

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Кафедра иностранных языков

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АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие

*для студентов 2 курса заочного отделения
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Данное учебное пособие и контрольные работы предназначены для студентов заочного отделения 2 курса специальности «Менеджмент». Целью учебного пособия является повторение, закрепление и развитие грамматических умений и навыков на основе накопленного на 1 курсе и нового лексического материала по специальности. Текстовые материалы пособия служат основой для продолжения формирования словарного запаса специальной лексики и навыков перевода литературы по специальности. В учебном пособии представлены как адаптированные, так и оригинальные специальные монографические тексты.

Грамматический минимум излагается систематически в соответствии с требованиями программы для заочных отделений неязыковых вузов и для удобства пользования пособием приводится перед началом каждого урока.

Контрольные задания ставят своей целью не только проверку усвоения грамматического материала семестра и навыков перевода, но также их обобщение, повторение и закрепление, что поможет студенту-заочнику легче перейти к следующему этапу в самостоятельной работе над языком.

Пособие включает обучающие игры на различные аспекты английского языка. Это игры на развитие и тренировку речевых навыков, таких, как восприятие и воспроизведение речи, употребление грамматических структур, отработка лексики и др. Игры предназначены для использования на уроках.

Данное учебное пособие может быть использовано как для самостоятельной работы студентов, так и в аудитории для выполнения заданий под руководством преподавателя.

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3 СЕМЕСТР

ЗАДАНИЯ НА СЕМЕСТР

1. Повторить общие сведения о глаголе (раздел 'Grammar Revision'):
 - Изъявительное наклонение (The Indicative Mood).
 - Действительный залог (The Active Voice).
 - Времена действительного залога.
 - Формы неправильных глаголов.
2. Проработать и усвоить грамматический материал семестра, выполнить упражнения.
 - Времена группы Indefinite (The Present Indefinite Tense, The Past Indefinite Tense, The Future Indefinite Tense).
3. Прочитать и перевести тексты уроков (I, II, III), выучить обязательный минимум слов по указанию преподавателя.
4. Подготовить материал по дополнительному чтению (раздел 'Additional Texts').
5. Подготовить устные темы по указанию преподавателя.
6. Выполнить контрольную работу № 3.

3. Для выражения будущего действия (вместо Future Indefinite) в обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами: **if** если, **unless** если ... не, **till, until** до тех пор пока ... не, **as soon as** как только, **as long as** пока, **before** прежде чем и т.д. В русском языке в соответствующих придаточных предложениях употребляется будущее время:

We shall send you the documents **as soon as we receive them from** London. Мы вышлем вам документы, как только получим их из Лондона.

If he comes, I shall ask him about it. Если он придет, я спрошу его об этом.

4. Для выражения будущего действия (как и настоящее время в русском языке) с глаголами, обозначающими движение: **to leave** уезжать, **to start** отправляться, **to sail** отплывать, **to return** возвращаться, **to arrive** приезжать, **to go** уходить, уезжать, **to come** приходить, приезжать. В этом случае в английском предложении (как и в соответствующем русском) обычно имеется обстоятельство времени, указывающее на будущее время:

Does he arrive on Monday? Он приезжает в понедельник?

The ship sails tomorrow. Пароход уходит завтра.

Упражнение 1. Заполните пропуски, используя правильную форму глагола.

1. How many languages _____ (you/speak)?
2. What time _____ (the banks/close) in Britain?
3. I have a car but I _____ (not/use) it very often.
4. This shop _____ (open) at 9.00 and _____ (close) at 18.30 every day.
5. What _____ (you/do)? I'm a manager.
6. Where _____ (your father/come) from? He _____ (come) from Scotland.
7. George _____ (not/go) to the cinema very often.
8. I _____ (play) the piano, but I _____ (not/play) very well.
9. I don't understand the word 'freight'. What _____ ('freight' or 'can')?
10. How many letters _____ (you/write) a day?

Упражнение 2. Используйте данные предложения для составления вопросов. Начинайте вопросы со слов в скобках.

1. Anna plays tennis. (How often?)
2. I get up in the morning. (What time / usually?)
3. Alex works. (Where?)
4. My car breaks down. (How often?)
5. People do stupid things. (Why?)
6. We discuss his projects. (When?)
7. I go to the theatre. (How often?)

Упражнение 3. Прочитайте и переведите следующий текст. Выберите наиболее подходящее из приведенных заглавий.

**Travelling Abroad
Doing Business In Europe
When In Rome...**

**Problems That Business People Face
I Didn't Mean To Be Rude!
Good Manners, Good Business**

Nobody actually wants to cause offence but, as business becomes ever more international, it is increasingly easy to get it all wrong. There may be a single European market but it doesn't mean that managers behave the same in Greece as they do in Denmark.

In many European countries handshaking is an automatic gesture. In France good manners require that on arriving at a business meeting a manager shakes hands with everyone present. This can be a demanding task and, in a crowded room, may require gymnastic ability if the farthest hand is to be reached. Handshaking is almost as popular in other countries including Germany, Belgium and Italy. But Northern Europeans, such as the British and Scandinavians, are not quite so fond of physical demonstrations of friendliness.

In Europe the most common challenge is not the content of the food, but the way you behave as you eat. Some things are just not done. In France it is not good manners to raise tricky questions of business over the main course. Business has its place - after the cheese course. Unless you are prepared to eat in silence you have to talk about something - something, that is, other than the business deal which you are continually chewing over in your head.

Italians give similar importance to the whole process of business entertaining. In fact, in Italy the biggest fear, as course after course appears, is that you entirely forget you are there on business. If you have the energy, you can always do the polite thing when the meal finally ends, and offer to pay. Then, after a lively discussion, you must remember the next polite thing to do - let your host pick up the bill.

Germans do not entertain business people with quite the same enthusiasm as some of their European counterparts. The Germans are also notable for the amount of formality they bring to business. As an outsider, it is often difficult to know whether colleagues have been working together for 30 years or have just met in the lift. If you are used to calling people by their first names this can be a little strange. To the Germans, titles are important. Forgetting that someone should be called *Herr Doktor* or *Frau Directorin* might cause serious offence. It is equally offensive to call them by a title they do not possess.

In Italy the question of title is further confused by the fact that everyone with a university degree can be called *Dotto*re - and engineers, lawyers and architects may also expect to be called by their professional titles.

These cultural challenges exist side by side with the problems of doing business in a foreign language. But the more you know of the culture of the

country you are dealing with, the less likely you are to get into difficulties. It is worth the effort. It might be rather hard to explain that the reason you lost the contract was not the product or the price, but the fact that you offended your hosts in a light-hearted comment over an aperitif. Good manners are admired: they can also make or break the deal.

Упражнение 4. Определите, верны ли данные утверждения. (Decide if these statements are true or false, according to the text.)

1. In France you are expected to shake hands with everyone you meet.
2. People in Britain shake hands just as much as people in Germany.
3. In France people prefer talking about business during meals.
4. It is not polite to insist on paying for a meal if you are in Italy.
5. Visitors to Germany never get taken out for meals.
6. German business people don't like to be called by their first names.
7. Make sure you know what the titles of the German people you meet are.
8. Italian professionals are usually addressed by their titles.
9. A humorous remark always goes down well all over the world.

Упражнение 5. Ответьте на следующие вопросы.

1. Which of the ideas in the text do you disagree with?
2. What would you tell a foreign visitor about 'good manners' in your country?
3. How much do you think international business is improved by knowing about foreign people's customs?

УРОК II

Прошедшее неопределенное время (The Past Indefinite Tense)

Образование Past Indefinite Tense

1. Past Indefinite правильных глаголов образуется путем прибавления во всех лицах окончания -ed к форме инфинитива: to live - I lived, to work - she worked, to expect - they expected.
Past Indefinite неправильных глаголов образуется различными другими способами: to speak - I spoke, to begin - they began. Неправильные глаголы рекомендуется заучивать в трех основных формах (см. таблицу в разделе Grammar Revision).
2. Вопросительная форма как правильных, так и неправильных глаголов образуется при помощи вспомогательного глагола to do в прошедшем времени (did) и формы инфинитива (без частицы to) смыслового глагола, причем вспомогательный глагол ставится перед подлежащим: Did they work? Did he speak?

3. Отрицательная форма как правильных, так и неправильных глаголов образуется при помощи вспомогательного глагола *to do* в прошедшем времени (*did*), частицы *not* и формы инфинитива смыслового глагола (без *to*), причем *not* ставится после вспомогательного глагола: *I did not work, she did not speak.*

Употребление Past Indefinite Tense

Past Indefinite служит для выражения действия, совершившегося или совершавшегося в прошлом. *Past Indefinite* переводится на русский язык прошедшим временем глагола как совершенного, так и несовершенного вида, в зависимости от смысла предложения.

Past Indefinite употребляется:

1. Для выражения прошедшего действия с такими обозначениями времени, как **yesterday** вчера, **last week** на прошлой неделе, **an hour ago** час назад, **the other day** на днях, **on Monday** в понедельник, **in 1995** в 1995 году и т.п.:

The goods **arrived** yesterday. Товары прибыли вчера.

The negotiations **ended** last week. Переговоры закончились на прошлой неделе.

Время совершения действия может быть выражено придаточным предложением или подразумеваться:

He **called** when I was at the meeting. Он звонил, когда я был на совещании.

I **recognized** him with difficulty. Я узнал его с трудом (подразумевается: когда мы встретились).

2. Для выражения ряда прошедших действий, передаваемых в той последовательности, в которой они происходили:

The manager **entered** the office, **sat down** at his desk and **began** to look through the morning mail. Менеджер вошел в офис, сел за стол и начал просматривать утреннюю почту.

3. Для выражения обычного, повторяющегося прошедшего действия:

Last year I **spent** a lot of time travelling. В прошлом году я много путешествовал.

Упражнение 1. Прочитайте предложение о настоящем и напишите предложение о прошлом.

Пример: Jim usually gets up at 7.30. - Yesterday he got up at 7.30.

1. Jim usually wakes up early. Yesterday morning ...
2. Jim usually walks to work. Yesterday ...

3. Jim is usually late for work. Yesterday ...
4. Jim usually has a sandwich for lunch. Yesterday ...
5. Jim usually goes out in the evening. Yesterday evening...
6. Jim usually sleeps very well. Last night ...

Упражнение 2. Заполните пропуски глаголами в соответствующей форме.

hurt	teach	spend	sell	throw	fall	catch	buy	cost
------	-------	-------	------	-------	------	-------	-----	------

Пример: I was hungry, so I *bought* something to eat in the shop.

1. Tom's father _____ him how to drive when he was 17.
2. Don _____ down the stairs this morning and _____ his leg.
3. We needed some money so we _____ our car.
4. Lisa _____ a lot of money yesterday. She _____ a dress that _____ \$ 50.
5. James _____ the ball to Sue who _____ it.

Упражнение 3. Ваш друг вернулся из поездки и вы расспрашиваете его о ней.

Примеры: where / go? Where did you go?
 food / good? - Was the food good?

1. how long / stay there?
2. stay in a hotel?
3. go alone?
4. how / travel?
5. the weather / fine?
6. what / do in the evenings?
7. meet any interesting people?

Упражнение 4. Заполните пропуски глаголами в соответствующей форме.

Все предложения - о прошлом.

Пример: I _____ (not / go) to work yesterday because I _____ (not / be) very well.

I *didn't go* to work yesterday because I *wasn't* very well.

