regions), 446 cities, 907 towns and 10,196 villages. Ukrainian territorial system is based on unity and integrity of national territory, combination of centralization and decentralization of state power, balance of social and economic development of regions taking into account their historical, economic, geographic and demographic features as well as ethnic and cultural traditions.

Ukraine has well-developed scientific and industrial base. The national economy includes such spheres as heavy machine building, ferrous and non-ferrous metallurgy, shipbuilding, automotive industry (buses, cars and trucks), manufacturing of tractors and other agriculture machinery, diesel locomotive manufacturing, manufacturing of machine-tools, turbines and aircraft engines, production of power plants', oil extraction and chemical equipment and so on. Ukraine is also a powerful manufacturer of energy.Several fields of Ukrainian economy demonstrate high technological level of development. The country is producing carrier rockets, satellites and space research equipment. Ukraine is a considerable producer of military equipment, including tanks, military transport aircrafts, optical equipment. Antonov aircraft, lighter-aboard ships, walking excavators, precise machinery, and electric welding equipment are produced using state-of-art technologies and comply with the top world standards.

**Exercise 12. Find the article in English periodicals which deals with the legislative system of Ukraine. Make the summary of the article in English in written form.**

**VI. Speaking.**

**Exercise 13. Sum up all the information you got on the topic. Speak on it using the plan:**

1. Politics of Ukraine.
2. The only legislative body of Ukraine.
3. The differences between unicameral, bicameral and tricameral legislatures.
4. Main functions of The Verkhovna Rada of Ukraine.

**VII Writing**

**Exercise 14. Translate the following text in writing.**

***- The State Flag of Ukraine***

Various types of flags were used in various periods of Ukrainian history. The earliest mention of the modern national colors of Ukraine dates back to the period of Hetman State and is found in the Lviv Chronicle of the 17th century. Supposedly, the coat of arms of the city of Lviv, in yellow and blue colors, was granted to the city by Prince Lev. Yellow and blue also appeared in the coat of arms of the "Ruthenian Voyevodstvo (Province)" which was part of Poland in the 14th and 15th centuries. The description of some military flags from the times of the Hetman State (after the Periaslav Council of 1654) mention azure as the color of the flag cloth bearing different embroidered emblems and mottoes. Along with azure, often in combination with yellow, the favorite colors of the Kozak state were crimson and red.

The heraldic conception of national colors that had been passed down from ancient times had been lost. Instead, blue was justified as being the color of the sky and yellow as the color of the wheat fields. On March 22, 1918 the Ukrainian Central Rada simultaneously adopted the yellow-and-blue flag and the trident as the national coat of arms. On November 12, 1918, the government of the Western Ukrainian National Republic also adopted these colors for its state flag. In accordance with the resolution of the Ukrainian National Rada of June 27, 1949, the state flag of the Ukrainian National Republic consisted of two equal horizontal stripes: blue at the top and yellow at the bottom.

When Ukraine declared its independence in 1991, it adopted a new National Flag on January 28, 1992 - a horizontally 2-striped flag. The upper stripe, blue, signifying the open sky and the bottom yellow stripe, symbolizing the wheat fields of Ukraine.

***- The State Emblem of Ukraine***

The national emblem - the coat of arms, the flag, and the seal - alternated during the millennium

of Ukrainian history owing to various political, social, cultural, and other factors - a phenomenon common to many European nations.

The contemporary national coat of arms of Ukraine, Azure or trident, is the most ancient as well as most dignified of all the Ukrainian insignia of nationwide significance. Its emblazonment represents a synthesis of a preheraldic device of the ruling dynasty in the tenth century and of the oldest Ukrainian national heraldic tinctures from the 13th century.

The problems associated with the origin and of the original meaning of the Ukrainian trident have still not been solved by scholars. The archaeological finds of tridents in Ukraine go back to the 1st century AD.

Undoubtedly this emblem was a mark of authority and a mystic symbol of one or of several of the ethnic groups which inhabited ancient Ukrainian territory and which came to compose the Ukrainian nation.

The trident, left to Volodymyr the Great by his ancestors became a hereditary preheraldic badge of all his descendants and rulers of medieval Ukraine - the Grand Princes of Kyiv and the Princes of all other constituent principalities of the vast Kyivan Realm. Tridents and bidents are found on many objects of that period: coins, stones, and bricks of significant buildings (i.e., palaces, castles, cathedrals), armor, signets, seals, official jewelry, ceramics and manuscripts.

After the renascence of independent Ukraine on January 22, 1918, the trident was adopted, by a law of March 22, 1918, as the national device of the Ukrainian National Republic. It was adopted in the form of a Great and a Small Coat of Arms representing the classic trident of Volodymyr the Great in an ornamental wreath. The trident was emblazoned in official use (e.g., in uniforms of armed forces, and service flags).

***- The State Anthem of Ukraine***

The Ukrainian State Anthem, Shche ne vmerla Ukraina ("Ukraine Has Not Yet Perished" - or "Ukraine Lives On") is of quite recent origin. Rev. Mykhailo Verbytskyi (1815-70), composer of many Ukrainian songs realized the need for an anthem at the first Ukrainian concert in Peremyshl, in Western Ukraine, to honor the poet Taras Shevchenko. In the same year a poem, "Shche ne vmerla Ukraina" appeared in the Lviv magazine Meta ("The Goal"), written by Pavlo Chubynsky (1839-84). However, the magazine mistakenly accredited the poem to Shevchenko. Rev. Verbytskyi was impressed by the poem's simplicity yet strong patriotic appeal, and set it to music.

The popularity of the song rapidly spread throughout the country. In 1864 it was sung at the conclusion of a program in Permyshyl honoring Taras Shevchenko. Shche ne vmerla Ukraina was first published in 1885 in the Lviv music anthology "Kobzar". Finally, in 1917 it became the

rallying song of the Ukrainian revolution and was officially adopted as the state anthem of the Ukrainian Republic.

According to Article 20 of the Constitution of Ukraine (adopted on June 28, 1996) the State Anthem of Ukraine is the national anthem with the music of M. Verbytskyi and words, confirmed by law and approved by a constitutional majority of the Verkhovna Rada of Ukraine.

***Основні види діяльності управлінців. Ділове спілкування***




**1. Vocabulary**

**Exercise 1. Remember the following words and word combinations:**

Social process - соціальний процес, an enterprise - підприємство, planning - планування, organizing - організація, actuating – виконання, controlling - контролюючий, convenient - зручний, gap - розрив, accomplishment - досягнення, necessary - необхідно, identification of activities - визначення заходів, assignment of duties - розподіл обов'язків, recruitment - найм, selection -відбір, remuneration - винагорода, оплати праці, performance appraisal - атестація, supervision - нагляд, zeal - завзяття, wastages - збитки, the function of manning - функції комплектування.

**Exercise 2. Give English equivalents:**

Відповідальність, ціль (мета), функція, рівень, впливати, виконувати, уникати, мати справу, мотивація, спілкування, непорозуміння, усне спілкування, письмове спілкування.

**Exercise 3. Translate the word combinations and make sentences with them.**

Functions of management, highly inseparable, a future course of action, to achieve desired goals, an intellectual activity, human and non-human resources, to predict deviations.

**II. Reading**

**Exercise 4. Read and translate the text A:**

Management has been described as a social process involving responsibility for economical and effective planning & regulation of operation of an enterprise in the fulfillment of given purposes. It is a dynamic process consisting of various elements and activities. These activities are different from operative functions like marketing, finance, purchase etc. Rather these activities are common to each and every manger irrespective of his level or status.

Different experts have classified functions of management. There are five fundamental functions of management **Planning**, **Organizing**, **Staffing**, **Directing** and **Controlling**. For theoretical purposes, it may be convenient to separate the function of management but practically these functions are overlapping in nature i.e. they are highly inseparable. Each function blends into the other & each affects the performance of others.

### *1. Planning*

It is the basic function of management. It deals with chalking out a future course of action & deciding in advance the most appropriate course of actions for achievement of pre-determined goals. Planning is deciding in advance - what to do, when to do & how to do. It bridges the gap from where we are & where we want to be. A plan is a future course of actions. It is an exercise in problem solving & decision making. Planning is determination of courses of action to achieve desired goals. Thus, planning is a systematic thinking about ways & means for accomplishment of pre-determined goals. Planning is necessary to ensure proper utilization of human & non-human resources. It is all pervasive, it is an intellectual activity and it also helps in avoiding confusion, uncertainties, risks, wastages etc.

### *2. Organizing*

It is the process of bringing together physical, financial and human resources and developing productive relationship amongst them for achievement of organizational goals. To organize a business involves determining & providing human and non-human resources to the organizational structure. Organizing as a process involves:

- Identification of activities.
- Classification of grouping of activities.
- Assignment of duties.
- Delegation of authority and creation of responsibility.
- Coordinating authority and responsibility relationships.

### *3. Staffing*

It is the function of manning the organization structure and keeping it manned. Staffing has assumed greater importance in the recent years due to advancement of technology, increase in size of business, complexity of human behavior etc. The main purpose of staffing is to put right man on right job. Staffing involves:

- Manpower Planning (estimating man power in terms of searching, choose the person and giving the right place).
- Recruitment, Selection & Placement.
- Training & Development.
- Remuneration.
- Performance Appraisal.
- Promotions & Transfer.

## 4. ***Directing***

It is that part of managerial function which actuates the organizational methods to work efficiently for achievement of organizational purposes. It is considered life-spark of the enterprise which sets it in motion the action of people because planning, organizing and staffing are the preparations for doing the work. Direction is that aspect of management which deals directly with influencing, guiding, supervising, motivating subordinate for the achievement of organizational goals. Direction has following elements:

- Supervision
- Motivation
- Leadership
- Communication

**Supervision-** implies overseeing the work of subordinates by their superiors. It is the act of watching & directing work & workers.

**Motivation-** means inspiring, stimulating or encouraging the subordinates with zeal to work. Positive, negative, monetary, non-monetary incentives may be used for this purpose.

**Leadership-** may be defined as a process by which manager guides and influences the work of subordinates in desired direction.

**Communications-** is the process of passing information, experience, opinion etc from one person to another. It is a bridge of understanding.

## *5. Controlling*

It implies measurement of accomplishment against the standards and correction of deviation if any to ensure achievement of organizational goals. The purpose of controlling is to ensure that everything occurs in conformities with the standards. An efficient system of control helps to predict deviations before they actually occur. Therefore controlling has following steps:

- Establishment of standard performance.
- Measurement of actual performance.
- Comparison of actual performance with the standards and finding out deviation if any.
- Corrective action.

**Text understanding.**

**Exercise 5. Say "true" or "false".**

**1.** Management has not been described as a social process involving responsibility for economical and effective planning & regulation of operation of an enterprise in the fulfillment of given purposes.

**2.** There are five fundamental functions of management.

**3.** Each function does not blend into the other & each affects the performance of others.

**4.** Planning is determination of courses of action to achieve desired goals.

**5.** Organizing a business involves determining & providing human and non-human resources to the organizational structure.

**6.** Staffing is not the function of manning the organization structure and keeping it manned.

**7.** Staffing involves only remuneration.

**8.** Direction is that aspect of management which deals directly with influencing, guiding, supervising, motivating subordinate for the achievement of organizational goals.

**9.** Motivating is the act of watching & directing work & workers.

**10.** The purpose of controlling is to ensure that everything occurs in conformities with the standards.

**Exercise 6. Read the text B without a dictionary for 7 minutes and say what problems are mentioned in the text:**

**Communication** is neither transmission of message nor message itself. It is the mutual exchange of understanding, originating with the reciever. Communication needs to be effective in business. Communication is essence of management. The basic functions of management (Planning, Organizing, Staffing, Directing and Controlling) cannot be performed well without effective communication. Business communication involves constant flow of information. Feedback is integral part of business communication. Organizations these days are verly large. It involves number of people. There are various levels of hierarchy in an organization. Greater the number of levels, the more difficult is the job of managing the organization. Communication here plays a very important role in process of directing and controlling the people in the oragnization. Immediate feedback can be obtained and misunderstandings if any can be avoided. There should be effective communication between superiors and subordinated in an organization, between organization and society at large(for example between management and trade unions). It is essential for success and growth of an organization. Communication gaps should not occur in any organization.

Business Communication is goal oriented. The rules, regulations and policies of a company have to be communicated to people within and outside the organization. Business Communication is regulated by certain rules and norms. In early times, business communication was limited to paper-work, telephone calls etc. But now with advent of technology, we have cell phones, video conferencing, emails, satellite communication to support business communication. Effective business communication helps in building goodwill of an organization.

Business Communication can be of two types:

1. **Oral Communication** - An oral communication can be formal or informal. Generally business communication is a formal means of communication, like : meetings, interviews, group discussion, speeches etc. An example of Informal business communication would be - Grapevine.
2. **Written Communication** - Written means of business communication includes - agenda, reports, manuals etc.

