

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ЧЕРНІГІВСЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ

**ENGLISH FOR MANAGEMENT  
AND PUBLIC ADMINISTRATION**

**Методичні вказівки  
з англійської мови для здобувачів вищої освіти  
другого та третього рівнів спеціальностей 073 «Менеджмент»,  
281 «Публічне управління та адміністрування»**

Обговорено і рекомендовано  
на засіданні кафедри  
іноземних мов  
професійного спрямування  
*Протокол № 11*  
*від 24 квітня 2019 р.*

зі змінами, затвердженими  
рішенням кафедри публічного  
управління та менеджменту  
організацій  
*Протокол № 1*  
*від 27 серпня 2021 р.*

ENGLISH FOR MANAGEMENT AND PUBLIC ADMINISTRATION. Методичні вказівки з англійської мови для здобувачів вищої освіти другого та третього рівнів спеціальностей 073 «Менеджмент», 281 «Публічне управління та адміністрування» / Укл.: Н.В.Гагіна, О.В.Лось, С.В.Литвин. Чернігів: ЧНТУ, 2021. – 90 с.

Укладачі: Гагіна Наталія Вікторівна, доцент кафедри іноземних мов професійного спрямування, кандидат педагогічних наук, доцент  
Лось Олена Вікторівна, доцент кафедри іноземних мов професійного спрямування, кандидат філологічних наук, доцент  
Литвин Світлана Володимирівна, завідувач кафедри іноземних мов професійного спрямування, кандидат педагогічних наук, доцент

Відповідальна за випуск: Литвин Світлана Володимирівна, завідувач кафедри іноземних мов професійного спрямування, кандидат педагогічних наук, доцент

Рецензент: Пермінова Владислава Анатоліївна, доцент кафедри іноземних мов професійного спрямування, кандидат педагогічних наук

## ЗМІСТ

Вступ.....	4
Unit 1 MANAGEMENT.....	5
Unit 2 MOTIVATION.....	11
Unit 3 RECRUITMENT.....	15
Unit 4 MANAGING ACROSS CULTURES.....	21
Unit 5 TEAM BUILDING.....	28
Unit 6 CRISIS MANAGEMENT .....	35
GRAMMAR REVISION.....	42
РЕКОМЕНДОВАНА ЛІТЕРАТУРА .....	88

## ВСТУП

Методичні вказівки з англійської мови для здобувачів вищої освіти другого та третього рівнів спеціальностей 073 «Менеджмент», 281 «Публічне управління та адміністрування» спрямовані на поетапне самостійне вивчення тем, що стосуються основних понять менеджменту та публічного управління, зокрема, функції менеджера, теорії менеджменту та мотивації, працевлаштування, крос-культурний менеджмент, корпоративна культура, тімбілдінг, антикризовий менеджмент тощо.

Запропоновані вправи сприяють розвитку іншомовної професійної комунікативної компетентності. Матеріал кожного уроку передбачає самостійне опрацювання теми і містить текст з фаху, різноманітні вправи, спрямовані на закріплення лексичного матеріалу та розширення словникового запасу тощо. Завдання на основі відеоматеріалів та для проведення дискусій і дебатів, рольові ігри та кейси дозволяють комплексно формувати комунікативні вміння з усіх видів мовленнєвої діяльності, розвивати такі необхідні професійні вміння та особистісні якості, як активне слухання, аналіз інформації, аргументація, вирішення складних ситуацій, емоційний інтелект, креативне та критичне мислення тощо.

Правильність виконання завдань та сформованість комунікативних умінь може оцінюватися викладачем на практичних заняттях, консультаціях або дистанційно із залученням університетської платформи Moodle.

Методичні вказівки містять окремий розділ з граматичними вправами для повторення видо-часових форм та модальних дієслів англійської мови.

## Unit 1 Management

### Lead-in

What is management?

What do you think are the most important characteristics of a good manager?

Are good managers born or made?

### 1. Read the text about different functions of management.

Peter Drucker, an American business professor and consultant, who is often called 'The Father of Modern Management' suggested that the work of a manager can be divided into five tasks: planning (setting objectives), organizing, integrating (motivating and communicating), measuring performance, and developing people.

First of all, senior managers and directors set objectives, and decide how their organization can achieve or accomplish them. This involves developing strategies, plans and precise tactics, and allocating resources of people and money.

Secondly, managers organize. They analyse and classify the activities of the organization and the relations among them. They divide the work into manageable activities and then into individual tasks. They select people to perform these tasks.

Thirdly, managers practice the social skills of motivation and communication. They also have to communicate objectives to the people responsible for attaining them. They have to make the people who are responsible for performing individual tasks form teams. They make decisions about pay and promotion. As well as organizing and supervising the work of their subordinates, they have to work with people in other areas and functions.

Fourthly, managers have to measure the performance of their staff, to see whether the objectives or targets set for the organization as a whole and for each individual member of it are being achieved.

Lastly, managers develop people – both their subordinates and themselves.

A company's top managers also have to consider the future, and modify or changes the organization's objectives when necessary, and introduce the innovations that will allow the business to continue. Top managers also have to manage business's relations with customers, suppliers, distributors, bankers, investors, neighbouring communities, public authorities, and so on, as well as deal with any crisis that arises.

Although the task of a manager can be analysed and classified in this fashion,



management is not entirely scientific. There are management skills that have to be learnt, but management is also a human skill. Some people are good at it, and others are not. Some people will be unable to put management techniques into practice. Others will have lots of technique, but few good ideas. Excellent managers are quite rare.

## 2. Match up the following words and definitions.

- |               |   |
|---------------|---|
| 1 subordinate | A an ability that is required to do a job                       |
| 2 crisis      | B a plan for achieving success                                  |
| 3 innovation  | C a person who is of lower rank or position                     |
| 4 objective   | D a person who provides expert advice to a company              |
| 5 promotion   | E something new that has been introduced                        |
| 6 skill       | F something you plan to do or achieve                           |
| 7 strategy    | G a situation of great danger or difficulty                     |
| 8 consultant  | H when someone is raised to a higher or more important position |

## 3. Use the word combinations in the box to complete the sentences below. There is one extra word combination you do not have to use.

deal with crises	introduce innovations	develop strategies	perform tasks
allocate resources	make decisions	measure performance	supervise
subordinates	set objectives	select people	

1. There is probably nothing more important to the future of an organization than to \_\_\_ the right \_\_\_ for positions of authority.
- 2 To \_\_\_ your \_\_\_, you need to know how to set them.
3. Some people \_\_\_ \_\_\_ better on their own while others work better in teams.
4. After an organization has \_\_\_ \_\_\_, it has to make sure that it achieves them.
5. Top managers have to be prepared to \_\_\_ \_\_\_ \_\_\_ if they occur and then have to \_\_\_ quick \_\_\_.
6. Managers have to find the best way to \_\_\_ all the human, physical and capital \_\_\_ available to them.
7. Managers \_\_\_ the work of their \_\_\_ and try to develop their abilities.
8. Research is necessary to solve common operating problems and to \_\_\_ \_\_\_.
9. Managers \_\_\_ the \_\_\_ of their staff to see whether they are reaching their targets.

## 4. Summarise each of the five tasks listed by Drucker.

## 5. Complete the text using the correct form of these verbs: *achieve, allocate, balance, deal with, develop, employ, establish, follow, require, set.*

The top managers of a company have to (1) ... objectives and then develop particular strategies that will enable the company to (2) ... them. This will involve (3) ... the company's human, capital and physical resources. Strategies can often be

sub-divided into tactics - the precise methods in which the resources attached to a strategy are (4) ...

The founders of a business usually establish a “mission statement” – a declaration about what the business is and what it will be in the future. The business’s central values and objectives will (5) ... from this. But because the business environment is always changing, companies will occasionally have to modify or change their objectives. It is part of top management’s role to (6) ... today’s objectives and needs against those of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers are also expected to set standards, and to (7) ... human resources, especially future top managers.

They also have to manage a business’s social responsibilities and its impact on the environment. They have to (8) ... and maintain good relations with customers, major suppliers, bankers, government agencies, and so on. The top management, of course, is also on permanent stand-by to (9) ... major crises.

Between them, these tasks (10) ... many different skills which are almost never found in one person, so top management is work for a team. A team, of course, is not the same as a committee: it needs a clear leader, in this case the chairman or managing director.

## **6. Complete the following collocations:**

1 to set ...

2 to allocate ...

3 to ... responsibility

4 to ... standards

5 to ... and ... good relations

6 to ... a crisis

## **7. Write your own sentences using the collocations.**

**8.** Axel Zein promotes a new way we manage businesses today: think of business as a sport. In sports, the team is decisive; the team with the best players usually wins. And sports are fun. So what qualifies a manager to be the perfect coach for his team?

**Watch the video** <https://www.youtube.com/watch?v=jFG7jqJXbno> ‘The perfect boss’ and write a summary describing five concepts taken from sport that could be implemented in business.

**9. Read the quotes of the five famous managers below.** Find examples what they say about a) making mistakes, b) managing people, c) love to work, d) style in business. Which of the five managers do you find the most interesting and impressive? Why?



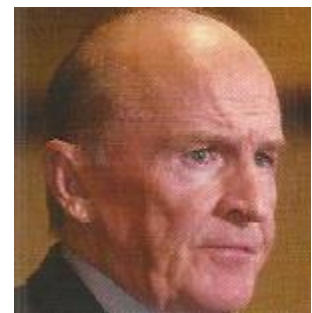
### Akio Morita

Akio Morita co-founded a company in Tokyo in 1946, and later changed its name to Sony. He moved to the US, where he had the original ideas for the Walkman and the video cassette recorder. Sony acquired music and film companies, and developed video games.

- Everybody makes mistakes.
- The important thing in my view is not to pin the blame for a mistake on somebody, but rather to find out what caused the mistake.
- A company will get nowhere if all of the thinking is left to management.
- Curiosity is the key to creativity.
- Executives of the company must have the necessary qualities to direct the personnel by showing them the way to do things.
- Managing is not reigning.
- Putting people down, because they lack diplomas or because they're having trouble with a certain job, is a sign of incompetence.
- In the business world, you have exams every day.
- No theory, no plan, no system of government can assure the success of an enterprise. Only people can do that.
- [On the Sony Walkman] I just knew that this device would be a success.
- I discovered very quickly that in Western countries, employers would get rid of some personnel when a recession seemed imminent. It was a shock to me...

### Jack Welch

While Jack Welch was Chief Executive Officer (CEO) of General Electric in the 1980s and 1990s, its market value increased from \$14 billion to more than \$410 billion. He fired 10% of the company's managers each year.



- Control Your Own Destiny or Someone Else Will.
- When you were made a leader you weren't given a crown, you were given the responsibility to bring out the best in others.
- If you pick the right people and give them the opportunity to spread their wings you almost don't have to manage them.
- It is better to act too quickly than it is to wait too long.
- Face reality as it is, not as it was or as you wish it to be.
- Life is too short to spend every day doing something you don't love.



- Change before you have to.
- People development should be a daily event, integrated into every aspect of your regular goings-on.
- It sounds awful, but a crisis rarely ends without blood on the floor. That's not easy or pleasant. But sadly, it is often necessary so the company can move forward again.



### Steve Jobs

Steve Jobs was first the co-founder and later the CEO of Apple. He was fired from his own company in 1985, and co-founded Pixar Animation Studios, but rejoined Apple in 1997, and helped develop the iPod and the iPhone.

- Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.
- When I was 17, I read a quote that went something like: 'If you live each day as if it was your last, someday you'll most certainly be right.' It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: 'If today were the last day of my life, would I want to do what I am about to do today?' And whenever the answer has been 'no' for too many days in a row, I know I need to change something.
- My model for business is The Beatles. They were four guys who kept each other's kind of negative tendencies in check. They balanced each other and the total was greater than the sum of the parts. That's how I see business: Great things in business are never done by one person; they're done by a team of people.
- Getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again. It freed me to enter one of the most creative periods of my life.
- Being the richest man in the cemetery doesn't matter to me ... Going to bed at night saying we've done something wonderful ... that's what matters to me.
- Sometimes when you innovate, you make mistakes. It is best to admit them quickly, and get on with improving your other innovations.

### **Meg Whitman**

In 1998, Meg Whitman joined a start-up company called eBay in Silicon Valley as President and CEO. She resigned ten years later, when it was a huge successful business, planning to run for Government of California.



- The price of inaction is far greater than the cost of a mistake.
- Success happens when good people with good intentions cooperate and work together over a shared interest. Believing that people are basically good is what fuels most inspired individuals. Cynics and pessimists do not change the world.
- We believe people are basically good. We recognize and respect everyone as a unique individual. We believe everyone has something to contribute. We encourage people to treat others the way they want to be treated. We believe that an honest, open environment can bring out the best in people.
- We have always said that advertising is just the icing on the cake. It is not the cake.
- Communications is at the heart of e-commerce and community.



### **Carlos Ghosn**

Carlos Ghosn, born in Brazil, but a French and Lebanese citizen, became the CEO of the Nissan car company in 2001. In 2005, he also became CEO of Renault. At Nissan, he converted huge debts into huge profits.

- Commitment. This is my favorite word because in some way, people who are committed are always much more interesting and much more reliable, and much more, I would say, deep than people who are not.
- The role of leadership is to transform the complex situation into small pieces and prioritize them.
- Business is tough; you need tough guys.
- You'll never convince me there is a hopeless situation or there is any finality in any success or any failure.
- You don't implement change easily in Japan unless you explain very clearly why you need to do this change, how you're going to do this change and what's going to be the outcome of this change. If you forget to explain one of these three steps you're not going to do it.

## Unit 2 Motivation

### Lead-in

What kind of things motivate you? Which of these motivators would be important for you in your choice of a job?

good working conditions

good salary

good working relations with your manager and colleagues

the possibility of promotion

a challenging job

responsibility

opportunities to travel

long holidays

What other important motivators would you add to this list?

### 1. Read the text about Theory X and Theory Y.

#### Theory X and Theory Y (Douglas McGregor)

##### Theory X

Assumes that employees dislike work, lack ambition, avoid responsibility, and must be directed and coerced to perform.



##### Theory Y

Assumes that employees like work, seek responsibility, are capable of making decisions, and exercise self-direction and self-control when committed to a goal.



In *The Human Side of Enterprise*, Douglas McGregor outlined two opposing theories of work and motivation.

What he calls Theory X is the rather pessimistic approach to workers and working which assumes that people are lazy and will avoid work and responsibility if they can. Consequently, workers have to be closely supervised and controlled, and told what to do. They have to be both threatened, for example with losing their job, and rewarded with incentives, probably monetary ones such as a pay rise or bonuses.

Theory X assumes that most people are incapable of taking responsibility for themselves and have to be looked after. It has traditionally been applied, for example, by managers of factory workers in large-scale manufacturing.

Theory Y, on the contrary, assumes that most people have a psychological need to work, and given the right conditions – job security, financial rewards – they will be creative, ambitious and self-motivated by the satisfaction of doing a good job.

Theory Y is probably more applicable to skilled professionals and what Peter Drucker called ‘knowledge workers’ – managers, specialists, programmers, scientists, engineers – than people in unskilled jobs. McGregor's two theories are based on Abraham Maslow’s famous ‘hierarchy of needs’. Theory X relates to the basic, lower order needs at the bottom of the hierarchy, such as financial security, while Theory Y relates to 'higher order needs such as esteem (achievement, status and responsibility) and self-actualization (personal growth and fulfilment) that can be pursued if basic needs are satisfied.

McGregor is widely considered to have laid the foundations for the modern people-centred view of management. However, Maslow spent a year studying a Californian company that used Theory Y, and concluded that there are many people who are not looking for responsibility and achievement at work. There will always be people with little self-discipline, who need security and certainty and protection against the burden of responsibility, so it is impossible to simply replace the ‘authoritarian’ Theory X with the ‘progressive’ Theory Y.

**2. Are these sentences true or false?**

1. Theory X is a more traditional description of relationship between managers and employees.
2. Theory Y is common in hierarchical top-down organizations.
3. Theory Y managers tell workers what to do.
4. Theory X managers are authoritarian.
5. Theory Y employees are lazy and don't want to work.
6. For theory X workers, work is natural.
7. Theory Y working relations are open, communicative and creative.

**3. Put the following words and phrases below into the correct column:**

*communication control cooperation creativity direction modern orders participation security traditional work is necessity work is natural*

Theory X	Theory Y

**4. Match up the following words and definitions.**

- |                  |  |
|------------------|--|
| 1 approach       | A a thing that motivates or encourages someone to do something |
| 2 responsibility | B cause someone to be vulnerable or at risk                    |
| 3 incentive      | C the state of feeling safe, stable, and free from fear or     |

	anxiety
4 supervise	D a way of dealing with a situation or problem
5 threaten	E a thing done successfully with effort, skill, or courage
6 achievement	F having or showing the knowledge, ability to perform a certain activity or task well
7 security	G the opportunity or ability to act independently and take decisions without authorization
8 skilled	H observe and direct the work of someone

**5. Summarise the main ideas of Theory X and Theory Y.**

**6. Read the text about ‘satisfiers’ and ‘motivators’. Why are good working conditions not sufficient to motivate employees?**

It is logical to suppose that things like good labour relations, good working conditions, job security, good wages, and benefits such as sick pay, paid holidays and a pension are incentives that motivate workers. But in *The Motivation to Work*, Frederick Herzberg argued that such conditions – or ‘hygiene factors’ – do not in fact motivate workers. They are merely ‘satisfiers’ – or, more importantly, ‘dissatisfiers’ where they do not exist. Workers who have them take them for granted. As Herzberg put it, ‘A reward once given becomes a right.’ ‘Motivators’, on the contrary, include things such as having a challenging and interesting job, recognition and responsibility, promotion, and so on. Unless people are motivated, and want to do a good job, they will not perform well.

**Herzberg's Hygiene and Motivational Factors**



However, there are and always will be plenty of boring, repetitive and mechanical jobs, and lots of unskilled workers who have to do them. How can managers motivate people in such jobs? One solution is to give them some responsibilities, not as individuals but as part of a team. For example, some

supermarkets combine office staff, the people who fill the shelves, and the people who work on the checkout tills into a team and let them decide what product lines to stock, how to display them, and so on. Other employers encourage job rotation, as doing four different repetitive jobs a day is better than doing only one. Many people now talk about the importance of a company's shared values or corporate culture, with which all the staff can identify: for example being the best hotel chain, or hamburger restaurant chain, or airline, or making the best, safest, most user-friendly, most ecological or most reliable products in a particular field. Unfortunately, not all the competing companies in an industry can seriously claim to be the best.

### **7. Are these sentences true or false?**

1. Herzberg argued that 'hygiene factors' motivate workers.
2. Challenging jobs and responsibility are hygiene factors.
3. Some unskilled jobs will always be boring and repetitive.
4. Workers might be motivated by having responsibilities as part of a team.
5. Job rotation can make a day's work more interesting.
6. You can always motivate workers by telling them that they work for the best company in the field.

### **8. Watch the video <https://www.youtube.com/watch?v=R8TzmG-Pr40> and summarize in 7-10 sentences the ideas how to motivate and inspire employees.**

**9. Discuss** what you would do to try to motivate subordinates who did not want to take responsibilities, and who had uninteresting, repetitive jobs.

### **10. Case study: A car manufacturer**

The senior managers of a car manufacturer sense an increasing level of dissatisfaction among most of the different categories of staff. The company has the following groups of employees, with different benefits:

- senior management (high salaries, free company cars, company restaurant, 25 days annual holiday)
- designers (high salaries, free company cars, company canteen, 20 days holiday)
- production-line workers (fixed salary, company canteen, 20 days holiday)
- secretarial and administrative staff (salary according to experience, company canteen, 20 days holiday)
- sales representatives (low fixed salary plus commission on sales, 20 days holiday)
- canteen and restaurant staff (20 days holiday, free meals in canteen) cleaners (hourly wages, plus 8.33% extra as holiday pay, no other benefits).

The managers meet to consider ways of increasing staff motivation. They have to decide whether any of the following suggestions would be appropriate for different groups of employees:

- building sports facilities (e.g. a gymnasium, tennis courts)
- establishing a profit-sharing programme



- giving longer paid holidays (such as an extra day for every year worked over ten years)
- offering cars at discount prices
- offering career training
- offering early retirement
- paying a higher salary
- paying productivity bonuses
- reducing the working week (e.g. to 35 hours)
- setting up a crèche for employees' pre-school-age children
- spending some money on decorating the organization's premises (e.g. with plants, pictures)
- subsidizing the staff canteen

In small groups, decide whether to implement any of these suggestions.

### Unit 3 Recruitment

#### Lead-in

If 100 young people with very similar experience and qualifications apply for a job, which elements in a CV or resume make a difference, and might lead to a job interview?