1. We _____ (not / eat) anything because we _____ (not / be) hungry.
2. I _____ (not / rush) because we _____ (not / be) in a hurry.
3. Jamie _____ (not / have) breakfast this morning because she _____ (not / have) time.
4. She _____ (not / be) interested in the book because she _____ (not / understand) it.

Упражнение 5. Сделайте перевод следующих предложений с русского на английский, выучите выделенные глаголы и прилагательные.

Common verbs

spend \$\$\$ (on) smth.	Last week I spent \$ 100 on food, and \$ 20 on books.
pay (for) smth.	I paid \$ 200 for my new desk. (= it cost me \$ 200) Where do I have to pay for these things?
cost	My new desk cost me \$ 200. (= I paid \$ 200)
charge	The mechanic charged me \$ 50. (= asked me to pay \$ 50 for the service he provided)
lend	Could you lend me some money?
borrow	Could I borrow some money?
waste (on) smth.	Parents often think that children waste their money (=use it badly) on sweets and other things that they don't need.
save (up) for smth.	I'm saving up (= keeping some of my money when I receive it) for a new bike. I should have enough by the end of the year.

Adjectives

free	cheap	reasonable	quite expensive	very expensive	incredibly expensive
→	→	→	→	→	→
—	\$	\$	\$	\$	\$

Money - notes and coins

The **currency** (= the type of money used in a country) in the United Kingdom is called **pound sterling**. In America there are US dollars.

banknotes = notes: ten pounds, a ten pound note, 100 dollars, a 100 dollar bill

coins: fifty pence (we usually say 50p), a fifty-pence piece, 25 cents, a quarter

Important words and phrases

I **can't afford** (= don't have enough money) to go on holiday this year.

How much is that watch **worth**? (= What is the **value** of that watch?)

= How much does it cost? = How much is it?)

It's **worth** about \$70. (= the value is \$ 70 = it costs \$ 70 = it is \$ 70)

The **cost of living** (= how much people pay for things) is very high in places like Sweden or Norway, but people still have a good **standard of living** (= the level of money and comfort people have).

Упражнение 6. Что вы можете сказать в этих ситуациях? Закончите предложения, но не используйте подчеркнутых слов и фраз.

Пример: You want to tell a friend that a restaurant wasn't cheap. The restaurant *was quite expensive*.

1. You want to know the value of your friend's gold ring. How much is ...?
2. A friend wants to go to an expensive restaurant but you don't have enough money. I am afraid I ...
3. You want to borrow some money from a friend. Could you ...?
4. You want to know how much a friend paid for her dictionary. How much ...?

Упражнение 7. Как быстро вы сможете ответить на эти вопросы? Запишите все ответы (yes / no) за одну минуту, затем проверьте.

1. Is the currency in America called the dollar?
2. Is a five-pound note worth less than a fifty-pence piece?
3. If you lend something to someone, do they borrow it?
4. If you waste money, do you use it well?
5. Is 'pound sterling' a currency?
6. If you 'can't afford' something, do you have enough money for it?
7. Does 'cost of living' mean the same as 'standard of living'?
8. If someone tells you a hotel is reasonable, is it very expensive?

УРОК III

Будущее неопределенное время (The Future Indefinite Tense)

Образование Future Indefinite Tense

1. Future Indefinite образуется при помощи вспомогательных глаголов shall и will и формы инфинитива смыслового глагола (без to). Shall употребляется с 1-м лицом единственного и множественного числа, а will с остальными лицами: I (we) shall work, he (she, you, they) will work.
2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Shall I (we) work? Will he (she, you, they) work?
3. Отрицательная форма образуется при помощи отрицательной частицы not, которая ставится после вспомогательного глагола: I (we) shall not work, he (she, you, they) will not work.

Употребление Future Indefinite Tense

Future Indefinite употребляется для выражения действия, которое совершится или будет совершаться в будущем. Это время может обозначать как однократное, так и повторяющееся действие. Future Indefinite переводится на русский язык будущим временем глагола как совершенного, так и несовершенного вида, в зависимости от общего смысла предложения:

- We **shall return** to Moscow in a few days. Мы **вернемся** в Москву через несколько дней.
- She **will be tired** after work. Она **устанет** после работы.
- They **will have** English lessons twice a week. Они **будут заниматься** английским два раза в неделю.

Наряду с Future Indefinite будущее действие выражается также посредством:

1. Present Continuous для обозначения будущего действия, когда выражается намерение совершить действие или уверенность в его совершении:

They **are leaving** by the five o'clock train. Они **уезжают** пятичасовым поездом.

2. Present Continuous глагола to go в сочетании с инфинитивом другого глагола:

I **am going to send** him a telegram. Я **пошлю (собираюсь послать)** ему телеграмму.

3. Present Indefinite для выражения будущего действия с глаголами, обозначающими движение:

The ship **sails** tomorrow. Пароход **уходит** завтра.

4. Future Continuous для выражения действия недлительного характера, намерение совершить действие или уверенность в его совершении:

I **shall be writing** to him tomorrow. Я **буду писать (напишу)** ему завтра.

Эти способы выражения будущего действия очень часто употребляются в разговорной речи вместо Future Indefinite (в особенности Present Continuous глагола to go с инфинитивом). Они не употребляются, когда совершение действия в будущем ставится в зависимость от внешних обстоятельств, т.е. когда будущее действие обуславливается придаточным предложением времени, условия, причины и т.д. В этих случаях употребляется Future Indefinite:

I **shall send** him a telegram, if I do not receive an answer to my letter. Я **пошлю** ему телеграмму, если не получу ответа на свое письмо.

Упражнение 1. Заполните пропуски в предложениях ГП + необходимый глагол.

Пример: I'm too tired to walk home. I think *I'll get* a taxi.

1. I feel a bit hungry. I think _____ something to eat.
2. It's too late to telephone Tom now. _____ him in the morning.
3. 'It's cold in this room.' 'Is it? _____ on the heating then.'
4. 'We haven't got any cigarettes.' 'Oh, haven't we? _____ and get some.'
5. 'Did you write that letter to Jack?' 'Oh, I forgot. Thanks for reminding me. _____ it this evening.'
6. 'Would you like tea or coffee?' '_____ coffee, please.'

Упражнение 2. Теперь вам нужно использовать I think I'll... или I don't think I'll.... Прочтите ситуацию и напишите свое предложение.

Пример: It's cold. You decide to close the window. *I think I'll close the window.*

It's raining. You decide not to go out. *I don't think I'll go out.*

1. You feel tired. You decide to go to bed. I _____
2. A friend of yours offers you a lift in his car but you decide to walk. Thank you, but _____
3. You arranged to play tennis. Now you decide that you don't want to play. _____
4. You were planning to go swimming. Now you decide that you don't want to go. _____

Упражнение 3. Вам нужно предложить сделать что-л. вместо Тома.

Пример: Tom: Oh, I must do the washing-up.

You: *No, it's all right. I'll do the washing-up.*

1. Tom: Oh, I must get the dinner ready. You: No, it's all right. I _____
2. Tom: Oh, I must do the shopping. You: No, _____
3. Tom: Oh, I must water the plants. You: _____

Упражнение 5. Прочитайте и переведите следующий текст

Management In America: Do It My Way

Cultural differences between Japanese and American managers have presented the biggest obstacles to Japanese companies investing in America.

A seminar for Japanese executives working in America was attended by 25 men, nearly all of them in identical dark suits. Despite the room's stifling heating system, they resolutely refused to remove their jackets. Their coffee break lasted exactly the scheduled 10 minutes. They did not ask any questions until after they had got to know one another a bit better at lunch. They were usually deferential and always polite.

A similar seminar for 25 Americans working for Japanese subsidiaries in America included 8 women. Several of the men removed their jackets on

entering the room. A 10-minute coffee break stretched beyond 20 minutes. Participants asked questions and several aggressively contradicted what the speakers had to say.

According to Mr. Thomas Lifson of Harvard and Mr. Yoshihiro Tsurumi of New York's Baruch College the two main speakers on both seminars - misunderstandings between Japanese and American managers are possible at nearly every encounter. They can begin at the first recruiting interview. A big American company typically hires people to fill particular slots. Its bosses know that Americans are mobile people, who have a limited commitment to any particular employer or part of the country. As a result, jobs are clearly defined and so are the skills needed to fill them. American firms hire and fire almost at will.

The assumptions (and the expectations) of the Japanese managers of Japanese subsidiaries in America could hardly be more different. They value people more for the skills they acquire after joining the company than for their existing skills.

American managers rely heavily on a number-packed memoranda and the like. The Japanese colleagues prefer informal consultations which lead eventually to a consensus. According to Mr. Tsurumi, they find comical the sight of American managers in adjacent offices exchanging memos.

Confronted with a dispute between middle managers, most Japanese superiors refuse to become involved, expecting the managers themselves to resolve the issue. The Americans conclude, wrongly, that their Japanese bosses are indecisive or incompetent. Japanese managers do not share the American belief that conflicts are inevitable and sometimes help. They want to believe that the employees form one big happy family.

Упражнение 6. Найдите английские эквиваленты для следующих слов и выражений, обращая внимание на их употребление в тексте. Выучите их.

семинар для руководящих работников	нанимать
определенное (отведенное) время	увольнять
лучше узнать друг друга	(приобретать) необходимые умения
быть вежливым	служебная записка/и
отделение компании	руководитель среднего звена/
участник	главное должностное лицо
взаимопонимание	наниматель / работодатель
интервью при приеме на работу	служащий

Упражнение 7. Определите, верны ли данные утверждения. (Decide if these statements are true or false, according to the text.)

1. This text is about American companies in Japan.
2. At one seminar the Japanese removed their jackets when they got hot.
3. The Japanese didn't ask questions until after lunch.
4. At another seminar, some of the Americans were not polite to the speakers.
5. Americans and Japanese are likely to misunderstand each other in any situation.
6. American employees are very loyal to their companies.
7. Japanese companies are likely to recruit less experienced employees.
8. The Japanese rely less on meetings than the Americans.
9. Japanese managers send more memos than their American counterparts
10. Japanese managers solve problems without involving their boss.

КОНТРОЛЬНАЯ РАБОТА № 3

Упражнение I. Переведите письменно следующий текст.

Directors And Managers, Secretaries

As a rule a private company has only one director. A public company must have at least two directors. Usually there is no upper limit on the number of directors a public company may have. The company's note paper must list either all or none of the names of its directors.

A limited liability company or a corporation is headed by the board of directors elected by shareholders. The directors appoint one of their number to the position of managing director to be in charge of the day-to-day running of the company. In large organizations managing director is often assisted by a general manager. Some companies also have assistant general managers. Many directors have deputies who are named deputy directors.

Directors need not be shareholders. They are responsible for the management of a company's affairs. They are not subject to any residence or nationality restrictions.

Big companies have many managers heading departments. They are all responsible to the managing director. Among various departmental managers the following can be mentioned:

- sales manager
- personnel / staff manager
- chief manager
- district manager
- production manager
- sales and marketing manager
- industrial engineering manager
- etc.

There are two types of secretaries: company secretaries and private secretaries of executives.

Every company, both in Great Britain and the United States, is required, under the law, to have a company secretary. In the case of private companies the directors are free to appoint any suitable person for this position. But in the case of public companies the company secretary must be a properly qualified person, a member of a recognized institute or association. He or she may be one of the directors of the company. But if the company has only one director, the director cannot also be the secretary.

The company secretary is the chief administrative officer (CAO) of the company. He or she is normally responsible for the company, to comply with company law. The correspondence of the company secretary is particularly concerned with shareholders' meetings, board meetings and various forms that must be sent outside. The company secretary may also deal with enquiries for information concerning other firms, although the accounts department often handles these matters. Administrative questions come into the sphere of the company secretary under instructions of the board of directors.