**Exercise 7. Complete the sentences.**

**1.** Communication needs…..

**2.** The basic functions of management are….

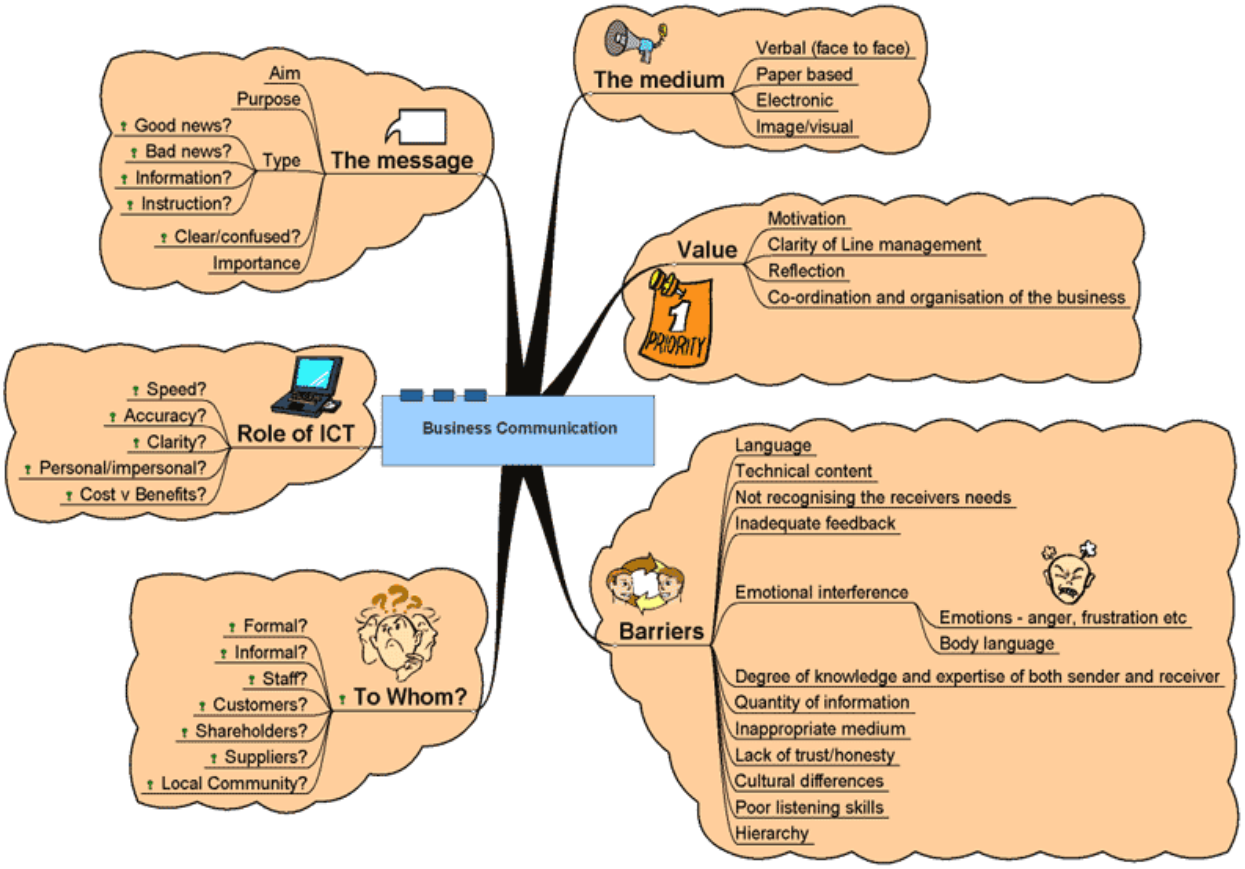
**3.** Communication plays a very important role in……

**4.** Business Communication is……

**5.** Business Communication can be of two types…..

## III. Comprehension

**Exercise 8. Look at the picture. Answer the questions after the picture in English.**




1. How do you think, what role is played by ICT in business communication?
2. One of the most important things in business communication is the message.What are the types of messages? Why is it important to understand clearly and to explain correctly the message in each particular situation of business communication?
3. There are many barriers in the communication. Name them. What is the hardest barrier to overcome?
4. How do you understand the value of business communication?
5. Business communication depends on the addressee. How will it differ in different situations?
6. What mediums of business communication are mentioned on the scheme?
7. What medium of business communication is the most suitable for you as a manager?

## IV Grammar. ДІЄПРИКМЕТНИК (THE PARTICIPLE)

Дієприкметник (the participle) — це неособова юрма дієслова, що має властивості дієслова, прикметника прислівника. В англійській мові є два дієприкметники — .ієприкметник теперішнього часу (Present Participle або 'articiple I) і дієприкметник минулого часу (Past Part-:iple або Participle II).

### УТВОРЕННЯ ДІЄПРИКМЕТНИКІВ

Present Participle утворюється за допомогою інчення -ing, яке додається до інфінітива дієслова без to — asking

Past Participle (Participle II) пр утворюється за допомогою закінчення -ed, що дод до інфінітива без частки to, тобто так само, як і стверджувальна форма Past Indefinite цих дієслів: to ask — asked

### 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 дієприкметника | Перехідні дієслова | | Неперехідні дієслова |
|---|---|---|---|
| | Active Voice | Passive Voice | Active Voice |
| Present Participle | asking | being asked | going |
| Past Participle | | asked | gone |
| Perfect Participle | having asked | having been asked | having gone |

Функції дієприкметника в реченні

| | Приклад | Переклад |
|---|---|---|
| *1. Означення* | 1. The student *asking a question* wants to know the answer.<br>2. The student *being asked* belongs to the Cybernetics department.<br>3. The student *asked* answered correctly. | 1. Студент, який задає питання хоче знати відповідь.<br>2. Студент, якого запитують, вчиться на факультеті кібернетики.<br>3. Студент, якого запитали, правильно відповів. |

| | | |
|---|---|---|
| *2. Обставина* | 1. *When asking* the teacher the student stood up.<br>2. *Having asked* his question the student sat down.<br>3. *Being asked* the student felt shy.<br>4. *When asked* he refused to answer the question.<br>5. *Having been asked* he refused to answer. | 1. Запитуючи вчителя, студент піднявся. (Коли запитував вчителя, студент піднявся).<br>2. Запитавши, студент сів на місце.<br>3. Коли студента запитували він відчув збентеження.<br>4. Коли його запитали, він відмовився відповідати на запитання.<br>5. Після того, як його запитали, він відмовився відповідати. |

**Exercise 9. Compare Present Participle и Past Participle. Translate into Ukrainian.**

| Present Participle | Past Participle |
|---|---|
| 1. the developing staff | 1. the developed staff |
| 2. the charging object | 2. the charged object |
| 3. the changing conditions | 3. the changed conditions |
| 4. the testing technic | 4. the tested technic |
| 5. the controlling signal | 5. the controlled signal |
| 6. the improving efficiency | 6. the improved efficiency |
| | |

**Exercise 10.** Choose the correct form of the participles used as adjectives in the following sentences.

1. The (breaking/broken) dishes lay on the floor.
2. The (interesting/interested) tennis match caused a great deal of excitement.
3. When James noticed the (burning/burnt) building, he notified the firing department immediately.
4. The (exciting/excited) passengers jumped into the lifeboats when notified that the ship was sinking.
5. The (smiling/smiled) Mona Lisa is on display in the Louvre in Paris.
6. The wind made such (frightening/frightened) noises that the children ran to their parents' room.
7. We saw the (advancing/advanced) army from across the town.
8. Mrs Harris's (approving/approved) smile let us know that our speeches were well done.
9. Our representative presented the (approving/approved) plan to the public.

**Exercise 11.** Use the participles instead of the parts of the sentences given in bold type, where possible.

1. Tom looked at Jesse attentively and tried to measure the resemblance to his brother-in-law as he remembered him.
2. The Gadfly was taken prisoner in the war, when he was fighting for the Argentine Republic.

3. As I knew her to be ill, I was not surprised when I saw how pale and thin she looked.
4. It is an autobiographical book which was completed by the author in the 1940.
5. The boy decided to buy the book with the money which he had saved for the purpose.
6. He was grateful to the owner of the filling station who had offered him the job.
7. As he had not been invited to the party, she had to stay at home.
8. The girl who was brought by Rosemary to her beautiful house burst into tears.
9. The leaflets which exposed the true nature of the war, were posted all over the city.
10. When Mr. Gorin had got the appointment at New York University he felt that he was the happiest man in the world.
11. As I had seen the photographs of the place, I had no desire to go there.
12. When she entered the room suddenly she found the boys smoking.
13. The speaker refused to continue as he was infuriated by the interruptions.

**Exercise 12.** Replace the phrase underlined with the structure have something done.

1. I didn't recognize Sheila. The hairdresser dyed her hair.
2. I've been getting a lot of annoying calls, so the telephone company is going to change my number.
3. Gabrielle broke her leg six weeks ago but she's much better now. In fact the doctor should be taking the plaster off tomorrow.
4. Since Rowland made a lot of money, he's not content with his little cottage, so an architect's designed him a fine new house.
5. This room gets too hot when the sun shines so I'm getting someone to fit the blinds on the windows.
6. I heard that Mrs Green didn't trust her husband so she hired a detective to follow him!
7. We don't really know what Shakespeare looked like. I wish he had asked someone to paint his portrait before he died.
8. My sister had always been self-conscious about her nose so she decided to go to a clinic for an operation which will straighten it.

**Exercise 13.** Join each of the following pairs of sentences, using either present participle, a past participle or a perfect participle.

1. The criminal removed all traces of his crime. He left the building.
2. He thought he must have made a mistake somewhere. He went through his calculation again.
3. He stole the silver. He looked for a place to hide it.
4. We were soaked to the skin. We eventually reached the station.
5. I had heard that the caves were dangerous. I didn't like to go any further without a light.
6. I didn't like to sit down. I knew there were ants in the grass.
7. She wore extremely fashionable clothes. She was surrounded by photographers. She swept up to the microphone.
8. We barricaded the windows. We assembled in the hall.
9. The speaker refused to continue. He was infuriated by interruptions.

## Exercise 14. Speak about yourself using the tables below.

| *Introducing Yourself* | *Responding* |
|---|---|
| Hi. I'm | Pleased to meet you. |

| | |
|---|---|
| | I'm Lewis Stevenson. |
| Hello. My name is | James Bond. |
| Hi. My name's | Hello, James. I'm Linda Brown. Nice to meet you. |

*Talking About Yourself*

My name's _____

I'm a/an _____

I work for _____

I live in _____

I'm from _____

Asking Personal Questions

What is your name? - _____

What do you do? - _____

Where do you live? - _____

Where are you from? - _____

Where do you work? - _____

*Who do you work for?* - _____

## Exercise 15.

a). Put the following words in the correct places 1-10 in the following form below.

| | | | |
|---|---|---|---|
| Age | *Christian Name* | *Married or single* | *Town/Village* |
| *Children* | *Country* | Address V | |
| *Nationality* | *Job* | Surname | |

| | |
|---|---|
| *1.* | *Brown* |
| *2.* | *Jack* |
| *3.* | *thirty-three* |

| | |
|---|---|
| *4. Address* | *78 Main Road* |
| *5.* | *London* |
| *6.* | *England* |
| *7.* | *Canadian* |
| *8.* | *married* |
| *9.* | *2 boys, 1 girl* |
| *10.* | *public servant* |

B. Write the questions to the following answers.

| | |
|---|---|
| *1.* | *Brown* |
| *2.* | *Jack* |
| *3.* | *thirty-three* |
| *4. What is your address?* | *78 Main Road* |
| *5.* | *London* |
| *6.* | *England* |
| *7.* | *Canadian* |
| *8.* | *married* |
| *9.* | *2 boys, 1 girl* |
| *10.* | *public servant* |

**Exercise 16.** Read about Mary Lane's typical day and fill in the gaps with the words below.

| | | | | |
|---|---|---|---|---|
| brush | get dressed | finish | leave home | set |
| *buy* | *get home* | *have breakfast* | *lie* | *start work* |

| | | | | |
|---|---|---|---|---|
| *catch* | *get up* | *have dinner* | *listen to* | *turn off* |
| *eat* | *go to* | *have lunch* | *meet* | *wake up* |
| *fall asleep* | *go to bed* | *have break* | *phone* | *watch TV* |
| *find out* | *rings* | *have a shower* | *read* | |

*I usually (1) _____ at 7.00 when my alarm clock (2) _____. I (3) _____it ___ and then usually just (4) _____ there in bed for another five or ten minutes before I finally (5) _____. I go to the bathroom, (6) _____, (7) _____ my teeth and then (8) _____.*

*I usually (9) _____ - toast, two boiled eggs and a cup of coffee – at about 7:30. While I (10) _____ I normally (11) _____ the news on the radio.*

*I (12) _____ at about 7:50. On my way to work I always (13) _____ a daily newspaper.*

I (14) _____ the eight o'clock train to work and usually (15) _____ the newspaper on it.

I (16) _____ at 9:00 and (17) _____ at 5:00. At eleven o'clock we (19) _____ for tea or coffee and I always (19) _____ _____at 12:30 – I usually go with some friends to an Italian restaurant which is not far from our office.

I (20) ____ _____ from work at about six o'clock and (21) _____ at 7 p.m. Most evenings I stay at home and (22) _____. Sometimes, I (23) _____ my friends at the pub or (24) _____ the cinema. Twice a week I (25) _____ my mother for a chat and to (26) _____ how everyone is.

I nearly always (27) _____ at midnight and the last thing I do before I (28) _____ is to (29) _____ the alarm clock.