How many times do you expect to apply for a new position during your career?

How many times do you expect to change jobs?

What does this cartoon say about the recruitment process?



#### 1. Explain the difference between the following pairs of words:

- a career and a profession
- a certificate and a qualification
- skills and experience

**2. Complete the table with the appropriate verbs.**

<i>Noun</i>	<i>Verb</i>	<i>Noun</i>	<i>Verb</i>
application	apply for	resignation	
dismissal		rejection	
increase		reprimand	
interview		rise	
offer		retirement	
promotion		shortlist	

**3. Look at the information below and put the nouns from exercise 2 and from the box in the appropriate places in the stories about Angela, Ben and Sheila.**

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

**ANGELA**

A1 Angela prepared a summary of her qualifications and experience.  
\_\_\_\_\_

A2 She saw an ad (advertisement) in the newspaper and wrote a letter to the Personnel Department. \_\_\_\_\_

A3 She received a letter saying that she and a few others had been selected to meet managers on a certain day. \_\_\_\_\_

A4 With the letter there was a list of things that the job involves \_\_\_\_\_

A5 Angela attended a formal meeting at which some managers asked questions about her experience, qualifications, etc. \_\_\_\_\_

A6 She received a letter telling her that she had got the job. \_\_\_\_\_

A7 There was also a formal document, telling her about working hours, holidays, salary, etc. She had to sign this. \_\_\_\_\_

**BEN**

B1 Ben applied for a job. He got a letter back saying that he hadn't got the job.  
\_\_\_\_\_

B2 After trying several times, he went to an office where they help to find jobs.  
\_\_\_\_\_

B3 They took all his details. Later they phoned him and offered him a job just for a few weeks. \_\_\_\_\_

B4 After this job, he got another, but it only involved working for part of the day.  
\_\_\_\_\_

B5 Ben got to the age of 65, the age when employees stop working. \_\_\_\_\_

B6 Now he gets money monthly during his old age from the government and from his employers. \_\_\_\_\_



## SHEILA

C1 Sheila got on very well in her first job, and after a while she got a higher salary.

\_\_\_\_\_

C2 She did so well that after a year, she was given a new job with more responsibility. \_\_\_\_\_

C3 After a while, the quality of her work was not good enough, and she was often late. She had to see the boss, who told her she was not satisfied. \_\_\_\_\_

C4 Sheila's work continued to be unsatisfactory. After another warning the boss told her that she had to leave. \_\_\_\_\_

C5 Sheila got another job, but she didn't like the work and decided that she wanted to leave. \_\_\_\_\_

C6 Sheila got a third job, but after weeks the company went bankrupt and her job came to an end. \_\_\_\_\_

C7 After several weeks without a job, she registered at a government office. They paid her a small amount of money every week. \_\_\_\_\_

### 4. Put the following steps in Joe Bloggs' career in the correct order.

A He was promoted to assistant to the sales manager. \_\_\_\_

B He took up gardening as a hobby. 12

C He looked for a job. \_\_\_\_

D He was appointed managing director. \_\_\_\_

E He made an application. \_\_\_\_

F He was offered the job. \_\_\_\_

G He was out of work. \_\_\_\_

H He retired. \_\_\_\_

I He went for an interview. \_\_\_\_

J He worked as a clerk. \_\_\_\_

K He got the job of sales manager. \_\_\_\_

L He gave in his resignation. 1

### 5. Use the words and word combinations in the box to complete the sentences below. There is one extra word you do not have to use.

interview job description applicant application application form apply candidate CV employment agencies dole job vacancies references short-listed
--

Many people looking for work read the (1) ... advertised in newspapers by companies and (2) ... . To reply to an advertisement is to (3) ... for a job. You become a (4) ... or a (5) ... You write an (6) ..., or fill in the company's (7) ... , and send it, along with your (8) ... and a covering letter. You often have to give the names of two people who are prepared to write (9) ... for you. If your qualifications and abilities match the (10) ... , you might be (11) ... , i.e. selected to attend an (12) ... .

Further tips for job interviews

Which five of these tips do you think are the most useful?

Research the company thoroughly.

Have complimentary things to say about the company and its products or services.

Be confident and enthusiastic.

Be prepared to talk about your strengths and weaknesses.

Expect questions about difficult situations you have faced, problems you have solved, etc.

Have examples of successful experiences with groups or teams.

If you talk about your hobbies, try to say something interesting and memorable (and not just 'music, cinema, travel').

Have some questions you can ask the interviewer, such as:

Can you tell me more about your training programmes?

Can you tell me how performance is measured and reviewed?

Are there possibilities of promotion for someone whose results are good?

Is the company facing any major challenges I don't know about?

**6. Watch the video 'Common interview questions and answers – Job interview skills' <https://www.youtube.com/watch?v=1mHjMNZZvFo&t=107s> and write your own answers to 8 questions from the video.**

**7. Complete the text using the words/phrases from the box.**

commencing salary	date of commencement	duties and responsibilities		
grievance	holiday entitlement	notice	pension	position
probationary service	sickness pay	terms and conditions		

### **Full-time Employment Contract**

1. You have been appointed to the position of administrative assistant.
2. Your \_\_\_ will be as detailed in the attached Job Description, but this Job Description should not be regarded as exclusive or exhaustive. There will be other occasional duties and requirements associated with your appointment.
3. The \_\_\_ of your continuous service with this company is 1 January 2002.
4. Your specific \_\_\_ are contained in the Employees' Handbook issued by the company, as well as in existing collective agreements negotiated by this company.
5. Confirmation of your appointment will be subject to your satisfactory completion of 3 months' \_\_\_.
6. Your \_\_\_ is £20,000 per annum, paid monthly in arrears. Overtime is not payable.
7. Your \_\_\_ entitlement is 30 days in any calendar year.
8. Your annual \_\_\_ is 25 days which cannot be carried over.
9. The minimum period of \_\_\_ to which you are entitled is 3 months.
10. Your position with regard to \_\_\_ is set out in the explanatory booklet attached.
11. If you have a \_\_\_ relating to your employment, you should refer to the complaints procedure outlined in the booklet attached.

**8. Below is a letter of redundancy. The sentences have been mixed up. Put them into order.**

**Letter of redundancy**

- 1 Details of your forthcoming redundancy and severance pay are enclosed.
- 2 Finally I shall, of course, be only too pleased to supply any prospective employer with a reference on your behalf.
- 3 I am writing in connection with our discussion of earlier today.
- 4 Yours sincerely Anne O’Dwyer, Personnel Manager
- 5 It is with much regret that I must ask you to accept this letter as formal notice of the redundancy of your position as administrative assistant with effect from 30 September 2010.
- 6 Dear Ms Bailey
- 7 On behalf of the Company, I would like to thank you for the services you have given us in the past and wish you every success in the future.
- 8 Please do not hesitate to contact me if you need clarification.
- 9 The Company will gladly grant you reasonable time off with pay for the purposes of attending job interviews or undertaking any training for alternative employment.
- 10 The services of the Personnel Department will, of course, be freely available to assist you in obtaining suitable alternative employment.

6									
---	--	--	--	--	--	--	--	--	--

**9. Discussion:** CVs/resumes and covering letters

- Why is it normal in some countries not to include photos or personal details on a CV/resume?
- Should a CV really be totally honest? Do you think most people are completely honest?
- Why might an employer want to know about your hobbies and interests?
- Would you want to work for someone who might be prejudiced against your country of origin or religion?
- Would you target each covering letter if you were applying to 30 companies?

**10. Case study:** Selecting a Chief Operating Officer

- Three companies are looking for a senior manager – a Chief Operating Officer who will be responsible for managing the company’s day-to-day operations, and making sure that all operations are efficient and effective.
- Company A is a cigarette manufacturer that has to modernize its production systems in order to become profitable, in an industry that has an increasingly bad reputation.
- Company B is a software developer that employs a lot of young, creative, talented and rather undisciplined people.
- Company C is a private television channel whose objective is to broadcast programmes that get as big an audience as possible, in order to maximize advertising revenue.

Which of the following candidates might be the most suitable for the positions?

Candidate 1. My skills involve helping businesses achieve their objectives. Throughout my career I have ensured that my subordinates successfully executed the strategies developed by senior management, delivered results and maximized revenue.

Candidate 2. I see my main skills as being able to communicate with and motivate people, to help them develop and accomplish their objectives, while also working effectively in teams.

Candidate 3. At this stage in my career, I see myself in a challenging new position that involves setting objectives and deciding how the organization can achieve them. I would then concentrate on measuring the performance of the staff.

Candidate 4. My career demonstrates an ability to analyse problems, find solutions and implement them. I also have strong communication skills and experience in explaining difficult decisions to employees, investors, journalists, and so on.

### Curriculum vitae (CV) Useful tips

- 1 Use wide margins and leave lots of white space. It makes your CV easier to read.
- 2 Use a clear, easy-to-read typeface. Don't use italics or a small type size. Be consistent with the typefaces you use.
- 3 Make the section headings clear and leave a clear space between sections.
- 4 Separate each part of your work experience and education clearly.
- 5 Don't assume the reader will know what some abbreviations and acronyms mean. If in doubt, use the full name.
- 6 Don't exaggerate your talents but don't underestimate them either. Remember to sell yourself by using positive adjectives.
- 7 Watch out for grammar and spelling mistakes. Do a spell and grammar check on your computer when you finish your CV and ask someone else to check it for you.

<b>Heading</b>	<b>Curriculum Vitae</b>
Begin your CV with personal details including your name, address, telephone, email address and date of birth. Some people also include their place of birth, nationality and identity number. Your CV can also include an objective, describing the type of work you are hoping to do.	Carlo Hennessy Personal details 131 Nelson Court, London W16, UK. Telephone: +44 (0) 20 7946 0002 Email: clhennessy@mhp.uk Date of birth: 13/3/1982 Place of birth: Hammersmith, London. Nationality: British
<b>Body</b>	<b>Objective</b>
The middle section of your CV gives details of your work experience and education. List your	To obtain a full-time position as waiter on a cruise liner that offers experience in a high standard of customer care.

training, qualifications and work experience in reverse chronological order. It's difficult to know what to write early in your career. If you don't have a lot of work experience, concentrate on your relevant free-time activities or unpaid experience.

### **Conclusion**

End with other relevant information and your references.

For example your special skills, free-time activities, any experience in voluntary organisations or participation in sports. Offer references, although it is optional to give names and addresses. People often write References available on request.

### **Education and qualifications**

1998: GNVQ Leisure and Tourism Diploma, Acton Tertiary College, London.

1996: 4 GCSEs - English, French, Maths and Biology, Acton Comprehensive School.

### **Employment history**

1999 to present date: cocktail waiter, Magpie Hotel, Ealing, London.

1998: aerobics instructor, Acton Vale Youth Club, London.

1996 to 1998: shoe shop assistant (Saturdays only), Beta Shoes, Ealing, London.

### **Additional information**

Active member of an amateur theatre group.  
Excellent computing skills.

### **References**

Available on request.

## **Unit 4 Managing across cultures**

### **Lead-in**

Consider the importance of cultural differences for people working across cultures.

Discuss the conflict between globalization and localization.

What are the advantages and disadvantages of a multinational company adapting its management methods to the local culture in each country in which it operates?

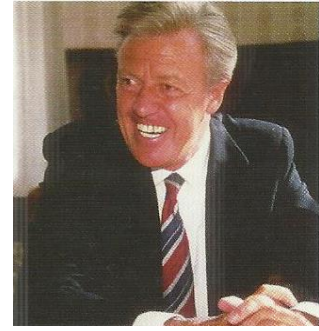
To what extent is the culture of your country similar enough to those of neighbouring countries to have the same management techniques? Or do they have very different attitudes to work, hierarchy, organization, and so on? If so, what are these differences?

In your country, what gains respect within an organization, long service or achievement?

Can a young, dynamic, aggressive manager with an MBA rise quickly in the hierarchy?

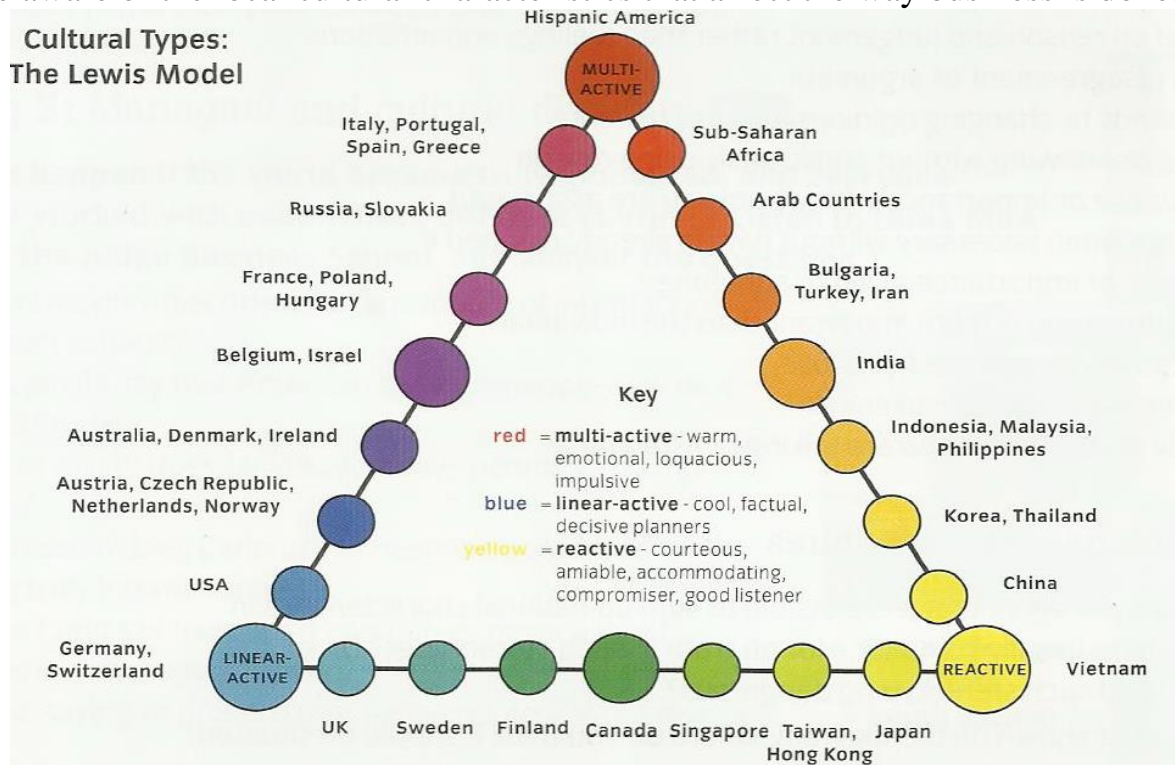
## 1. Read the text about Richard Lewis' model of three types of cultures.

Richard Lewis is well known in the field of cross-cultural communication and the author of *When Cultures Collide: Managing Successfully Across Cultures* and *The Cultural Imperative: Global Trends in the 21st Century*.



Managing a global multinational company would obviously be much simpler if it required only one set of corporate objectives, goals, policies, practices, products and services. But local differences - cultural habits, beliefs and principles specific to each country or market - often make this impossible.

The conflict between globalization and localization has led to the invention of the word 'localization'. Companies that want to be successful in foreign markets have to be aware of the local cultural characteristics that affect the way business is done.



Richard Lewis has classified different cultures according to three 'poles' representing different types of behaviour. Business people in 'linear-active' cultures such as Britain, the USA and Germany are generally organized and rational, try to act logically rather than emotionally, plan in advance, and like to do one thing at a time. They believe in respecting rules, regulations and contracts, and so are what the Dutch theorist Fons Trompenaars calls 'universalists' - they think rules apply to everybody. They are not afraid of confrontation but will compromise when necessary to achieve a deal. They are essentially individualist.

'Multi-active cultures' in Southern Europe, Latin America and Africa attach more importance to feelings, emotions and intuition, and relationships and connections. People like to do many things at the same time; they are flexible, good at changing plans and happy to improvise. They believe in social or company

hierarchy, and respect status. They are essentially collectivist, and also what Trompenaars calls 'particularist' - they believe that personal relationships and friendships should take precedence over rules and regulations.

People in 'reactive cultures' in Asia prefer to listen to and establish the other's position, and then react to it. They try to avoid confrontation, and don't want to 'lose face' or cause someone else to. They rarely interrupt speakers and often avoid eye contact. They try to formulate approaches which suit both parties.

Other countries have cultures which show combined characteristics of two of these poles, and can be represented along the sides of a triangle.

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

1. Why is it important for companies to be aware of local cultures?
2. What are the differences between individualists and collectivists?
3. Who is more likely to think: 'I'll let them speak first.'
4. Who is more likely to say, about other people: 'They can't be trusted because they will always help their friends or family' - universalists or particularists?
5. Who is more likely to say: 'Oh, you can't trust them; they wouldn't even help a friend'?

## **3. Match the words in the box with the definitions.**

collectivist	an invented word combining worldwide and regional concerns
compromise	thought based on reason and judgement rather than feelings and emotions
confrontation	reducing demands or changing opinions in order to agree
connections	a face-to-face disagreement or argument
eye contact	respect, prestige or importance given to someone
glocalization	to be humiliated or disrespected in public
improvise	to cut into someone else's turn to speak
interrupt	believing that the group is more important than the individual
intuition	to do something when necessary without having already planned it
logic	looking directly at the people you are talking or listening to
status	people of influence or importance with whom you are associated
lose face	understanding or knowing without consciously using reason

## **4. Discuss with your partner or in groups:**

1. To what extent do you agree that it is possible to sum up national characteristics in a few words? Is there usually some (or a lot of) truth in such stereotypes? Or, on the contrary, do you find such stereotyping dangerous?
2. If your country is not shown on the diagram, where do you think it should be situated?
3. If your country is shown, do you agree?
4. Would you say that you, personally, were individualist or collectivist?

Particularist or universalist?

5. What about the majority of people in your country?
6. Which of the following working practices would be effective or damaging in your country? Why?
  - a. the principle of 'pay-for-performance' for sales representatives - the more they sell, the more they get paid
  - b. having a competition for the 'Employee of the month'
  - c. having a matrix management system
  - d. extensive teamwork

**5. Write a short text (100-150 words) explaining which five of the factors listed below you think have had the most influence on your behaviour and attitudes. Put them in order of priority.**

- Nature: your genes or DNA, the characteristics you inherited from your parents and were born with, your emotional and physical make-up
- Your family environment in early life
- Your friends and social life, the things you do in your free time
- Primary or secondary school, teachers, and what you learnt
- Higher education: college, university, teachers, colleagues, the subjects you studied (or are studying)
- Your job
- The culture of your particular company
- Your colleagues: the people in your team or department
- Your colleagues: the kind of people who work in of your specific area of work
- The characteristics that are considered typical of your country, arising from geography, climate, history, religion, the political, social and economic system, and so on

**6. In groups, report on your choices and explain them.**

**7. Role play. Welcoming American colleagues**

You work in a multinational organization. You have been given the responsibility of mentoring two American colleagues who are coming to work in your office. You have been asked to help them settle in to their new workplace by preparing a short document outlining the general practices they can expect to find when they are living and working in your country.

The document could include information about working practices in your office, as well as practical information about your city or country, including advice about transport, and conventions such as tipping in taxis and restaurants.

In groups discuss what should go in this document and then present these ideas to the rest of the class.



**8. Discuss with your partner why cultural awareness is important for businesspeople. Give examples. Choose the four factors which you think are the most important in creating a culture.**

climate	language	historical events
institutions	arts	social customs and traditions
ideas and beliefs	religion	ceremonies and festivals
cuisine	geography	architecture

**9. Do you think cultures are becoming more alike? Is this a good thing or a bad thing? Give reasons for your answers. Think about:**

- improved communications
- cheap foreign travel
- global business
- trading groups (such as the EU, ASEAN)

**10. How important are the following things when doing business in your country? Are they important, not important or best avoided?**

exchanging business cards	being formal or informal
shaking hands	punctuality
kissing	humour
socialising with contacts	giving presents
small talk before meetings	being direct (saying exactly what you think)
accepting interruption	using first names

**11. Choose the most appropriate word to complete the idioms in the sentences below: eye, eye, foot, water, water, fire, ice, end.**

1. I was thrown in at the deep ... when my company sent me to run the German office. I was only given two days' notice to prepare.
2. We don't see eye to ... about relocating our factory. The Finance Director wants to move production to the Far East, but I want it to remain in Spain.
3. I got into hot ... with my boss for wearing casual clothes to the meeting with our Milanese customers.
4. Small talk is one way to break the ... when meeting someone for the first time.
5. I really put my ... in it when I met our Japanese partner. Because I was nervous, I said "Who are you?" rather than "How are you?"
6. I get on like a horse on ... with our Polish agent; we like the same things and have the same sense of humour.
7. When I visited China for the first time I was like a fish out of ... . Everything was so different, and I couldn't read any of the signs!
8. My first meeting with our overseas clients was a real ...-opener. I had not seen that style of negotiation before.