As to private secretaries of executives they are practically personal assistants of executives. A secretary answers telephone calls, receives messages and makes telephone calls on the instruction of her boss. A secretary also helps in organization of meetings and conferences, entertainments of visiting customers, suppliers and other associates of the firm. She also deals with all the correspondence of her boss. Secretaries write letters on making appointments or travel arrangements, letters of introduction, congratulation or condolence, invitations and replies to invitations. Secretaries use various office equipment, like computers, fax machines, photocopying machines and others.

Упражнение 2. Спишите вопросы и дайте письменный ответ на них.

1. How many directors can a private company have?
2. And what about a public company?
3. Who heads a limited liability company?
4. How is managing director appointed?
5. What are his duties?
6. Who is general manager?
7. What do managers usually head?
8. What managers are there in companies?
9. What is the status of a company secretary?
10. What is a private secretary responsible for?

Упражнение 3. Найдите в тексте и выпишите английские эквиваленты для следующих слов и выражений. Выучите их.

частный	руководитель
общественный	требовать
возглавлять	подходящий
совет директоров	должным образом
выбирать	квалифицированный
назначать	признанный
директор-распорядитель	главное должностное лицо
управляющий	заниматься данным вопросом
управлять компанией	партнер, компаньон
подпадать под действие ограничений	назначать встречу
быть ответственным перед кем-л. за что-л.	соболезнование
	оборудование

Упражнение 4. Заполните пропуски глаголами в соответствующей форме.

buy	sell	spend	win	lose	waste	pay	find	cost	give
-----	------	-------	-----	------	-------	-----	------	------	------

1. My car was five years old so I _____ it and _____ a new one.
2. I was very sad when I _____ my watch in the street. It was a present from my wife and it _____ her a lot of money. Fortunately, somebody _____ it the next day and took it to a Police Station.
3. I _____ over \$ 2,000 for my computer, but it isn't worth very much now.
4. My father _____ me \$ 50 last week but I _____ most of it on a ticket for a concert on Friday.
5. Last week somebody _____ \$ 1m in a game on television. It was incredibly exciting.
6. I'm afraid I _____ my money on those CDs because I never play them.

Упражнение 5. Используя будущее неопределенное время, согласитесь и пообещайте сделать требуемое.

Пример: A: Can you clean the windows? B: Sure, I'll clean them today.
 A: Do you promise? B: Yes, I promise I'll clean them this afternoon.

1. A: Can you phone me later? B: Sure, _____ tonight.
 A: Do you promise? B: Yes, _____
2. A: Can you repair the clock? B: Okay, _____ tomorrow.
 A: Do _____? B: _____

3. A: Please don't tell anyone. B: All right, I won't tell anyone.

A: _____? B: _____

4. A: Please don't go there. B: Don't worry, _____

A: _____? B: _____

Упражнение 6. Ответьте на вопросы, используя данные в скобках слова.

Пример: When do you think he'll arrive? (expect / tonight)

I expect he'll arrive tonight.

1. What do you think she'll say? (probably / nothing)

She probably

2. Where do you think he'll go? (expect / London)

I _____

3. When do you think they'll leave? (think / tomorrow)

I _____

4. How do you think we'll get there? (expect / by train)

I _____

5. When do you think we'll be back? (think / quite soon)

I _____

6. Do you think he'll miss her? (I'm sure / very much)

Yes, _____

4 СЕМЕСТР

ЗАДАНИЯ НА СЕМЕСТР

- 1. Повторить общие сведения о глаголе (раздел ‘Grammar Revision’):**
 - Сопоставление русских и английских времен изъявительного наклонения.
- 2. Проработать и усвоить грамматический материал семестра, выполнить упражнения.**
 - Времена группы Continuous (The Present Continuous Tense, The Past Continuous Tense, The Future Continuous Tense).
 - Времена группы Perfect (The Present Perfect Tense, The Past Perfect Tense, The Future Perfect Tense).
- 3. Прочитать и перевести тексты уроков (I, II, III, IV), выучить обязательный минимум слов по указанию преподавателя.**
- 4. Подготовить материал по дополнительному чтению (раздел ‘Additional Texts’).**
- 5. Подготовить устные темы по указанию преподавателя.**
- 6. Выполнить контрольную работу № 4.**

УРОК I

Настоящее длительное время (The Present Continuous Tense)

Образование Present Continuous Tense

- 1 Present Continuous образуется при помощи вспомогательного глагола to be в настоящем времени (am, is, are) и формы причастия настоящего времени (Present Participle) смыслового глагола: I am working, he is working, we are working.
- 2 В вопросительной форме вспомогательный глагол ставится перед подлежащим: Am I working? Is he working? Are you working?
- 3 Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I am not working, he is not working, we are not working.

Употребление Present Continuous Tense

Present Continuous употребляется:

1. Для выражения длительного действия, совершающегося в момент речи:

He **is reading** a book. Он читает книгу (сейчас).
She **is typing** a letter. Она печатает письмо (сейчас).

Примечание. Следует иметь в виду, что глаголы, выражающие чувства, восприятия и умственные состояния не употребляются во временах группы Continuous. К числу этих глаголов относятся: to love *любить*, to like *нравиться*, to hate *ненавидеть*, to want *хотеть*, to wish *желать*, to see *видеть*, to hear *слышать*, to feel *чувствовать*, to know *знать*, to understand *понимать*, to remember *помнить* и некоторые другие.

2. Для выражения длительного действия, совершающегося в настоящий период времени, хотя и не обязательно в момент речи:
That firm **is carrying on** negotiations Эта фирма ведет переговоры о
for the purchase of ore. покупке руды.

3. Для выражения будущего длительного действия (вместо Future Continuous) в обстоятельственных придаточных предложениях условия и времени, которые вводятся союзами *if, when, while* и т.д.:
 I shall be reading the letter **while** you **are writing** your report. Я буду читать письмо, в то время как вы будете писать отчет.
4. Для обозначения будущего действия, когда выражается намерение совершить действие или уверенность в его совершении.
 He **is taking** his examination on Friday. Он сдает экзамен в пятницу.
 We **are leaving** by the 5 o'clock train. Мы уезжаем пятичасовым поездом.

Сочетание Present Continuous глагола to go с инфинитивом

Для выражения намерения совершить действие или уверенности в его совершении в будущем наряду с Present Continuous очень часто употребляется Present Continuous от глагола *to go* - *I am (he is и т.д.) going* - в сочетании с инфинитивом. *I am going* имеет в этом случае значение *собираюсь, намерен*:

I am going to learn French next year. Я намерен изучать французский язык в будущем году.
 We **are going to ship** these goods by the next steamer. Мы собираемся отгрузить этот товар ближайшим пароходом.

Инфинитив после Present Continuous глагола *to go* может употребляться в страдательном залоге:

He **is going to be appointed** manager of that department. Он будет назначен (его собираются назначить) заведующим этого отдела.

Упражнение 1. Определите, в правильном ли времени использованы подчеркнутые глаголы. Внесите исправления и запишите верные предложения.

Пример: I don't know your telephone number. *Right*
 Please don't make so much noise. I study. *Wrong - I am studying.*

1. Look! Somebody is climbing up the tree over there.
2. Can you hear those people? What do they talk about?
3. Are you believing in God?
4. Look! That man tries to open the door of your car.
5. The moon goes round the earth.
6. I'm thinking it's a good idea to leave early.
7. I'm usually going to work by bus.

Упражнение 2. Используйте глагол в правильной временной форме (present continuous / present indefinite).

Примеры: Please don't make so much noise. I am studying (study).
How many languages does Bart speak (Bart / speak)?

1. I _____ (not / belong) to a political party.
2. Hurry! The bus _____ (come). I _____ (not / want) to miss it.
3. We usually _____ (grow) vegetables in our garden but this year we _____ (not / grow) any.
4. You can borrow my umbrella. I _____ (not / need) it at the moment.
5. - *at a party* - I usually _____ (enjoy) parties but I _____ (not / enjoy) this one very much.

Упражнение 3. Работая в паре, составьте диалоги по данной ситуации. Вы в гостинице. Один из вас - служащий в приемной, другой - постоялец, который звонит в приемную и высказывает просьбу.

Пример: - there is no hot water

A: Hello. Reception. Can I help you?

B: Yes. There is no hot water in my room. Could you see to it, please?

A: Certainly. I'll send someone straight away.

Asking people to do things: Could you help me, please?

Would you open the window for me?

Could you? is one of the most common forms. You can safely use it in most situations.

- The television doesn't work.
- You'd like some tea in your room.
- You want the telephone number of the railway station.
- You'd like to be woken at 6.30 in the morning.
- You'd like to have breakfast in your room at 7.00.

Упражнение 4. Работая в паре, составьте диалоги по выбранной вами ситуации. А очень занят и ему предстоит многое сделать, В предлагает помощь.

Offering help:

I'll help you. (I am offering to help you.)

Shall I help you? (I am asking if you would like me to help you.)

Вы можете начать диалог следующим образом:

- A: Oh, there's so much to do.
B: I'll help, if you like.
A: That's great. Could you ...?
B: Yes, of course. Shall I ...?

- going on holiday (pack cases / close windows / turn off the fridge etc.)
- cooking a large meal (prepare vegetables / do the washing-up / lay the table etc.)
- your office is in chaos, the phone's ringing and an important customer is coming.

Упражнение 5. Сделайте перевод следующих предложений с русского на английский, выучите выделенные слова.

Work: duties, conditions and pay

What do you do?

People may ask you about your job. They can ask and you can answer in different ways:

What do you do? I'm (+ job) e.g. a banker / an engineer / a manager

What is your job? I work in (- place or general area) e.g. a bank / marketing

What do you do for a living? I work for (+ name of company) e.g. Union Bank / Nestle

Note: 'Work' is usually an uncountable noun, so if you want to use the indefinite article you should say 'a job', e.g. She hasn't got a job at the moment.

What does that involve? (= What do you do in your job?)

When people ask you to explain your work / job, they may want to know your main **responsibilities** (= your duties / what you have to do), or something about your daily routine (= what you do every day / week). They can ask like this:

What does that (= your job) involve?

Main responsibilities

I am **in charge of** (= **responsible for**) all deliveries out of the factory.

I have **to deal with** any complaints (= take all the necessary action if there are complaints).

I **run** the coffee bar and a restaurant (= I manage it / I am in control of it).

Note: We often use **responsible for** / **in charge of** for part of something, e.g. a department or some of the workers; and **run** for control of all of something, e.g. a company or a shop.

Daily duties / routines

I have to **go to / attend** (*formal*) a lot of meetings.

I visit / see / meet **clients** (= people I do business with or for).

I **advise** clients (give them help and my opinion).

It involves **doing** quite a lot of **paperwork** (a general word we use for routine work that involves paper e.g. writing letters, filling in forms, etc.). Note the -ing form after **involve**.

Pay

Most workers are **paid** (= receive money) every month and this pay goes directly into their bank account. It is called a **salary**. We express the same idea using the verb **to earn**:

My **salary** is \$ 60,000 a year. (= I **earn** \$ 60,000 a year.)

With many jobs you **get** (= receive) **holiday pay** and **sick pay** (when you are ill). If you want to ask about holidays, you can say:

How **much holiday** do you get? or How **many weeks' holiday** do you get?

The total **amount** of money you receive in a year is called your **income**. This could be your salary from one job, or the salary from two different jobs you have. And on this income you have to pay part to the government called **income tax**.