***Exercise 17.*** Match the phrases or situations in column A with the correct responses in column B.

| A | B |
|---|---|
| *1. How do you do.* | *a) Not at all.* |
| *2. How are you?* | *b) Oh, sorry!* |
| *3. It's my birthday today.* | *c) That's all right.* |
| *4. I've just got married.* | *d) How do you do.* |
| *5. (Someone sneezes.)* | *e) Thanks. You too,* |
| *6. Thank you very much.* | *f) Bless you!* |
| *7. I'm sorry I'm late.* | *g) Many happy returns!* |

| | |
|---|---|
| *8. I'm taking my driving test tomorrow.* | *h) Good luck!* |
| *9. Have nice weekend.* | *i) Congratulations!* |
| *10. (You step on someone's foot.)* | *j) Fine, thanks. And you?* |
| *11. Pleased to meet you.* | *k) Yes, that's right.* |
| *12. Hello, are you Peter?* | *l) Not too bad, but too busy.* |
| *13. How is life?* | *m) Pleased to meet you too.* |

**Exercise 18.**Match the phrases or situations in column A with the correct responses in column B.

| A | B |
|---|---|
| 1. (It is the 25th of December) | a) Hi! |
| 2. Do you mind if I smoke? | b) Stop, thief! |
| 3. I've failed my driving test. | c) Yes, I'd love to. |
| 4. Hi! | d) Happy New Year! |
| 5. (It is midnight on the 31st of December.) | e) Say 'Cheese'! |
| 6. May I take my coat off? | f) No, not at all. |
| 7. (Someone steals your bag.) | g) Merry Christmas! |
| 8. I'm leaving, then. | h) Oh, hard luck! |
| 9. Would you like to go to the cinema tonight? | i) Bye, Paul. See you soon. |
| 10. (You want someone to smile for a photograph.) | j) Yes, please do. |

**Exercise 19.**Complete the following sentences about yourself

| | | |
|---|---|---|
| *I was born in* | | *(place)* |
| *in* | | *(when)* |
| *I went to school in* | | *(place)* |
| *at* | | *(type)* |
| *My parents came from* | | |
| *After leaving school, I studied* | | *(subject)* |
| | *at* | |
| *I did* | *a degree in* | *(subject)* |
| | *a course in* | *(subject)* |
| | *an apprenticeship in* | *(subject)* |

| | | |
|---|---|---|
| *After that I* | | |
| *My first job was in* | | |
| *as a(an)* | | |
| *More recently I have been working as* | | (job) |
| | *in* | (where) |
| | *with* | (company) |

**VI. Speaking.**

**Exercise 20.** Make dialogues using the following expression.

Thank you very much. -

Nice to see you. -

Have a good trip. -

I am very sorry! -

Hope to see you again. -

How are you? -

How is your family? -

Good-bye. -

**Exercise 21.** Speak about five fundamental functions of management Planning, Organizing, Staffing, Directing and Controlling.

**VII Writing**
**Exercise 22. Translate the following text in writing.**

Most of us have encountered the various types of managers in an organization or otherwise, in many walks of our lives. Managers are mostly typecast according to the different types of management styles, personality, function and involvement. The role of a manager, on a general note, is to get things done by others by making optimum use of available resources, exercising authority over and taking responsibility for all such resources that are allocated to be under his/her supervision. In short, to perform all the functions of management! All said and done, let's take a look at the various kinds of managers and their unique characteristics based upon their roles, functions, personalities and typecast quirks!
Types of Managerial Personnel in a Company
Typically, based upon organizational functions, you will find the following manager types in a standard commercial organization.
Purchase Manager who is responsible for procuring raw materials in a manufacturing company.
Production Manager who is responsible for managing the manufacturing process.
IT Manager who is responsible for supervising all computing and IT communication related issues.
Marketing Manager who is responsible for supervising the promotion and advertising of the company's products/services.

Sales Manager who looks after the sales department and sets targets for sales personnel and appraises their performance on the basis of the extent of target achievement.
Finance Manager who is responsible for the financial management of the organization.
Human Resources Manager who is responsible for the HR department and oversees all human resource management functions like recruitment, payroll, attendance, employee exit, etc. besides displaying all basic management skills.
Product Development Manager who is authorized with the management of the technical division of new product design and product innovation.Other than these, a standard company may have a general manager and an operational manager, depending upon the type and scale of its operations.
Software development and testing companies also have two types of project managers - functional project managers who are deeply involved with every technical aspect of the project and activity or resource managers who manage the operational and people part of the project, leaving the technical aspects to his subordinate IT professionals.
In most companies these days, we can see another school of managers called case managers. These case managers are chiefly vested with the responsibility of attending to employees' medical well-being There are, broadly, two types of case managers - medical case managers who are responsible for getting medical aid for emergency medical contingencies of he employees and liaison case managers who act as the mediator between the medical professionals and the employer organization.
Types of Managers Based Upon Management Styles
There can be the following sorts of managers based upon the four most prominent types of management styles. Each subheading underlines different aspects of management styles and techniques.
The Authoritarian Manager is one who is the sole decision maker for his management unit and prefers his subordinates to perform their tasks exactly as outlined by him. In a way, this type of manager makes work easier for the employee as the latter knows exactly what is expected of him/her and the way in which the task is to be performed. The thinking part is left to the boss while the doing part lies with the subordinate. This type of manager displays management skills of strong leadership and direction but may lack the knack for delegation.
The Democratic Manager is that person who believes in majority consensus and takes any decision only after consulting his/her subordinates. This type of manager displays participative management style by allowing his subordinates' participation in the decision-making process, giving them a sense of belonging and deeper involvement in the organizational fabric.
The Paternalistic manager is the one who acts like a parent figure to his subordinates and makes sure to regularly bond with his subordinates to listen to their professional issues and lend a helping hand to ease their operational difficulties. A paternalistic manager encourages his subordinates to work as a family and be supportive of the collective effort for the bigger organizational well-being.The Laissez Faire Manager communicates the tasks to be performed by his subordinates and sets targets and deadlines for the completion of such tasks. Thereafter he leaves the method to the subordinates. As long as the employees complete the task in line with the organizational standards and within the specific deadline, it doesn't matter what methods are employed by them to do so.

# Unit 5

***Організаційні аспекти та стратегія в УТР. Ділова телефонна розмова***

**1. Vocabulary**

**Exercise 1. Remember the following words and word combinations:**

to replace - замінити, personnel management - управління персоналом, recruitment - рекрутинг, advertisements -реклама , description - опис, requirements - вимоги, safety - безпека, disciplinary issues – дисциплінарні питання, redundant - надлишковий, payroll section – відділ платіжних відомостей, similar - схожі.

**Exercise 2. Give English equivalents:**

Функція, організація, робоче місце, управління, співбесіда, потреби, необхідність, розвиток, окремий, успіх, робота, знання, уміння, навички.

**Exercise 3. Translate the word combinations and make sentences with them.**

Screening and selecting applicants, the organisation responsible for the management and motivation, to identify development needs of employees, worker-oriented job analysis and task-oriented job analysis, specific certification, priority.

**II. Reading**

**Exercise 4. Read and translate the text A:**

## *Personnel functions*

The term personnel department refers to the function of the organisation that is responsible for the management and motivation of people in the workplace. Increasingly today the term Human Resource Management has come to replace personnel - because personnel management is seen as an old fashioned way of managing people, giving priority to organisational rather than individual development needs.Typically personnel work is concerned with:

1. The recruitment and selection of new employees, e.g. helping to prepare job advertisements and job descriptions for new posts, and helping to organise the interview process.
2. The induction of new employees where they are introduced to the company, and aspects of the job they will be doing as well as essential requirements such as health and safety training.
3. Training and development. Training focuses on the needs of the organisation whereas development is more concerned with identifying and meeting the needs of individual employees.
4. Organising the appraisal process to identify development needs of employees.
5. Representing the organisation as a go between on disciplinary issues e.g. when a worker has continuously been late for work. Dismissing and making workers redundant where necessary.
6. Managing payment systems, although this will probably be the responsibility of a separate payroll section.

7. Taking responsibility for the motivation of employees by outlining motivational work practices.
8. Organising the termination of work, and retirement of employees, as well as job redundancies where appropriate.

A job analysis can be focused on two venues: worker-oriented job analysis and task-oriented job analysis. Worker-oriented job analysis or job specification deals with the necessary knowledge, skills, and abilities/attributes to successfully complete the job. Task-oriented job analysis, sometimes called work-oriented job analysis, is concerned with what the employees does (relevant job-related behaviors) and how it is done (required machinery, tools, interaction with people, and information). Some experts are now suggesting that Competency Modeling, which is similar to Job Analysis, may be more advantageous depending on the organization's needs.
The job analysis process involves collecting detailed information about the duties, responsibilities, skills, competencies, required outcomes, and work environment of a particular job. It may include the following activities:

- Analyzing the duties, tasks, and responsibilities that must be accomplished by the employee filling the position;
- Communicating the most important work outcomes needed from the position;
- Articulating the required qualifications (e.g., training, knowledge, skills, and personality traits) of candidates;
- Determining whether specific certification, licensing, or credentialing is required;
- Conducting internet research to view sample job descriptions written for similar jobs;
- Reviewing and possibly observing the job responsibilities of coworkers and deciding on the nature of their relationships to the new employee; and
- If necessary, talking to employees and supervisors at other organizations that have similar positions.

The process of finding and hiring the best-qualified candidate (from within or outside of an organization) for a job opening, in a timely and cost effective manner. The recruitment process includes analyzing the requirements of a job, attracting employees to that job, screening and selecting applicants, hiring, and integrating the new employee to the organization.

**Text understanding.**

**Exercise 5. Say "true" or "false".**

1. A job analysis can not be focused on two venues: worker-oriented job analysis and task-oriented job analysis.
2. Personnel management is seen as an old fashioned way of managing people.
3. The recruitment process does not include analyzing the requirements of a job.
4. Training focuses on needs of employees.
5. Typically personnel work is concerned only with the recruitment and selection.

**Exercise 6. Answer the questions in English:**

**1.** What is personnel work concerned with?

**2.** What is recruitment and selection of new employees?

**3.** What does training focuse on?

**4.** How do you understand **“**disciplinary issues”?

**5.** What two venues can a job analysis be focused on?

**6.** What does the job analysis process involve?

**7.** How do you understand the word “recruitment”?

**III Grammar.** The Gerund.

Герундій – неособова форма дієслова, яка має закінчення - ing – та означає процес.

e.g. *asking* - запитування, *reading* -читання.

**Форми герундія**

| | Active | Passive |
|---|---|---|
| Present | asking | being asked |
| Perfect | having asked | having been asked |

Приклади:

1. I like *asking.*- Мені подобається запитувати.
2. I don't like *being asked* stupid questions. – Мені не подобається, коли мені ставлять безглузді запитання.
3. I remember *having asked* you about it. – Я пам’ятаю, що запитував тебе про це.
4. I remember *having been asked* about it. – Я пам’ятаю, що мене запитали про це.

**Функції герундія**

| **Функція** | **Вживання** | **Приклад** | **Переклад** |
|---|---|---|---|
| 1. Підмет (Subject) | 1 місце в реченні | Comparing, selecting, sorting and determining are the main logical operations. | Порівняння, відбір, сортування, визначення – це основні логічні операції. |
| 2. Іменна частина присудка (Predicative) | Після дієслів to be, to mean | Our task is finding a way to solve this problem. | Наше завдання полягає в тому, щоб знайти спосіб вирішити цю проблему. |
| 3. Додаток (Object) | a) без прийменника після дієслів: to like, to suggest, to remember, to enjoy, to mind, to be worth, etc,<br>b) to depend on – залежати від, to rely on – посилатися на, to insist on – наполягати на, to object to – заперечувати, to | I suggest discussing the topic.<br><br>I insist on discussing the topic. | Я пропоную обговорити темую<br><br>Я наполягаю на обговоренні теми.. |

| | | | |
|---|---|---|---|
| | result in – приводити до, to be capable of – бути здатним, to be interested in - цікавитися, to be responsible for - відповідати за | | |
| 4. Означення (Attribute) | після абстрактних іменників | I like the method of processing data | Мені подобається метод обробки даних. |
| 5. Обставина | Завжди з прийменниками *in, on, upon, before, after, by, without* на початку або в кінці речення | In testing the device many defects were removed. | При перевірці пристрою багато дефектів було усунено. |

**Exercise 7. Translate the following. Find and underline the gerund.**

1. I understand perfectly your wishing to start the work at once.
2. Everybody will discuss the event, there is no preventing it.
3. At last he broke the silence by inviting everybody to walk into the dining room.
4. On being told the news, she turned pale.
5. The place is worth visiting.
6. Watching football matches may be exciting enough, but of course it is more exciting playing football.
7. She stopped coming to see us, and I wondered what had happened to her.
8. Can you remember having seen the man before?
9. She was terrified of having to speak to anybody, and even more, of being spoken to.
10. He was on the point of leaving the club, as the porter stopped him.
11. After being corrected by the teacher, the students' papers were returned to them.
12. I wondered at my mother's having allowed the journey.

**Exercise 8. Translate the following. Find and underline the gerund. Define the form of it.**

1. Thank you for having sent me such beautiful flowers.
2. He was accused of having sold important state secrets.
3. He denied having sold them.
4. He insisted on being innocent.
5. He was afraid of being put into prison.
6. The noise in the next room prevented me from thinking.
7. I think of going to the south in summer.
8. The boy denied being constantly scolded and punished.
9. I insist on speaking to him.
10. I was looking forward to seeing my brother.
11. I don't feel like playing lotto today.
12. She succeeded in making a very good translation of this difficult text.