**12. Match the idioms in Exercise 11 to the correct meanings a) to h).**

- a) given a difficult job to do without preparation ...
- b) quickly have a friendly relationship with someone ...
- c) feel uncomfortable in an unfamiliar situation ...
- d) say or do something without thinking carefully, so that you embarrass or upset someone ...
- e) to disagree with someone ...
- f) an experience where you learn something surprising or something you did not know before ...
- g) make someone you have just met less nervous and more willing to talk ...
- h) to get into trouble ...

**13. Work in pairs or small groups. Discuss the following:**

1. What tips do you have for *breaking the ice* at meeting with new clients?
2. Talk about a place you have visited which was *a real eye-opener*.
3. Describe a situation when you
  - *put your foot in it*.
  - *felt like a fish out of water*.
  - *got into hot water*.
  - *were thrown in at the deep end*.

**14. Read the articles about making business in different countries and answer the questions after text.**

**A: Italy**

**Conversation**

Lively conversation is common in Italy. Welcome topics of conversation include Italian architecture, art and films, sports (especially football), opera and praising the hospitality of the country! It is best to avoid criticising Italian culture, even if your Italian counterparts are doing so.

**Gift-giving**

Don't give a business gift until you receive one. Your gift should be a well-known brand name. Gifts of alcohol or crafts from your own country are often good choices. Other possible gifts are fine pens, a framed print or picture, silver key rings or calculators. Avoid giving gifts showing your company's logo.

**Entertaining**

Hospitality plays a key role in Italian business culture. Regardless of how you feel, refusing an invitation of any kind may give offence. The business breakfast is almost unheard of. Rare exceptions may be found in the major cities. Business dinners involve only a small, exclusive group. If you are the host, check with your Italian contact before making any invitations. Lunch is still the main meal of the day in most areas of the country. It is usually served after 12:30 p.m. and often has many courses.

**B: United Arab Emirates**

**Conversation**

The hosts usually set the subject of conversation. They will normally begin with polite enquiries (How are you? How are you enjoying your visit? etc.). If others arrived before you, your hosts will often tell you the subject of the previous conversation and invite you to contribute.

### **Gift-giving**

Giving gifts in the UAE is more complex than in other countries. This is partly because of the mixture of nationalities: each nationality has different tastes and customs. Also, nearly everything can be purchased in the UAE less expensively than elsewhere in the world. As a gesture of respect, your host is likely to open and carefully examine your gift in your presence. It is important that your gift is the best you can afford to avoid embarrassment.

### **Entertaining**

Sharing a meal is considered the best way for people to get to know one another. Locals often entertain at home but they will accept a foreigner's invitation to a hotel or restaurant. Hospitality in the UAE is very important but should not be interpreted as future commercial success. There are local customs to be aware of, for example, it is considered bad manners to either eat or offer something with the left hand.

## **C: South Korea**

### **Conversation**

You may be asked personal questions about your age, salary, education, religion, and family life. If you don't want to answer, remain polite but try to politely avoid answering. In most cases, people ask in order to establish a rapport by finding common ground.

### **Gift-giving**

Giving gifts is a common practice in the workplace, and the receiver is expected to give a gift in return. Good gifts for a first trip include office items with your company logo or something produced in your country. Your gift should be of good quality but modestly priced. When you plan to give a gift to several people within an organisation, be sure to give a gift of greater value to the senior person.

### **Entertainment**

Drinking is an important part of doing business. It is common to be invited out in the evening to a restaurant/bar where there will be a lot of alcohol. Towards the end of an evening the most honoured person will be asked to sing solo. Make sure that you know one very simple song and do your best. Refusing to sing is considered bad manners.

## **D: Brazil**

### **Conversation**

Conversations tend to be fast and lively. You may sometimes be asked personal questions about your income, religion, and marital status. If you don't want to reveal this information, remain polite but give a vague reply.

### **Gift-giving**

Giving a gift is not necessary during a first meeting. Instead, offer to buy lunch or

dinner and use this opportunity to learn more about your guest's tastes. This way, later on when gifts are exchanged, you'll be able to give an appropriate gift. Do not give anything that is obvious expensive. Your generosity may cause embarrassment or be misinterpreted. Small electronic items are often appreciated. Good choices include scientific calculators, electronic address books and pocket CD players, etc.

### **Entertainment**

Business entertaining is conducted over lunch or dinner. You are expected to arrive on time. It is business etiquette in Brazil to shake hands with everyone in your company, both upon arrival and upon departure. It's unusual to touch food with your fingers. Cut all food, including fruit and sandwiches, with your knife.

In which country or countries:

1. do people talk in a lively way?
2. do people ask questions about your personal life?
3. does the host invite you to comment on a previous conversation?
4. do the hosts like to hear praise about their country?
5. do people like gifts with your company logo?
6. is it important to give a more expensive gift to the most senior person?
7. does your host open your gift immediately?
8. is it a mistake to offer an expensive gift?
9. is it bad manners to refuse an invitation to a meal?
10. is it rude to refuse to sing when asked?
11. is it important to be punctual for lunch or dinner?
12. is it important not to offer food with your left hand?

**15. What advice would you give a business visitor to your country? Give a short presentation. You could mention conversation, gifts, entertainment, appointments and business dress.**

## **Unit 5 Team Building**

### **Lead in**

Think at least two advantages and disadvantages of working in teams.

For each category in the quiz below, tick the three statements that most apply to you. Then read the explanations.

### **What sort of team player are you?**

#### **Doers vs Thinkers**

- a) I consider what I say.
- b) I contribute a lot in discussions.

#### **Details vs Ideas**

- a) I often come up with unusual solutions.
- b) It's important to

#### **Mind vs Heart**

- a) I like to think logically.
- b) I keep emotions out of decision-

#### **Planners vs Improvisers**

- a) Meetings have to be prepared for carefully.
- b) I like surprises.

- |  |  |   |   |
|--|--|---|---|
| c) Action is more important than reflection. | be realistic.                          | making.   | c) I hate time-wasting at meetings.           |
| d) I listen to others before I say anything. | c) People see me as a creative person. | c) I avoid confrontation.                               | d) Too much time can be spent on preparation. |
| e) Discussion gives me energy and ideas.     | d) I like practical solutions.         | d) I sometimes tread on people's toes.                  | e) People say I'm a punctual person.          |
| f) I don't say a lot at meetings.            | e) You shouldn't overlook details.     | e) Understanding people is as important as being right. | f) I need a deadline to get me going.         |
|  | f) You shouldn't get lost in details.  | f) I care about other people's feelings.                |   |

Score 1 point *for each* of the following answers:

Doers vs Thinkers: a), d), f)

Mind vs Heart: a), b), d)

Details vs Ideas: b), d), e)

Planners vs Improvisers: a), c), e)

Score 2 points *for each* of the following answers:

Doers vs Thinkers: b), c), e)

Mind vs Heart: c), e), f)

Details vs Ideas: a), c), f)

Planners vs Improvisers: b), d), f)

18-24 points:

You are definitely a creative type. You value original ideas over detailed planning. You are likely to show consideration for others. You can get bored easily and sometimes need to be under pressure to get results.

12-17 points:

Clear thinking and careful planning are of great importance to you. You are not afraid of challenging others in order to get results. You are likely to be ambitious and well organized.

**Work in groups and compare your answers. Then discuss these questions:**

1. How important are thinking styles in effective teamwork?
2. Do you think your group would make a good team, based on the results of the quiz? Explain why or why not.

**1. Match prefixes of the words 1-10 to their meanings.**

	Prefix		Meaning of prefix	
1	<i>mismanage</i>	a not	b do badly	c former
2	<i>pro-European</i>	a opposite	b in favour of	c before
3	<i>predict</i>	a not enough	b against	c before
4	<i>post-merger</i>	a after	b too much	c not enough
5	<i>dishonest</i>	a very	b former	c not
6	<i>ex-boss</i>	a opposite	b former	c after
7	<i>bilateral</i>	a against	b after	c two
8	<i>reconsider</i>	a again	b former	c after
9	<i>irresponsible</i>	a again	b not	c against
10	<i>hypercritical</i>	a not enough	b very	c opposite

**2. Complete the text below using some of the words in Exercise 1 in the correct form.**

Our company went through a difficult period a few years ago. Bad decisions were taken which caused us to lose a lot of money. Because the company had been \_\_\_\_\_1, the chief executive had to resign. Last year, we merged with a much larger company. During the \_\_\_\_\_2 period our future strategy was discussed. It was decided that we could consider becoming a more global organization with a strong presence in Europe.

Most of us were \_\_\_\_\_3, we liked the idea of expanding into Europe. Indeed our \_\_\_\_\_4 had been strongly in favour of doing this. However the two new board members were strongly against the idea but never said so openly. I think this was very \_\_\_\_\_5. Instead, they behaved in an \_\_\_\_\_6 manner during meetings. For example, they would be \_\_\_\_\_7, raising stupid objections if someone came up with a good idea.

Because the meetings were so unproductive, the Board of Directors got cold feet and asked us to \_\_\_\_\_8 the decision to expand into Europe.

**3. Add prefixes to the words to give their opposite meanings. Then use them to discuss the questions that follow.**

*Communicative, decisive, efficient, enthusiastic, flexible, focused, imaginative, loyal, organised, practical, sociable, subtle, tolerant.*

1. Who is the best or worst person you have ever worked with? Explain why.
2. What qualities could you contribute to a team? What qualities would the other members need to have to create an effective team?

**4. Read the article and answer these questions.**

1. What is the difference between the past and the present in terms of the key to success in a career?
2. What does the writer say about competition in the first paragraph?
3. In the second paragraph what does the writer say you need to be a good team player?

4. What three points does the writer make about effective teams in the third paragraph?
5. According to the writer which of the following attitudes should team members have?
  - a) We know exactly what we are trying to achieve.
  - b) I will lead when necessary.
  - c) People value my work.
  - d) I speak when invited by the team leader.
  - e) I am encouraged to be very critical of colleagues' opinions.
6. Why does the writer think that cultural differences do not have a big influence on teams?
7. What is the difference between Thai and Western team members?
8. *None of us is as smart as all of us.* Do you agree? In what situations is it true or not true? Give examples.

### **None of us is as smart as all of us**

By Howard Cant

A good team player has the key to success. Being the smartest, being the rightest, being the hardest; all of these attributes that worked so well in business in years gone by, now will not push you up the ladder quickly. How good a team player you are and how well you share your knowledge with your colleagues is the all-important factor in growing your career today. If you can build a company culture that does not worry about who gets credit for something, think about what you could achieve! To survive in the big bad tough working environment of today you don't need to have your own competing with each other. It is the commercial "enemy" against whom all their energy should be focused.

It's not always easy to be a good team member and compromise your own views for the good of the whole, but it works for the betterment of the company. You have to believe in the workings and power of the team and recognize where your own strengths and contribution fit in. You have to be honest, both with yourself and with your team members. You will conflict within the team and as long as this is controlled then it can be a very healthy element for both team and the development of the business. Research into high-performing teams shows that each member cares for the development of his team mates. This appreciation of each other's learning and development is key to success of a team and the commitment of each member to the other.

Over 70% of a manager's time is spent in some form of group activity, often in meetings with others; relatively little time is spent in the supervising of single individuals or on one-to-one discussions, thus the need for team building. Indeed, the success of individual managers depends on how well that manager's team or teams improve in quality and productivity on a continuous basis. In reality, group productivity is more important than individual task accomplishment. The most effective teams are able to solve complex problems more easily than one person can, for many capable minds are brought to bear on an issue. However, all teams must be

managed well by a capable facilitator who understands that every team is unique, dynamic and ever-changing. Moreover, teams have behavior patterns, just as individuals do and, just as children develop into adults, teams have developmental stages, being more productive and efficient at one stage than another.

It is also extremely desirable for team members to have the following attitudes; “I know what I have to do and the team’s goals are clear”, “I am willing to share some responsibility for leadership”, “I am an active participant”, “I feel appreciated and supported by others”, “Other team members listen when I speak and respect the opinions of others”, “Communication is open, new ideas are encouraged and we are having fun working together”.

Teams soon develop a clear problem-solving approach that can be applied time and again as long as their leader initially creates a common purpose and vision, pointing the team in the right direction.

Cross-cultural issues can assail and impact the working of teams, but it is well to remember that, despite culture, most team members have similar objectives in life. Objectives that relate to happiness and health, to success and recognition, to love and being well-accepted by others. The clever team leader recognises and plays upon these similarities while moulding the cultural differences to benefit the team. For example, Thai team members place a greater focus on personal relationships in everything they do while Western team members are looking more for personal achievement.

**5. Complete the missing letters in the following words. Which of these qualities do you possess that would be useful when working in a team?**

- |                 |              |
|-----------------|--------------|
| 1. p_t__nc_     | 6. t__ghn_ss |
| 2. f_r_s_gh     | 7. st_m_n_   |
| 3. cr__t_v_ty   | 8. d_pl_m_cy |
| 4. _rg_nis_t__n | 9. h_n_sty   |
| 5. _nt__t__n    |              |

**6. Discuss these questions.**

1. Do you have any other qualities which would be useful for a team?
2. What would you find difficult about working in a team?
3. If you were a team leader, how would you get your team members to co-operate?

**7. Watch the video ‘Emotional intelligence: how good leaders become great’ [https://www.youtube.com/watch?v=HA15YZIF\\_kM](https://www.youtube.com/watch?v=HA15YZIF_kM) and discuss how good managers use emotional intelligence to their advantage.**

**8. Change the form of the words in the box and complete the sentences. Two words are odd.**

manage / satisfied / account / inform / recruit / found / represent / shop / consult / friend / practical / respect
---



- 1 I'm the Marketing \_\_\_\_\_ for a travel company.
- 2 Online \_\_\_\_\_ is easier and faster than driving to the supermarket.
- 3 Your plan won't work – it's totally \_\_\_\_\_.
- 4 \_\_\_\_\_ technology (IT) makes it easy to store huge amounts of data.
- 5 In Japan, employees are more \_\_\_\_\_ of their bosses than in my country.
- 6 I work in the Finance department as an \_\_\_\_\_.
- 7 We're rather \_\_\_\_\_ with your performance I'm afraid.
- 8 I got the job through a \_\_\_\_\_ agency.
- 9 The \_\_\_\_\_ of our company set it up twenty years ago.
- 10 We use a management \_\_\_\_\_ firm to help us with difficult decisions.

**9. Choose the correct answer from a, b or c.**

1. \_\_\_\_\_ people are self-employed.  
a) A lot of    b) A bit of    c) Substantial
2. The organisational \_\_\_\_\_ in our company is like a pyramid.  
a) status    b) subordinate    c) hierarchy
3. Our market \_\_\_\_\_ has fallen by 3% this year.  
a) place    b) share    c) leader
4. You need to cut your spending. We're on a really \_\_\_\_\_ budget.  
a) finance    b) tight    c) borrow
5. After university I had to pay off my \_\_\_\_\_.  
a) debts    b) accounts    c) discounts
6. Many online banks are trying to protect customers from \_\_\_\_\_ and theft.  
a) premiums    b) claims    c) fraud
7. I've asked three times for my money back but they still refuse to give me a \_\_\_\_\_.  
a) return    b) satisfaction    c) refund

**10. Sentences a to l are taken from four different articles. Group the sentences together in the correct order under the headline below.**

We know where you are.	Modern office workers are rude	The new target market	Pay less for more or more for less?
1___	4___	7___	10___
2___	5___	8___	11___
3___	6___	9___	12___

- a) They're currently worth £13 billion and no company should ignore them.
- b) Examples of their rudeness include ignoring colleagues and answering phones during meetings.
- c) We read a lot about companies watching employees use of internet and private email.
- d) Advances in production and distribution have caused this.
- e) But did you also know that when you turn on your mobile phone, a phone company can monitor your calls?
- f) No, they aren't grey consumers or the rich executives. They're students.
- g) Prices have fallen in the food business for the last ten years.
- h) A new survey claims that employees in the twenty first century are more bad-mannered than workers in the last century.
- i) But the question is now, how far can the industry continue down this road and are consumers prepared to start paying more?
- j) They can even discover your location.
- k) Now some organisations are training their staff to be polite.
- l) And as one marketer points out, 'they may be poor now but they are the high-earners of the future.'

### 11. Complete the email below.

Dear George

- (1)\_\_\_\_\_ you that we would like to offer you the job of Export Manager to Mexico. We think you are the right person for this job because you already have experience as Export Manager to North America. (2)\_\_\_\_\_ your success in the US and Canada can be continued in Mexico. Finally, (3)\_\_\_\_\_ you to take intensive language training in Spanish. (4)\_\_\_\_\_ our offer and write back to us by the end of the week. (5)\_\_\_\_\_ to hearing from you.

Best regards.

### 12. Underline two verbs that you could use to complete the sentence.

1. They ... good service at a reasonable rate.
  - a. offer    b. take    c. provide
2. I ... products for my company.
  - a. give    b. purchase    c. buy
3. We ... new products every season.
  - a. create    b. design    c. imagine
4. When you ... a company it's a good idea to get financial advice.
  - a. invest    b. set up    c. found
5. Does Jill still ... the IT department?
  - a. run    b. close    c. Manage
  - b.

### 13. Read the article and choose the correct answer (a-c)

1. The writer thinks that self-service is a good idea for

- a. companies not customers
  - b. customers not companies
  - c. both customers and companies
2. The first supermarket was set up
    - a. before 1920
    - b. in the 1950s.
    - c. after 1975
  3. The store clerk's main job was to
    - a. check items on the shelves
    - b. give customers the goods they wanted.
    - c. open the supermarket.
  4. Modern self-service is increasing because people
    - a. don't want to work with employees
    - b. are using cafeterias and laundromats.
    - c. are using the internet a lot.
  5. Mass production changed
    - a. the retail industry
    - b. the service economy
    - c. the manufacturing industries

### **You're hired!**

Meet your airline's latest employee: you. You may not have noticed, but you are also now working for your phone company and your bank. Why? Because of the growth of the self-service economy in which companies are making the customers do the work. Self-service can be beneficial for all the market representatives. It is already changing business practices in many industries, and seems likely to become even more widespread in future.

The idea is not new, of course. Self-service has been around for decades, even since Clarence Saunders, an American entrepreneur, opened the first Piggly Wiggly supermarket in 1916 in Memphis, Tennessee. The idea is simple. Shoppers enter the store, help themselves to whatever they need and then carry their purchases to the check-out counter to pay for them. Previously, store clerks were responsible for getting items off the shelves; but with the arrival of the supermarket, the shoppers took on that job themselves.

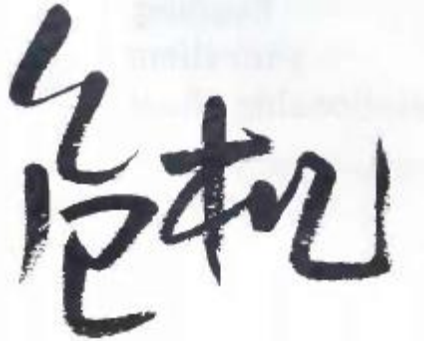
Then came laundromas, cafeterias and self-service car washes, all of which were variations on the same theme. But now, with the rise of the web, companies are taking self-service to new levels. Millions of people now manage their finances, track packages and buy cinema and theatre tickets while sitting in front of their computers. They plan their own travel itineraries and make their own hotel and airline bookings: later, at the airport, they may even check themselves in. and they do all of this with mouse in hand and no human employee in sight.

Self-service systems can save companies money and make customers happy. This suggests that they could transform the service economy in much the same way that mass production transformed manufacturing, by allowing services to be delivered at low cost in large volumes. Though it may take five years before most transactions are conducted via self-service, we are definitely moving in that direction. So, you never know who you might be working for next.

## Unit 6 Crisis management

### Lead-in

What is the difference between a problem and a crisis? When, in your opinion, does a business problem become a crisis? What do you associate crisis with? Can you give some examples of crisis situations? Say what happened and how it was handled.



When written in Chinese, the word crisis is compounded of two characters – one represents danger, and the other represents opportunity.

What does it mean to say that a crisis can be an opportunity? Is every crisis an opportunity?

### 1. Read for information. Then, explain the words in bold.

A **crisis** is defined as a significant threat to operations that can have negative consequences if not handled properly. In crisis management, the threat is the potential damage a crisis can inflict on an organization, its stakeholders, and an industry. A crisis can create three related threats: (1) **public safety**, (2) **financial loss**, and (3) **reputation loss**. Some crises, such as industrial accidents and product harm, can result in injuries and even loss of lives. Injuries or deaths will result in financial and reputation loss while reputations have a financial impact on organizations.