Working hours

For **many** people in Britain, these are 8.30-9.00 a.m. to 5.00-5.30 p.m. Consequently people often talk about a **nine-to-five job** (= regular working hours). Some people have **flexitime** (= they can start an hour or so earlier or finish later); and some have to do **shiftwork** (= working at different times, e.g. days one week and nights the next week). Some people also **work overtime** (= work extra hours). Some people are paid **to do / work overtime**, others are not paid.

Упражнение 6. Соедините глаголы слева со словами или фразами справа.

Каждое слово используйте только один раз.

earn	overtime
work	meetings
pay	a shop
go to	clients
deal with	\$ 500
run	income tax

Упражнение 7. Начиная с данных фраз, перепишите предложения с использованием слов из упражнения 5. Смысл предложений должен остаться прежним.

Пример: I'm a banker. I work in banking.

1. What do you do? What's _____?
2. I earn \$ 50,000. My _____
3. I am a chemist. I work for _____

4. I get \$ 20,000 from my teaching job and another \$ 10,000 from writing.
My total _____.
5. I'm responsible for one of the smaller departments. I'm in _____.
6. In my job I have to look after and maintain all the computers in the building.
My job involves _____.

Упражнение 8. Это часть беседы с преподавателем о ее работе. Задайте пропущенные вопросы.

A: _____?

B: I usually start at 8.30 a.m. and finish at four p.m.

A: _____?

B: Yes, a bit. On certain courses I work until six o'clock.

A: _____?

B: Twelve weeks. That's one of the good things about being a teacher.

A: _____?

B: No we don't, I'm afraid. That's one of the disadvantages of being a teacher. But I suppose money isn't everything.

Упражнение 9. Ответьте на следующие вопросы.

- I. 1) What are normal working hours for most office jobs in your country?
2) Can you name three jobs that get very high salaries in your country?
3) When you start paying income tax in your country, what is the minimum amount you have to pay?
4) What jobs often involve shiftwork? (Give at least two examples.)
5) Is flexitime common in your company or your country?
- II. Think about your own job. How many of the things from Exercise 5 do you do? How is your work different? Can you explain your responsibilities and daily duties in English?

УРОК II

Прошедшее длительное время и будущее длительное время (The Past Continuous Tense and the Future Continuous Tense)

Образование Past Continuous Tense

1. Past Continuous образуется при помощи вспомогательного глагола to be в форме прошедшего времени (was, were) и формы причастия настоящего времени (Present Participle) смыслового глагола: I was working, we were working.
2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Was he working? Were they working?
3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I was not working, we were not working.

Употребление Past Continuous Tense

Past Continuous выражает прошедшее действие в процессе его совершения, т.е. незаконченное длительное действие. Оно переводится на русский язык прошедшим временем глагола несовершенного вида.

What **was he doing** at that moment?

Что он делал в этот момент?

She **was writing** the exercises when I entered the room.

Он писал упражнения, когда я вошел в комнату.

In June that firm **was carrying on** negotiations for the purchase of wheat.

В июне эта фирма вела переговоры о покупке пшеницы.

Образование Future Continuous Tense

1. Future Continuous образуется при помощи вспомогательного глагола to be в форме будущего времени (shall be, will be) и формы причастия настоящего времени (Present Participle) смыслового глагола: I shall be working, He will be working.
2. В вопросительной форме первый вспомогательный глагол ставится перед подлежащим: Shall we be working? Will she be working?
3. Отрицательная форма образуется при помощи частицы not, которая ставится после первого вспомогательного глагола: I shall not be working, he will not be working.

Употребление Future Continuous Tense

Future Continuous выражает будущее действие в процессе его совершения, т.е. незаконченное длительное действие. Оно переводится на русский язык будущим временем глагола несовершенного вида.

I **shall still be working** at six o'clock. Я еще буду работать в шесть часов.

We **shall be working** when he returns. Мы будем работать, когда он вернется.

He **will be preparing** for the examination in May. Он будет готовиться к экзамену в мае.

Упражнение 1. Пользуясь расписанием вчерашнего дня Анны напишите, что она делала в указанное время:

1) 8.45 - 9.15 had breakfast	4) 12.45 - 1.30 had lunch
2) 9.15 - 10.00 read the newspaper	5) 2.30 - 3.30 washed some clothes
3) 10.00 - 12.00 cleaned her flat	6) 4.00 - 6.00 watched television

1. At 9 o'clock she was having breakfast.

2. At 9.30 _____.

3. At 11 o'clock _____.

4. At 1 o'clock _____.

5. At 3 o'clock _____.

6. At 5 o'clock _____.

Упражнение 2. Используя данные в скобках слова и временные формы past indefinite / past continuous, составьте предложения.

Пример: (I / fall / asleep when I / watch / television)

I fell asleep when I was watching television.

1. (the phone / ring / when I / have / a shower) The phone _____.

2. (it / begin / to rain when I / walk / home) _____.

3. (we / see / an accident when we / wait / for the bus) _____.

Упражнение 3. Прочитайте и переведите следующий текст.

World paychecks: who makes what, where and why

An intriguing book, 'World paychecks: who makes what, where and why', makes some interesting international comparisons. In Japan, for example, teachers earn far less than factory workers, but in Denmark they are near the top of the wages scale. A New York rubbish collector makes three times as much as Indian army general. A German bus driver gets double the pay packet of a British bus driver. In China some University teachers earn as much as

government ministers, but Chinese newspaper and television journalists are the most poorly paid ones in the world. And so on.

In part, says the writer, this is because of the law of supply and demand. New York rubbish collectors are well-paid because it is hard to find enough people who want to do the job, and in India generals do badly because everyone (well, almost everyone) wants to be a general. But other facts - whether having a certain job makes you famous, for example - also make a difference.

It may interest you to know that the President of the United States earns three times what the Prime Minister of Britain does, but that the Prime Ministers of India and China get only about 40 pounds a week. I leave you to draw your own conclusions.

One of the other interesting bits of information in the book is that Britain pays its civil servants (the people who are paid to help the government run things like the tax system and the post office) more than America and most of Europe. Don't ask me who decides these things; no one asked for my opinion.

Упражнение 4. Ответьте на следующие вопросы.

1. True or false: in Denmark, factory workers earn more than teachers.
2. Who earns more, an Indian army general or a New York rubbish collector?
3. If a British bus driver earns 500 pounds a month, how much does a German bus driver earn?
4. Who earns more in China, university teachers or journalists?
5. Which is true:
 - a) a lot of people want to be New York rubbish collectors;
 - b) not many people want to be New York rubbish collectors.
6. Do civil servants earn more in America or in Britain?
7. What should be the best paid jobs in your country? Why?

УРОК III

Настоящее совершенное время (The Present Perfect Tense)

Образование Present Perfect Tense

1. Present Perfect образуется при помощи вспомогательного глагола *to have* в форме настоящего времени (*have, has*) и формы причастия прошедшего времени (*Past Participle*) смыслового глагола: *I have worked, he has worked, we have worked.*
2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: *Have they worked? Has she worked?*
3. Отрицательная форма образуется при помощи частицы *not*, которая ставится после вспомогательного глагола: *I have not worked, he has not worked.*

Употребление Present Perfect Tense

Present Perfect употребляется для выражения действия, совершившегося к настоящему моменту, результат которого имеется налицо в настоящем времени. Оно может выражать действие, совершившееся как непосредственно перед моментом речи, так и в более отдаленное время в прошлом.

Has the secretary come?

Пришел ли секретарь?

(Говорящего интересует результат действия *has come*, т.е. он хочет выяснить, здесь ли секретарь. Он мог бы поэтому выразить свой вопрос также предложением: *Is the secretary here?* Здесь ли секретарь?)

They **have informed** me of the time
of shipment of the goods.

Они известили меня о времени
отгрузки товара.

(Говорящий хочет сообщить, что ему известно время отгрузки товара. Он мог бы это выразить также предложением: *I know the time of shipment of the goods.*)

Present Perfect употребляется для выражения как однократного действия, так и действия, повторявшегося несколько раз:

I have read this book twice.

Я прочитал эту книгу дважды.

Present Perfect часто употребляется с наречиями *ever* когда-либо, *never* никогда, *already* уже, *yet* еще, *since* с тех пор, *lately* за последнее время, *just* только что:

We haven't received any
letters from him lately.
I have just seen her

За последнее время мы не получали от
него писем.
Я только что видел ее.

Present Perfect также употребляется с союзом *since* с тех пор как. В этом случае Present Perfect употребляется в главном предложении, а в придаточном предложении, начинающемся с *since*, употребляется Past Indefinite:

I haven't heard from them
since they left Moscow.

Я не получал от них известий
с тех пор, как они уехали из Москвы.

Present Perfect употребляется вместо Present Perfect Continuous с глаголами, не употребляющимися во временах группы Continuous. В этом случае Present Perfect переводится на русский язык настоящим временем:

I have known him for three years.

Я знаю его три года.

Упражнение 1. Вы пишете письмо другу, сообщая новости о людях, которых вы оба знаете. Используйте данные слова и глагол в нужной форме.

Пример: Phil / find a new job *Phil has found a new job.*

Dear Chris,

Lots of things have happened since I last wrote to you.

1. Charles / go / Brazil _____
2. Jack and Jill / decide / to get married _____
3. Susanne / have / a baby _____
4. Monica / give up / smoking _____
5. George / pass / his driving test _____

Упражнение 2. Прочитайте ситуацию и, используя данный глагол, напишите подходящее предложение.

Пример: Jackie is looking for his key. She can't find it. (lose)
She has lost her key.

1. John's hair was dirty. Now it is clean. He _____.
2. Tom was 80 kilograms. Now he weighs 70. (lose weight) _____.
3. The car has just stopped because there isn't any more petrol in the tank. (run out of petrol) _____.
4. Yesterday Bill was playing football. Now he can't walk and his leg is in plaster. (break) _____.

Упражнение 3. Задайте вопросы, используя **just** и данные в скобках слова.

Пример: Would you like something to eat? (no thank you / I / just / have / dinner)

No, thank you. I've just had dinner.

1. Have you seen Richie anywhere? (yes / I / just / see / him) _____.
2. Has Ann phoned yet? (yes / she / just / phone) _____.
3. Would you like a cigarette? (no thanks / I / just / put / one out) _____.

Упражнение 4. Составьте предложения, используя **already**.

Пример: Don't forget to post that letter. I've already posted it.

1. Don't forget to phone Ingrid. _____.
2. Why don't you read the paper? _____.
3. Shall I pay the waiter? _____.

Упражнение 5. Составьте вопросы, используя данные в скобках слова.

Пример: (you ever / be / to Italy) Have you ever been to Italy?

1. (you ever / be / to South America) _____?
2. (you / read / any English books) _____?
3. (you / live / in this town all your life) _____?
4. (you / ever / speak to a famous person) _____?

Упражнение 6. Заполните пропуски, используя данные в скобках глаголы во временах present perfect / past indefinite.

Пример: I have lost (lose) my key. I can't find it anywhere.

Did you see (you / see) the film on TV last night?

1. Jill _____ (buy) a new car two weeks ago.
2. His hair is very short. He _____ (have) a haircut.
3. Last night I _____ (arrive) home at half past twelve. I _____ (have) a bath and _____ (go) to bed.
4. _____ (you / visit) many museums when you were in Paris?
5. My bicycle isn't here anymore. Somebody _____ (take) it.
6. When _____ (you / give up) smoking?
7. I _____ (not / eat) anything yesterday because I _____ (not / feel) hungry.
8. Why _____ (Jim / not / want) to play tennis last Friday?
9. The car looks very clean. _____ (you / wash) it?
10. Brian: Hello, Susan. Is Alan here?
Susan: No, he _____ (go) out.
Brian: Oh, what a pity! When exactly _____ (he / go) out?
Susan: About ten minutes ago.