**Exercise 9. Open the brackets.**

1. He was always ready for (to help) people.
2. He was very glad of (to help) in his difficulty.

3. On (to allow) to leave the room, the children immediately ran out into the yard and began (to play).
4. In (to make) this experiment. they came across some very interesting phenomena.
5. The results of the experiment must be checked and rechecked before (to publish).
6. David was tired of (to scold) all the time.
7. The watch requires (to repair).
8. The problem is not worth (to discuss).
9. Jane Eyre remembered (to lock) up in the red room for (to contradict) Mrs. Reed.
10. Why do you avoid (to speak) to me?
11. She tried to avoid (to speak) to.
12. The doctor insisted on (to send) the sick man to hospital.
13. The child insisted on (to send) home at once.
14. Do you mind him (to examine) by a heart specialist?
15. He showed no sign of (to recognize) me.
16. She showed no sign of (to surprise).
17. He had a strange habit of (to interfere) in other people's business.
18.I was angry at (to interrupt) every other moment.

**Exercise 9. Read and translate the dialogues orally.**

A: "Hello? This is Steve."
B: "Hi Steve, this is Mary from ABC Company. I'm returning your call."
A: "Hi Mary. How are you doing?"
B: "I'm doing great thanks."
A: "Thanks for returning my call. I couldn't figure out why the ending balance on fiscal year 2003 didn't match the beginning balance on of 2004."
B: "When I checked, it was matching. How much is the difference?"
A: "The amount is exactly $42,000."
B: "Oh. I know what the problem is. We opened another bank account at the end of fiscal year 2003. I might not have included the new bank statements when I sent over the information."
A: "That makes sense. I'm just glad it wasn't out of my miscalculation. Can you send over the statements? I should be done by end of day since everything looks good."
B: "Sure. I'll fax them to you immediately. Is 555-123-4567 the number I should fax it to?"
A: "Yes. That is the correct number."
B: "I'll do it right now."
A: "Thank you for your help."
B: "I should have sent them over to you the first time. I apologize for that."
A: "No problem."
B: "Thank you."
A: "Thank you. Bye."

A: "Hello, ABC Company."
B: "Hi, this is Janet from Consult R Us. May I speak with Alex please?"
A: "He's in a meeting right now. Would you like to leave a message?"
B: "Yes. Can you have Alex call me back when he is available? My name again is Janet, and he can reach me at 555-987-6543."
A: "It's Janet at 555-987-6543. Can I tell him what this is regarding?"
B: "He sent over a fax, and the last page didn't print out. I will need for him to resend the fax to me."

A: "I'll let him know."
B: "Thank you."
A: "Thank you for calling ABC."
B: "Good bye."
A: "Bye."

A: "Microsoft, this is Steve."
B: "Hi Steve, this is Richard from Third Hand Testing. I'm calling in regards to the MSN assignment. Do you have a minute to answer a couple of questions?"
A: "Sure. What can I help you with?"
B: "We originally agreed on 5 testing procedures, but our program manager received a mail indicating 4 testing procedures. Is 4 the correct number?"
A: "Yes it is. We found that we can do the last one here."
B: "Great. Does the timeline change because we reduced one of the testing procedures?"
A: "We don't have to change the timeline. Our original timeframe was very aggressive."
B: "That makes our job a little easier."
A: "Do you have any other questions?"
B: "No. That's all I had. Thanks for your time."
A: "No problem."
B: "Ok. Good bye."
A: "Bye."

**VI. Speaking.**

**Exercise 10. Sum up all the information you got on the topic. Speak on it using the plan:**

**1.** Typically personnel work is concerned with many points.

**2.** Types of job analysis.

**3.** The importance of job analysis.

**4.** The job analysis includes different activities.

**5.** The recruitment. Its purpose.

**Exercise 11.** Make 2 dialogues using the following expression. Act the dialogues in pairs.(25-30 lines)

Useful telephone vocabulary and phrases in English.

| | |
|---|---|
| Making contact : | • Hello / Good morning / Good afternoon ...<br>• This is John Brown speaking<br>• Could I speak to ..... please?<br>• I'd like to speak to ..... .....<br>• I'm trying to contact ..... |
| Giving more information: | • I'm calling from Tokyo / Paris / New York / Sydney ...<br>• I'm calling on behalf of Mr. X ... |
| Taking a call : | • X speaking.<br>• Can I help you? |

| | |
|---|---|
| Asking for a name / information : | • Who's calling please?<br>• Who's speaking?<br>• Where are you calling from?<br>• Are you sure you have the right number / name? |
| Asking the caller to wait : | • Hold the line please.<br>• Could you hold on please?<br>• Just a moment please. |
| Connecting : | • Thank you for holding.<br>• The line's free now ... I'll put you through.<br>• I'll connect you now / I'm connecting you now. |
| Giving negative information : | • I'm afraid the line's engaged. Could you call back later?<br>• I'm afraid he's in a meeting at the moment.<br>• I'm sorry. He's out of the office today. / He isn't in at the moment.<br>• I'm afraid we don't have a Mr./Mrs./Ms/Miss. ... here<br>• I'm sorry. There's nobody here by that name.<br>• Sorry. I think you've dialled the wrong number./ I'm afraid you've got the wrong number. |
| Telephone problems : | • The line is very bad ... Could you speak up please?<br>• Could you repeat that please?<br>• I'm afraid I can't hear you.<br>• Sorry. I didn't catch that. Could you say it again please? |
| Leaving / Taking a message : | • Can I leave / take a message?<br>• Would you like to leave a message?<br>• Could you give him/her a message?<br>• Could you ask him/her to call me back?<br>• Could you tell him/her that I called?<br>• Could you give me your name please?<br>• Could you spell that please?<br>• What's your number please? |

| **SITUATION** | **EXAMPLES** |
|---|---|
| **Introducing yourself.** Phrases to use when you place the call. | <u>When calling a general number:</u><br>- May I speak with Marina Smith?<br>- Hello, this is John Block calling for Marina |

| | |
|---|---|
| | Smith.<br>- Is Marina Smith in? *(informal)*<br><br><u>When the person answers the call directly:</u><br>- Hi Marina, it's John calling.<br>- Good afternoon, Marina. This is John Block from ABC company calling. |
| **Answering the phone.** There are many different ways to answer your phone. | <u>For calls to your direct line:</u><br>- Good morning, this is Marina.<br>- Good afternoon, XYZ firm. How may I help you?<br>- Marina speaking.<br>- XYZ firm, Marina speaking.<br><br><u>For calls to your direct line, when the person asks for you by name:</u><br>- Speaking (caller says: "Is Marina there?" and Marina replies: "speaking").<br>- This is she / this is he (caller says: "Is Marina in?" and Marina replies "This is she").<br><br><u>For calls to a general number:</u><br>- Thank you for calling XYZ. How may I direct your call? |
| **Connecting someone.** When you answer the phone and it is for somebody else. | - One minute, I'll transfer you now.<br>- Please hold and I'll put you through.<br>- Let me see if Jim is available.<br>- One moment, please.<br>- Hang on a minute. *(informal)* |
| **When you need to put somebody on hold** | - Jim is on another line at the moment. Would you like to hold?<br><br>- I'm sorry, I have a call on my other line. Can you please hold?<br><br><u>For customer service calls</u><br>- All of our operators are currently busy. Please stand by for the next available operator. |
| **When you don't understand the caller** | - Could you please repeat that?<br>- I'm sorry, I didn't catch what you just said.<br>- Can you please speak a little more slowly?<br>- Can you please speak a little louder? |
| **Clarifying what your caller says** | - Can you please spell that for me?<br>- How do you spell your last name?<br>- And that company name again was, JAQ Industries? |

| | |
|---|---|
| | - Let me repeat your information to make sure I got it right. |
| **Taking a message for someone** | - I'm sorry, John's not here at the moment. Can I take a message?<br>- John is in a meeting at the moment. May I ask who's calling?<br>- John is at lunch. Would you like to leave a message?<br>- John has left for the day. Would you like to be put through to his voice mail? |
| **Leaving a message for someone** | - Please tell him that Susan called and ask him to call me back. My number is 999-343-3423.<br>- Please ask him to call Susan when he gets in.<br>- He already has my number.<br>- He's not in? Please put me through to his voice mail.<br>- When do you expect him back in the office?<br>- I need to speak with him on an urgent matter. Please have him call me as soon as he gets in. |
| **Ending a conversation** | - It's been great talking with you. I've got a meeting now so I better run.<br>- Thanks for calling. I'll speak with you again soon.<br>- I've got another call coming in. Good talking to you.<br>- I better let you go.<br>- It's 5 o'clock already. I better let you go.<br>- Let's touch base on this again in a few days. |

| **SPECIAL SITUATIONS** | |
|---|---|
| **Leaving a voice mail** | - Hello, this is Marina Smith calling to follow-up regarding your order with XYZ company. Can you please call me back at 999-344-3344.<br><br>- Hello, this is John Block from ABC. I'm calling regarding the upcoming conference in Miami. I'll try you again later today.<br><br>- Hi, it's Marina. Please call me back when you get a minute. *(informal)* |
| **Recording a voice mail message on your machine** | - Hello, you've reached Marina Smith at XYZ company. I'm sorry I'm not available to take your call. Please leave a message |

| | |
|---|---|
| | and I'll call you back as soon as I can. Thank you.<br><br>- Hello, you've reached John Block at ABC. It's Monday, May 22, and I will be out of the office all day. I will be checking my voice mail from time to time and will return all urgent calls. Thank you.<br><br><u>If you're going on vacation</u><br>- Hello, this is Marina Smith at the XYZ company. I will be on vacation from Friday, May 12 through Monday, May 22. Please leave a message, and I'll call you back when I return. Thank you. |
| **Phrases for cell phone calls** | <u>The fading signal</u><br>- I'm sorry, I'm losing you. Can you call me back?<br>- I can barely hear you. Let me call you back on my other phone.<br>- We're breaking up. I'm having trouble hearing you. Let me call you back later.<br><br><u>The lost call</u><br>- Hi, it's Marina again. Apparently we got cut off.<br>- Hi, it's John again. Sorry I lost you. My cell phone dropped the signal. |
| **SPELLING OUT NAMES OVER THE PHONE.** Often you will need to spell something out over the telephone, such as a last name. It will help your listener is you offer words for each letter. Give words or names that are very common for each letter. | - My last name is Czarnek. C as in cat, Z as in zebra, A as in apple, R as in Robert, N as in Nancy, e as in egg, K as in king.<br><br>- My registration number is 459N4AF. That's 459, N as in Nancy, 4 A as in Apple, F as in Frank. |

**VII Writing**
**Exercise 12. Translate the following text in writing.**

Personnel management involves two categories of function:

1. **Operative Function**-The operative function essentially belong to such activities concerned with procuring, developing compensating, utilizing and maintaining an efficient work force.

- Procurement-Procurement means recruiting the required number of employees with due qualification and experience keeping in view the importance of achieving the objectives set before the organisation. It is mainly concerned with hiring the right people, in the right place, at the right time.
- Development- Development means activities meant to increase the efficiency and skills of the workers through training and education of employees.It includes activities like training, seminars, group discussions, education etc.
- Compensating-Includes activities which deal with the method and standard of remuneration and terms of employment.
- Utilizing- Utilizing means using the services of the employees to the best possible extent. It includes incentives schemes and includes schemes for sharing the profits from higher productivity.
- Maintaining- Aims at maintaining good working condition for the employees. it includes preparation and implementation of health schemes, safety systems etc.

2 Managerial Functions- The managerial functions includes activities like planning, organizing, and co- ordinating, directing and controlling the employees. They are performed by all types of manager including personnel managers.

- Planning- A plan is a pre-determined course of action to accomplish the set objectives, it specifies what and how operative personnel functions are to be performed.
- Organizing- Organizing calls for grouping of personnel activities, assignment of different activities to differentindiviuals.
- Co-ordination- co-ordination is concerned with harmonious and unified action directed towards a common objectives. It ensures that all groups and persons work efficiently, econimically and in harmony. Person-to-person communication is most effective for co-ordination.
- Directing- Directing involves managing managers, managing workers and the work through the means of motivation, proper leadership, effective communication as well as co-ordination. A personnel manager must develop the ability to command and direct others.
- Motivating- Motivation is the key to successful management of any enterprise. A personnel manager must inculcate in the workers a keen appreciation of an organizations policies.
- Controling- Control is the process of measuring actul results with some standard of performance, finding the reason for deviations of actual from desired results and taking corrective action when necessary. Thus, controlling enables the realization of plans.

# Unit 7

***Трудове законодавство. Ділова кореспонденція***




**1. Vocabulary**

**Exercise 1. Remember the following words and word combinations:**

labour legislation - трудове законодавство, to deal with - мати справу з, be familiar with - бути знайомим з, to stifle - придушити, to be successful - бути успішним, payment - оплата, part-time work - неповний робочий день, restrictive rules - обмежувальні правила, socially acceptable conditions - соціально прийнятні умови, working conditions - умови праці, social security - соціальне забезпечення, welfare - забезпечення, labor law - трудове права, enforce - дотримання.

**Exercise 2. Give Ukrainian equivalents to the words make sentences with them.**

individual and collective labour legislation, to be successful, protection, small and medium-sized enterprises, the autonomy of the social partners, union, parity, positive trend, disadvantage, social norms, potential.