**Crisis management** is the process by which an organization deals with a disruptive and unexpected event that threatens to harm the organization, its stakeholders, or the general public.

Three **elements** are common to a crisis: (a) **a threat to the organization**, (b) **the element of surprise**, and (c) **a short decision time**. The fourth defining quality is the **need for change**. If change is not needed, the event could more accurately be described as a failure or incident.

In contrast to risk management, which involves assessing potential threats and finding the best ways to avoid those threats, crisis management involves dealing with threats before, during, and after they have occurred. It is a discipline within the broader context of management consisting of skills and techniques required to identify, assess, understand, and cope with a serious situation, especially from the moment it first occurs to the point that **recovery procedures** start.

Effective crisis management handles the threats sequentially. The primary concern in a crisis has to be public safety. A failure to address public safety intensifies the damage from a crisis. Reputation and financial concerns are considered after public safety has been remedied. Ultimately, crisis management is designed to

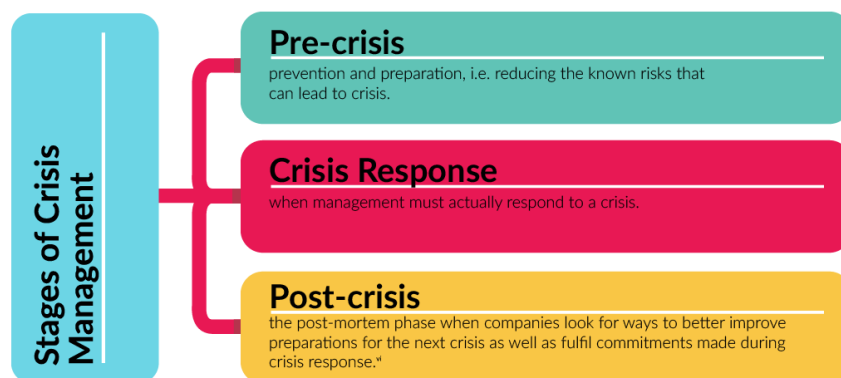
protect an organization and its stakeholders from threats and/or reduce the impact felt by threats.

**Crisis-management methods** of a business or an organization are called a **crisis-management plan**.

A **crisis mindset** requires the ability to think of the worst-case scenario while simultaneously suggesting numerous solutions.

The credibility and reputation of organizations is heavily influenced by the perception of their responses during crisis situations. The organization and communication involved in responding to a crisis in a timely fashion makes for a challenge in businesses. There must be open and consistent communication throughout the hierarchy to contribute to a successful **crisis-communication process**.

As a process, crisis management is not just one thing. Crisis management can be divided into three phases: (1) **pre-crisis**, (2) **crisis response**, and (3) **post-crisis**. The pre-crisis phase is concerned with **prevention and preparation**. The crisis response phase is when management must actually **respond to a crisis**. The post-crisis phase looks for ways to better **prepare for the next crisis** and fulfills commitments made during the crisis phase.



**2. Use the following key steps for companies in a crisis to complete the chart below.**

1. Set up a crisis management team.
2. Try to predict what crises could occur.
3. Role play a potential crisis.
4. Inform the directors.
5. Disclose as much information as you can.
6. Analyse the actions you took to deal with the situation.
7. Write down and circulate your crisis management programme.
8. Practise making decisions under stress.
9. Work out an action plan to ensure the crises does not happen again.
10. Find out what happened and how it happened.

**Before the crisis**

**During the crisis**

**After the crisis**

### **3. Imagine you are going for a holiday on a ship around the world.**

#### **What problems could arise?**

#### **Read the article and answer these questions.**

- 1 What went wrong with the ship?
- 2 How did the passengers feel and why?
- 3 What can happen if you do not deal effectively with a service failure?
- 4 What interesting statistic highlights the consequences of poor service?
- 5 What are the four basic principles you must consider when dealing with a crisis?
- 6 What do P&O and Thomas Cook have in common?
- 7 What is the surprising fact in the last paragraph?

### **Keeping your client relationship afloat**

*by Morgan Witzel*

The passengers of the Aurora had every right to be angry. The round-the-world cruise for which they had paid thousands of pounds was cancelled after persistent engine problems.

Yet there was little anger among the passengers. While the ship was held off the south coast of England, the passengers remained calm and even cheerful. Though many expressed regret as they finally disembarked, they were not hostile towards the ship's operators, P&O. This may have been due to the 20 company's management of the crisis.

Dealing with a service failure is a formidable task for any marketing manager. If poorly handled, the consequences can be bad public relations, desertion by customers and even lawsuits. The Aurora story shows how managers, if they move quickly, can avoid some of the worst effects of service failures.

While high-profile cases are still relatively rare, companies everywhere may regularly suffer small service failures. Plumbers fail to fix leaking drains, restaurant meals are often undercooked or holidaymakers find their hotel room is directly above an all-night disco. Every failure is bound to create a dissatisfied customer, which in turn creates other problems for the company.

Unhappy customers tend to tell others of their experience. Studies in the US have shown that dissatisfied customers tend to tell around ten other people of their bad experience; even worse, they can take their stories to the press.

Dissatisfied customers also defect to rival businesses. Although every service failure will be different, some basic principles can assist in recovery. The first is early recognition of the problem, In P&O's case this was easy: everyone involved knew that the large ship was not going anywhere. Other failures are harder to detect, especially when management is asleep at the wheel.

The second principle is accepting responsibility. Many companies prefer to argue with customers over where responsibility lies, so without realising that damage is being done regardless of who is at fault. Although there are limits to the responsibilities companies should accept – such as accidents and injuries that were

not the company's fault – there is usually little profit in scoring moral victories over customers. Hence clothing retailers often have a no-questions-asked policy on returned goods, believing that the harm done by the occasional dishonest customer is more than outweighed by the satisfaction created among the rest.

Once responsibility is accepted, the two most urgent needs for the company to address are communication and compensation. Transparency is vital. Academic studies have shown that when faced with product or service failure, companies that communicate truthfully and promptly with their customers receive a favourable response. These customers feel that their concerns are actually being addressed and taken no seriously. In the Aurora case, senior P&O managers were often on hand to provide information to passengers, who regarded this as a positive feature.

Compensation must be carefully matched to the customer's dissatisfaction. Too small an amount trivialises the customer's experience and can give offence, but it is also possible to go too far the other way. Researchers in the US found an example of a hotel chain that had a policy of instantly refunding the full room rate to any guest with a genuine complaint, no matter how trivial. Yet many customers – against expectations – found it embarrassing to be given hundreds of dollars in compensation when they had merely complained about a faulty light fixture or a dripping tap.

Service industries often have their compensation benchmarks. In the holiday sector, the standard was set by the 19th-century inventor of the package holiday, Thomas Cook, who made it his policy to refund in full the money paid by any customer whose holiday was curtailed or cancelled, and offer a discount on their next booking. P&O's policy would have pleased Cook – the company reportedly offered the same level of compensation to the passengers of the Aurora. Not every package holiday company follows this example.

Following these simple principles should please most customers most of the time. Research across a wide variety of service industries over the past 20 years confirms that a successful service recovery operation reduces or even eliminates any consumer dissatisfaction.

The aborted cruise of the Aurora was disappointing for P&O passengers. But the consequences could have been far worse. Many of the passengers said they planned to travel on a P&O 190 cruise in the future.

From the *Financial Times*

**4. The writer provides guidelines for dealing with a crisis. Read the article again and complete the guidelines with words from the following box.**

encourage deal compensate communicate ensure concede listen take
--

- 1 ... that monitoring systems are efficient
- 2 ... customers to complain
- 3 ... with complaints
- 4 ... failures seriously
- 5 ... to customer views
- 6 ... responsibility where necessary and appropriate

7 ... quickly and effectively

8 ... customers fairly

**5. Now give some examples of crises which were either well or badly managed. Which of the guidelines in Exercise 4 were or were not followed?**

**6. Watch the video ‘Responsibilities of crisis management team members’ <http://smallbusiness.chron.com/responsibilities-crisis-management-team-members-70910.html> and speak on four key member roles in a crisis management team.**

**7. Match words from each box to make word partnerships, adding the word *of* if necessary. For example, *action plan*, *admission of liability*.**

~~action~~ ~~admission~~ contingency  
damage flow press legal loss  
press speed

action conference confidence  
information ~~liability~~ limitation  
plan ~~plan~~ release response

**8. Complete these sentences with the word partnerships above.**

1. How quickly management react to a crisis is known as the ...
2. In a breaking crisis, a manager may speak to the media at a(n) ...
3. Alternatively, they may have a written statement which is given to the media in the form of a ...
4. During the crisis, management may choose to keep customers, employees and shareholders up to date with a regular ...
5. A strategy for dealing with a crisis is a(n) ...
6. A backup strategy is a(n) ...
7. The risk of being taken to court is the threat of ...
8. An acceptance of responsibility in a crisis is a(n) ...
9. Following a crisis, a company may suffer a decline in loyalty from its customers, or a(n) ... in its product or service.
10. Minimising the negative effects of a crisis is known as ...

**9. Answer these questions.**

Which of the above would you expect to happen or be needed **a)** before a crisis?

**b)** during a crisis? **c)** after a crisis?

Which of the above, in your opinion, should exist all the time?

**10. The responses below are from a speaker at a press conference. Decide whether the speaker is answering a question which is: a) neutral / polite – one which helps them to explain their message; b) forceful / aggressive – one which they can’t or don’t want to answer.**

1 I’m afraid I’m not in a position to comment on that.

2 That’s a very good question. Let me explain.

3 I’m sorry, I can’t possibly comment on that.



- 4 I'm afraid I don't know the answer to that one.
- 5 Sorry, I don't have any information on that at the moment.
- 6 No comment.
- 7 I'll be happy to answer that.
- 8 I've no idea off the top of my head.
- 9 I'm pleased you raised that point.
- 10 I'm glad you asked me that.
- 11 Sorry, I'm not prepared to answer that at the moment.
- 12 Can I get back to you on that one?

### **11. Role play the following situation.**

A mobile phone company has been attacked in several newspapers for using 'dishonest' methods to sell its phones. The managers arrange a press conference to defend their company's reputation and answer questions.

Read your role cards, then hold the press conference.

#### **Managers**

You should defend your company's sales methods and persuade the journalists that your business has high ethical standards. The information below will help you to answer the journalist's questions.

- Your marketing strategy is to target older people (over 60s) because they need phones more than young people. Most phones are sold by phoning potential customers.
- Your sales staff phone potential customers in the evening because customers are usually at home then. Your staff ask for the customer's credit card details to check the customer's financial status.
- Your sales staff say that the monthly payment is £14 for the black, economy phone. Other models of phone are more expensive. Customers must pay extra for a small device that increases the volume of the voice they hear on the phone.
- Sales staff are trained to maximise sales revenue by offering the customer extra accessories, for example leather cases, straps, etc.
- They can also increase sales revenue by offering to 'adapt' the phone to a customer's requirements, e.g. by keying in numbers frequently called.
- Sales staff are encouraged to send phones quickly when the customer shows interest in buying a phone.
- Your sales staff are motivated, dynamic and enthusiastic. Some of them may occasionally try a little too hard to increase sales!

#### **Journalists**

Many readers have complained to you about the dishonest methods used by the phone company. The complaints are related to selling by telephone. Use the information below to question the managers closely about their sales methods. Try to persuade them to offer financial compensation to all dissatisfied customers.

Readers say that the company's sales staff:

- target old people, using high-pressure tactics to persuade them to buy a phone;
- always phone late in the evening when people are tired and vulnerable;
- trick customers into immediately giving their credit card information;
- say monthly payments are only £14, then send bills for much higher amounts;
- persuade people to buy accessories, such as leather cases, which they don't really need or want;
- send mobile phones to people before they have decided to buy them, and include an invoice in the package;
- usually send the expensive deluxe models;
- promise that the customer can send back the phone if not satisfied. But when customers phone the company, they can't get through.

# GRAMMAR REVISION

## PRESENT TENSES

**We use the Present Simple:**

**a) for permanent states, repeated actions and daily routines.**

*He works in a bank. (permanent state)*

*He takes the train to work every morning. (daily routine / repeated actions)*

**b) for general truths and laws of nature.**

*The sun sets in the west.*

**c) for timetables (planes, trains, etc.) and programmes.**

*The plane from Brussels arrives at 8:30.*

**d) for sports commentaries, reviews and narration.**

*Peterson overtakes Williams and wins the race. (sports commentary)*

*Mike Dalton plays the part of Macbeth. (review)*

*Then the prince gets on his horse and quickly rides away. (narration)*

**e) to give instructions or directions (instead of the imperative).**

*You sprinkle some cheese on the pizza and then you bake it. (Instead of: Sprinkle some cheese on the pizza ...).*

The present simple is used with the following time expressions: *usually, often, sometimes, always, etc., every day / week / month / year, in the morning / afternoon / evening, at night, at the weekend, on Mondays, etc.*

**We use the Present Continuous:**

**a) for actions taking place now, at the moment of speaking.**

*He is giving the baby a bath at the moment.*

**b) for temporary actions; that is actions that are going on around now, but not at the actual moment of speaking.**

*I'm looking for a new job these days. (He is not looking for a job at the moment of speaking.)*

**c) with adverbs such as: always, constantly, continually, etc. for actions which happen very often, usually to express annoyance, irritation or anger.**

*I'm always meeting Sara when I go shopping. (action which happens very often)*

*You're constantly interrupting me when I'm talking, (expressing annoyance / irritation)*

**d) for actions that we have already arranged to do in the near future, especially when the time and place have been decided.**

*They're moving into their new house next week. (The time has been decided.)*

**e) for changing or developing situations.**

*More and more species are becoming extinct.*

The present continuous is used with the following time expressions: *now, at the moment, at present, these days, still, nowadays, today, tonight, etc.*

## Adverbs of frequency

◆ Adverbs of frequency (*always, usually, often, sometimes, seldom / rarely, never, etc.*) come before the main verb (*read, work, etc.*) but after the verb *to be*, auxiliary verbs (*do, have, etc.*) or modal verbs (*can, should, etc.*). Adverbs of frequency go before the auxiliary verbs in short answers.

e.g. Susan **often goes** skiing at the weekend. Kim **is sometimes** rude to other people. You **can always** call me if you need help. 'Do you help your mother with the housework?' 'Yes, I **usually do.**'

◆ Expressions such as *every day, once / twice a week / month, etc., most mornings / evenings, etc.* go at the beginning or the end of a sentence. *Usually, often, sometimes, normally* and *occasionally* can go at the beginning or the end of a sentence for more emphasis.

e.g. We go on holiday **twice a year**. **Usually**, I finish work at five. I feel bored **sometimes**.

◆ The adverbs *never, seldom and rarely* have a negative meaning and are never used with the word *not*. e.g. **I rarely** go to bed late. (NOT: ~~I rarely don't go...~~)

## EXERCISES

### 1. Complete David's email to his secretary with the correct form of the present continuous

Hi Lesley,

I hope everything (go) .....is going.....<sup>1</sup> well in the office. I (write) .....<sup>2</sup> this email to let you know that we (have) .....<sup>3</sup> a great time in Florida but we've had to change our holiday plans.

We (not/fly) .....<sup>4</sup> on Sunday night as planned. We've decided to fly back on Monday and I (not/return) .....<sup>5</sup> to the office until Tuesday. I (travel) .....<sup>6</sup> to Cambridge on Wednesday for a meeting but I'll phone to confirm when I'm back in the country. Could you also please check that a taxi (come) .....<sup>7</sup> to pick us up from Gatwick Airport at 17.00 hrs on Monday?

Thanks for everything.

Best regards,

David.

### 2. Underline the correct option in these sentences

1. A: What language *are you speaking / do you speak?*

B: English, French and Italian.

2. A: What's that song *you listen to / you're listening to?*

B: It's called "Angels." Good, isn't it?

3. A: What *are you reading / do you read*?  
 B: It's an article about holidays in Switzerland.
4. A: *Do you smoke / Are you smoking*?  
 B: No, thank you. I stopped smoking two years ago.
5. A: Why *are you laughing / do you laugh*?  
 B: It's your face. You look so funny!
6. A: *Does your brother play / Is your brother playing* any sport?  
 B: Yes. Football in the winter, tennis in the summer and swimming all year.

**3. Read the following extracts and put the verbs in brackets into the present simple or the present continuous. Then, say what use of these tenses each extract shows**

**1** These days, it seems everything 1) *...is changing...* (change). Cities  
 2) .....(become) bigger and busier every year, technology  
 3) .....(develop) faster than ever before, and scientists  
 4) .....(learn) more about the way things work.

**2** Water 1) .....(boil) at 100°C and 2) .....(freeze) when the temperature  
 3) ..... (drop) below 0°C. Salt water  
 4) .....(be) different, however.

**3** This film 1) .....(be) great! It 2) .....(have) an all-star cast and the script  
 3) .....(be) very funny. The action  
 4) .....(begin) when two young men 5) .....(try) to rob a bank....

**4** Rogers 1) .....(kick) the ball and 2) .....(pass) it to Jones. Jones  
 3) .....(run) down the pitch. He  
 4) .....(pass) the ball to Smith who 5) .....(shoot) and  
 6) .....(score)!

**4. Put the verbs in brackets into the correct form of the present continuous or the present simple**

- 1 A: Where's James?  
 B: He ..... (play) football in the garden right now.
- 2 A: Bill.....(dance) very well.  
 B: Yes, he's a good singer, too.
- 3 A: Lucy is very busy.  
 B: Yes. She.....(work) very hard these days.
- 4 A: What .....(you/do) on Saturdays?  
 B: I clean the house and go shopping.
- 5 A: Why.....(you/pack) your suitcase?  
 B: Because I .....(fly) to Paris tomorrow morning.
- 6 A: Fred.....(not/know) how to swim.  
 B: That's because he's only three.

7 A: Max looks very fit.

B: Yes. He .....(take) a lot of exercise these days.

### 5. Put the verbs in brackets into the present simple or the present continuous.

Dear Martin,

How are you and Sally? I 1) ...*hope*... (hope) you're well. I 2)..... (write) to give you some good news. I have got a summer job for the holidays! I 3) ..... (repair) telephone lines for a telephone company. I 4).....(usually/ride) my bicycle to work because it's only a ten minute ride from home. We 5)..... (start) work at 8:30. We 6) ..... (finish) at 4:30 on Mondays to Thursdays, but at 2:30 on Fridays, so I 7)..... (have) long weekends. I 8)..... (work) very hard at the moment. To tell you the truth, I 9) ..... (be) a bit nervous because my boss 10)..... (leave) for Scotland on business next week, so I'll be on my own. Lizzie says I 11)..... (worry) about it too much. She's probably right! Please write with your news. Say hello to Sally for me.

Best wishes,

Richard.

**State verbs** are verbs which do not normally have continuous tenses because they describe a state rather than an action. These include:

- verbs which express likes and dislikes: *like, love, hate, dislike, enjoy, prefer*, etc. e.g. *Cathy likes romantic films.*

- verbs of perception: *believe, know, notice, remember, forget, recognise, understand, realise, seem, think*, etc. e.g. *I don't believe a word he's saying.*

- verbs of the senses: *see, hear, feel, taste, look, smell, sound*. We often use can or could with these verbs when we refer to what we see, hear, etc. at the moment of speaking.

e.g. *The soup tastes delicious. John must be in the attic. I can hear his footsteps.*

some other verbs: *be, contain, fit, include, matter, need, belong, cost, owe, mean, own, appear, want, have (=possess)*, etc. e.g. *This book is mine. It belongs to me.*

Some state verbs have continuous tenses, but there is a difference in meaning. Study the following examples:

1) *I think she's Italian. (=believe) I'm thinking about my holiday. (=am considering)*

2) *The soup tastes awful. (=has an awful flavour) She's tasting the soup. (=is testing the flavour of)*

3) *I can see an aeroplane in the sky. (=perceive with my eyes) I'm seeing Jill tonight. (=am meeting)*

4) *Susan looks tired. (=appears) Susan is looking at some photos. (=is studying)*

5) *The room smells of perfume. (=has the smell) The cat is smelling its food. (=is sniffing)*

6) *This towel feels soft. (=has a soft texture) Jill is feeling her son's forehead. (=is touching)*

touching)

7) *He has a sports car.* (=possesses) *He's having lunch now.* (=is eating — idiom)

Some idioms with *have* include: **have** breakfast / lunch / dinner, etc.

a bath / shower / swim / party, etc.

a(n) accident// experience / dream, etc.

a baby

difficulty / fun / trouble, etc.

## 6. Put the verbs in brackets into the present simple or the present continuous

1 A: ...*Do you know...* (you/know) that man over there?

B: Actually, I do. He's Muriel's husband.

2 A: Are you doing anything tomorrow evening?

B: Yes. I .....(see) Jack at nine o'clock.