Упражнение 7. Прочитайте и переведите на русский язык.

SALES DIRECTOR

ANGLO-TOURS is an expanding company
that has been in operation
for over 10 years.

Applicants for the post of Sales Director should be aged between 35-50, and have considerable experience in sales and marketing in the UK and abroad.

Salary £ 20,000

Write, giving details of background and experience, to

*Personnel Manager, ANGLO-TOURS,
232 Bristol Road, Ashford.*

John Wigmore is being interviewed by Harriet Brown, the Managing Director of a tour company. Mr. Wigmore has applied for the post of Sales Director.

Ms Brown: Who do you work for now, Mr. Wigmore?

Mr. Wigmore: The National Bus Company.

Ms Brown: And how long have you worked for them?

Mr. Wigmore: I've worked for them for five years.

Ms Brown: How long have you been an area sales manager?

Mr. Wigmore: Eighteen months.

Ms Brown: And what did you do before joining the bus company?

Mr. Wigmore: I worked for a chain of hotels as junior manager.

Ms Brown: The post you've applied for involves a lot of travelling. Have you been abroad much?

Mr. Wigmore: I've been to most of Western Europe, and I've been to central Europe once, to Hungary.

Ms Brown: Why did you go there?

Mr. Wigmore: The hotel sent me to attend a conference.

Ms Brown: I see. Have you ever organized a conference yourself?

Mr. Wigmore: Yes, I have. Why?

Ms Brown: Well, this job would require a lot of organizing meetings and conferences.

Упражнение 8. Ответьте на вопросы по упражнению 7.

1. Is Mr. Wigmore still area sales manager for the bus company?
2. Does he still work for a chain of hotels?
3. Ms Brown asks: «Have you been abroad much? Have you ever organized a conference yourself?» Is she interested in exactly when he did these things? Or is she asking about his experience, some time in his life?

4. If Ms Brown wanted to know when Mr. Wigmore went to Hungary and when he organized a conference, what would her questions be?

Упражнение 9. Ответьте на вопросы о себе.

1. How long have you known your teacher?
2. How long have you lived at your present address?
3. When did you move there?
4. How long have you had your present job?
5. What did you do before that?

Now ask your partner the same questions.

УРОК IV

Прошедшее совершенное время и будущее совершенное время (The Past Perfect Tense and the Future Perfect Tense)

Образование Past Perfect Tense

1. Past Perfect образуется при помощи вспомогательного глагола to have в форме прошедшего времени (had) и формы причастия прошедшего времени (Past Participle) смыслового глагола: I had worked, he had worked.
2. В вопросительной форме вспомогательный глагол ставится перед подлежащим: Had she worked? Had they worked?
3. Отрицательная форма образуется при помощи частицы not, которая ставится после вспомогательного глагола: I had not worked, he had not worked.

Употребление Past Perfect Tense

Past Perfect употребляется для выражения прошедшего действия, которое уже совершилось до определенного момента в прошлом. Past Perfect переводится на русский язык прошедшим временем глагола совершенного или несовершенного вида в зависимости от смысла предложения.

We **had shipped** the goods by that time.

Мы (уже) отгрузили товар к тому времени.

They informed us that they **had chartered** the ss. "Northern Star" for the transportation of the goods.

Они сообщили нам, что они зафрахтовали пароход "Северная Звезда" для перевозки товаров.

Образование Future Perfect Tense

1. Future Perfect образуется при помощи вспомогательного глагола to have в форме будущего времени (shall have, will have) и формы причастия прошедшего времени (Past Participle) смыслового глагола: I shall have worked, he will have worked.
2. В вопросительной форме первый вспомогательный глагол ставится перед подлежащим: Shall we have worked? Will you have worked?
3. Отрицательная форма образуется при помощи частицы not, которая ставится после первого вспомогательного глагола: I shall not have worked, they will not have worked.

Употребление Future Perfect Tense

Future Perfect употребляется для выражения будущего действия, которое совершится до определенного момента в будущем. Future Perfect переводится на русский язык будущим временем глагола совершенного вида.

We **shall have translated** the article by five o'clock.

They **will have shipped** the goods when your telegram arrives.

Мы (уже) переведем статью к пяти часам.

Они уже отгрузят товар, когда придет ваша телеграмма.

Future Perfect также выражает предполагаемое прошедшее действие.

You **will have read** in the newspapers about the conclusion of this agreement.

The reader **will have observed** an upward tendency in wool prices on the London market.

Вы, должно быть, читали в газетах о заключении этого соглашения.

Читатель, вероятно, заметил тенденцию к повышению цен на шерсть на лондонском рынке.

Упражнение 1. Заполните пропуски, используя данные в скобках глаголы.

Пример: You went back to your home town after many years and you found that many things were different. - Most of my friends were no longer there.

They had left (leave).

1. The local cinema was no longer open. It _____ (close) down.
2. My friend Kevin was no longer there. He _____ (go) away.
3. Mr. Johnson was no longer alive. He _____ (die).
4. I didn't recognize Ms Thompson. She _____ (change) a lot.
5. Bill no longer had his house. He _____ (sell) it.

Упражнение 2. Составьте предложения, используя данные слова.

Пример: I wasn't hungry. (I / just / have / lunch) I had just had lunch.

1. Jessie wasn't at home when I arrived. (she / just / go / out) _____.
2. We came to the cinema late. (the film / already / begin) _____.
3. I invited Brigitte to dinner last night but she couldn't come. (she / already / arrange / to do something else) _____.
4. I was very pleased to see Val again after such a long time. (I / not / see / her for five years) _____.

Упражнение 3. Заполните пропуски, используя данные глаголы.

Пример: Mr. And Mrs. Davis were in an airplane. They were nervous as the plane took off because they (never / fly / before) had never flown before.

1. The woman was a complete stranger to me. I _____ (see / her / before).
2. Margaret was late for work. Her boss was very surprised. She _____ (never / be / late / before).
3. Jane played tennis yesterday - at least she tried to play tennis. She wasn't very good at it because she _____ (never / play / before).
4. It was Keith's first driving lesson. He was very nervous and didn't know what to do. He _____ (never / drive / before).

Упражнение 4. Используйте глаголы в правильной форме (past perfect / past indefinite).

Пример: Was Cynthia there when you arrived? - No, she had gone (go) home.

Was Cynthia there when you arrived? - Yes, but she went (go) home soon afterwards.

1. The house was very quiet when I got home. Everybody _____ (go) to bed.
2. Sorry, I'm late. The car _____ (break) down on my way here.
3. Ellen felt very tired when she got to the hotel, so she _____ (go) straight to bed.
4. There was a car by the side of the road. It _____ (break) down and the driver was trying to repair it. So we _____ (stop) to see if we could help.

Упражнение 5. Прочитайте и переведите следующий текст.

It's not what you say, but how you say it

Ralph Waldo Emerson's view 150 years ago that 'no man should travel until he has learned the language of the country he visits' is reflected in the boom of language learning for business travellers. A key to success is to do business in the other person's language.

But unless you can really cope in a language, it may be best to save it for social chat. A little learning is dangerous, although a few phrases, say, in Swedish, French or Spanish are always appreciated.

Much more important, psychologists say, is your «non-verbal behaviour» or body language. This must take into account different notions of politeness, manners and social rituals. Actions speak louder than words. Saying the wrong thing, eye contact, hand gestures, using first names, how you eat and drink can be a minefield for the unwary.

You first need to know whether you are dealing with people from the so-called «low-context» cultures, such as North America, Britain, Sweden, Switzerland or Germany, who spell things out verbally, or «high context» cultures such as France, Japan, Spain, Greece, Saudi Arabia, China and South Korea, who communicate by nuance and implication and are less dependent on the spoken word. For example, the Swiss and Germans like to lay their cards on the table. Talking to a Frenchman or a Spaniard, what is unsaid is often more important.

The handshake is probably the most common form of greeting in the world, except in Japan. In Germany and Denmark you should nod your head when you shake hands as a gesture of respect. Somebody who does not know this may misinterpret it as aggression. People in Mediterranean countries sometimes tilt their head back when they shake hands. Northerners may take this for arrogance. Anglo-Saxons learn to look people in the eye. This is sometimes misinterpreted as aggressive or challenging behaviour by Orientals, for whom only an occasional glance into the other person's face is considered polite.

Visiting cards should never be shoved into the pocket. Receive them with both hands: read, learn and inwardly digest the name and status, and lay them out on the table in front of you.

People do business with whom they feel comfortable. It comes down to sincerity and spontaneous good manners. If you are not sure how to be polite in someone else's culture, then at least be polite in your own.

Keep sentences short and simple, but avoid oversimplifying and pause frequently. Avoid vague and imprecise expressions; look at the person with whom you're dealing - not the interpreter; look out for signs of confusion; and keep eye contact when culturally appropriate. Finally, note that in the Far East it is not much «read my lips» as «read my mind».

Упражнение 6. Найдите в тексте английские эквиваленты следующих слов и выражений. выучите их.

светская беседа
психолог
невербальное поведение
язык тела
вежливость / вежливый
контакт взглядов
низко-контекстные культуры
высоко-контекстные культуры

рукопожатие
кивать головой
неправильно понимать
принимать за
поведение
чрезмерное упрощение
переводчик
подходящий, соответствующий

Упражнение 7. Ролевая игра.

Student A You have just arrived in London for the first time. You have come for a holiday and to learn English. London seems a little strange and you need to ask for help. These are some of your problems:

1. You need to change some travellers' cheques, but you don't know where to find a bank, or what time the banks open and close.
2. You need to buy some stamps and postcards.
3. You would like to buy a newspaper from your country.
4. You want to find a good English language school.

You meet someone who lives in London and who seems friendly, so you ask for information. Prepare what you are going to say. Add any other questions you want to ask (e.g. about accommodation, shops, etc.).

Begin like this: *Excuse me. Could you help me, please?*

Student B You live in London and know it quite well. You meet a foreigner who has just arrived, and who seems to have some problems. Look at the information here and try to help him / her.

<p>Barclays Bank Opening hours Mon-Fri 9.30 - 3.30 Closed all day Saturday</p>	<p><i>High Street Post Office</i> Opening hours Mon 9.00 - 5.30 Thurs 9.00 - 5.30 Tues 9.00 - 5.30 Fri 9.00 - 5.30 Wed 9.00 - 1.00 Sat 9.00 - 1.00</p>
<p>INTERNATIONAL SCHOOL <i>Do you want to learn English from experts?</i> Come to 106 Dover Street, for tuition, social programme and accommodation or phone 491 2596</p>	<p><i>Ranchman's International</i> NEWSAGENTS For all newspapers. If we haven't got it, we'll get it! Also souvenirs and gift shop. 174 Bank Street opposite the Police Station</p>
<p>STUDENT HOSTELS - We have good, cheap rooms for students. Single, double, share from £ 33 a week. Come and see us at 278 Tottenham Court Road anytime day or night. Tel: 325 6789</p>	

КОНТРОЛЬНАЯ РАБОТА № 4

Упражнение 1. Письменно переведите следующий текст.