**Exercise 3. Translate the word combinations and make sentences with them.**

Знайомий, суд, закон, захист, складний, зарплатня, профспілка, контракт, автономія, економічний розвиток, соціальні норми, правила, підприємство, взаємовідносини.

**II. Reading**

**Exercise 4. Read and translate the text A:**

The term `labour legislation' is used to cover all the laws which have been enacted to deal with "employment and non-employment" wages, working conditions, industrial relations, social security and welfare of persons employed in industries.

The standards governing both individual and collective labour legislation are set out in a large number of individual and special laws. However, in order to be successful in the quest for legal certainty, the employer or his adviser must not only be familiar with this almost incomprehensible forest of laws but also with the highly complex jurisprudence of courts of first instance and the German federal labour court as well as of the German constitutional court and the European Court of Justice. The example of the law on protection against dismissal and practice regarding related complaints demonstrates that legal certainty is usually difficult to achieve or is secured through the payment of settlements. As a result, small and medium-sized enterprises are often wary of recruiting new workers even when they have healthy order books. Furthermore, labour legislation has a tendency to stifle individual initiative by imposing ever tighter requirements. For instance, despite the positive trend in part-time work, a bureaucratic statutory right to request part-time working arrangements has been put in place. The labour market potential of modern forms of working such as fixed-term contracts and temporary agency work cannot be realised due to restrictive rules. In the area of collective labour legislation, unwieldy co-determination procedures and rigid rules on the participation of employee representatives in the supervisory board work to the detriment of Germany as a location for business. In addition, the autonomy of the social partners is at risk due to the practice of strikes by union branches and jurisprudence on the law governing labour disputes, which distorts the parity between the two sides to the disadvantage of employers.

Labour law (also labor law or employment law) mediates the relationship between workers (employees), employers, trade unions and the government. Collective labour law relates to the tripartite relationship between employee, employer and union. Second, individual labour law concerns employees' rights at work and through the contract for work. The labour movement has been instrumental in the enacting of laws protecting labour rights in the 19th and 20th centuries. Labour rights have been integral to the social and economic development since the Industrial Revolution. Employment standards are social norms (in some cases also technical standards) for the minimum socially acceptable conditions under which employees or contractors will work. Government agencies (such as the former U.S. Employment Standards Administration) enforce employment standards codified by labour law (legislative, regulatory, or judicial)

**III. Text understanding.**

**Exercise 5. Answer the questions:**

**1.** What is the term `labour legislation' used for?

**2.**Where are individual and collective labour legislation set out?

**3.** What is Labour law stand for?

**4.** What is the difference between collective labour law and individual labour law?

**5.** What do we know about the history of labour movement?

**6.** How do you understand employment standards?

**Exercise 6. Complete the sentences.**

**1.** The term `labour legislation' means…….

**2.** The standards governing both individual and collective labour legislation are…….

**3.**The main purpose of Labour law is …….

**4.** Collective labour law relates to…….

**5.** The example of the law on protection against dismissal and practice regarding related……

**6.** Employment standards are…….

**7.** The labour movement has been instrumental in the enacting of laws protecting labour rights in……..

**8.** Individual labour law concerns……..

**9.** The main aim of the work of unions is ……..

**Exercise 7. Agree or disagree with the statements. Correct the false statements.**

**1.** The term `labour legislation' is used to cover all the laws which have been enacted to deal with "employment and non-employment".

**2.** Employment law mediates the relationship between workers and the government.

**3.** Collective labour law doesn't relate to the tripartite relationship between employee and union.

**4.** Labour rights have been integral to the social and economic development since the Industrial Revolution.

**5.** Employment standards are social norms for the minimum socially acceptable conditions under which employees or contractors will work.

**6.** Government agencies don't enforce employment standards codified by labour law

**7.** The labour market potential of modern forms of working such as fixed-term contracts and temporary agency work can be realised due to restrictive rules.

**Exercise 8. Read the text B without a dictionary for 7 minutes and say what problems are mentioned in the text:**

**Text B**

Principles of Social Justice, Social Equality, Social Security, National Economy and Labour Legislations

- Labour Legislations contain the principles of social justice, social equity, social security and national economy in their concept.
- Social justice implies two things. First, equitable distribution of profits and other benefits of industry between owner and workers. Second, providing protection to workers against harmful effect to their health, safety and morality.
- Social equality provides the flexibility in labour legislations to adjust to the need of the industrial society.
- Social security envisages collective action against social risks which constitute the crux of the labour legislation.
- National Economy provides the standards to be set for the labour legislations.
- Human Rights principles and human dignity postulates provide the broader base for the concept of labour legislations.

- Thus, these principles are the fundamentals for understanding the concept of Labour jurisprudence.

OBJECTIVES OF THE LABOUR LEGISLATIONS

- (1) Establishment of justice- Social, Political and Economic
- (2) Provision of opportunities to all workers, irrespective of caste, creed, religion, beliefs, for the development of their personality.
- (3) Protection of weaker section in the community.
- (4) Maintenance of Industrial Peace.
- (5) Creation of conditons for economic growth.
- (6) Protection and improvement of labour standards.
- (7) Protect workers from exploitation.
- (8) Guarantee right of workmen to combine and form association or unions.
- (9) Ensure right of workmen to bargain collectively for the betterment of their service conditons.
- (10) Make state interfere as protector of social well being rather than to remain an onlooker.

(11) Ensure human rights and human dignity.

**Exercise 9. Make the word combinations of the following words and translate them.**

| | |
|---|---|
| National | rights |
| human | conditons |
| service | legislations |
| Protect | profits |
| economic | justice |
| industrial | effect |
| labour | growth |
| distribution of | Economy |
| social | workers |
| harmful | society |

**Exercise 10. Complete the sentences and translate them.**

**1.** Labour Legislations contain…….

**2.** Social justice implies two things…….

**3.** National Economy provides…….

**4.** Social security envisages…….

**5.** The concept of Labour jurisprudence is……..

**6.** The objectives of the labour legislations are …….

**Exercise 11. Look through the information. Study and translate the sample of the letter.**

Офіційне або діловий лист зазвичай призначене для підтримки ділових відносин між фірмами і їхніми співробітниками або клієнтами. Діловий лист має масу різновидів. Наприклад:

- Подячний лист
- Рекомендаційний лист
- Супровідний лист
- Гарантійний лист
- Лист президенту
- Службове лист
- Інформаційний лист
- Вітальне лист
- Лист вимога
- Лист скарга
- Лист запрошення

***Структура ділових листів англійською мовою***

Ділові листи англійською мовою складаються з наступних частин:

заголовок
дата листа
найменування та адресу одержувача
вступне звернення
основний текст листа
заключна формула ввічливості
підпис
вказівку на додатки

У ділових листах англійською мовою, як правило, уникають переносу слів. Ширина поля з лівого боку листа повинна становити не менше 2 см з-за необхідності підшивки листи. Тема

У заголовку вказують найменування та адресу організації відправника та ряд подробиць: адреса для телеграм, номер факсу, номера телефонів.

Зразок заголовка фірми:

All communications to be addressed to the company and not to individuals

Early Bird Warning Systems

75, Carlton Street, London E. C. 4

***Дата листа***

Дата відправлення листа зазвичай пишеться в правому кутку під заголовком. Існують наступні способи позначення дати в ділових листах англійською мовою:

12th September, 2010
12 September, 2010
September 12th, 2010
September 12, 2010

Перед числівниками, що позначають рік, зазвичай ставиться кома, а ось крапка в кінці позначення дати не обов'язкова.

***Назва та адреса одержувача***

Назва та адреса організації або прізвище особи одержувача листа пишеться на лівій стороні бланка листа. Якщо лист адресовано окремій особі – чоловікові, то перед його прізвищем ставиться слово Mr. (Скорочення слова містер):

Mr. Tom Black

Якщо лист адресовано заміжній жінці, то вживається слово Mrs. (Скорочення слова місіс):

Mrs. Mary Green

При адресуванні листів незаміжнім жінкам вживається слово Miss (міс), за яким слідує ім'я адресата:

Miss Anna White

Після найменування організації або прізвища адресата на окремому рядку вказується номер будинку та назва вулиці (номер будинку вказується першим). Далі на окремому рядку пишеться назва міста.

A-T Trade Food & Beverages,

17, Canon Street,

London, EC3 4BR,

England

***Вступне звернення і заключна формула ввічливості***

Ділові листи англійською мовою обов'язково повинні містити вступне звернення і заключну формулу ввічливості.

Вступне звернення пишеться на лівій стороні листа під внутрішньою адресою на окремому рядку, а завершальна формула ввічливості – на правій стороні, в кінці основного тексту, також на окремому рядку.

Поширені формули вступного звернення:

Dear Sirs, Шановні панове (строго офіційно)

Dear Sir, Шановний пане (строго офіційно)

Dear Mr. Black, Шановний пане Блек (менш офіційно)

Dear Madam, Шановна пані (строго офіційно)

Dear Mrs. Green, Шановна місіс Грін (менше офіційно)

Dear Miss White, Шановна міс Уайт (менше офіційно)

Коли відправник листа бажає, щоб лист було прочитано певною особою в організації одержувача, то перед вступним зверненням або під ним ставиться наступний напис:

Attention: Mr. T. Black / Attention of Mr. Black

Поширені заключні формули:

Yours faithfully

Faithfully yours

З повагою (строго офіційно)

Yours truly

Yours sincerely

Yours

Щиро Ваш (менш офіційно)

Підпис

Підпис у ділових листах англійською мовою знаходиться на правій стороні бланка під заключною формою. На першій сходинці під заключною формулою ставиться назва організації, надрукована на комп'ютері. Під назвою, на тому ж рядку слід надруковати назву посади особи, що підписала лист.

***Вказівка на додаток в ділових листах англійською мовою***

Ділові листи англійською мовою можуть містити додатки. Якщо до листа додано які-небудь матеріали, то в лівому куті листа нижче підпису пишеться слово Enclosure «додаток». Якщо лист містить два і більше додатків, то вказується їх кількість.

АДРЕСА ВІДПРАВНИКА

Wicked Wax Co. Ltd
22 Charlton Way
London, SE10 8QY

РЯДОК

Mr Johnny Welsh АДРЕСА ОТРИМУВАЧА

ЧИСЛО 30 October 2012

49 Baker Street
London
NW2 2LK
GREAT BRITAIN

РЯЛОК

Dear Mr Welsh ПРИВІТАННЯ

РЯДОК

Subject: 2009 BUSINESS CONFERENCE, 10/11 DECEMBER 2009 ТЕМА

РЯДОК ЗМІСТ ЛИСТА

I have pleasure in inviting you to attend our special conference to be held at Sheraton Hotel, London on Thursday/Friday 10/11 December 2009.

РЯДОК

This intensive, practical conference for businessmen aims to:

РЯДОК

- increase your business productivity
- enable networking with business partners

РЯДОК

The seminar is power-packed with a distinguished panel of professional speakers who will give expert advice on many useful topics.

РЯДОК

If you would like to join us please complete the enclosed registration form and return it to me before 30 August with your fee of £50 per person.

2 РЯДКА

Sincerely ПРОЩАННЯ

4 РЯДКА

Підпис

Den Stock , President

**VI. Speaking.**

**Exercise 12. Sum up all the information you got on the topic. Speak on it using the plan.**

**1.** The meaning of labour legislation

**2.** Individual and collective labour legislation.

**3.** Labour legislation in our country.

**4.** The objectives of the labour legislations.

**5.** Business letter. Pacularities and purposes.

**VII Writing**

**Exercise 13. Write the letter to your business partner on business topic.**

# Unit 8

***Інформаційні системи в управлінні. Засоби комунікації***



**1. Vocabulary**

**Exercise 1. Remember the following words and word combinations:**

Benefits - переваги, framework - структура, capability - можливість, dimension – величина, міра, recordkeeping -облік, bookkeeping - бухгалтерія, advantage - перевага, to assimilate - асимілюватися (поєднувати), current - поточний, to reduce -зменшувати, disposal - видалення, relevant data – довідкові (відповідні) дані, background data – попередні дані, asset – майно, активи, compliance – згода, дотримання, alignment – вирівнювання (відповідність), upgrade - оновити.

**Exercise 2. Give Ukrainian equivalents:**

Можливість, здатність, технології, інфраструктура, цінність, загострювати, покращення, пошук, відповідність, відповідальність, ефективність, виконання, організація, культура, приватний, інформація.

**Exercise 3. Translate the word combinations and make sentences with them.**

Information system, maximize the value, space in offices, to assimilate new technologies and take advantage of their many benefits, the use of information, solve filing problems, local authorities, to reduce the liabilities, business environment, to obtain and assemble pertinent information.

**II. Reading**

**Exercise 4. Read and translate the text A:**

A good management information system will only reap the benefits if the companies gain insight to better align strategies and identify critical relationships and gaps along four key company dimensions – people, process, culture and infrastructure. A good information system provides a framework for companies to evaluate themselves relative to these dimensions. By understanding

and improving alignment with these critical dimensions, companies can maximize the value and impact of information as a strategic corporate asset to gain competitive advantage.

The following are the most important reasons to have a good management information system:

**1. To control the creation and growth of records**. Despite decades of using various non-paper storage media, the amount of paper in our offices continues to escalate. An effective records information system addresses both creation control (limits the generation of records or copies not required to operate the business) and records retention (a system for destroying useless records or retiring inactive records), thus stabilizing the growth of records in all formats.