3 A: I.....(see) you're feeling better.

B: Yes, I am, thank you.

4 A: What's that noise?

B: The people next door.....(have) a party.

5 A: Graham.....(have) a new computer.

B: I know. I've already seen it.

6 A: This dress.....(not/fit) me any more.

B: Why don't you buy a new one?

7 A: Your perfume .....(smell) nice. What is it?

B: It's a new perfume called Sunshine.

8 A: What is Jane doing?

B: She .....(smell) the flowers in the garden.

9 A: What.....(you/look) at?

B: Some photos I took during my holidays. They aren't very good, though.

10 A: You .....(look) very pretty today.

B: Thank you. I've just had my hair cut.

11 A: I .....(think) we're being followed.

B: Don't be silly! It's just your imagination.

12 A: Is anything wrong?

B: No. I .....(just/think) about the party tonight.

13 A: This fabric .....(feel) like silk.

B: It is silk, and it was very expensive.

14 A: What are you doing?

B: I .....(feel) the radiator to see if it's getting warm.

15 A: She.....(be) generous, isn't she?

B: Yes, she has never been a mean person.

16 A: He.....(be) very quiet today, isn't he?

B: Yes, I think he has some problems.

17 A: Would you like some cherries?

B: Yes, please. I .....(love) cherries. They're my favourite fruit.

18 A: I'm sorry, but I ..... (not understand) what you mean.

B: Shall I explain it again?

19 A: The children are making lots of noise today.

B: I know, but they.....(have) fun.

20 A: This cake.....(taste) awful.

B: I think I forgot to put the sugar in it!

### **We use the Present Perfect:**

**a) for an action which has recently finished and whose result is visible in the present.**

*She has just washed her hair. (She has now wrapped her hair in a towel, so the action has finished.)*

**b) for an action which happened at an unstated time in the past. The exact time is not mentioned because it is either unknown or unimportant. The emphasis is placed on the action.**

*The Taylors have bought a sailing boat. (The exact time is unknown or unimportant. What is important is the fact that they now own a sailing boat.)*

**c) for an action which has happened within a specific time period which is not over at the moment of speaking. We often use words and expressions such as today, this morning / evening / week / month, etc.**

*She has taken fifteen pictures today. (The time period - today - is not over yet. She may take more pictures.)*

**BUT:** *She took twenty pictures yesterday. (The time period - yesterday - is over.)*

**Note: We use the present perfect to announce a piece of news and the past simple or past continuous to give more details about it.**

*The police have finally arrested Peter Duncan. He was trying to leave the country when they caught him.*

**d) for an action which started in the past and continues up to the present, especially with state verbs such as be, have, like, know, etc. In this case, we often use for and since.**

*Rachel has had the dog for three years. (She got the dog three years ago and she still has it.)*

The present perfect is used with the following time expressions: *for, since, already, yet, always, just, ever, never, so far, today, this week / month, etc., how long, lately, recently, still (in negations), etc.*

### **We use the Present Perfect Continuous:**

**a) to put emphasis on the duration of an action which started in the past and continues up to the present, especially with time expressions such as for, since, all morning / day / year, etc.**

*Sam has been talking on the phone for half an hour. (He began talking on the phone half an hour ago and he is still talking.)*

**b) for an action which started in the past and lasted for some time. The action may have finished or may still be going on. The result of the action is visible in the present.**



*Her feet hurt. She **has been walking** all morning. (The result of the action is visible in the present - her feet hurt.)*

**c) to express anger, irritation or annoyance.** *Somebody **has been giving away** our plans. (The speaker is irritated.)*

**Note: With the verbs *live, work, teach* and *feel* we can use the present perfect or present perfect continuous with no difference in meaning.** *We **have lived/have been living** here for twenty years.*

The present perfect continuous is used with the following time expressions: ***for, since, how long, lately, recently.***

**Note: We use the present perfect to put emphasis on number and the present perfect continuous to put emphasis on duration.**

Compare the examples:

e.g. *I've **typed** four reports so far.*

*I've **been typing** reports all morning.*

## EXERCISES

### 7. Use the prompts to make sentences in the Present Perfect Tense

1. I/not complete/my studies/yet

*I haven't completed my studies yet.*

2. I/already/read/twenty pages of a book

3. You/ever/give an interview?

4. How long/you/know each other?

5. She/never/take part in any competition

6. They/publish/ three articles on this topic

7. He/not do/ anything exciting this week

8. She/have/four different jobs during the last ten years

9. How many times/you/be married?

10. He/just/start/his own company

### 8. Put the verbs in brackets into the present perfect continuous

A: Hi! Liz. You look exhausted. 1) Have you been working (you/work) overtime again?

B: Yes, I have. I 2) .....(help) my boss to update the files in the office all week. He 3).....(read) the files and I 4) .....(write) down names, addresses, phone numbers and so on. What about you?

A: Well, I 5) .....(train) hard for the championship next week.

B: I see! 6) .....(you/lift) weights all day long?

A: Yes, for two weeks. How's Sue? 7)..... (she/study) for her exams?

B: No, she hasn't. She 8).....(go) out every evening I won't be

surprised if she fails again!

**9. Underline the correct word in bold**

- 1 I **always/already** do the housework on Saturdays.
- 2 We haven't booked our summer holiday **just/yet**.
- 3 My brother has **just/ever** joined the football club.
- 4 Linda has **already/ever** bought a new dress for the party.
- 5 Have you so **far/ever** tasted Japanese food?
- 6 Joe has been in Paris **since/for** two weeks.
- 7 I have **never/just** seen this film before.
- 8 The secretary has typed twenty letters **yet/so far** this morning.
- 9 I have been working here **since/still** July.
- 10 The Taylors have moved house **recently/so far**.
- 11 They **still/already** haven't employed a new supervisor.

**10. Fill in the gaps with *recently, how long, yet, for, always, ever, already, since, so far or just*. Sometimes more than one answer is possible**

1. A: Has Tom finished his exams ...**yet**...?  
B: No. He finishes them next Thursday.
2. A: .....has Janet been working at the hospital?  
B: She has been working there .....she left school.
3. A: How are you finding your new job?  
B: Great. I haven't had any problems .....
4. A: Is John at home, please?  
B: No, I'm afraid he's.....gone out.
5. A: Have you been waiting long?  
B: Yes, I've been here.....two hours.
6. A: Has Martin.....been to Spain?  
B: No, I don't think so.
7. A: Have you spoken to Matthew.....?  
B: Yes. I phoned him last night.
8. A: Can you do the washing-up for me, please?  
B: Don't worry. Mike has .....done it.
9. A: Lucy has.....been musical, hasn't she?  
B: Yes, she started playing the piano when she was five years old.
10. A: Shall we go to that new restaurant tonight?  
B: Yes. I have .....been there. It's really nice.
11. A: Your dog's been barking.....three hours!  
B: I'm sorry. I'll take him inside.
12. A: Have you finished reading that book yet?  
B: No, I've.....started it.

**11. Put the verbs in brackets into the present perfect or continuous, using short forms where appropriate**

1. A: How long ...*have you known*... (you/know) Alison?  
B: We ..... (be) friends since we were children.
  2. A: Who ..... (use) the car?  
B: I was. Is there a problem?
  3. A: What are Andrew and David doing?  
B: They ..... (work) in the garden for three hours.
  4. A: Why is Sally upset?  
B: She ..... (lose) her bag.
  5. A: I ..... (always/believe) that exercise is good for you.  
B: Of course, it's good to keep fit.
  6. A: Emily ..... (teach) Maths since she left university.  
B: Yes, and she's a very good teacher, too.
  7. A: Fred ..... (open) a new shop.  
B: Really? Where is it?
  8. A: This pie is delicious.  
B: Is it? I ..... (not/taste) it yet.
  9. A: Have you found your umbrella yet?  
B: No, I ..... (look) for it for an hour now.
  10. A: You look exhausted.  
B: Well, I ..... (clean) the windows since 8 o'clock this morning.
  11. A: Can I have some more lemonade, please?  
B: Sorry, your brother ..... (just/drink) it all.
  12. A: Have you got new neighbours?  
B: Yes, they ..... (just/move) to the area.
7. Identify the tenses, then match them to the correct descriptions.

**12. Put the verbs in brackets into the present perfect continuous or the present perfect simple**

- A: Good evening and welcome to our show. Tonight we have Steve Connolly, the well-known director. We're glad to have you here Steve. What 1) have you been doing (do) lately?  
B: Well, I 2).....(finish) my latest film, "Double Crossing".  
A: That 3).....(just/come out) at the cinema, hasn't it?  
B: Yes. The papers 4).....(give) it good reviews. I hope they'll like my next film too.  
A: 5).....(you/decide) what it'll be about?  
B: Yes, I 6).....(read) an exciting book over the last few weeks and I want to make it into a film. I 7).....(not/decide) where to film it yet, perhaps Moscow.  
A: Aha! Is it true that you 8).....(recently/start) learning Russian?  
B: Yes, I 9).....(study) it for three years now and I 10) ..... (visit) the country twice.  
A: Steve, thank you very much for being with us, and good luck with your new film.

### 13. Identify the tenses, then match them to the correct descriptions

1 The plane to Sydney leaves at eleven o'clock.	a actions which started in the past and continue up to the present
2 I have written two letters this morning.	b action which has recently finished and whose result is visible in the present
3 They're going on holiday on Saturday.	c to put emphasis on the duration of an action which started in the past and continues up to the present
4 Graham has known Errol for five years.	d to express criticism or annoyance
5 You're always leaving the door open.	e timetables and programmes
6 We are rehearsing a new play at the moment.	f actions that we have arranged to do in the near future
7 George has bought a new car.	g action which has happened within a specific time period which is not over at the moment of speaking
8 Lisa has been cleaning the house all morning.	h action which happened at an unstated time in the past
9 Look! Alison has dyed her hair!	i changing or developing situations
10 More and more people are recycling their rubbish.	j temporary actions

### 14. Underline the correct tense

- Liz and I are good friends. We *know/have known* each other for four years.
- Sarah is very tired. She *has been working/is working* hard all day.
- 'Where is John?' 'He's upstairs. He *does/is doing* his homework.'
- I can't go to the party on Saturday. I *am leaving/have been leaving* for Spain on Friday night.
- Jane *has finished/is finishing* cleaning her room, and now she is going out with her friends.
- I didn't recognise Tom. He *looks/is looking* so different in a suit.
- I don't need to wash my car. Jim *washes/has washed* it for me already.
- Ian *has been talking/is talking* to his boss for an hour now.
- Claire's train *arrives/has arrived* at 3 o'clock. I must go and meet her at the station.
- 'Would you like to borrow this book?' 'No, thanks. I *have read/have been reading* it before.'
- 'Where *are you going/do you go*?' 'To the cinema. Would you like to come with me?'
- Have you seen my bag? I *am searching/have been searching* for it all morning. .
- 'Is Colin here?' 'I don't know. I *haven't seen/haven't been seeing* him all day.'
- Sophie is very clever. She *is speaking/speaks* seven different languages.
- We *are moving/have moved* house tomorrow. Everything is packed.

16. The plane *leaves/has left* at four o'clock. We must be at the airport by two o'clock.
17. It *gets/is getting* colder and colder every day.
18. Have you seen Linda? I *have been looking/am looking* for her for almost an hour.
19. Sam is a very interesting person. He *knows/has known* all kinds of unusual facts.
20. First, you *are heating/heat* the oven to a temperature of 180°C.
21. Have you heard the news? They *have just elected/have been electing* a new club chairman!
22. Martha *is finding/has found* a new job. She is starting next week.
23. The teacher *has been correcting/has corrected* essays for three hours.
24. Michael's car broke down last week, so he *uses/is using* his father's for the time being.
25. It rarely *gets/is getting* hot in Britain.

### 15. Choose the correct answer

1. 'I met our new boss this morning.'  
'I ..... him, too. He's very nice.'  
A am meeting      B have been meeting      C have met
2. '.....in a hotel?'  
'No, but my parents did last summer in Rome.'  
A Have you ever stayed      B Did you ever stay      C Are you ever staying
3. 'Who is in that new film?'  
'Well, a young actress.....the leading role.'  
A has been playing      B plays      C has played
4. 'Is David at home?'  
'Yes, but he.....a shower at the moment.'  
A is having      B has been having      C has
5. 'Why are you so upset?'  
'I.....my favourite ring.'  
A lose      B have been losing      C have lost
6. 'Have you found a house yet?'  
'No. I.....with my aunt at the moment.'  
A stay      B am staying      C have stayed

### 16. Put the verbs in brackets into the correct present form

- 1 A: Tortoises ..... (live) to be very old.  
B: I've heard of one which is over a hundred years old.
- 2 A: Are you still busy?  
B: Yes. I .....(read) this article for an hour and I still .....(not/finish).
- 3 A: More and more people.....(go) to university these days.  
B: Yes. I think it's a good thing.
- 4 A: I .....(have) a party tonight. Do you want to come?  
B: Yes. What time does it start?

- 5 A: Why are your shoes wet?  
B: I .....(wash) the car.
- 6 A: What's the matter?  
B: I .....(break) my ankle.
- 7 A: What do I need to do next?  
B: You .....(add) the sugar to the mixture and you .....(mix) it well.
- 8 A: Who .....(use) my car?  
B: I have.
- 9 A: Are you new here?  
B: No. Actually, I .....(live) here for almost ten years.
- 10 A: Pete is playing his music very loud.  
B: Again! He.....(always/do) that!
- 11 A: Have you made plans for Saturday yet?  
B: I .....(go) to the cinema with Jack.
- 12 A: Mr Collins is a very good teacher.  
B: Well, he .....(teach) Maths for twenty-five years, you know.
- 13 A: Are you going to the concert on Saturday night?  
B: Yes. Actually, I.....(already/buy) the tickets.
- 14 A: Hello, Simon.  
B: Oh! We .....(always/meet) each other in this supermarket.

## PAST TENSES

### We use the Past Simple:

a) for an action which happened at a definite time in the past. The time is stated, already known or implied.

They *went camping by the lake last month*. (When did they go camping? Last month. The time is stated.)

b) for actions which happened immediately one after the other in the past.

*First she paid the driver, then she got out of the taxi.*

c) for past habits or states which are now finished. In such cases we can also use the expression *used to*.

*Kitchens were/used to be very different a hundred years ago.*

The past simple is used with the following time expressions: *yesterday, then, when, How long ago ...?, last night / week / month / year / Tuesday, etc., three days / weeks, etc. ago, in 1997, etc.*

### We use the Past Continuous:

a) for an action which was in progress at a stated time in the past. We do not mention when the action started or finished.

*At seven o'clock yesterday evening they were having dinner. (We do not know when they started or finished their dinner.)*

b) for an action which was in progress when another action interrupted it. We

use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).

*He was walking down the street when he **ran into** an old friend.*

c) for two or more simultaneous past actions.

*She was talking on her mobile phone while she was driving to work.*

d) to describe the atmosphere, setting, etc. in the introduction to a story before we describe the main events.

*One beautiful autumn afternoon, Ben was strolling down a quiet country lane. The birds were singing and the leaves were rustling in the breeze.*

The past continuous is used with the following time expressions: *while, when, as, all morning / evening / day / night, etc.*

**We use the Past Perfect:**

a) for an action which happened before another past action or before a stated time in the past.

*She **had finished** work when she met her friends for coffee. (She finished work first and then she met her friends.)*

b) for an action which finished in the past and whose result was visible in the past.

*He was happy. He **had signed** an important contract. (The action finished in the past and its result was visible in the past, too.)*

**Note: The past perfect is the past equivalent of the present perfect.**

*e.g. a) He **had fixed** the old armchair. It **looked** brand new. (The action – had fixed – happened in the past. The result – looked brand new – was also visible in the past.)*

*b) He **has fixed** the old armchair. It **looks** brand new. (The action – has fixed – happened in the past. The result – looks brand new – is still visible in the present.)*

The past perfect is used with the following time expressions: *before, after, already, just, for, since, till / until, when, by, by the time, never, etc.*

**Note: We can use the past perfect or the past simple with *before* or *after* without any difference in meaning. e.g. *They went out after it had stopped / stopped raining.***

**We use the Past Perfect Continuous:**

a) to put emphasis on the duration of an action which started and finished in the past before another past action or a stated time in the past, usually with *since* or *for*.

*They **had been looking for** a house for six months before they found one they liked.*

b) for an action which lasted for some time in the past and whose result was visible in the past.

Last Friday Ron had to fly to New York. His flight was delayed.

*He was annoyed. He **had been waiting** at the airport for three hours. (He waited at the airport for three hours and the result of the action was visible in the past, too.)*

**Note: The past perfect continuous is the past equivalent of the present perfect continuous.**

e.g. a) *I had been driving for ten hours, so I felt exhausted.* (The action – had been driving – lasted for some time in the past. The result – felt exhausted – was also visible in the past.)

b) *I have been driving for ten hours, so I feel exhausted.* (The action – have been driving – started in the past. The result – feel exhausted – is still visible in the present.)

**The past perfect continuous is used with the following time expressions: *for, since, how long, before, until, etc.***

## EXERCISES

### 1. Complete the sentences with the past forms of the verbs in brackets

1. Nelson Mandela .....(spend) twenty-seven years in prison. Before that, he .....(be) a lawyer.
2. Abba .....(write) most of the songs in English. They ..... (sell) millions of records in the 70s and 80s.
3. John Lennon and Paul McCartney first ..... (meet) at a party when they .....(be) students.
4. Marilyn Monroe .....(change) her name before she .....(become) famous.
5. Marie Curie and her husband Pierre Curie .....(discover) radium. She .....(win) the Nobel Prize twice, in 1903 and again in 1911.
6. Pablo Picasso .....(leave) Spain in 1904. He .....(live) in France for most of his life. He .....(die) in 1973.

### 2. Put the verbs in brackets into the Past Continuous

A: What 1) was happening (happen) at the time of the robbery?

B: Well, I 2) .....(sit) in my office. I 3) .....(talk) to an employee. Some of the staff 4) .....(put) food onto the shelves. Several customers 5).....(do) their shopping and a cashier 6) ..... (stand) behind the till.

A: Can you tell me anything about the robbers?

B: Yes. They 7) .....(wear) black masks and they 8) .....(hold) guns. They 9) .....(shout).

A: How did they get away?

B: They drove off in a car which 10) .....(wait) outside.

### 3. Underline the correct option in these sentences

1. I saw/was seeing a very good programme on TV last night.

2. While I shopped/was shopping this morning, I lost/was losing my money. I don't know how.

3. Last week the police stopped/were stopping Alan in his car because he travelled/was travelling at over eighty miles an hour.

4. 'How did you cut/were you cutting your finger?' 'I cooked/was cooking and I



dropped the knife.'

5. I *met/was meeting* a friend while I *walked/was walking* in the park.

6. He *stood/was standing* up, *walked/was walking* across the room, and *closed/was closing* the window.

7. A strange man *walked/was walking* into the room. He *wore/was wearing* red trousers and a pink shirt.

8. As soon as I *walked/was walking* into the room, he *handed/was handing* me the letter.

9. As he *passed/was passing* the bank, a man in a mask *knocked/was knocking* him onto the ground.

10. What *did you write/were you writing* when your computer *crashed/was crashing*?

11. While he *rode/was riding* in the forest he *lost/was losing* his wig.

12. When I *arrived/was arriving* the party was in full swing. Paul *danced/was dancing* with Mary, and Pat and Peter *drank/were drinking* champagne.

13. When I *finished/was finishing* the ironing, I *cooked/ was cooking* dinner.

14. How fast *did they travel/were they travelling* when their car *had/was having* a puncture?

15. A police car *passed/was passing* us on the motorway when we *did/were doing* 80 miles per hour.

16. I *took/was taking* a photograph of him while he *ate/was eating* an ice-cream.

17. He *didn't like/wasn't liking* the photo when he *saw/was seeing* it.

18. I'm sorry I *woke/ was waking* you. What *were you dreaming/did you dream* about?

#### **4. Put the verb in brackets in the correct form Past Simple or Past Continuous**

1. I .....(not want) to get up this morning. It .....(rain) and it was cold, and my bed was so warm.

2. I .....(listen) to the news on the radio when the phone .....(ring).

3. I said 'Hello' to the children, but they didn't say anything because they .....(watch) television.

4. Simon .....(dance) when he fell and hurt his leg.

5. Todd often .....(ride) horses when he was a boy.

6. It .....(rain) while I was waiting for the bus.

7. I .....(play) the guitar when I was young, but I don't any more.

#### **5. Join the sentences using the conjunction in brackets. Change one verb into the Past Perfect**

##### Example

The children went to bed. We watched television. (After)

*After the children had gone to bed, we watched television.*

a I took an aspirin. My headache disappeared, (when)

b He drove 200 miles. He stopped for a break, (after)

c I couldn't pay for my ticket. A thief stole my wallet. (because)

- d She passed her driving test. She bought a car. (as soon as)
- e I didn't go to Italy. I learnt Italian, (until)
- f He didn't tell the policeman. He took the money. (that)
- g We didn't tell Anna. George rang, (that)

**6. Underline the right tense in the story**

It was ten o'clock in the evening. Peter a) *sat/had sat* down on his sofa and thought about the day. What a busy day it b) *was/had been!* This was his first night in his own flat. He c) *lived/had lived* his entire life in the family home, and now for the first time, he d) *was/had been* on his own.