Companies And Money

Bookkeepers And Accountants

Bookkeepers deal in taxes, cash flow, sales, purchases and different business transactions of the company. Bookkeepers first record all the appropriate figures in the books of original entry, or Journals. At the end of a period, usually a month, the totals of each book of original entry are posted into the proper page of the **Ledger**. The Ledger shows all the expenditures and all the earnings of the company. On the basis of all the totals of each account in the Ledger, the bookkeeper prepares a **Trial Balance**. Trial Balances are usually drawn every quarter.

The **accountant's** responsibility is to analyze and interpret the data in the Ledger and the Trial Balance. The accountant is to determine the ways in which the business may grow in the future. No expansion or reorganization is planned without the help of the accountant. New products and advertising campaigns are also prepared with the help of the accountant.

Profit & Loss Statements And Balance Sheets

From the Trial Balance, prepared by the bookkeeper, the accountant creates a **Profit & Loss Statement** and **Balance Sheet**.

A Profit and Loss Statement or a Profit and Loss Account shows the income or loss of the company for the period. It may contain the following items:

- Sales
- Trading profit
- Depreciation
- Rent received
- Interest paid
- Profit before tax
- Tax
- • Profit after tax
- Dividends
- Profit retained
- Earnings per share

The accounts of the Ledger which reflect the assets, liabilities and capital of the firm, make up a **Balance Sheet**. This shows the net worth or book value of the company.

Auditors And Their Reports

Auditors are usually independent certified accountants who review the financial records of a company. These reviews are called **audits**. They are usually performed at fixed intervals - quarterly, semi-annually or annually. Some large companies maintain a continuous internal audit by their own accounting departments. These auditors are called **internal auditors**.

Not so many years ago the presence of an auditor suggested that a company was having financial difficulties or that irregularities had been discovered in the records. Currently, however, **outside audits** are a normal and regular part of business practice.

Auditors see that current transactions are recorded promptly and completely. Their duty is to reduce the possibility of misappropriation, to identify mistakes or detect fraudulent transactions. Then they are usually requested to propose solutions for these problems.

The auditors review financial records and **report** to the management on the current state of the company's fiscal affairs in the form of **Auditor's Report** or **Auditor's Opinion**.

Упражнение 2. Подчеркните в переведенном на русский язык тексте и выучите следующие слова и выражения.

Упражнение 3. Спшите вопросы и дайте письменный ответ на них.

1. Whose work in this sphere do you think is the most important in the company?
2. What new facts have you learned from the text?

Упражнение 4. Используйте глаголы в правильной форме (past continuous / past indefinite).

Пример: While Jeffrey was cooking (cook) the dinner, the phone rang (ring).

1. George _____ (fall) off the ladder while he _____ (paint) the ceiling.
2. Last night I _____ (read) in bed when suddenly I _____ (hear) a scream.
3. _____ (you / watch) television when I phoned you?
4. Alice _____ (wait) for me when I _____ (arrive).
5. I _____ (not / drive) very fast when the accident _____ (happen).
6. I _____ (break) a plate last night. I _____ (do) the washing-up when it _____ (slip) out of my hand.
7. Ben _____ (take) a photograph of me while I _____ (not / look).
8. We _____ (not / go) out because it _____ (rain).
9. What _____ (you / do) at this time yesterday?
10. I _____ (see) Carol at the party. She _____ (wear) a really beautiful dress.

Упражнение 5. Задайте вопросы, используя данные в скобках слова.

Пример: (you / hear / from Emily recently)

Have you heard from Emily recently?

1. (you / read / a newspaper recently)
2. (you / see / Edward in the past few days)
3. (you / play / tennis recently)
4. (you / eat / anything today)
5. (you / see / any good films recently)
6. (you / have / a holiday this year yet)

GRAMMAR REVISION

3 СЕМЕСТР

Для выражения времени совершения действия - настоящего, прошедшего и будущего - английский глагол имеет своеобразную систему глагольных времен (Tenses). Глагольные времена делятся на четыре группы:

1. Группа “неопределенных” времен (Indefinite Tenses). Эта группа состоит из настоящего неопределенного времени (Present Indefinite Tense), прошедшего неопределенного времени (Past Indefinite Tense) и будущего неопределенного времени (Future Indefinite Tense):

Present Indefinite	Past Indefinite	Future Indefinite
I write letters every day. Я пишу письма каждый день	I wrote a letter yesterday. Я писал (написал) письмо вчера.	I shall write a letter to-morrow. Я буду писать (напишу) письмо завтра.

Времена группы Indefinite употребляются, в отличие от времен других групп, только для констатации факта совершения действия в настоящем, прошедшем и будущем, без указания на его длительность, законченность и безотносительно к какому-либо другому действию и моменту. В русском языке этим временам соответствуют времена глагола как несовершенного, так и совершенного вида, в зависимости от смысла предложения.

2. Группа “длительных” времен (Continuous Tenses). Эта группа состоит из настоящего длительного времени (Present Continuous Tense), прошедшего длительного времени (Past Continuous Tense) и будущего длительного времени (Future Continuous Tense):

Present Continuous	Past Continuous	Future Continuous
I am writing a letter (at the present moment). Я пишу письмо (в настоящий момент).	I was writing a letter at five o'clock. Я писал письмо в пять часов.	I shall be writing a letter at five o'clock. Я буду писать письмо в пять часов.

Времена группы Continuous употребляются для выражения длительного действия, которое началось до определенного момента в настоящем, прошедшем или будущем и которое все еще совершается, совершалось или будет совершаться в этот момент. Они описывают действие в процессе его совершения, выражая, таким образом, незаконченное длительное действие. В русском языке этим временам соответствуют времена глагола несовершенного вида.

3. Группа “совершенных” времен (Perfect Tenses). Эта группа состоит из настоящего совершенного времени (Present Perfect Tense), прошедшего совершенного времени (Past Perfect Tense) и будущего совершенного времени (Future Perfect Tense):

Present Perfect	Past Perfect	Future Perfect
I have written the letter. Я (уже) написал письмо (к настоящему моменту).	I had written the letter by five o'clock. Я (уже) написал письмо к пяти часам.	I shall have written the letter by five o'clock. Я (уже) напишу письмо к пяти часам.

Времена группы Perfect выражают действие, совершенное к определенному моменту в настоящем, прошедшем или будущем. В русском языке этим временам соответствуют времена глагола совершенного или несовершенного вида, в зависимости от смысла предложения.

4. Группа “совершенных длительных времен” (Perfect Continuous Tenses). Эта группа состоит из настоящего совершенного длительного времени (Present Perfect Continuous Tense), прошедшего совершенного длительного времени (Past Perfect Continuous Tense) и будущего совершенного длительного времени (Future Perfect Continuous Tense).

Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
I have been writing the letter for an hour. Я пишу письмо (уже) час.	I had been writing the letter for an hour when he came. Я писал письмо (уже) час, когда он пришел.	I shall have been writing the letter for an hour when she comes. Я буду писать письмо (уже) час, когда он придет.

Времена группы Perfect Continuous употребляются для выражения длительного действия, начавшегося до определенного момента в настоящем, прошедшем или будущем и длившегося известный период времени, включая этот момент. Времена этой группы могут выражать длительное действие, продолжавшееся известный период времени и закончившееся непосредственно перед определенным моментом в настоящем, прошедшем или будущем. В русском языке этим временам соответствуют времена глагола несовершенного вида.

Таким образом, английский глагол имеет для выражения настоящего, прошедшего и будущего времени в изъявительном наклонении действительного залога 12 глагольных времен.

Кроме этих форм имеются четыре формы "будущего времени в прошедшем" (Future in the Past) - будущее неопределенное в прошедшем (Future Indefinite in the Past), будущее длительное в прошедшем (Future Continuous in the Past), будущее совершенное в прошедшем (Future Perfect in the Past) и будущее совершенное длительное в прошедшем (Future Perfect Continuous in the Past). Эти формы, в отличие от обычных форм будущего времени, служат для выражения будущего не по отношению к моменту речи, а к прошедшему моменту, т.е. для выражения будущего действия, о котором речь шла в прошлом.

Формы Future in the Past

Indefinite	Continuous	Perfect	Perfect Continuous
I said that I should write a letter to him. Я сказал, что я напишу ему пись-мо.	I said that I should be writing a letter at 5 o'clock. Я сказал, что буду писать письмо в 5 часов.	I said that I should have written the letter by 5 o'clock. Я сказал, что (уже) напишу письмо к пяти часам.	I said that I should have been writing the letter for an hour when he came. Я сказал, что я (уже) буду пи-сать это пись-мо час, когда он придет.

Из всех глагольных времен только два, а именно Present Indefinite и Past Indefinite являются простыми формами, т.е. образуются без вспомогательных глаголов (и то только в утвердительной форме). Все остальные времена являются сложными формами, т.е. образуются с помощью вспомогательных глаголов:

1. Future Indefinite (единственная сложная форма из группы Indefinite) образуется с помощью вспомогательных глаголов shall и will и формы инфинитива смыслового глагола.
2. Времена группы Continuous образуются с помощью вспомогательного глагола to be и формы причастия настоящего времени смыслового глагола.
3. Времена группы Perfect образуются с помощью вспомогательного глагола to have и формы причастия прошедшего времени смыслового глагола.
4. Времена группы Perfect Continuous образуются с помощью времен группы Perfect вспомогательного глагола to be и формы причастия настоящего времени смыслового глагола.
5. Все формы Future in the Past образуются аналогично соответствующим формам Future с заменой shall и will формами should и would.

Таблица времен глагола to write в изъявительном наклонении действительного залога

	Indefinite	Continuous	Perfect	Perfect Continuous
Present	I write Я пишу	I am writing Я пишу	I have written Я написал (писал)	I have been writing Я пишу
Past	I wrote Я писал (написал)	I was writing Я писал	I had written Я написал (писал)	I had been writing Я писал
Future	I shall write Я буду писать (напишу)	I shall be writing Я буду писать	Я напишу	I shall have been writing Я буду писать
Future In The Past	I should write Я буду писать (напишу)	I should be writing Я буду писать	I should have written Я напишу	I should have been writing Я буду писать

Таблица неправильных глаголов

Infinitive - инфинитив

Past Indefinite - прошедшее неопределенное время

Participle II - причастие прошедшего времени

Participle I - причастие настоящего времени

Infinitive	Past Indefinite	Participle <i>Part. II</i>	Participle I <i>Part. I</i>	Перевод
1. to be	was, were	been	being	быть
2. to beat	beat	beaten	beating	бить
3. to become	became	become	becoming	становиться
4. to begin	began	begun	beginning	начинать (ся)
5. to bet	bet	bet	betting	держаться пари биться об заклад
6. to bid	bid	bid	bidding	предлагать цену, приказывать, треб
7. to bite	bit	bitten	biting	кусать, откус
8. to bleed	bled	bled	bleeding	кровоточить, истекать кр.
9. to blow	blew	blown	blowing	дуть
10. to break	broke	broken	breaking	ломать
11. to bring	brought	brought	bringing	приносить
12. to broadcast	broadcast	broadcast	broadcasting	передавать по радио, вещать
13. to build	built	built	building	строить
14. to burn	burnt	burnt	burning	гореть, жечь
15. to buy	bought	bought	buying	покупать
16. to catch	caught	caught	catching	ловить, поймать
17. to choose	chose	chosen	choosing	выбирать
18. to come	came	come	coming	приходить
19. to cost	cost	cost	costing	стоять
20. to cut	cut	cut	cutting	резать
21. to do	did	done	doing	делать
22. to dig	dug	dug	digging	рыть, копать
23. to dive	dived AmE dove	dived	diving	нырять
24. to draw	drew	drawn	drawing	тащить; рисовать