**2. To reduce operating costs**. Recordkeeping requires administrative dollars for filing equipment, space in offices, and staffing to maintain an organized filing system (or to search for lost records when there is no organized system).

**3. To improve efficiency and productivity**. Time spent searching for missing or misfiled records is non-productive. A good records management program (e.g. a document system) can help any organization upgrade its recordkeeping systems so that information retrieval is enhanced, with corresponding improvements in office efficiency and productivity. A well designed and operated filing system with an effective index can facilitate retrieval and deliver information to users as quickly as they need it.Moreover, a well managed information system acting as a corporate asset enables organizations to objectively evaluate their use of information and accurately lay out a roadmap for improvements that optimize business returns.

**4. To assimilate new records management technologies**. A good records management program provides an organization with the capability to assimilate new technologies and take advantage of their many benefits. Investments in new computer systems whether this is financial, business or otherwise, don't solve filing problems unless current manual recordkeeping or bookkeeping systems are analyzed before automation is applied.

**5. To ensure regulatory compliance**. The only way an organization can be reasonably sure that it is in full compliance with laws and regulations is by operating a good management information system which takes responsibility for regulatory compliance, while working closely with the local authorities.

**6. To minimize litigation risks**. Business organizations implement management information systems and programs in order to reduce the risks associated with litigation and potential penalties. This can be equally true in Government agencies. For example, a consistently applied records management program can reduce the liabilities associated with document disposal by providing for their systematic, routine disposal in the normal course of business.

**7. To safeguard vital information**. Every organization, public or private, needs a comprehensive program for protecting its vital records and information from catastrophe or disaster, because every organization is vulnerable to loss. Operated as part of a good management information system, vital records programs preserve the integrity and confidentiality of the most important records and safeguard the vital information assets according to a "Plan" to protect the records.

**8. To support better management decision making**. In today's business environment, the manager that has the relevant data first often wins, either by making the decision ahead of the competition, or by making a better, more informed decision. A good management information system can help ensure that managers and executives have the information they need when they need it. By implementing an enterprise-wide file organization, including indexing and retrieval

capability, managers can obtain and assemble pertinent information quickly for current decisions and future business planning purposes.

**9. To preserve the corporate memory.** An organization's files, records and financial data contain its institutional memory, an irreplaceable asset that is often overlooked. Every business day, you create the records, which could become background data for future management decisions and planning.

**Text understanding.**

**Exercise 5. Answer the questions:**

**1.** Why is it important to have a good management information system?

**2.** What are the most important reasons to have a good management information system?

**3.** Why is it important to control the creation and growth of records?

**4**. How can a good management information system improve efficiency and productivity?

**5.** How can a good management information system minimize litigation risks?

**6.** Why is it important to preserve the corporate memory?

**7.** A good management information system can help ensure that managers and executives have the information they need when they need it. Why is it important?

**Exercise 6. Complete the sentences.**

**1.** A good information system provides…….

**2.** An effective records information system addresses…..

**3.** A good records management program provides……..

**4.** Investments in new computer systems don't solve……

**5.** A good management information system can help……

**6.** Every business day you…….

**7.** A consistently applied records management program can…….

**8.** A well designed and operated filing system with an effective index can……..

**Exercise 7. Agree or disagree with the statements. Correct the false statements.**

**1.** A good information system doesn't provide a framework for companies to evaluate themselves relative to these dimensions.

**2.** An effective records information system addresses only creation control.

**3.** Recordkeeping requires administrative dollars for filing equipment, space in offices, and staffing to maintain an organized filing system.

**4.** A well designed and operated filing system with an effective index can not facilitate retrieval and deliver information to users as quickly as they need it.

**5.** Every business day, you create the records, which couldn't become background data for future management decisions and planning.

**6.** Business organizations implement management information systems and programs in order to reduce the risks associated with litigation and potential penalties.

**Exercise 8. Read the text B without a dictionary for 7 minutes and say what problems are mentioned in the text:**

**Business software** or business application is any software or set of computer programs that are used by business users to perform various business functions. These business applications are used to increase productivity, to measure productivity and to perform business functions accurately.

Some business applications are interactive i.e. they have a graphical user interface or user interface and user can query/modify/input data and view results instantaneously. They can also run reports instantaneously. Some business applications run in batch mode i.e. they are set up to run based on a predetermined event/time and business user does not need to initiate them or monitor them.

Some business applications are built in-house and some are bought from vendors (off the shelf software products). These business applications either are installed on desktops or on big servers.

The term covers a large variation of users within the business environment, and can be categorized by using a small, medium and large matrix:

- The small business market generally consists of home accounting software, and office suites such as OpenOffice.org or Microsoft Office.
- The medium size, or small and medium-sized enterprise (SME), has a broader range of software applications, ranging from accounting, groupware, customer relationship management, human resource management systems, outsourcing relationship management, loan origination software, shopping cart software, field service software, and other productivity enhancing applications.
- The last segment covers enterprise level software applications, such as those in the fields of enterprise resource planning, enterprise content management (ECM), business process management (BPM) and product lifecycle management. These applications are extensive in scope, and often come with modules that either add native functions, or incorporate the functionality of third-party computer programs.
- The essential motivation for business software is to increase profits by cutting costs or speeding the productive cycle. In the earliest days of white-collar business automation, large mainframe computers were used to tackle the most tedious jobs, like bank cheque clearing and factory accounting.
- Factory accounting software was among the most popular of early business software tools, and included the automation of general ledgers, fixed assets inventory ledgers, cost accounting ledgers, accounts receivable ledgers, and accounts payable ledgers (including payroll, life insurance, health insurance, federal and state insurance and retirement) ledgers.
- The early use of software to replace manual white-collar labor was extremely profitable, and caused a radical shift in white-collar labor. One computer might easily replace 100 white-collar 'pencil pushers', and the computer would not require any health or retirement benefits.
- Building on these early successes with IBM, Hewlett-Packard and other early suppliers of business software solutions, corporate consumers demanded business software to replace

the old-fashioned drafting board. CAD-CAM software (or computer-aided drafting for computer-aided manufacturing) arrived in the early 1980s. Also, project management software was so valued in the early 1980s that it might cost as much as $500,000 per copy (although such software typically had far fewer capabilities than modern project management software such as Microsoft Project, which one might purchase today for under $500 per copy.)

- In the early days, perhaps the most noticeable, widespread change in business software was the word processor. Because of its rapid rise, the ubiquitous IBM typewriter suddenly vanished in the 1980s as millions of companies worldwide shifted to the use of Word Perfect business software, and later, Microsoft Word software. Another vastly popular computer program for business were mathematical spreadsheet program such as Lotus 1-2-3, and later Microsoft Excel.
- In the 1990s business shifted massively towards globalism with the appearance of SAP software which coordinates a supply-chain of vendors, potentially worldwide, for the most efficient, streamlined operation of factory manufacture.
- Yet nothing in the history of business software has had the global impact of the Internet, with its email and websites that now serve commercial interests worldwide. Globalism in business fully arrived when the Internet became a household word.

**Exercise 9. Match the parts of the sentences and translate them.**

| | |
|---|---|
| 1.Business application is any software that is | built in-house and some are bought from vendors |
| 2.Some business applications are interactive i.e. | installed on desktops or on big servers |
| 3. Some business applications are | they have a graphical user interface. |
| 4. These business applications either are | Lotus 1-2-3, and later Microsoft Excel. |
| 5. Another vastly popular computer program for business were mathematical spreadsheet program such as | used by business users to perform various business functions. |

**Exercise 10. Decrypt the abbreviations.**

SME, ECM, BPM, CAD-CAM, DSS, MIS, WWW.

**Exercise 11. Make the summary of the following text.**

**Decision Support Systems – DSS**



The best decision support systems provide high-level summaries and drilldowns to details.

Decision Support Systems (DSS) are a specific class of computerized information system that supports business and organizational decision-making activities. A properly designed DSS is an interactive software-based system intended to help decision makers compile useful information from raw data, documents, personal knowledge, and/or business models to identify and solve problems and make decisions.

Typical information that a decision support application might gather and present would be:

- Accessing all of your current information assets, including legacy and relational data sources, cubes, data warehouses, and data marts
- Comparative sales figures between one week and the next
- Projected revenue figures based on new product sales assumptions
- The consequences of different decision alternatives, given past experience in a context that is described

Information Builders' WebFOCUS reporting software is ideally suited for building decision support systems due to its wide reach of data, interactive facilities, ad hoc reporting capabilities, quick development times, and simple Web-based deployment.

Information Builders and iWay Software Professional Services specialize in building custom-tailored Web decision support systems. We offer service packages designed for quick implementations, and we use the latest technologies to incorporate leading-edge capabilities into our solutions – including a wide range of wireless and mobile options.

**Exercise 12. Study and translate the information. Make the plan of your own Online Meeting. Make step by step instructions.**

**How To: Organize a Successful Online Meeting**



If you run your business from different cities and possibly countries, you understand the need for online meeting and web conference software. **Programs like GoToMeeting and Infinite Conferencing** have revolutionized meetings for large companies and organizations. The USPS, United States Post Office, has many rural, out of the way locations. These post offices use similar software programs for training and mass meetings. These programs are very simple to create, schedule and organize a meeting.

The problem with these meetings is the same problem of any meeting: How do you get **people to attend your meeting**, and how do you **keep your audience engaged and interested** throughout the meeting?

## Inviting Participants

Many of these online meeting programs offer email invitation features that you can use to **invite the people** you would like to join your meeting. Many know how to send mass emails, and with the advancements of email programs and integrations with these conferencing tools you can invite people with just a few clicks. Highlight, cut and paste the meeting URL into the body of your email when you send your invitations. These programs will instantly take the participant to the virtual room for the meeting so all the participants have to do is click the link within the email.



Web-based and java-enabled, it is simple to use these software programs. Each software will ask for some basic information such as what time and date you want your meeting and will then **generate a URL for the meeting**. You may then cut and paste the meeting link into an email or other electronic message for people to attend.

When people click the link, a java-based window opens with a few controls like microphone, keyboard, pen, text boxes and highlighters. The moderator, the one who created the meeting, is able to control these applications for the meeting guests. Normally a presentation is used along with the meeting software so those in attendance will have a guide to follow what is being shared in the meeting.

## Practice a Lot

It may seem silly, but rehearsing what you want to say is a good idea. It will make your meeting flow more smoothly and allow you time to clear any bugs out of your presentation. Your goal, after all, is to have your audience listening to you actively and not passively. Your presentation is an outline of information not the entire meeting. With an online meeting, you are guaranteed to lose them if you are doing nothing more than reading exactly what is on the screen. **Practicing what you want to say** and use your presentation as an outline not the entire meeting.

## Schedule Carefully, Less is More

Your business runs at the speed of business. The longer you keep your employees in a meeting the less interested they will be. Keep your meeting short, sweet and if you have a schedule, **stick to the schedule**. Try to leave things out in your presentation where possible, it will help you to make your meeting interesting from the first second to the last.

**Exercise 13. Look through the information. Study and translate the sample of the business e-mail.**

E-mails are instant and easy to access, and the words you choose should also be easy to understand quickly. In business, e-mails have replaced letters in much communication. The style is similar, but there are some differences.

How to start a business e-mail

Here we will offer you some ideas on how to start a business e-mail.

"Dear Sir/Madam" is the most formal way to start an e-mail to someone whose name you don't know. If you do know the name, "Dear Mr Cheung" will probably be the most formal opening you need. When you are writing to someone for the first time, your opening sentence could be, "I am sending you this e-mail to inquire if ... " If you are replying to an e-mail, you could start with, "Thank you for your (recent) e-mail. I am sorry for the delay in replying to you, but I am pleased to inform you ... "

It's possible to be less formal but still polite. When writing to a colleague or a client who you have had a long working relationship with, you don't need to start with "Dear" because that is too distant and unnecessarily formal. You can simply start with their name: "Ms Chan, thanks for your e-mail".

The more often you e-mail someone or the better you know them, the shorter the e-mails will become. So it's typical to start an e-mail to a colleague or contact you know well as follows: "Got your e-mail yesterday, thanks." Or "Hello Elaine, I'm glad to hear you got our order and will be able to make the delivery on time".

How to end a business e-mail

There is a fairly strict and standard way to end a business letter but when it comes to closing an e-mail, things are a little different. It's unusual to end a business e-mail with "Yours faithfully" or "Yours truly". Unusual but not wrong - it's just that somehow they seem too formal and inappropriate.