He sat surrounded by boxes that they e) *didn't manage/hadn't managed* to unpack during the day. It f) *took/had taken* months to get all his things together. His mother g) *was/had been* very generous, buying him things like towels and mugs.

He h) *went/had gone* into the kitchen and i) *got/had got* a beer from the fridge. He suddenly j) *felt/had felt* very tired and yawned. No wonder he k) *was/had been tired!* He l) *was/had been* up since six o'clock in the morning. He m) *decided/had decided* to finish his beer and go to bed.

**7. Put the verbs in brackets into the past perfect simple or the past perfect continuous**

Yesterday was a bad day for Andrew. He 1) hadn't slept (not/sleep) well because there was a terrible storm in the night. After he 2) .....(have) a shower, he made breakfast. After he 3) .....(eat), he got into his car and drove to work. He 4) .....(only/drive) for five minutes when he remembered that he 5) .....(leave) his briefcase at home. He turned the car around and went home again. Then, he realized that he 6).....(lock) himself out. The keys were still inside the house! Andrew was already late for work, so he decided to leave the briefcase and go to work. When he arrived, his secretary told him that his boss 7) .....(try) to call him at home. Andrew went to find his boss. When he asked his boss why he .....(call), he told him that it hadn't been necessary for him to come to work that day after all! Poor Andrew drove all the way home again.

**8. Identify the tenses, then match them to the correct descriptions**

<p><b>1</b> People <b>used to have/had</b> very simple lives in those days.</p>	<p><b>a</b> to talk about actions of people who are no longer alive</p>
<p><b>2</b> She <b>was talking</b> on the phone when her boss came in.</p>	<p><b>b</b> action which happened before another past action or before a stated time in the past</p>
<p><b>3</b> Sam was in hospital because he <b>had crashed</b> his car.</p>	<p><b>c</b> actions which happened immediately one after the other in the past</p>
<p><b>4</b> They <b>had been studying</b> hard all morning, so they were tired.</p>	<p><b>d</b> to put emphasis on the duration of an action which started and finished in</p>
<p><b>5</b> I <b>was cooking</b> lunch while he <b>was</b></p>	

<p><b>pouring</b> the drinks.</p> <p><b>6</b> We <b>had been living</b> in the house for a year before we decorated the kitchen.</p> <p><b>7</b> Princess Diana <b>did</b> a lot of work for charity.</p> <p><b>8</b> At two o'clock this afternoon they <b>were having</b> lunch at work.</p> <p><b>9</b> First, she <b>knocked</b> on the door. Then, she <b>went</b> inside.</p> <p><b>10</b> We <b>had bought</b> the tickets before we went to the theatre.</p>	<p>the past before another past action</p> <p><b>e</b> action which was in progress at a stated time in the past</p> <p><b>f</b> two or more simultaneous actions</p> <p><b>g</b> action in progress when another action interrupted it</p> <p><b>h</b> action which lasted for some time in the past and whose result was visible in the past</p> <p><b>i</b> past habit or state which is now finished</p> <p><b>j</b> action which finished in the past and whose result was visible in the past</p>
--	---

### 9. Underline the correct tense

1. Lynne was singing/had sung as she was cleaning the windows.
2. Mr. Todd was teaching/had been teaching for thirty years when he retired.
3. I phoned Jack because I wanted/had wanted to ask him a question.
4. They had walked/had been walking for hours when they stopped for a rest.
5. The shop had been selling/had sold the table by the time I got there.
6. Joe was happy. He was winning/had won first prize in the competition.
7. It was raining/had rained while they were playing the football match.
8. Rob was opening/opened the box and looked inside.
9. Eve was delighted to hear that she was getting/had got the job.
10. People used to work/were working very long hours in those days.
11. I was running when I slipped/was slipping on the ice.
12. They were already buying/had already bought the tickets when they went to the concert.
13. Carol had broken/was breaking her arm, so she couldn't write for six weeks.
14. We had been staying/stayed in a hotel by the sea last summer.
15. Elvis Presley sang/had sung lots of hit songs.
16. I opened/was opening the door and stepped outside.
17. They had stood/were standing outside when the results were announced.
18. Alexander Graham Bell had invented/invented the telephone.
19. She broke the glass while she had washed/was washing it.
20. I had got up/got up this morning an hour earlier than I needed/had needed to.
21. We had been/were working for two hours when we finally had decided/decided to have a rest.
22. I already sent/had sent the parcel when I got/had got your fax.
23. I was crossing/crossed the road this morning when a car was coming/came round the corner and nearly was hitting/hit me.
24. When he had opened/opened the door he was seeing/saw a letter lying on the floor.
25. When they had finished/finished discussing the project they went/were going to

the restaurant.

26. It was early morning; people *were rushing/rushed* to catch their trains and the shopkeepers *were getting/got* ready to open up.

27. I *walked/had walked* up the path to the cottage which I *saw/had seen* before.

28. When I stepped inside I *noticed/had noticed* that the air *was/had been* fresh.

29. He *appeared/had appeared* in many films by the age of 25.

### 10. Put the verbs in brackets into the correct tense

1 A: What ...*were you doing*... (you/do) at ten o'clock this morning?

B: I .....(read) some important documents in my office.

2 A: Why are you so disappointed?

B: Because I. hoped that I .....(pass) the test, but I didn't.

3 A: Have you found your bag yet?

B: No, but I.....(report) to the police yesterday.

4 A: Did you enjoy the play last night?

B: No, even though I.....(read) good reviews of it before I bought the tickets.

5 A: Have you written your report yet?

B: I .....(just/start) when you came in, actually.

6 A: Sorry I'm late.

B: Where have you been? I .....(expect) you an hour ago.

7 A: We.....(go) to an antique market yesterday.

B: .....(you/buy) anything?

8 A: Were you surprised that the factory closed down?

B: Not really. In fact, I .....(know) it was going to happen.

9 A: Julia did well in the test, didn't she?

B: Yes. She .....(study) very hard for it.

### 11. Put the verbs in brackets into the correct tense

**A** When Simon 1) ..... (arrive) at the cinema, dozens of people 2).....(queue) outside. They 3).....(wait) to see the same film as Simon. Simon, however, 4).....(buy) a ticket in advance, so he 5)..... (walk) straight to the front of the queue and 6)..... (enter) the cinema. He 7).....(feel) relieved that he didn't have to queue. He 8)..... (reach) his seat just as the lights 9)..... (go down) for the start of the film.

**B** Last weekend, Cathy 1).....(hire) a car and 2) ..... (drive) to the seaside. When she 3).....(arrive) the wind 4)..... (blow) and the sky 5) ..... (be) cloudy. She 6) ..... (get out) of the car and 7).....(take) a walk along the seafront. Then she 8) .....(decide) to go for fish and chips at a nearby restaurant that she 9).....(see) earlier and liked the look of. By the time she 10).....(leave) the restaurant, it 11)

..... (already/grow) dark. As she 12).....(walk) to her car it 13).....(begin) to rain. However, Cathy 14).....(not/mind) because she 15).....(have) a wonderful day.

## FUTURE FORMS

### We use the Future Simple:

a) in predictions about the future usually with the verbs *think, believe, expect, etc.*, the expressions *be sure, be afraid, etc.*, and the adverbs *probably, perhaps, certainly, etc.*

*I'm afraid we **won't be** on time for the meeting.*

b) for on-the-spot decisions.

**I'll take it.**

c) for promises (usually with the verbs *promise, swear, guarantee, etc.*), threats, warnings, requests, hopes (usually with the verb *hope*) and offers.

*I don't understand this exercise. **Will** you help me with it? (request)*

*Of course! **I'll explain** it to you. (offer)*

d) for actions/events/situations which will definitely happen in the future and which we cannot control.

*The temperature **will reach** 40 °C tomorrow.*

### We use be going to:

a) for plans, intentions or ambitions we have for the future.

***I'm going to become** a famous violinist one day. (ambition)*

*Now that they've won the lottery, they **are going to buy** a big house, (intention/plan)*

b) for actions we have already decided to do in the near future.

*They **are going to get married** in three months. (They have already decided to do it.)*

***BUT: They're getting married** next month. (They have decided and arranged to do it.)*

c) in predictions when there is evidence that something will happen in the near future.

*Look at the clouds! It's **going to** rain.*

**Note:** 1) We normally use *be going to* to talk about something we intend to do and *will* to give details or make comments. e.g. A: *I'm going to have a party next week. I'll invite all my friends.* B: *That'll be great.*

2) We normally use the present *continuous* rather than *be going to* with verbs which express movement, especially the verbs *go* and *come*. e.g. *Sam is going to the market in a few minutes. Sheila is coming to my house for tea this afternoon.*

The future simple and *be going to* are used with the following time expressions: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year, in a week/month/year, in two/three days/weeks, etc.*

### **We use the Future Continuous:**

a) for an action which will be in progress at a stated future time.

*This time next week, we'll be cruising round the islands.*

b) for an action which will definitely happen in the future as the result of a routine or arrangement.

*Don't call Julie. I'll be seeing her later, so I'll pass the message on.*

c) when we ask politely about someone's plans for the near future (what we want to know is if our wishes fit in with their plans.)

*Will you be using the photocopier for long?*

### **We use the Future Perfect:**

for an action which will be finished before a stated future time.

*She will have delivered all the newspapers by 8 o'clock.*

**The future perfect** is used with the following time expressions: *before, by, by then, by the time, until/till.*

**Note:** *Until/till* are only used in negative sentences.

a) *She will have finished the report by tomorrow. (NOT:... until/till tomorrow.)*

b) *She won't have completed the report until/till 5 o'clock.*

### **We use the Future Perfect Continuous:**

to emphasise the duration of an action up to a certain time in the future.

*By the end of next month, she will have been teaching for twenty years.*

**The future perfect continuous** is used with: *by... for.*

**Note:** after the time expressions *by the time, until, before*, we use the present simple because they introduce time clauses. The future perfect and the future perfect continuous may come either before or after the time clause.

Study the following examples:

a) *I won't have finished cleaning the house until you come back.*

b) *By the time they reach York, they will have been travelling for four hours.*

**Note:** We can use the future simple, future continuous or future perfect to make a prediction about the present or past, that is to say what we believe may be happening or have happened. Study the following examples:

e.g. a) *'There's somebody on the phone for you.'* *'That'll be my mother.'*

b) *Don't call her now – she'll be sleeping.*

c) *It's seven o'clock. Dad will have left the office by now.*

We use **the present simple** for future actions when we refer to programmes, timetables, etc.

e.g. *The bus arrives in Liverpool at 7:30.*

We use **the present continuous** for actions we have decided and arranged to do in

the near future. e.g. *I'm flying to Lisbon tomorrow morning.*

We use **the present simple** or **present perfect**, and not future forms, after words and expressions such as *while, before, after, until/till, as, unless, when, whenever, if, suppose/supposing, once, as soon as, as long as, by the time, in case, on condition that*, etc. e.g. *Call me as soon as you get back.* (NOT: ~~...as soon as you will get back.~~)

We use **future forms**:

a) with **when** when it is used as a question word. When it is used as a time word we use the present simple.

e.g. *When will they get married?*

*I'm not sure when they will visit us. BUT: I will let you know when I decide.*

b) with **if** (= whether) when it is used after expressions which show ignorance, uncertainty, etc. such as *I don't know, I wonder, I doubt*, etc. e.g. *I don't know if/whether he'll move house.*

*I doubt if/whether she'll pass her exams. BUT: If you call her, give her my regards.*

We use **the future simple**:

- when we make a prediction based on what we think, believe or imagine.

*In the year 2050 people will drive electric cars.*

- for on-the-spot decisions.

*I like this one better than the other. I'll take it.*

We use **be going to**:

- when we make a prediction based on what we can see (evidence) or what we know.

*She is going to cut the sunflowers.*

- for actions we have already decided to do in the future.

*Do you like this blouse?*

*Yes. Why?*

*I'm going to give it to my daughter as a gift.*

## EXERCISES

### 1. Make true sentences using *will* or *won't*

Example:

I / go out tonight

*I think/I don't think I'll go out tonight.*

- I / be a millionaire one day

- it / snow tomorrow

- I / go shopping this afternoon

- my English exam / be difficult

- I / pass the exam easily

- I / get a new job

- I / be at home this evening

## 2. Underline the correct verb form in the sentences

Example:

'Oh, dear. I'm late for work.'

'Don't worry. *I'm going to give* / *I'll give* you a lift.'

a) 'I've got a headache.'

'Wait a minute. *I'll get* / *I'm going to get* you an aspirin.'

b) 'Why are you putting on your coat?'

'Because *I'll take* / *I'm going to take* the dog for a walk.'

c) 'Are you and Alan still going out together?'

'Oh, yes. *We'll get married* / *we're going to get married* next year.'

d) 'Did you phone Peter about tonight?'

'No, I forgot. *I'll do* / *I'm going to do* it now. What's his number?'

e) 'Have you booked your holiday?'

'Yes, we have. *We'll go* / *we're going* to Italy.'

f) 'I haven't got enough money to pay for my ticket.'

'It's OK. *I'll lend* / *I'm going to lend* you some.'

g) 'Can you meet me after work?'

'I'd love to, but *John will take* / *John's taking* me out tonight.'

## 3. Fill in the gaps with the correct form of *will* or *be going to* and the verb in brackets

1 A: Why are you buying flour and eggs?

B: Because I .....(make) a cake.

2 A: I have decided what to buy Mum for her birthday.

B: Really. What .....(you/buy) for her?

3 A: Did you ask Jackie to the party?

B: Oh no! I forgot! I .....(ask) her tonight.

4 A: Could I speak to Jim, please?

B: Wait a minute. I.....(get) him for you.

5 A: What are your plans for the weekend?

B: I .....(spend) some time with my friends.

6 A: What are you doing on Friday night?

B: Oh, I.....(probably/stay) at home with my family.

7 A: Have you tidied your room yet?

B: No, but I promise I.....(do) it this afternoon.

8 A: Look at that boy!

B: Oh yes! He .....(climb) the tree.

9 A: Jason is very clever for his age.

B: Yes. He says he .....(become) a doctor when he grows up.

10 A: I'm too tired to cut the grass.

B: Don't worry! I .....(cut) it for you.

## 4. Fill in the future simple or be going to



- 1 A: Have you finished your essay yet?  
B: No, but I'm sure I... 'll *finish*... (finish) it on time.
- 2 A: I have decided what to wear for the party.  
B: Really? What.....(you/wear), then?
- 3 A: Why do you need hot soapy water?  
B: Because I .....(wash) the car.
- 4 A: Did you post those letters?  
B: No, I forgot. I.....(post) them this afternoon.
- 5 A: Did you book a table at the restaurant?  
B: Yes, but I don't expect it.....(be) busy.
- 6 A: I'm hungry. B: Me too. I.....(make) us something to eat.
- 7 A: What are you doing this weekend?  
B: Oh, I.....(probably/visit) my grandparents.
- 8 A: Look at that dog!  
B: Oh yes! It.....(swim) across the river.
- 9 A: Tony is nearly eighteen, isn't he?  
B: Yes. He .....(work) for his father when he leaves school.
- 10 A: Are you going into town today?  
B: Yes. I .....(give) you a lift if you like.
- 11 A: Your shirt is dirty.  
B: Oh dear! I.....(change) into another one.
- 12 A: I hope we .....(not/arrive) late for the meeting.  
B: Don't worry. There's plenty of time.
- 13 A: I'm really thirsty after all that hard work.  
B: I .....(make) some tea.
- 14 A: Did you give Steve his present?  
B: No. I .....(give) it to him tonight at dinner.
- 15 A: Watch out! You .....(bang) your head on the doorframe. B:  
Oh! I didn't realise it was so low.

**5. Put the verbs in brackets into the future simple, the present simple or the present continuous**

- 1 A: I.....(see) Roger at seven o'clock tonight.  
B: Really? I thought he was out of town.
- 2 A: .....(you/do) anything on Friday morning?  
B: No, I'm free.
- 3 A: I .....(go) to the cinema. There's a new film on. Do you want to come with me?  
B: What time.....(the film/start)?
- 4 A: Helen .....(have) a party the day after tomorrow.  
.....(you/go)?  
B: As a matter of fact, I haven't been invited.
- 5 A: The new exhibition .....(open) on April 3rd and.....(finish) on May 31st.

B: I know. I .....(go) on the first day.  
 6 A: Aunt Maggie.....(come) to visit us tomorrow.  
 B: I know. What time.....(she/arrive)?  
 7 A: Excuse me, what time.....(the train/leave)?  
 B: At half past three, madam.  
 8 A: Sting .....(give) a concert at the Olympic Stadium next week.  
 B: I know. I .....(want) to get a ticket.  
 9 A: I'm really thirsty.  
 B: I.....(get) you a glass of water.  
 10 A: Are you looking forward to your party?  
 B: Yes. I hope everyone.....(enjoy) it.  
 11 A: How old is your sister?  
 B: She .....(be) twelve next month.  
 12 A: What are you doing tonight?  
 B: I .....(probably watch) TV after dinner.

**6. Put the verbs in brackets into the future simple or the future continuous**

Kevin: Shall we go to the beach tomorrow?  
 Ruth: Well, I'm working in the morning, but I 1) ....*I'll phone*... (phone) you when I finish.  
 Kevin: Shall we ask Ben and Linda to come with us?  
 Ruth: Yes. I 2).....(see) Linda at work in the morning, so I 3) .....(ask) her then.  
 Kevin: If they want to come I 4) .....(pick) you up from work and we can all go together  
 Ruth: Great! Just think, we 5).....(swim) in the sea this time tomorrow! I can't wait.

**7. Put the verbs in brackets into the correct future tense**

Dear Victoria,  
 The holidays are coming and I've made lots of plans. This time next week, I (1)... *'ll be buying*... (buy) Christmas presents for my family and friends. I (2) .....(get) everything in one day, so that I can enjoy myself for the rest of the holidays.  
 I'm staying at home with my family on Christmas Day, but two days later I (3) ..... (leave) for Austria. Becky and I (4).....(spend) a week there skiing. I'm sure we (5).....(have) a wonderful time.  
 When I come back from Austria, I (6).....(probably/have) a party, because it's my birthday on January 5<sup>th</sup>. I (7).....(be) nineteen! I hope you (8).....(come).  
 Well, I must go now. I'm going to help my mother with the housework. See you soon!  
 Love, Penny.

### 8. Put the verbs in brackets into the future continuous or the future perfect

- 1 A: I can't come shopping on Saturday morning because I .....(work).  
B: That's a pity.
- 2 A: Don't phone me later than midnight because I .....(sleep) then.  
B: Shall I give you a call at about 10:30, then?
- 3 A: Come to my house at six o'clock.  
B: .....(you/finish) your homework by then?
- 4 A: Have you made the preparations for the party?  
B: Not yet, but I .....(finish) them by this evening.
- 5 A: There's a meeting tomorrow at 4 o'clock.  
B: I can't go if it is that late. I .....(leave) by then.

### 9. Put the verbs in brackets into the future perfect or future perfect continuous

1. By 3 o'clock, she ...*will have been studying*... (study) for six hours.
2. By the end of next month, Sam.....(finish) the project.
3. He .....(not/start) painting the kitchen before Tuesday.
4. By the time she arrives in Paris, she .....(travel) for four hours.
5. I hope I.....(buy) my own house by the time I'm thirty-five.
6. By Saturday, Lisa.....(diet) for two weeks.
7. Hopefully, they.....(learn) everything by the time they sit the exam.
8. By 4 o'clock, I .....(sit) in the hairdresser's for three hours.
9. By Christmas, I.....(work) for this company for eighteen months.
10. By next weekend, Brian .....(move) house.
11. Hopefully, the builders .....(finish) building the house by next month.
12. By Tuesday, Alan .....(sail) for twelve days.
13. By tomorrow morning, she .....(sleep) for twelve hours.