25. to dream	dreamed dreamt	dreamed dreamt	dreaming	мечтать, представлять
26. to drink	drank	drunk	drinking	пить
27. to drive	drove	driven	driving	везти, ехать
28. to eat	ate	eaten	eating	есть
29. to fall	fell	fallen	falling	падать
30. to feed	fed	fed	feeding	кормить, снабжать
31. to feel	felt	felt	feeling	чувствовать
32. to fight	fought	fought	fighting	бороться, драаться
33. to find	found	found	finding	находить
34. to fit	fit	fit	fitting	подходить, соответствовать, годиться
35. to fly	flew	flown	flying	летать
36. to forbid	forebad forbade	forbidden	forbidding	запрещать, не позволять
37. to forecast	forecast	forecast	forecasting	предсказывать, предп.
38. to foresee	foresaw	foreseen	foreseeing	предвидеть
39. to foretell	foretold	foretold	foretelling	предсказывать
40. to forget	forgot	forgotten	forgetting	забывать
41. to forgive	forgave	forgiven	forgiving	простать
42. to freeze	froze	frozen	freezing	замораживать замерзать
43. to get	got	got	getting	получать, становиться
44. to give	gave	given	giving	давать
45. to go	went	gone	going	идти, ехать
46. to grow	grew	grown	growing	расти, выращивать
47. to have	had	had	having	иметь
48. to hear	heard	heard	hearing	слышать
49. to hide	hid	hidden	hiding	прятать, скрывать (ся)
50. to hit	hit	hit	hitting	ударять, по- падать в цель
51. to hold	held	held	holding	держать
52. to hurt	hurt	hurt	hurting	болеть, причи- нять боль
53. to keep	kept	kept	keeping	хранить, держать

54. to know	knew	known	knowing	знать
55. to lead	led	led	leading	вести
56. to learn	learnt learned	learnt learned	learning	учиться, узнавать
57. to leave	left	left	leaving	покидать, оставлять
58. to lend	lent	lent	lending	давать взаймы
59. to let	let	let	letting	позволять
60. to light	lit	lit	lighting	зажигать
61. to lose	lost	lost	losing	терять
62. to make	made	made	making	делать, создавать
63. to mean	meant	meant	meaning	значить, иметь в виду
64. to meet	met	met	meeting	встречать (ся)
65. to mistake	mistook	mistaken	mistaking	ошибаться
66. to overcome	overcame	overcome	overcoming	преодолевать, побеждать
67. to overhear	overheard	overheard	overhearing	подслушивать нечаянно услышать
68. to over- sleep	overslept	overslept	oversleeping	проспать
69. to pay	paid	paid	paying	платить
70. to plead	pleaded AmE pled	pleaded pled	pleading	просить, умолять
71. to put	put	put	putting	класть, ставить
72. to prove	proved	proved AmE proven	proving	доказывать
73. to quit	quit	quit	quitting	прекращать. покидать
74. to read	read	read	reading	читать
75. to reset	reset	reset	resetting	вновь устанавливать
76. to rewrite	rewrote	rewritten	rewriting	писать заново переписывать
77. to ride	rode	ridden	riding	ездить (верхом)
78. to ring	rang	rung	ringing	звонить, звенеть

79. to rise	rose	risen	rising	подниматься, вставать
80. to run	ran	run	running	бежать
81. to say	said	said	saying	сказать, говорить
82. to see	saw	seen	seeing	видеть
83. to sell	sold	sold	selling	продавать
84. to send	sent	sent	sending	отправлять, посылать
85. to set	set	set	setting	помещать, класть
86. to sew	sewed	sewn	sewing	шить
87. to sink	sank	sunk	sinking	падать, сниж.
88. to shake	shook	shaken	shaking	трясти, пожимать
89. to shine	shone	shone	shining	светить, сиять
90. to shoot	shot	shot	shooting	стрелять
91. to show	showed	shown	showing	показывать
92. to shut	shut	shut	shutting	закрывать
93. to sing	sang	sung	singing	петь
94. to sit	sat	sat	sitting	сидеть
95. to slide	slid	slid	sliding	скользить
96. to sleep	slept	slept	sleeping	спать
97. to sow	sowed	sowed sown	sowing	распростран. сеять, засеив.
98. to spill	BrE spilt AmE spilled	BrE spilt AmE spilled	spilling	проливать, расплеск.
99. to speak	spoke	spoken	speaking	говорить
100. to spend	spent	spent	spending	тратить, про- водить время
101. to spread	spread	spread	spreading	распростран.
102. to stand	stood	stood	standing	стоять
103. to steal	stole	stolen	stealing	красть
104. to strive	strove strived	striven strived	striving	стараться, стремиться
105. to swear	swore	sworn	swearing	клясться; ругаться
106. to sweep	swept	swept	sweeping	вытирать, подметать
107. to swim	swam	swum	swimming	плавать
108. to take	took	taken	taking	брать, взять
109. to teach	taught	taught	teaching	учить, обучать

110. to tear	tore	torn	tearing	рвать (ся), царапать
111. to tell	told	told	telling	сказать, рассказывать
112. to think	thought	thought	thinking	думать
113. to throw	threw	thrown	throwing	бросать
114. to understand	understood	understood	understanding	понимать
115. to undertake	undertook	undertaken	undertaking	предпринимать
116. to upset	upset	upset	upsetting	огорчать, сры- вать (планы), опрокидывать
117. to win	won	won	winning	побеждать, выигрывать
118. to wear	wore	worn	wearing	одевать, носить
119. to wed	wed wedded	wed wedded	wedding	вступать в брак, венчать- ся
120. to write	wrote	written	writing	писать

4 СЕМЕСТР

Сопоставление русских и английских времен изъявительного наклонения

В русском языке глаголы несовершенного вида имеют три времени: настоящее, прошедшее и будущее сложное (я читаю, я читал, я буду читать); глаголы совершенного вида имеют два времени: прошедшее и будущее простое (я прочитал, я прочитаю). Каждое из этих времен, употребляясь с различными оттенками значения, передается в английском языке не одним, а несколькими глагольными временами. При переводе русских времен на английский язык следует определить, в каком значении данное время употреблено в русском предложении.

I. Настоящее время - я читаю.

1. Я читаю газеты каждый день
(обычное действие).

1 read newspapers every day
(Present Indefinite).

- | | |
|--|--|
| 2. Я читаю газету сейчас
(длительное действие,
совершающееся в момент речи). | I am reading a newspaper
(Present Continuous). |
| 3. Я читаю газету уже час
(длительное действие, совершаю-
щееся в момент речи, с указанием,
как долго оно совершается). | I have been reading the newspaper
for an hour (Present Perfect Conti-
nuous). |

II. Прошедшее время - я читал, я прочитал

- | | |
|---|---|
| 1. Я читал (прочитал) эту книгу.
Я могу рассказать вам ее
Содержание
(прошедшее действие,
результат которого налицо
в настоящем времени). | I have read the book.
I can tell you its contents
(Present Perfect). |
| 2. Я читал (прочитал) эту статью
вчера (действие, совершившееся
в истекшем отрезке времени). | I read the article yesterday
(Past Indefinite). |
| 3. Я читал (прочитал) эту статью,
до того как он пришел (действие,
совершившееся до определенного
момента в прошлом). | I had read the article before he came
(Past Perfect). |
| 4. Я читал газету, когда он пришел
(длительное действие, совершавшееся
в определенный момент в прошлом). | I was reading the newspaper when
he came (Past Continuous). |
| 5. Я читал газету уже час, когда он пришел
(длительное действие, совершавшееся
в определенный момент в прошлом, с
указанием, как долго оно совершалось). | I had been reading the newspaper
for an hour when he came
(Past Perfect Continuous). |

III. Будущее время - я буду читать, я прочитаю

- | | |
|---|--|
| 1. Я буду читать (прочитаю) эту статью
завтра (действие, которое совершится
в будущем). | I shall read the article tomorrow
(Future Indefinite). |
| 2. Я буду читать эту статью, когда он
придет (длительное действие, которое | I shall be reading the article
when he comes |

будет совершаться в определенный момент в будущем).

(Future Continuous).

3. Я уже прочитаю эту статью, когда он придет (действие, которое совершится до определенного момента в будущем).

I shall have read the article when he comes
(Future Perfect).

Русское будущее время в придаточных предложениях времени и условия выражается в английском языке формами настоящего времени:

Когда (если) я прочитаю эту статью, я дам ее вам.

When (if) I read the article, I shall give it to you
(Present Indefinite).

После того как я прочитаю эту статью, я дам ее вам.

After I have read the article, I shall give it to you
(Present Perfect).

ADDITIONAL TEXTS

3 СЕМЕСТР

A Manager's Day-to-day Activities: Symbols Of Support For Innovation

1. Be careful of your mundane actions. Do your office routines, whether you are in the executive suite or the supervisor of the seven-person accounts receivable department, exhibit the "saw the top off the damn thing" attitude that you are asking of others? Or are you inconsistent? Do you encourage people to bypass functional barriers and deal directly with their counterparts in other functions, but then get bent out of shape when someone does this and gets you in hot water with a fellow vice-president? Do you encourage cutting the paperwork to speed the pace of action, but continue to spew out twenty-three memos per day?

Do you applaud when someone scrounges computer time, breaking a little china, and succeeds in speeding up a project? And do you continue to applaud, or at least shrug it off-if the effort fails and it turns out that the scrounged

computer time means a delay in receiving a 275-page report you've anxiously been awaiting because the president wants it?

The new rules for innovation that these prescriptions propose controvert most conventional wisdom. You, the boss, must live up to them-especially the small, but symbolically significant, ones.

2. Behave with purposeful impatience. I believe in civility - most of the time. But not when it comes to an exercise like this: "We need three more days to get the computer run on the cost buildup from the division controller's office; they're tied up with the corporate monthly operating review". Don't put up with it. Ever again.

That is, you must make it clear that people are paid to beat down functional barriers - preferably by building solid relationships in every function. They are not being paid to guard turf and process "cover your tail" memos up and down the organisation.

So the answer to the plea for "three more days" is: "Uh-huh. Well, you've got forty-five minutes to get the numbers; that's when the presentation starts". Or: «You've been involved with this project for eleven months. You should know the numbers we need from memory». Or: «Fine. We'll sit here in the boardroom and wait. Anybody know a good carry-out restaurant?»

It is essential-today more than ever-not to put up with traditional excuses that come from the victory of boardroom-brand civility and functional primacy over taking action.

3. You want innovation? Just ask for it. A bank president called a two-day meeting at a remote location to work with his top forty officers on some strategic issues. The group trundled off at one point for a «breakout session», where teams traditionally get together to noodle over some key issue, coming back with a vague report about «the important parameters.» This time the president's guidance was unconventional: «You've got two hours to come up with big savings, without layoffs. ... See you in 120 minutes.» They did return-and with the savings. A significant share of the ideas were implementable. One group brought \$700,000 back to the table, and exceeded that brash target in practice.

At Milliken's four-day annual retreat for top managers, I've seen groups of twenty from disparate businesses wrestle with a thorny issue for two hours, knowing they had to come up with a lengthy action list, to be implemented-and reported on-in 30 days. They unflinchingly do it. No one says, «But my boss is not here, I can't commit our group to that.» It's your job as a senior manager, says Milliken, to know what you can and can't commit to and you'd better be able to offer a lot, or you and your boss are both going to be in hot water. Little time is spent on nuances, less on bureaucratic bickering. The issue is: «We're going to crack this nut,» and that's that. They quickly go around the table; each participant has a minute or two to discuss her or his idea-and to propose a 30-day action plan, such as «Meet with X at plant Y and shorten this step in the

paper processing. Due date 3/18/87» The meeting chairman nods quickly, the item is duly recorded, and on they go: «Fine. ... Okay, Dave, What does the New York sales office have to say about the new product sample preparation process?» Bang. Bang.