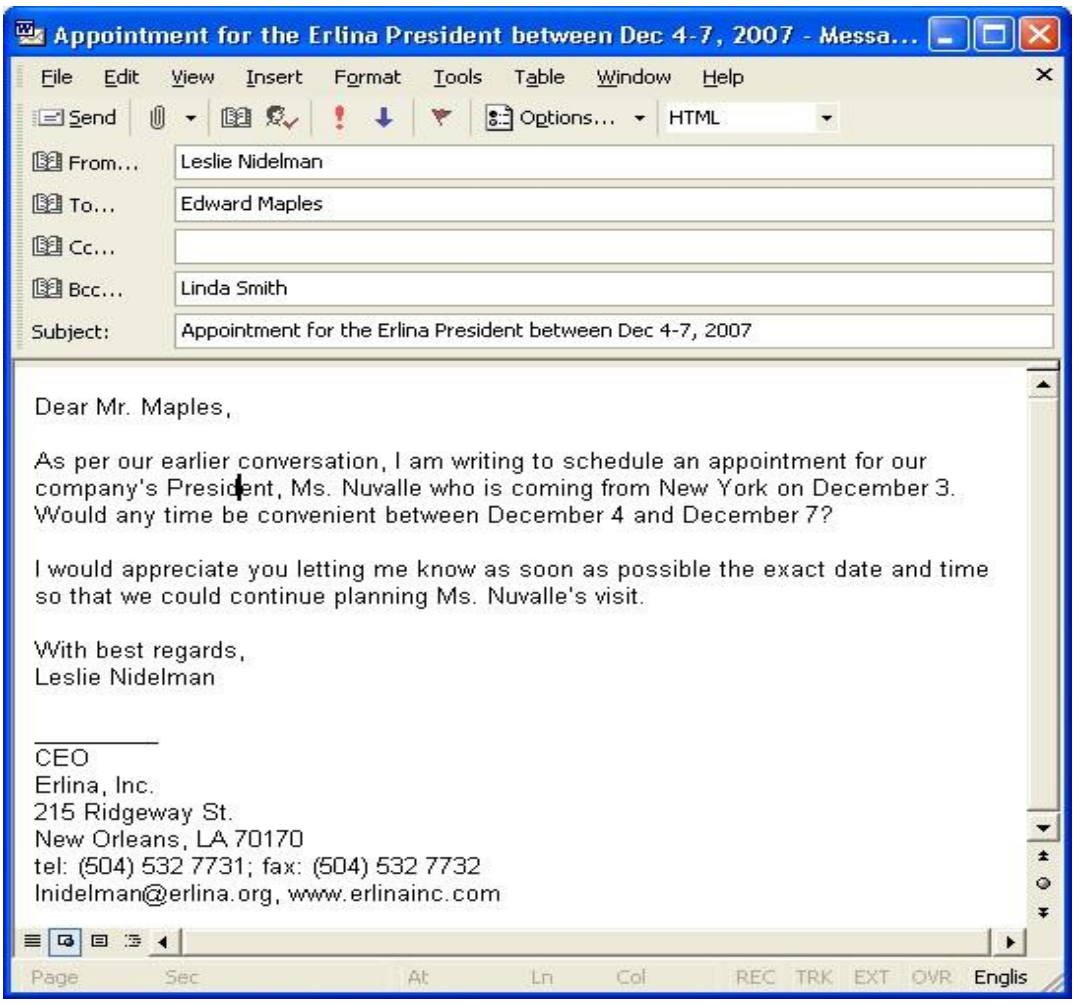
If you want a reply from the person you are writing to, then the best and most universally acceptable sentences to use are either, "I look forward to hearing from you soon", or "I hope to hear back from you within the next few days". You can easily exchange "I" for "We".

But a word of warning, don't alter this wording. Don't be tempted to write something like, "I am hoping to hear back from you very soon." That is wrong, grammatically and in a business sense.

And I have seen some people write things like, "I am looking forward to hearing from you soon," or "we are looking forward to your quick reply." They are also both wrong.

Once you have written that sentence, it is easy to ruin the whole effect of the e-mail by using the wrong closing words. Choose them carefully. So for example, if it's an e-mail to a colleague you communicate with regularly and you are on first name terms, then after a sentence such as "I hope to hear from you in the next few days", all you have to write is your name.

On the other hand, if you are writing to a client or colleague who you don't know well, then I would recommend that you also include a line such as "Best regards" or "With best wishes". And when you don't know the person, my advice is to write your first and surname at the very end.




**VI. Speaking.**

**Exercise 14. Sum up all the information you got on the topic. Speak on it using the plan.**

**1.** A good management information system.

**2.** The most important reasons to have a good management information system.

**3.** Business software or business application.

**4.** Decision Support Systems.

**5.** The difference between business and personal e-mails.

6. Advantages and disadvantages of on-line meetings.

**VII Writing.**

**Exercise 15. Write the e-mail to your business partner on business topic and the e-mail to your friend. Mind the difference.**

**Exercise 16. Translate the following text in writing.**

A **management information system** (**MIS**) provides information that organizations require to manage themselves efficiently and effectively. Management information systems are typically computer systems used for managing five primary components: 1.) *Hardware,* 2.) *Software,* 3.) *Data (information for decision making),* 4.) Procedures (design,development and documentation),

and 5.) People (individuals, groups, or organizations). Management information systems are distinct from other information systems, in that they are used to analyze and facilitate strategic and operational activities.[2] Academically, the term is commonly used to refer to the study of how individuals, groups, and organizations evaluate, design, implement, manage, and utilize systems to generate information to improve efficiency and effectiveness of decision making, including systems termed decision support systems, expert systems, and executive information systems. Most business schools (or colleges of business administration within universities) have an MIS department, alongside departments of accounting, finance, management, marketing, and sometimes others, and grant degrees (at undergrad, masters, and PhD levels) in MIS. A management information system gives the business managers the information that they need to make decisions. Early business computers were used for simple operations such as tracking inventory, billing, sales, or payroll data, with little detail or structure (see EDP). Over time, these computer applications became more complex, hardware storage capacities grew, and technologies improved for connecting previously isolated applications. As more data was stored and linked, managers sought greater abstraction as well as greater detail with the aim of creating significant management reports from the raw, stored data. Originally, the term "MIS" described applications providing managers with information about sales, inventories, and other data that would help in managing the enterprise. Over time, the term broadened to include: decision support systems, resource management and human resource management, enterprise resource planning (ERP), enterprise performance management (EPM), supply chain management (SCM), customer relationship management (CRM), project management and database retrieval applications.

Management information systems provide a variety of information products to managers. Periodic Scheduled Reports are a traditional form of providing information to managers via a specified format designed to provide managers with information on a regular basis. Exception Reports are produced only when exceptional conditions occur. Exception reporting reduces information overload instead of overwhelming decision makers with periodic detailed reports of business activity. Demand Reports and Responses are available when the managers require immediate access to vital information. Web browsers, DBMS query languages, and report generators enable managers to get this information and not force them to wait for periodic detailed reports of business activity. Push Reporting is information that is pushed directly to the manager’s respective networked workstation. Webcasting software is being more frequently utilized to broadcast selective reports and other vital information.

# Unit 9

***Сучасні Інтернет технології***




**1. Vocabulary**

**Exercise 1. Remember the following words and word combinations:**

Capable – здатний, здатність, apparent - очевидно, dwelling – житло, місце знаходження, disseminate - поширювати, non-exhaustive - неповний, stock market - фондовий ринок, to slack - сповільнювати, appropriate - необхідний, compulsory -обов'язковий , sophisticated gadgets - складні пристрої, eliminate - усувати, congestion – скупчення, затор, exponential - показовий, population - населення, bandwidth - пропускна здатність, access - доступ, high-speed - висока швидкість, scalability and performance - масштабованість і продуктивність, up-to-date - сучасний, supplement - доповнення, додаток, databases - бази даних, obtain - отримати.

**Exercise 2. Give Ukrainian equivalents:**

Technology, important documents, interactive communications, innovative solutions, employees, managers, information, to discuss, benefits, shortcomings, advantage, high traffic, peak hours, applications, transactions.

**Exercise 3. Translate the word combinations and make sentences with them.**

Сучасний пристрій, технологія, повсякденне життя, електронна пошта, переваги, недоліки, перенаселення, зв’язки з громадськістю, зменшувати ризики.

**Exercise 4. Give all the possible synonyms to the following words. Use the dictionary if you need.**

Up-to-date, capability, to perform, communication, benefit, to attend.

## II. Reading

**Exercise 5. Read and translate the text A:**

Technology plays a vital role in people's everyday life. The internet is one such example – its beginnings as a platform for exchange of important documents has transformed into a multi-mass media capable of initiating interactive communications among a large group of people, literally from every part of the world. As its benefits become more apparent, many firms have come up with innovative solutions to work from home and people are increasingly pursuing work that can be done in the comfort of their dwellings. Instead of having to conduct meetings to instruct employees, managers can now disseminate the same information through electronic mail; it is no longer necessary for project mates to come together to discuss but harness the power of instant messaging and online FOREX values and stock market readings allow traders to carry out trading almost anywhere. The list is certainly non-exhaustive.While the possibility of exploring more far-reaching benefits heralds an exciting future and promises numerous benefits as shown below, there are certain shortcomings that have been identified such as the lack of supervision eventually leading to slack in work and performance. In managing such a dilemma, it is more appropriate to create a culture where there is a balance of having the privilege to work from home and attend compulsory meetings, rather than brushing off the potential to utilise sophisticated gadgets to our advantage. When people work from home, they effectively eliminate travel time. This increases productivity and reduces the loss precious of man-hours in having to put up with congestion. Exponential rise in global population as well as an increased rate of migration to cities has resulted in overcrowding in many metropolitan cities such as Hong Kong and New York, leading to high traffic congestion during peak hours. Today's enterprises depend on the Internet to conduct business. To be effective, Internet access must provide the bandwidth and reliability your applications need. Managed Internet services can be an excellent access choice when you need dedicated access to the Internet.

Managed Internet services offer high-speed online access that can help keep you connected to with applications, data, customers and employees. With a variety of access speeds and management options, managed Internet services can provide the scalability and performance needed to support your business applications and transactions.

**Exercise 6. Complete the sentences fnd translate them.**

**1.** Technology plays……

**2.** Managed Internet services offer…….

**3.** Exponential rise in global population as well as an increased rate of migration to cities has …

**4.** The internet has transformed into …..

**5.** Managed Internet services can be …..

**6.** Today's enterprises depend on …….

**7.** Instead of having to conduct meetings to instruct employees, managers can ……

**Exercise 7. Agree or disagree with the statements. Correct the false statements.**

**1.** Technology doesn't play a vital role in people's everyday life.

**2.** Many firms have not come up with innovative solutions to work from home and people are increasingly pursuing work that can be done in the comfort of their dwellings.

**3.** Managers can now disseminate the same information through electronic mail.

**4.** When people work from home, they effectively eliminate travel time.

**5.** Internet access must not provide the bandwidth and reliability your applications need.

## IV. Comprehension

**Exercise 8. Read the text B without a dictionary for 7 minutes and say what problems are mentioned in the text:**

The use of the Internet by parliaments and parliamentarians is increasing swiftly. The U.S., Canada, and the European countries were amongst the first to provide information on parliamentary activities via the Internet. In Canada, the federal, provincial, territorial and many municipal governments now offer a wide range of information and services through this medium.

Listed below are some of the general applications of the information highway as they relate to Parliament:

- Parliaments are now using Internet technology as part of their "intranet" (whereby information is available only to parliamentarians and their staff but not to the general public) to schedule meetings, and other administrative tasks.

- The public in numerous countries, including Canada, now has access to copies of legislation, parliamentary proceedings, and committee meeting minutes directly on the Internet from the parliamentary WEB sites. The information is normally very up-to-date, although this varies greatly among legislatures; in Canada, Hansard is available the day following the proceedings it describes.

- Some parliamentary committees use Internet e-mail addresses at which the committee clerk can receive submissions. Many Canadian parliamentary committees have their own WEB page where they post progress bulletins and other pertinent information.

- Usenet discussion groups can also allow the public to record views on various issues being reviewed or studied by parliamentary committees.

- The Internet can be used to make electronic material more readily available or to post comments in a discussion group; in some cases real-time discussion can take place.

Listed below are some of the ways in which individual parliamentarians use the information highway:

- Parliamentarians provide information to their constituents through individual WEB sites as a supplement to their paper news bulletins.

- E-mail has become a basic communication tool between the parliamentarian and the media and constituents. The newer computer networks, such as that of Canada's parliament, fully integrate internal e-mail with e-mail from the Internet. Thus, the parliamentarian can send an e-mail to the next office or around the world.

- The Internet is an invaluable research tool, providing access to a wide range of useful information from government sources (Canadian and foreign as well as federal, provincial and municipal), academia, electronic journals and magazines, private industry, publications and numerous special interest groups and discussion groups. Unfortunately, sorting the "wheat from the chaff" can be difficult and time-consuming.

- The Internet can also give parliamentarians access to commercial on-line databases covering a wide range of information. These are normally reliable information sources but access can be very expensive and formulating the question that will obtain the best information can be difficult.

- Intranet and extranet technology can permit the full integration of a parliamentarian's offices in Ottawa and in the constituency.

- Many Canadian federal political parties now have their own dedicated WEB sites, accessible only by other party members (another example of intranet communication technology).

**Exercise 9. Match the parts of the sentences and translate them.**

| | |
|---|---|
| 1) In Canada governments now offer | a) access to commercial on-line databases covering a wide range of information. |
| 2) The Internet can also give parliamentarians | b) the full integration of a parliamentarian's offices in Ottawa |
| 3) E-mail has become a basic communication tool between | c) WEB page where they post progress bulletins and other pertinent information. |
| 4) Intranet and extranet technology can permit | d) the parliamentarian and the media and constituents. |
| 5) Many Canadian parliamentary committees have their own | e) a wide range of information and services through this medium. |

**Exercise 10. Using additional information after this unit, decrypt the abbreviations.**

ADSL, FAQ, HTML, URL, BBC.