### 10. Underline the correct tense

- 1) When we go to Paris, we will climb/*will have climbed* the Eiffel Tower.
- 2) James *will have completed*/will have been completing his studies by the end of the year.
- 3) By the time I get home, I *will have been walking*/will walk for three hours.
- 4) Kim *will be performing*/will have been performing in the concert next week.
- 5) We're too late to catch the bus. It *will go*/will have gone by now.
- 6) 'We're run out of milk.' 'Really? I *will buy*/will have been buying some more this afternoon'.
- 7) This time tomorrow, I *will have been leaving*/will be leaving for the airport.
- 8) Sam *will work*/will have been working here for two years on Monday.
- 9) I *will collect*/will have collected you from Peter's house on my way home.
- 10) Julia *will have found*/will be finding the note I left for her by now.

### 11. Underline the correct tense

- A Next Saturday, Daisy 1) *is flying*/flies to Paris for a business meeting. Her

secretary has already booked the flight. The plane 2) *will leave/leaves* at nine o'clock in the morning and one of her business clients 3) *will have met/will be meeting* her at the airport when the plane lands. She doesn't know how long the meeting will last, but she 4) *will have returned/will have been returning* home by Thursday evening.

B Florence 1) *is going to become/will be becoming* a doctor when she finishes medical school. She thinks she 2) *will probably work/will have probably worked* in a hospital for most of her career. This time next month, she 3) *will have revised/will be revising* hard for her exams. By the time she gets her degree she 4) *will have been studying/will have studied* medicine for five years. Florence hopes she 5) *will have passed/will pass* all the exams with excellent grades.

C Next Monday, Amanda 1) *will have been starting/ is starting* work. She 2) *is going to work/will work* for a large company in the city centre. By the end of next week, she 3) *will be finishing/will have finished* her training.

D My parents have been married for almost thirty years. In fact, this time next month, they 1) *will be celebrating/will have been celebrating* their 30<sup>th</sup> wedding anniversary. They 2) *will have been living/will be living* in the same house for twenty-five years by next Thursday, and, by the time my father is sixty, he 3) *will work/will have been working* for the same company for forty years.

## 12. Identify the tenses, then match them to the correct descriptions

1 I like these shoes. I'll buy them.	a for offers, promises, threats, etc
2 They will have eaten lunch by two o'clock this afternoon.	b action which will definitely happen in the future as a
3 I'm going to open my own business in the future.	result of a routine or arrangement
4 This time tomorrow, I'll be taking my driving test.	c for plans, intentions or ambitions we have for the future
5 By the time Jack finishes the race, he will have been running for two hours.	d predictions about the future
6 Everyone believes he will win the competition.	e asking politely about someone's plans for the near future
7 I'll tell Paul about the party. I'll be seeing him at work anyway.	f action which will be finished before a stated future time
8 Will you be speaking to Rob later? I've got a message for him.	g to emphasise the duration of an action up to a certain
9 Look at them! They are going to catch the thieves.	time in the future
10 Since you're tired, I'll cook dinner tonight.	h action which will be in progress at a stated future time
	i on-the-spot decision
	j predictions when there is evidence that something will happen in the near future

**13. Put the verbs in brackets into the correct future tense**

- 1 A: Are you looking forward to your holiday?  
B: Oh, yes! This time next week I ... *will/'ll be lying*... (lie) on the beach.
- 2 A: We're having a party on Saturday.  
B: Oh, good. I .....(make) a cake to bring along.
- 3 A: Have you finished that report yet?  
B: Yes. I.....(give) it to you in a minute.
- 4 A: Why are you buying all those vegetables?  
B: Because I .....(make) vegetable soup.
- 5 A: This writing is too small for me to read.  
B: Give it to me and I .....(read) it to you.
- 6 A: I.....(stay) at Claire's house tonight.  
B: Alright. I won't expect you home, then.
- 7 A: Would you like to join me for lunch today?  
B: Yes, please. I .....(meet) you at half past one.
- 8 A: .....(you/help) me with the shopping tomorrow?  
B: Of course.
- 9 A: Are you excited about your trip?  
B: Yes. This time tomorrow I.....(sit) on the plane.
- 10 A: I can't hear the television very well.  
B: I .....(turn up) the volume.

**14. Put the verbs in brackets into the correct future tense**

- 1 A: Your house is very small.  
B: I know. I ... *'m going to move*... (move) to a bigger house next year.
- 2 A: I have got a new job!  
B: Wonderful! I.....(call) Mum and tell her the good news.
- 3 A: How old is your daughter?  
B: She .....(be) fourteen next week.
- 4 A: I must phone Julia.  
B: Well, don't phone her now. She .....(sleep).
- 5 A: Have you been living here long?  
B: Yes. By next month, I .....(live) here for ten years.
- 6 A: Are you having a party next weekend?  
B: Yes. I hope I .....(finish) decorating the house by then.
- 7 A: What are your plans for tonight?  
B: Well, I .....(meet) Steve at eight o'clock.
- 8 A: I must buy some bread.  
B: You'd better hurry. The shops .....(close) in half an hour.
- 9 A: Shall I call you at ten o'clock tomorrow?  
B: No. I .....(leave) for work by then.
- 10 A: Are you coming to the disco on Friday night?  
B: I can't. I .....(study) for my exam then.
- 11 A: Are you excited about going to California?

B: Yes! This time tomorrow I .....(fly) across the Atlantic.  
 12 A: It's seven o'clock.  
 B: Yes. John.....(leave) the office by now.  
 13 A: There's somebody at the door.  
 B: Oh. That.....(be) the postman.  
 14 A: I've left my jacket at home.  
 B: I .....(go) back and get it for you.  
 15 A: Have you booked a taxi to take you to the airport?  
 B: Yes. It .....(come) at eight o'clock in the morning.  
 16 A: Are you nervous about the interview?  
 B: Yes. This time tomorrow, I ..... (talk) to the managing director.

**15. Fill in the correct present or future forms**

If you 1) *...like...* (like) watersports, you 2).....(love) Aquaworld. As soon as you 3).....(arrive) at this unique theme park, you 4)..... (be greeted) by visitor hosts who 5).....(show) you to a luxury chalet. Once you 6).....(be) in your swimsuit, you 7) ..... (be able to) enjoy a wide variety of watersports, from swimming to water-skiing. You 8).....(find) plenty to do and you 9).....(have) the chance to try many exciting activities. Aquaworld 10).....(open) at 9 am every day and 11).....(close) at 8 pm. There 12).....(be) special facilities for children and lifeguards 13).....(supervise) all activities. Visit Aquaworld for an experience you 14) .....(never/forget)!

**PASSIVE VOICE**

**We form the passive with the verb to be and the past participle of the main verb.**

	<b>ACTIVE</b>	<b>PASSIVE</b>
Present Simple Present	He delivers the parcels	The parcels are delivered.
Continuous Present	He is delivering the parcels.	The parcels are being delivered.
Past Simple Past	He delivered the parcels.	The parcels were delivered.
Continuous Past	He was delivering the parcels.	The parcels were being delivered.
Future Simple	He will deliver the parcels.	The parcels will be delivered.
Present Perfect	He has delivered the parcels. He had delivered the parcels.	The parcels have been delivered.
Past Perfect	He will have delivered the parcels.	The parcels had been delivered.

Future Perfect Modals + be + p.p.	He must deliver the parcels.	The parcels will have been delivered. The parcels must be delivered.
---	------------------------------	---

◆ **The present perfect continuous, the future continuous, the past perfect continuous and the future perfect continuous are not normally used in the passive.**

◆ **We can use the verb to *get* instead of the verb to be in everyday speech when we talk about things that happen by accident or unexpectedly.**

e.g. Four people *got hurt* in the car crash. (= Four people were hurt...)

## EXERCISES

### 1. Rewrite the sentences in the passive, where possible

- 1 Her mother drives her to school every day.
- 2 Paul drives to work every day.
- 3 I woke up late on Sunday morning.
- 4 Her mother woke her up at seven o'clock.
- 5 Sue asked the waiter to bring some water.
- 6 David asked for some help.
- 7 Simon is moving house next month.
- 8 Michael moved the boxes out of the way.
- 9 Sandra walks on the beach regularly.
- 10 The boys walk the dog every day.
- 11 John opened the door.
- 12 They didn't come home late last night.
- 13 Their nanny takes them to the park every day.
- 14 I left very early yesterday afternoon.
- 15 Meg asked the policeman for directions.
- 16 The letter arrived two days ago.
- 17 Sam took these photographs.

### 2. Rewrite the sentences in the passive. Omit the agent where possible

- 1 Do they sell clothes in this shop?
- 2 Someone is cleaning the windows.
- 3 She tapped him on the hand with her pen.
- 4 People spend a lot of money on food.
- 5 Is Sue washing the car?
- 6 Who made this mess?
- 7 They will open the new hospital soon.
- 8 Liz showed me some holiday pictures.

- 9 Who broke this mug?
- 10 The jury will have reached a verdict by the morning.
- 11 The teacher will mark the essays.
- 12 People make jam from fruit.
- 13 They sent for the doctor.
- 14 Clive hasn't cut the grass yet.
- 15 They may not repair the car this week.
- 16 Is Tim cleaning the house?
- 17 She hit him on the head with a tennis racquet.
- 18 Did your next door neighbours see the thieves?
- 19 Who smashed the kitchen window?
- 20 He won't have written the book by the end of the month.
- 21 They haven't bought a new house yet.
- 22 I made this omelette with onions and cheese.
- 23 The detective had collected all the information before he handed in his report.
- 24 Frank doesn't like people telling him what to do.
- 25 Who will make the speech tomorrow?
- 26 What did they decorate the streets with?
- 27 Has Jane read a book yet?
- 28 Who is repairing John's car?
- 29 What stung her?
- 30 Mother shouted at Claire.

### 3. Put the verbs in brackets into the correct passive tense

- A: Do you still work at Browns and Co?  
 B: Yes, I do. I 1) .....(employ) by Mr Brown for five years now, you know.  
 A: Oh. Do you still enjoy it?  
 B: Oh yes! I 2) .....(give) a promotion last year and I'm very happy.  
 A: A promotion? So, what is your job now?  
 B: I 3).....(make) Head of European Sales.  
 A: So, what do you do?  
 B: Well, sometimes I 4).....(send) to other countries on business.  
 A: I see. Do they pay you well?  
 B: Well, I 5).....(pay) quite well and I expect 6).....(give) a pay rise soon.  
 A: Good for you!

### 4. Put the verbs in brackets into the correct passive tense

- 1 A: Who looks after your garden for you?  
 B: It .....(look after) by my brother.  
 2 A: That's a beautiful dress. Where did you buy it?  
 B: Actually, it.....(make) for me by my aunt.



- 3 A: Have you typed that letter yet, Miss Brown?  
B: It.....(type) right now, sir.
- 4 A: Did you make the coffee when you got to work this morning?  
B: No, it .....(already/make) by the time I got there.
- 5 A: Are you going to pick up the children today?  
B: No, they.....(pick up) by Roger. I've already arranged it.
- 6 A: Where is your watch?  
B: I broke it. It .....(repair) at the moment.
- 7 A: Has the new furniture for my bedroom arrived?  
B: No, it.....(not/deliver) yet.
- 8 A: They are building a new sports centre in town.  
B: I know. It.....(open) by the mayor next month.
- 9 A: That's a lovely shirt. Is it new?  
B: Yes. It .....(buy) for me by my grandmother.
- 10 A: When do you have to have this report ready?  
B: Well, it .....(must/hand in) by Tuesday.
- 11 A: Did you read the newspaper this morning?  
B: No. It.....(not/deliver) by the time I left for work.
- 12 A: Where is your car?  
B: At the garage. It .....(repair).
- 13 A: Do you know your exam results yet?  
B: No. They.....(not/announce)yet.
- 14 A: Are you going to make dinner tonight?  
B: No. It.....(make) by Simon. He promised to do it.
- 15 A: Have you finished your homework yet?  
B: No, but it .....(finish) by eight o'clock.
- 16 A: Who waters your plants for you when you're away?  
B: They .....(water) by my neighbour.

### **5. Make a passive sentence from the words in brackets**

- 1 A: That's a beautiful picture.  
B: Yes. (It / paint / my mother)
- 2 A: Have they caught the thieves yet?  
B: Yes. (two men / arrest / yesterday)
- 3 A: Did you build the garage yourselves?  
B: No. (the garage / build / before we moved in)
- 4 A: Why is Paul afraid of dogs?  
B: (he / bite / a dog / when he was a little boy)
- 5 A: Sarah is very ill.  
B: (she / take / to hospital last night)
- 6 A: This room is a disgrace.  
B: (it / not clean / for weeks)
- 7 A: Did you know about your surprise party?

B: No. (it / arrange / in secret)

8 A: Are you going to drive to work today?

B: I can't, (the car / not fix / yet)

9 A: Has Tom got a job?

B: No. (he / make redundant / last month)

## ACTIVE OR PASSIVE

### 6. Write the correct form of the verb in brackets

1. It was a hard match. At half-time, one of the footballers .....(take) to the hospital.
2. 'Have you heard about Lenny?' 'He .....(make) redundant.
3. The robbers .....(catch) as they.....(leave) the bank.
4. Our dustbins .....(empty) on Mondays.
5. 'Where are my jeans?' 'They .....(wash) at the moment. Sorry.'
6. If no one offers to buy the house, it .....(sell) by next month.
7. The soldiers .....(teach) how to use grenades when unfortunately one blew up and injured them.
8. We were having a lovely picnic until my wife ..... (sting) by a bee.
9. Mr Taylor was furious with the newsagent because his Sunday newspapers .....(not deliver).
10. We .....(drive) down a quiet country lane when suddenly we .....(overtake) by a police car.

### 7. Read the story and put the verb in brackets into the correct tense, active or passive

As fashion-conscious Gilly Woodward left Harrods last Friday, she felt proud of the £90 designer jeans that she a) ..... just (buy). But when Gilly, 31, b) .....(return) to the store the next day to do some more shopping, she c) .....(bar) from entry because she d) .....(wear) the same jeans. Gilly, now back home in Liverpool, e) .....(stay) with friends in London for a few days. She explained what f) .....(happen). I g) .....(walk) through the swing doors, when suddenly I h) .....(stop) by a large, uniformed security guard. He i) .....(point) at my knees, and said that my jeans j) .....(tear) and I couldn't enter. I tried to tell him that I k) .....(buy) them in Harrods the day before, and that the torn bits were fashionable. But he l) .....(not listen). He told me to get out. By this time, a crowd of people m) .....(gather). I n) .....(leave) immediately because I o) .....never.....(feel) so embarrassed in my life.'

A spokesperson from Harrods said that the dress code p) .....(introduce) in 1989, and it states: no beachwear, no backpacks, no torn denims.

## CONDITIONALS

Conditional sentences have two parts: the situation (condition) and the consequences (result).

Look at this example: If it rains, you will get wet.

The conditional half of the sentence is If it rains, and the result half is you will get wet. The result happens only if the condition happens.

	If clause	Main clause	Use
Type 0 (general truth)	If + present simple	present simple	Something which is always true
<b>If the temperature falls below 0°C, water turns into ice.</b>			
Type 1 (real present)	If + present simple, present continuous, present perfect, present perfect continuous	future/imperative can/may/might/must/should/ could + bare infinitive	Real – likely to happen in present or future
<b>If you need help, come and see me.</b> <b>If he doesn't pay the fine, he will go to prison.</b> <b>If you have finished your work, we can have a break.</b> <b>If you are ever in the area, you should come and visit us.</b>			
Type 2 (unreal present)	If + past simple or past continuous	would/could/might + bare infinitive	Imaginary situation contrary to facts in the present; also used to give advice
<b>If I had time, I would take up a sport. (but I don't have time – untrue in the present)</b> <b>If I were you, I would talk to my parents about it. (giving advice)</b>			
Type 3 (unreal past)	If + past perfect or past perfect continuous	Would/could/might + have + past participle	Imaginary situation contrary to facts in the past; also used to express regrets or criticism
<b>If she had studied harder, she would have passed the test.</b> <b>If he hadn't been acting so foolishly, he wouldn't have been punished.</b>			

### I wish... / If only...

a. If we want to express regret now about something in the present we use I wish/If only + past simple:

I wish           |       |

If only         | I | **lived** in New York right now. (I live in LA.)

b. If we want to express regret now about something in the past we use I wish/If only + past perfect:

I wish           |       |

If only         | I | **had lived** in New York last year. (I lived in LA.)

### EXERCISES

**1. Match the items in column A with those in column B in order to make correct Type 0 conditional sentences**

A	B
1 Add sugar to a cup of coffee	A the apple floats.
2 Throw salt onto snow	B your skin turns red
3 Put an apple in a bowl of water	C the coffee tastes sweeter.
4 Water plants regularly	D you feel healthy
5 Lie in the sun too long	E the plants grow.
6 Take regular exercise	F the snow melts.

**2. Look at the prompts and make Type 1 conditional sentences, as in the example**

*e. g. If we cut down all the forests, the world's climate will change.*

1 cut down / all forests / world's climate / change

2 not stop / use / aerosols / world's climate / change

3 find / alternative sources of energy / solve / some of our environmental problems

4 temperatures / go up / by a few degrees / sea levels / rise

5 recycle / waste / save / natural resources

6 population / continue to increase / not be enough food for everyone

**3. Study the situations, then make Type 2 conditional sentences, as in the example**

*e. g. I don't have a car, so I have to wait for the bus every day.*

1 If I ...*had*... (have) a car, I ...*wouldn't have to*... (not/have to) wait for the bus every day.

*I never do my homework, so my teacher always gets angry with me.*

2 If I ..... (do) my homework, my teacher.....(not/get) angry with me.

*I live in a small house, so I can't invite friends over.*

3 If I.....(live) in a bigger house, I..... (be able to) invite friends over.

*I never get up early, so I am always late for work.*

4 If I.....(get up) earlier, I..... (not/be) late for work.

**4. Put the verbs in brackets into the correct tense to make correct type 2 conditional sentences**

1. If I were (be) you, I would study (study) for the exams.
2. If we .....(have) a car, we .....(go) for a drive in the country.
3. Kim .....(buy) some new clothes if she .....(have) enough money.
4. If cameras .....(not/cost) so much, we.....(buy) one.
5. John .....(lend) you some money if you .....(ask) him.
6. He .....(open) the door if he .....(have) the key.
7. We .....(paint) the house if we .....(have) the time.
8. If she .....(get) good grades, she .....(go) to university.
9. If I .....(be) rich, I .....(never/work) again.
10. Helen .....(post) the letters if she .....(have) some stamps.

**5. Complete the sentences to make Type 3 conditional sentences, as in the example**

- 1 If he ...*hadn't noticed*... (not/notice) the mould in one of his glass dishes, Alexander Fleming ...*would never have discovered*... (never/discover) penicillin.
- 2 If he .....(sell) some of his paintings, Van Gogh .....(get) some recognition during his lifetime.
- 3 If Barbara Streisand .....(change) the shape of her nose, her career.....(never/be) the same.
- 4 If Anne Sullivan ..... (not/teach) her, Helen Keller ..... (not/be able to) communicate.
- 5 If Naomi Campbell ..... (not/be) so beautiful, she .....(never become) a supermodel.

**6. Put the verbs in brackets into the correct tense to make correct type 3 conditional sentences**

1. If you hadn't been (not/be) in a hurry, you wouldn't have forgotten your keys.
2. If he .....(remember) earlier, he .....(send) her a birthday card.
3. If you .....(not/be) ill, you .....(go) to the party.
4. Jason .....(not/break) his arm if he .....(be) more careful.
5. Helen .....(get) wet if she .....(not/take) her umbrella.
6. If I .....(do) my homework, my teacher .....(not/shout) at me.
7. You .....(pass) the test if you .....(study) more.
8. If she .....(close) the gate, the rabbit .....(not/run away).
9. She .....(lose) her keys if I .....(not/pick) them up.
10. If he .....(save) some money, he .....(be able) to go on holiday.

**7. Read the story below and make Type conditional sentences, as in the example**  
e.g. 1) ...*If Sally hadn't been in a hurry, she wouldn't have left some important notes at home....*

Sally had a terrible day yesterday. She was in a hurry, so she left some important notes at home. She wasn't prepared for her meeting with a new client, so the meeting was a disaster. The client was disappointed, and as a result he refused to do business with the company. The boss shouted at Sally, so she got upset.

**8. Wendy has just started university. It isn't what she expected, and she is disappointed. Read what she says and make sentences, as in the example**

*e.g. I wish my room wasn't/weren't so small.*

My room is so small.

I have to share the bathroom.

The kitchen is such a mess.

My tutors are strict.

The classes are so hard to understand.

The people are not friendly.

I can't visit my family and friends because they are so away.

I don't have any friends.

**9. Jason has been for an interview. He didn't get the job. Read what he says and make sentences, as in the example**

*e.g. I wish I had known more about the company.*

I didn't know much about the company.

I was nervous.

I didn't shake hands with my interviewer.

I forgot what I wanted to say.

I didn't answer the interviewer's questions properly.

My letter of application was badly typed.

I spilt the cup of tea I was given.