**Exercise 11. Make the summary of the following text.**

**BBC**: The British Broadcasting Corporation (BBC) is a British public service broadcaster headquartered at Broadcasting House in the City of Westminster, London. It is the largest broadcaster in the world, with about 23,000 staff. Its main responsibility is to provide impartial

public service broadcasting in the United Kingdom, Channel Islands and Isle of Man.The BBC is a semi-autonomous public service broadcaster that operates under a Royal Charter and a Licence and Agreement from the Home Secretary. Within the United Kingdom its work is funded principally by an annual television licence fee, which is charged to all British households, companies and organisations using any type of equipment to record and/or receive live television broadcasts; the level of the fee is set annually by the British Government and agreed by Parliament BBC News is the largest broadcast news operation in the world with more than 2,000 journalists and 48 newsgathering bureaux, 41 of which are overseas.

Last year BBC News reported from more than 150 countries and produced more than 45,000 hours of programming - that works out at an average of 120 hours of news broadcasting for every day of the year.

BBC News is also a global news provider reaching more than 260 million viewers through the international TV news channel BBC World and more than 150 million listeners via BBC World Service. These services are not funded by the license fee but by grants for the World Service and commercial income for BBC World.

The bulk of programming comes from the news centre in Television Centre, West London - the largest such operation in the world. Political programming, including the BBC Parliament channel, is based in the heart of Westminster at Millbank while international radio programming comes from the home of World Service - Bush House in central London.

BBC News does not produce the BBC's UK regional news programmes and services but works very closely with BBC Nations and Regions across all media to ensure that we reflect the diverse picture of life in communities throughout the UK.

Alongside journalists, BBC News employs 700 people in the Resources department, providing a comprehensive range of dedicated location, editing, graphics and studio facilities, and operational staff for BBC News, including IT and engineering services.

## VI. Speaking.

**Exercise 12. Sum up all the information you got on the topic. Speak on it using the plan.**

**1.** Technology plays a vital role in people's everyday life.
**2.** Advantages and disadvantages of modern technology.
**3.** Internet in the work of managers.
**4.** You are the manager. Explain the usage of modern technologies and Internet in your work.

## VII Writing

**Exercise 13. Translate the following text in writing.**

### Advantages of the Internet

The Internet provides various opportunities. Some of the things that you can do via the Internet are:

* E-mail: E-mail is an online correspondence system. With e-mail you can send and receive instant electronic messages, which works like writing letters. Your messages are delivered instantly to people anywhere in the world, unlike traditional mail that takes a lot of time.
* Access Information: The Internet is a virtual treasure source of information. Any kind of information on any topic under the sun is available on the Internet. The ‘search engines’ on the Internet can help you to find data on any subject that you need.

*Shopping: Along with getting information on the Internet, you can also shop online. There are many online stores and sites that can be used to look for products as well as buy them using your credit card. You do not need to leave your house and can do all your shopping from the convenience of your home.

*Online Chat and Social Networking: There are many 'chat rooms' on the web that can be accessed to meet new people, make new friends, as well as to stay in touch with old friends. You can also share news, photos and videos on social network sites (SNS), where your friends are able to see them in the timeline.

*Downloading software, music and video: This is one of the most happening and fun things to do via the Internet. You can download games, music, videos, movies, and loads of other entertainment software from the Internet, most of which are free.

**Disadvantages of the Internet**

There are certain cons and dangers relating to the use of Internet that can be summarized as:

* Personal Information: If you use the Internet, your personal information such as your name, address, etc. can be accessed by other people. If you use a credit card to shop online, then your credit card information can also be 'stolen'.

* Violence and obscenity: This is a very serious issue concerning the Internet, especially when it comes to young children. There are thousands of obscene sites on the Internet that can be easily found and your browser built-in access limiters often fail to track them. Some promote violence, extreme nationalism and racism.

*Spamming: This refers to sending unsolicited e-mails usually containing ads. E-mail boxes even can get blocked being loaded by spam.

*Pop-up pages: whenever you click on the web address you are at risk of getting to some ugly site containing pornography or violence.

*Scamming: People can scam you, especially when you buy online.

## APPENDIX 1
## INTERNET TERMS

### Overview of Internet

**What is the Internet?** The Internet is a major network made up of smaller networks that agree to communicate using a common set of standards. The Internet currently has world wide coverage with 16 million host computers in January 1997 The actual number of users is difficult to determine with any accuracy but one estimate is that there are 57 million world-wide users.

**What Kind of Information Is on the Internet?** Most information available free on the Internet consists of government documents, works with expired copyrights, works in the public domain, and material that the authors are making available on an experimental basis. As the Internet has grown, so has the interest from commercial concerns. Electronic mail and electronic cash for purchases on the Internet are common and allow on-line retailing with product specs, icons, and photos to help buyers.

**What are the Main Uses of the Internet?** The Internet makes it possible to use e-mail, conduct on-line conversations, access databases, retrieve files and participate in a variety of discussions all over the world. The most used service remains the e-mail, where every user on Internet has a unique identification. The second most common use is for the world wide web sites: over 1.1 million sites existed in June 1997

### Commonly Used Internet Terms

**Asymmetric Digital Subscriber Line** (ADSL) -- A digital phone-line technology that supports high-speed connections to the Internet using ordinary copper telephone wires. ADSL is "asymmetric" because uplink speeds (64 Kbps) differ markedly from downlink speeds (up to 6 Mbps). ADSL is currently available only in selected markets.

**Archie** -- A network service that searches File Transfer Protocol (FTP) sites for files based on relatively simple search criteria.

**Browser** -- Software that provides an interface to the World Wide Web, with Netscape and Microsoft Explorer being the two most popular systems.

**Central Services Organization** (CSO) -- A service that facilitates searching for users and addresses in databases.

**Domain Name Service** (DNS) -- The on-line database that correlates Internet IP addresses (for example, 128.10.3.42) to human-readable domain names such as parl.gc.ca. The database isn't stored on any one computer; rather, it is distributed among thousands of name servers spread throughout the Internet.

**Extranet** -- An extranet is similar to a corporate intranet but extends out over the Internet. It allows selected companies (or organizations) to access the company's system across the Internet, while keeping others out.

**Frequently Asked Questions** (FAQ) -- A document with answers to frequently asked questions. FAQs are widely available on-line and cover a broad spectrum of topics ranging from gourmet cooking to the inner workings of TCP/IP.

**File Transfer Protocol** (FTP) -- A common method of transferring files across networks.

**Finger** -- A service that responds to queries and retrieves user information remotely.

**Gopher** -- A text-based, menu-driven information service that allows users to retrieve information without having to know the locations of the resources. The use of gophers has greatly diminished with the rapid increase in the use of the WWW.

**Hit** -- As used in reference to the World Wide Web, "hit" means a single request from a web browser for a single item from a web server; thus in order for a web browser to display a page that contains three graphics, four "hits" would occur at the server: one for the HTML page, and one for each of the three graphics. "hits" are often used as a very rough measure of load on a server.

**Home Page (or Homepage) --** Home Page has several meanings. Originally, it meant the web page that a browser is set to use when it starts up. Today, the more common meaning is the main web page for a business, organization, person or simply the main page out of a collection of web pages, e.g. "Check out so-and-so's new Home Page."

**Host --** Any computer on a network that is a repository for services available to other computers on the network. It is quite common to have one host machine provide several services, such as WWW and USENET.

**Hypertext Markup Language** (HTML) -- A text-based page description language that uses tags to describe formatting idioms and allows richly formatted documents to be created using everyday text editors. HTML is the language used to create Web pages.

**Internet Network Information Center** (InterNIC) -- The administrative organization that is responsible for, among other things, allocating domain names and distributing RFCs. The InterNIC is currently run by Network Solutions and AT&T.

**Internet Protocol** (IP) -- The protocol responsible for transmitting packets of data over the Internet and routing them to their destinations. Tagging a packet with an IP address identifying an Internet host and transmitting it using IP is analogous to addressing an envelope and dropping it in the mail. IP plays the role of post office, allowing the networks and routers involved in the delivery process to talk to each other as the packet finds its way to the addressee.

**Internet Service Provider** (ISP) -- A business or organization which is connected to the Internet and allows access to their clients (users) to the Internet. Typically service providers provide their users with an email site/address, access to usenet, Internet web sites, file transfer facilities, free storage space on the service provider's computer (typically up to 5 Mbytes free of charge), and frequently free creation and use of each client's own web site.

**Intranet** -- The term intranet was used to describe the first wave of Internet software deployment within companies and organizations such as the Canadian Parliament. Many intranets are built around Web servers delivering HTML. Companies and organizations are seeing that the same benefits apply over the extranet, letting them share information with external partners over the Internet itself.

**Network News Transfer Protocol** (NNTP) -- A common method of transferring articles over Usenet.

**Request for Comments** (RFC) -- An on-line document containing proposals, standards, and other information regarding Internet technologies. RFCs are available by anonymous FTP from a variety of locations, including InterNIC's own ds.internic.net.

**Telnet** -- A program that allows users following very standard procedures to use computers located on other networks connected to Internet.

**Uniform Resource Locator** (URL) -- A standardized way of representing different documents, media, and network services on the World Wide Web. This unique addressing system is critical to locating information sources on the Internet.

**Usenet** -- The global news-reading network with a very wide range of interests. The range of interest groups increases daily and includes groups in many languages.

**Virtual Reality Modeling Language** (VRML) -- The 3-D counterpart to HTML, VRML is a scriptlike language that permits rich 3-D scenes to be described in simple text files and displayed in VRML-capable Web browsers.

**Webmaster** -- The administrator responsible for the management (and often design) of a World Wide Web site.

**Whois** -- A service for tracing the name of a particular user on Internet.

**WAIS** -- Wide Area Information Servers is a service that allows users to search intelligently for information among the Internet's databases.

**World Wide Web** -- The initiative created a universal, hypermedia-based method of access to information on Internet. This has quickly become the dominant form of accessing information on the Internet. A www site at its simplest is a small document with links to other documents which can be directly addressed from anywhere on the Internet. This means that almost any small computer located in someone’s home or office can be connected (via telephone, cable or satellite) with their service provider who connects the site to the entire Internet. Similarly, one service provider can offer its users their own web site free of charge with very few means of actually knowing what is on the service provider’s computer.

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## APPENDIX2
## GENERAL INFORMATION TECHNOLOGY TERMS

**Bandwidth** -- A simplified means of describing the quantity of information that can be transmitted. A wider bandwidth implies a higher data transmission rate.

**Baud** -- A term used to express the number of bits per second of information being transmitted. When very large transfer rates are used, the convention is to use bits per second, abbreviated to bps.

**Bit** -- An abbreviation for BInary digiT, this is a single character in a binary number; unit of information capacity.

**Byte** -- A sequence of 8 binary digits. Using ASCII, a byte can represent 256 different characters/symbols.

**Computer Network** -- A complex consisting of two or more computers capable of interacting and communicating with each other. The amount of data a network can transmit varies greatly depending on the technology used, such as fibre-optics.

**Data base** -- A collection of computerized data covering a specific domain of knowledge that can be retrieved through an interactive dialogue with a computer system.

**Gigabyte** -- A representation of 1024 Megabytes or 1,048,576.00 Kilobytes. Often written Gb or Gbytes.

**Hardware** -- Physical equipment (e.g., the terminal, computer monitor, etc.)

**Kilobyte** -- A simplified representation of 1024 bytes, often written Kb or Kbytes. A page of text can normally be stored in 2 to 4 Kb while an image of a page of text can take 60 to 120 Kb.

**Local Area Network** -- A generic term applied to computer networks operating in a relatively small geographic area.

**Line** -- A channel or conductor capable of transmitting signals.

**Megabyte** -- A representation of 1024 Kilobytes, often written Mb or Mbytes. To place this term in perspective, large sophisticated computer programs frequently measure their storage needs in 5 to 30 Mb, while a large uncompressed high quality digital photograph can take up to one Mb of storage.

**Modem** -- An abbreviation of MOdulator-DEModulator. A device used in data transmission for converting the computer (digital) signal into a telephone signal (Analogue signal) and vice versa. In 1997 modems with a transmission rate of 56 Kbps (or 1,000s of bits per second) are available commercially for a relatively low cost.

**Software** -- The internal programs or routines prepared to allow a computer to perform specific tasks. Several different categories of programs exist, operating systems and application programs are two of the main types.

**RAM** -- An abbreviation for Random Access Memory which is used in all computers for temporary storage of data and instructions to be processed by the computer.

**T-1 to T-3** -- These are special categories/standard of commercial telephone lines capable of carrying a large amount of digital data. T1 can carry 1.544 Mbits of data per second (Mbps); T-2 is equivalent to four T-1s, with a bandwidth of 6.3 Mbps; while T-3 is equivalent to 28 T-1, with a bandwidth of 44.3 Mbps. Further, T-3 can be multiplexed into one dedicated high-speed line of up to 560 Mbps; such a stream will usually be transmitted over fibre-optic cable or via a microwave signal.

**Teleconferencing** -- Two main variations of teleconferencing exist.

**Video teleconferencing**: A video conference with several users is provided by video cameras and monitors set up in house or in a public conferencing centre. It requires a high-bandwidth (TV capacity) network that uses coaxial cable, optical fibres, microwave or satellite transmission. Conventional computer networks cannot handle video. Video conferencing is slowly being integrated into data networks which in time will all provide this capability.

**Audio teleconferencing**: A telephone conference with several users is provided internally by an organization's PBX and externally by the telephone companies.

**Videoconferencing** -- Video and audio communication between two or more people via a videocodec (coder/decoder) at either end and linked by digital circuits. Formerly needing at least T-1 speeds (1.54 megabits per second), systems are now available that offer acceptable quality for general use at 128 Kbit/s.

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