**10. Rewrite the sentences using the correct conditional type, as in the examples**

1 I wish Jack were here, (he/help us)

...*If Jack were here, he would help us....*

2 I wish we hadn't got stuck in traffic, (we/be late for work)

3 I wish you paid more attention in class. (you/understand everything)

4 I wish they had called before they came. (I/cook something)

5 I wish Tim weren't so selfish, (he/make friends much more easily)

6 I wish Sandra hadn't got up late today, (we/go shopping together)

7 I wish you hadn't left the door unlocked. (thieves/ break in)

**11. Put the verb into the correct form**

1 If I found £100 in the street, I.....(keep) it.

2 I'm sure Tom will lend you some money. I would be very surprised if he .....(refuse).

3 I'd have sent you a postcard while I was on holiday if I..... (have) your address.

- 4 If she sold her car, she.....(not/get) much money for it.
- 5 If I.....(know) that you were ill last week, I'd have gone to see you.
- 6 Would George be angry if I.....(take) his bicycle without asking?
- 7 Come on! Hurry up! Ann .....(be) annoyed if we .....(be) late.
- 8 What would happen if you.....(not/go) to work tomorrow?
- 9 If I.....(know) her number, I would telephone her.
- 10 I.....(not/buy) that coat if I were you.
- 11 Don't worry if I .....(be)late tonight.
- 12 I.....(give) you a cigarette if I had one but I'm afraid I haven't.
- 13 This soup would taste better if it.....(have) more salt in it.
- 14 It's good that Ann reminded me about Tom's birthday. I.....(forget) if she hadn't reminded me.
- 15 If you.....(not/go) to bed so late last night, you wouldn't have been so tired.
- 16 If he .....(not come) soon, I'm not going to wait.
- 17 I'd help you if I..... (can) but I'm afraid I can't.
- 18 We would happily buy that house if it.....(not/be) so small.
- 19 Tom got to the station in time. If he.....(miss) the train, he would have been late for his interview.
- 20 Tom might phone this evening. If he .....(do), can you take a message.

## 12. Put the verbs in brackets into the correct tense

- 1 A: I wish I ...*could play*... (play) a musical instrument.  
B: You should take lessons.
- 2 A: If only the wind ..... (stop) blowing so hard.  
B: Yes, it's very windy today, isn't it?
- 3 A: I wish John ..... (come) with us.  
B: So do I. He would have really enjoyed it.
- 4 A: Paul, I wish you ..... (stop) making so much noise.  
B: Sorry, I'll try.
- 5 A: I wish I ..... (study) more when I was at school.  
B: It doesn't matter now. You've got a good job.
- 6 A: I wish I ..... (be) young again.  
B: So do I. We had some good times back then.
- 7 A: I wish I ..... (not/speak) to Jane like that.  
B: Don't worry. I'm sure she'll forgive you.
- 8 A: If only Bob ..... (call) me.  
B: Well, he promised to call today.
- 9 A: I'm exhausted. I wish I ..... (do) some of the housework

yesterday.

B: Sorry I wasn't here to help you.

10 A: I wish you ..... (make) less noise when you come in.

B: It's not my fault. The door squeaks when you open it.

11 A: Are you going to your school reunion party next week?

B: No. I wish I .....(go) because I would like to see everyone again.

### 13. Put the verbs in brackets into the correct tense

1 A: What time will you be home tonight?

B: I'm not sure. If I ...*have to*... (have to) work I ... *'ll call*... (call) you.

2 A: I felt very tired at work today.

B: Well, if you ..... (not/watch) the late film, you.....(not/feel) so tired.

3 A: Should I buy that car?

B: Why not? If I ..... (have) money, I.....(buy) it myself.

4 A: If you.....(pass) a chemist's,..... (you/get) me some cough medicine?

B: Yes, certainly.

5 A: My sister seems very upset at the moment.

B: Were I you, I.....(talk) to her about it.

6 A: Unless you .....(hurry), you .....(be) late again.

B: No, I won't. There's plenty of time.

7 A: Oh! I forgot to ask Sarah over for dinner.

B: If I.....(speak) to her today,.....(ask) her for you.

8 A: May I join the club, please?

B: Provided you.....(be) over eighteen, you can join the club.

9 A: What a lovely restaurant! I'm glad we came here.

B: If you ..... (not/burn) the dinner, we.....(not/come) here!

10 A: Just think. If I ..... (not/move) to York, I.....(never/meet) you.

B: I know, wasn't it lucky?

11 A: Jo doesn't spend enough time with me.

B: Well, if she..... (have) the time, I'm sure she.....(try), but she's very busy.

12 A: Did you give Bill the message?

B: No, but when I .....(see) him, I.....(tell) him the news.

## MODAL VERBS

### Must

- obligation – necessity – duty

You **must** stop when the traffic light is red.

I **must** find a hotel to stay at tonight.

- prohibition



You **mustn't** park here.

- strong advice

You **must** talk to your brother about it.

- positive logical assumption

They **must** be the boy's parents. (I'm sure they are the boy's parents.)

- **Must** is used to talk about the present or near future. We use **have to** when we need to use other tenses.

He **had to** work late yesterday, so he didn't go to the party.

- **Have to = it is necessary to do smth** We use **have to** when somebody else other than the speaker has made the decision.

I **have to** wear a uniform at work.

- **Must** and **have to** have different meanings in questions.

**Must** I do my homework now? (The boy wants to know whether his mother insists on his doing his homework right away.)

**Do I have to** type these letters now? (The secretary wants to know whether it is necessary for her to type the letters right away.)

- **Mustn't = it is forbidden to do smth / you are not allowed to do smth**

They **mustn't** play on the railway track.

- **Needn't = it isn't necessary to do smth**

The farmer **needn't** buy any eggs.

- **Didn't need to = it was not necessary to do smth**

- **Needn't + perfect infinitive = it was not necessary to do smth, but it was done**

### 1. Fill in the gaps with **mustn't** or **needn't/ don't have to**

A: Shall I help you with your shopping?

B: No, you ...*needn't/don't have to*. I can manage by myself.

A: You .....play football inside the house.

B: I'm sorry. I'll go outside.

A: Do you want anything from the supermarket?

B: No, you.....get me anything today, thank you.I'm going out myself later.

A: You .....be late for work tomorrow morning.

B: I know. I'll try to arrive early.

A: You.....take these books out of the library.

B: I know. It's forbidden.

A: Shall I make an appointment for you at the dentist's?

B: No, you.....I'll do it myself next week.

## 2. Rewrite the sentences using the word in bold

1 It isn't necessary for Mark to buy new clothes for the reception.

**need** ...Mark doesn't need to/needn't buy new clothes for the reception.....

2 You aren't allowed to pick these flowers.

**must** .....

3 Sarah is obliged to type her compositions at university.

**has** .....

4 It wasn't necessary for Paula to make the beds.

**need** .....

5 It is your duty to obey the law.

**must** .....

6 It wasn't necessary for Bob to wait for me, but he did.

**need** .....

7 It is forbidden to throw litter on the beach.

**must** .....

8 I'm sure Ronald is at home.

**must** .....

9 It wasn't necessary for Alice to bake a cake for the party.

**need** .....

10 It wasn't necessary for George to stay at work late last night, but he did.

**have** .....

## Can / Could

- ability in the present

He **can** fly a helicopter.

- ability in the past

I **could** ski very well when I was young.

- asking permission

## Can/Could/May/Might I ...?

We use these structures to ask permission to do something. Could and **may** are more polite than **can**. **Might** is formal.

### Informal

Can I go swimming?

No, you can't.

### More formal

**Could/may/might** I have a look at this report?

Certainly.

We normally reply with 'Certainly.' 'Of course.' 'Why not.' 'No, I'm afraid you can't.'

- giving/refusing permission

a) **can/may = you are allowed to do smth** May is more formal than can

b) **can't/mustn't may not = you are not allowed to do smth** May not is formal and is usually used in written notices.

You **can't** see Kim tonight, but you **can** see her tomorrow if you like.

You **may not** leave your luggage here.

- offers

### **Can/Could/Shall I ...?**

We use these structures when we offer to do something.

**Can/Could/Shall I** get you anything from the supermarket?

- suggestions

**We can/could...Shall we ...? = Let's ...How about ...? What about ...? Why don't we ...?**

What shall we do tonight?

We **can/could** go to the cinema.

- requests

### **Can/could/will/would you ...?**

We use these structures when we ask somebody to do something for us. **Would** and **could** are more polite than **can** and **will**.

**Can/could/will/would** you help me with my French homework please?

- negative logical assumption

**can't = I'm sure/certain that smth isn't true**

They can't be strangers. (I'm sure they are not strangers.)

- possibility

**Could/may/might + present infinitive = it is possible/perhaps**

'John is late.' 'He could be stuck in traffic.'

- Can is used in the present. Could is the past tense of can. We use able to to form all the other tenses.

I **will be able to** get a job when I finish the Institute.

- **Could + perfect infinitive = it was possible, but it didn't happen**

### **3. Fill in the gaps with an appropriate modal verb. Then, say what they express in each sentence**

1 A: ...*May/Can/Could*... I borrow your pen, please?

*The speaker is asking for permission.*

B: No, you.....I'm using it

2 A: I'm bored. What shall we do?

B: We .....go for a walk.

A: No, we .....because it's raining.

B: Let's watch a video, then.

3 A: My parents told me I .....go to the party tonight.

B: Never mind, I.....go either. We..... stay at home together, though.

4 A: Sir.....I speak to you for a moment please?

B: Certainly, but later today; I'm busy now.

5 A: Excuse me?

B: Yes?

A: .....you tell me where the post office is, please?

B: Certainly. It's on the main road, next to the school.

6 A: Is anyone sitting on that chair?

B: No, you .....take it if you want to.

### May / Might

- possibility (present/future)

**May/might/could + present infinitive = it is possible /it is likely/ perhaps**

'Where's Aunt Julia?' 'She **may/might/could** still **be** at work.'

- possibility (past)

**may/might/could + perfect infinitive = it was possible, perhaps**

'The lights are still on.' 'Helen **may/might/could have forgotten** to turn them off.'

- asking permission

**May/Might I ...? = Would you mind if I ...?**

**May/Might I** ask you another question?

- giving / refusing permission

a) **may/can** = you are allowed to do smth

You can sit here if you like.

b) **can't/may not** = you are not allowed to do smth

I'm sorry, but you can't park here.

- requests

**May/Might/Can/Could I ...?**

**May/Can/could I** have a pen and some paper, please?

### 4. Rephrase the following sentences in as many ways as possible

1 Perhaps Laura has left the phone off the hook. ...*Laura may/might/could have left the phone off the hook.*

2 Surgeons are obliged to scrub their hands before operating on patients.

3 Do you mind if I open the window.

4 It wasn't necessary for Peter to wash the dog, so he didn't.

5 Emily managed to reach the top shelf, even though she didn't have a ladder.

6 It's forbidden to copy files without the manager's permission.

7 Why don't we spend this evening at home?

8 I'm certain Patrick misunderstood my instructions.

9 I'm sure Helen didn't know about her surprise party.

### 5. Underline the correct word(s) in bold

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

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

A: Certainly sir.

B: How much does a single room cost for one night?  
A: £35, sir. Payable in advance.  
B: What! 2) **Do / have to/Could I** pay right now?  
A: Yes, I'm afraid you 3) **need/must** pay in advance, sir.  
B: Really. Well! 4) **Do I have to/Shall I** pay in cash?  
A: No, you 5) **mustn't/needn't** pay in cash. You 6) **could/can't** pay by credit card if you prefer.  
B: This is a bit unusual. I 7) **may/must** look in my wallet to see if I have enough cash with me.  
A: You 8) **couldn't/don't have** to hurry, sir. Take your time.  
A: Good morning. Here's the key. 9) **Could/Must** I leave my luggage here until twelve o'clock, please?  
B: Of course. 10) **May/Need I** ask if you enjoyed your stay?  
A: Oh yes. I 11) **can/must** write down the phone number, so that I can stay here again.  
B: You 12) **mustn't/don't need to** do that, sir. I 13) **have to/can** give you our card.  
A: Oh, thank you very much. Goodbye.  
B: Goodbye.

### Shall

- offers

'**Shall/Can/Could** I help you choose Mary's present?' 'That would be great.'

- Suggestions

**Shall/Can/Could** we ...? = **Why don't we ...? / How about ...? / What about ...? / Let's ...**

'**Shall/Can/Could** we go to the market today?' 'I'd rather not.'

- asking for suggestions or instructions

'Where **shall** we go tonight?' 'We can/could go to the theatre.'

### Will / Would

- requests

**Will/Would/Can/Could** you ...?

'**Will/Can** you hold the plate for me, please?' 'Of course.'

### Should / Ought to

- advice

You **should/ought to be** more careful

### 6. Fill in *shall* or *will*

- 1 *Shall* I help you with the washing-up?
- 2 ..... we have pizza for dinner tonight?
- 3 ..... you carry this for me, please?
- 4 What ..... we buy for Bob's birthday?
- 5 ..... you answer the phone, please?

- 6 Where ..... we sit in the classroom?  
 7 ..... you take the rubbish out for me, please?  
 8 ..... we have a barbecue next weekend?

**7. Underline the correct word**

- 1 You *may/mustn't* run in the corridors. It's dangerous.  
 2 *Can/Should* I ask you a question?  
 3 *Will/Shall* we go out for lunch today?  
 4 You *must/shouldn't* stay at home if you are ill.  
 5 Tommy *can't/couldn't* tell the time when he was a baby.  
 6 My book *can't/mustn't be* in the house. I've looked everywhere.  
 7 You *might/needn't* clean the windows. I've already done them.  
 8 *Will/Shall* I help you?  
 9 You *needn't/mustn't* do the shopping. I'll do it later.  
 10 Sam left late for the airport this morning. He *should/could* have missed his flight.

**8. Fill in the gaps with an appropriate modal verb. Sometimes more than one answer is correct**

- 1) Peter is eight years old. He \_ read and write.  
 2) You are tired. \_\_\_ I do the cooking tonight?  
 3) She \_\_\_\_\_ swim when she was ten years old.  
 4) It's cold in here. \_\_\_\_\_ you close the window, please?  
 5) He \_\_\_\_\_ study hard for his exams.  
 6) Susan \_\_\_\_\_ to walk because she has broken her leg.  
 7) \_\_\_\_\_ you bring me a glass of water, please?  
 8) Wow! Look at that man in the beautiful car. He \_\_\_\_\_ be very rich.  
 9) \_\_\_\_\_ I show you something, sir?  
 10) You \_\_\_\_\_ go to the doctor. You'll be all right.  
 11) Policemen \_\_\_\_\_ wear a uniform.  
 12) You \_\_\_\_\_ throw litter in the street.  
 13) You \_\_\_\_\_ go until you finish eating.  
 14) I \_\_\_\_\_ phone Alan. I haven't spoken to him for a long time.  
 15) \_\_\_\_\_ I use your phone?

**9. Choose the correct answer**

- 1 'You ...C... be late for work.'  
 'I know. I'm leaving now.'  
 A needn't      B must      C mustn't  
 2 'Jim.....lose some weight. His doctor said so.'  
 'Then he must go on a diet.'  
 A mustn't      B can      C has to  
 3 'I.....go to the bank today. I have enough money.' 'Well, I'll go alone, then.'  
 A needn't      B have to      C must  
 4 'Did you deliver that parcel for me?'

'No, I.....find the house, so I've come back to get a map.'

A can                    B could                    C couldn't

5 'I.....clean the house today. It's dirty.'

'I'll help you.'

A needn't                B must                    C mustn't

6 'I.....feed the dog at lunchtime. My brother did it in the morning.'

'You can do it this evening, then.'

A didn't need to    B needn't have    C need

7 'Do you need any help?'

'Yes. I.....open the window. It's stuck.'

A could                B am able to        C can't

8 'I.....swim until I was ten.'

'Well, I didn't learn until I was eleven.'

A can                    B can't                    C couldn't

9 'Can I talk to you, please?'

'Sorry, I.....go now. I'm late for a meeting.'

A mustn't            B has to                C must

10 'Is Tom good at languages?'

'Yes, he.....already speak French, German and Italian.'

A can't                B can                    C could

11 'The test was too difficult for me.'

'Oh dear, I.....do it quite easily.'

A was able to    B can't                C can

12 'Where's Tom?'

'He's not at work, so he.....be at the library.'

A must                B can't                C can

13 '.....we go shopping today?'

'No. I'd prefer to go tomorrow.'

A Ought            B Shall                C Will

14 'Sorry Mum. I've broken a plate.'

'You.....be more careful.'

A may                B should                C might

15 'Where's your father?'

He.....be in the garage.'

A might                B can                    C mustn't

### 10. Choose the correct answer

1. I C remember to go to the bank. I haven't got any money.

A don't have to    B needn't                C must

2. \_\_\_ I take your order, please?

A Mustn't            B Must                C May

3. \_\_\_ you ride a bicycle?

A Can                B Should                C May

4. Steven \_\_\_ read and write until he was seven years old.

- A must            B could            C couldn't
5. \_\_\_ you make dinner tonight?
- A Shall            B Will            C May
6. You \_\_\_ go to bed late during the week.
- A couldn't            B shall            C shouldn't
7. You \_\_\_ visit your parents more often.
- A should            B were able to    C shall
8. \_\_\_ we go to the cinema at the weekend?
- A Must            B Should            C Shall
9. 'Where \_\_\_ we meet?' 'At my place.'
- A must            B shall            C should
10. Peter \_\_\_ go to the dentist before his toothache gets worse.
- A should            B shall            C can
11. You \_\_\_ do the ironing. I'll do it instead.
- A needn't            B must            C mustn't
12. You \_\_\_ cross the road without looking first. It's dangerous.
- A needn't            B mustn't            C must

**11. Study the functions of modal verbs and rewrite the sentences using modal verbs, as in the example**

- 1) **It isn't necessary for her to** wear a suit to the office.  
*She needn't/doesn't have to wear a suit to the office.*
- 2) **You aren't allowed to** take those books out of the library.  
 \_\_\_\_\_
- 3) **It is possible that Mark will** be at home this evening.  
 \_\_\_\_\_
- 4) **Would you like me to** make some sandwiches for you?  
 \_\_\_\_\_
- 5) **I advise you to** leave early.  
 \_\_\_\_\_
- 6) **Emily managed to** find a job after looking for six months.  
 \_\_\_\_\_
- 7) **I'm sure Paul isn't** from Canada.  
 \_\_\_\_\_
- 8) **We are obliged to** take exams every six months.  
 \_\_\_\_\_
- 9) **I'm sure the children aren't** happy with your decision.  
 \_\_\_\_\_
- 10) **Perhaps we will** go to Florida on holiday.  
 \_\_\_\_\_



## FUNCTIONS OF MODAL VERBS

FUNCTION	MODAL VERBS
obligation/ necessity	You <b>must/have to</b> study hard. (You are obliged to...)
advice	You <b>must/should/ought to</b> see a doctor. (I advise you to...)
prohibition	You <b>mustn't</b> talk in the library. (You aren't allowed to...)
lack of necessity	They <b>needn't/don't have to</b> call us tonight. (It isn't necessary.)
ability	Tony <b>can</b> run fast. (present) When he was young, he <b>could</b> climb trees. (past) She <b>was able to</b> get into the house. (single action in the past)
permission	<b>Can/Could/May</b> I use your phone? (asking for permission) You <b>can</b> take my car tonight. (giving permission) You <b>can't</b> take photographs inside the museum. (refusing permission)
request	<b>Can</b> you lend me your pen, please? <b>Could</b> you open the door, please? <b>Will</b> you post the letter?
suggestion	We <b>can/could</b> watch a film tonight. <b>Shall</b> we eat out tonight?
possibility	He <b>may/might/could</b> be ill. (It's possible)
offer	<b>Shall</b> I carry the shopping for you? (Would you like me to carry...)
logical assumption	He <b>must be</b> at work. (I'm sure she is...) She <b>can't be</b> at work. (I'm sure she isn't...)

## Рекомендована література

1. Cotton D., Falvey D., Kent S. Market Leader Upper-Intermediate Business English Course Book. London : Pearson Education Limited, 2006. 173 p.
2. Dooley J., Evans V. Grammarway 3. Berkshire : Express Publishing, 2000. 216 p.
3. Dooley J., Evans V. Grammarway 4. Berkshire : Express Publishing, 1999. 224 p.
4. Eastwood J. Oxford Practice Grammar. Oxford, New York : Oxford University Press, 2004. 439 p.
5. Harmer J., Rossner R. More than words. N.Y. : Longman Publishing Group, 1997. 230 p.
6. MacKenzie I. English for Business Studies. Third edition. Cambridge : Cambridge University Press, 2010. 191 p.
7. Mackenzie I. Management and Marketing. Boston : Global ELT, 1997. 144 p.