It may sound impossible. I couldn't believe my own eyes at first. But I've seen it at Milliken four years running, and at a number of other firms as well. It can be done.

4. Seek out and celebrate the innovators. There are mavericks who do the impossible in support departments such as MIS—for instance, a software code writer who finishes what's typically a month-long debugging task in a weekend. It turns out that although he's in North Dakota, he has scrounged computer time from a little-used mainframe in Barcelona, then cajoled a couple of vendor people into helping out, too.

Somehow, you must develop routines that aid you, as boss, in hearing about him. It's not easy, since he generally works from midnight until 10 a.m. in a hidden corner of a faraway building. Once he surfaces, call immediately (or fly in) and make a fuss over his herculean effort. (One California bank executive gives awards to persons who tell her about innovators that are almost equal to those she gives the innovator per se. It's a great strategy for unearthing unsung starts in faraway places.)

5. Establish a Hall of Fame in every unit—and insist that it be full. And though big annual innovation awards are desirable, a month is probably the longest you should go without some sort of award. Even on-the-stop awards should be more or less formalized. Give all managers an informal quota. I don't favor a rigid target like «four per month.» But I do recommend that you carefully track the results and cajole those who seem to be reluctant to give out such awards: «No innovations in purchasing again this month, I see. Could that be right, John?» Or include in the monthly operations review a brief «Innovation Report» that lists the innovations, innovators, and innovators' bosses; the repeated absence of any executive's name adds to the pressure on him/her to produce.

I've seen all of these management spurs to innovation in action. They are individually powerful, and collectively dynamite. However, they require a thoroughgoing penchant for innovation and close attention to its outcroppings—on a day-to-day basis.

25 Factors That, Reinforcing One Another, Induce Flexibility

- 1. The visible presence of new, flexible competitors.**
- 2. Visible display of the exploding array of new products.**
- 3. Good competitor analysis available to all.**

4. A belief that new market creation is the premier business success strategy.
5. A belief that any product can be constantly improved.
6. Constant measurement of customer satisfaction.
7. Customer (supplier and distributor) visits by everyone; us to them, them to us.
8. An environment that encourages numerous "small starts" and instant pilot tests of everything.
9. Encouragement to fight NIH (not invented here) and "swipe" ideas from anywhere.
10. Support for somewhat eccentric champions at all levels who may break the rules; praise of risk-taking supporters of champions
11. Skill training and constant retraining; training in jobs in other functions; training in problem-solving techniques (cause and effect analysis).
12. Involvement in a "pay for performance" plan.
13. Membership on a self-managing team, responsible for most of its own support activities such as budgeting and capital planning.
14. A chance to be a team leader.
15. Removal of bureaucratic impediments.
16. Removal of humiliating rules.
17. Provision of an attractive (clean and peppy) work environment.
18. Constant rewards and celebrations for small accomplishments.
19. Guaranteed employment.
20. Middle managers who encourage constant front-line contact among functions.
21. Senior management in touch within the line; strong, demonstrated top management support for the front line.
22. Encouragement to "be the best" and "be unique" on some important performance dimension.
23. Supervisors (and others) who are promoted on the basis of their ability to create an exciting work environment.
24. Everyone evaluated on what/how much they have changed / improved.
25. Basic business forecasting and evaluation systems that emphasize trust, fairness, and integrity.

Getting a Job: The Process of Marketing Yourself

Getting a job is usually a lengthy process, and it is exactly that - a *process* that involves careful planning, implementation, and control. You may have everything going for you: a respectable grade point average (GPA), relevant work experience, several extracurricular activities, superior interpersonal and communication skills, and demonstrated leadership qualities. Despite these, you

still need to market yourself systematically and aggressively; after all, even the best products lie dormant on the retailer's shelves unless marketed effectively.

The process of getting a job involves the same activities marketing managers use to develop and introduce products into the marketplace. The only difference is you are marketing yourself, not a new product. You need to conduct marketing research by analyzing your personal qualities (performing a self-audit) and by identifying job opportunities. Based on your research results, select a target market - those job opportunities which are compatible with your interests, goals, skills, and abilities - and design a marketing mix around that target market. *You* are the «product»; you must decide how to «position» yourself in the job market. The price component of the marketing mix is the salary range and job benefits (such as health and life insurance, vacation time, and retirement benefits) that you hope to receive. Promotion involves communicating your product message to prospective employers through written correspondence (advertising) and job interviews (personal selling). The place element focuses on how to reach prospective employers, such as job interviews at the campus placement center or direct contact by letters or in person.

Careers in Marketing: The diversity of marketing opportunities is reflected in the many types of marketing jobs, ranging from purchasing to marketing research to public relations to product management. The growing concern with marketing in many nontraditional organizations - such as hospitals, financial institutions, the performing arts, and government - has added to the numerous opportunities offered by traditional employers such as manufacturers, retailers, consulting firms, and advertising agencies. Most of these marketing careers offer the chance to work with interesting people on stimulating and rewarding problems. Comments one product manager, «I love marketing as a career because there are different challenges every day.»

4 CEMECTP

The Birth of Management Ideas

Knowledge about management today can itself be considered to be the result of a long and continuing innovative process. The actual practice of management can be traced back to early recorded history. In fact, ancient history contains a number of monumental examples of management in practice. For instance, the Sumerians ran ancient Mesopotamia with the help of temple corporations, communities in which priests and scribes kept track of legal and economic transactions through an elaborate system of records written on clay tablets. The Egyptians built an extensive irrigation system and major buildings, as well as the famous pyramids. Hammurabi developed a sophisticated legal system, the Code of 282 Laws, to help him rule Babylonia. The Romans

controlled their extensive empire through a carefully devised system of four geographic divisions, which were further subdivided into dioceses and then provinces. These achievements represent early examples of innovative practices in management.

While these management accomplishments were so significant that they are remembered today, they provided very limited information about how to actually manage. For example, noted management consultant and writer Peter Drucker has argued that the best managers in history are the ones who managed the building of the pyramids. Although these managers had major time constraints, limited transportation facilities, and few scientific resources, they still managed to build one of the great wonders of the world. Yet the Egyptians told us very little about their management methods. Thus there is a major difference between practising management well and adding to knowledge about the field of management so that others also can learn to manage.

Although examples of management practice go back several thousand years, the development of management as a field of knowledge is much more recent. Much of the impetus for developing management theories and principles grew out of the industrial revolution, which spawned the growth of factories in the early 1800s. With the proliferation of factories came the widespread need to co-ordinate the efforts of large numbers of people in the continual production of goods.

Job Enrichment

Job enrichment is the process of upgrading the job-task mix in order to increase significantly the potential for growth, achievement, responsibility, and recognition. The concept of job enrichment was pioneered by Frederick Herzberg, whose work during the late 1960s highlighted the importance of the content of jobs as a significant force in motivation. Job enrichment increases **job depth**, the degree to which individuals can plan and control the work involved in their jobs. For example, U.S. Shoe traded traditional assembly lines for a modular approach at its 11 Ohio and Kentucky factories. Each module has a team of nine workers who switch tasks, decide among themselves about how to meet quality and productivity goals, and receive bonuses for meeting or exceeding them. The company has become the first U.S. shoemaker in a number of years to export women's fashion footwear to European countries.

To guide job enrichment efforts, job design researchers Richard Hackman and Greg Oldham have developed the **job characteristics model***. According to the model, motivating through the design of jobs involves providing five *core job characteristics*:

* **Job characteristics model** - a model developed to guide job enrichment efforts that include consideration of core job characteristics, critical psychological states, and outcomes.

1. **Skill variety** is the extent to which the job entails a number of activities that require different skills.
2. **Task identity** is the degree to which the job allows the completion of a major identifiable piece of work, rather than just a fragment.
3. **Task significance** is the extent to which the worker sees the job output as having an important impact on others.
4. **Autonomy** is the amount of discretion allowed in determining schedules and work methods for achieving the required output.
5. **Feedback** is the degree to which the job provides for clear, timely information about performance results.

The more that these core characteristics are reflected in jobs, the more motivating the jobs are likely to be.

Job Enlargement

If the ranks of the middle managers are to be seriously thinned, much of their knowledge, information, and responsibility must be pushed down to the lower-level workers. In fact, it is a principle of the new capitalism to push down control and responsibility to the lowest possible level, closest to the actual products, services, and customers of the business. This, however, requires workers now who can learn and adapt quickly, think for themselves, take responsibility, make decisions, and communicate what they need and know to leaders who coach, supply, and inspire them.

Workers must now take responsibility, usually in teams, for whole and meaningful tasks which they understand and seek to improve. Furthermore, they must interface with technical information (e.g. statistical quality control devices) and sophisticated technologies (e.g. computers, telecommunications, robots). Gone then - except, again, in the backwaters of the old capitalism - are workers hired from the neck down and simply told what to do.

Thus far we have canvassed an 'ideology, a vision of a world in the making. The 'real' world is, of course, much more complex.

The changes we have surveyed above offer the greatest challenge: how to gain the full loyalty and trust of newly empowered workers so that they will throw themselves heart and soul into the work of the company in very risky times. In a hypercompetitive, fast-changing environment workers must be 'eager to stay', but also 'ready to leave' if the business is failing or even if it must innovate new projects that no longer require the core competencies of the current workers. This is a hard situation, indeed, within which to motivate people. Leaders can scarcely achieve this motivation by trying to assert top-down control over their newly empowered workers. Newly *empowered* workers won't tolerate being ordered around and, in any case, it is not motivating. However, they can hardly be allowed to work (act, believe, and value) against the interests of the business, its leaders, and its shareholders. What, then, ensure trust, loyalty, and full 'over the top' commitment?

GAMES

3 CEMECTP

The Present Indefinite Tense:

- 1) Piling up a sentence
- 2) Changing sentences
- 3) Controversial statements

The Past Indefinite Tense:

- 4) Chain story
- 5) Damaged property
- 6) Three-picture story

The Future Indefinite Tense:

- 7) Interrupting the story
- 8) Jumbled sentences
- 9) Delphic dictionary

Piling up a sentence

Present Simple (or another tense); vocabulary review.

Procedure: Start by telling the students something you like, for example: *I like pop music*. Then ask a student to recall what you like, and add a 'like' of his or her own: *(The teacher) likes pop music, I like watching television*. Another student adds a further item: *(The teacher) likes pop music, Alex likes watching television, I like ice cream*. ...and so on, with each student adding something, until the chain becomes too long to remember.

Variation: Instead of 'I like...' the basic sentence might be 'I hate...' or 'I want to buy...' or 'Yesterday I...', or 'When we are all millionaires, I will...', or 'If we were given a single wish, I would...'. By choosing the appropriate basic sentence, this activity can be used to practice a tense or structure that has been learnt recently.

Changing sentences

Practice of sentence patterns.

Procedure: Choose a simple sentence pattern, which can be based on a grammatical structure you have recently learnt. For example, if you have been studying indirect objects, take a sentence like: *She wrote a letter to her sister*. Then students invent variations, either by changing one element at a time: *She wrote a letter to her husband*. Or by changing as much as they like, provided they maintain the original pattern: *The pilot sent a signal to the airport*. See how many variations they can make in two or three minutes.

Variations: You may have pattern tables to guide students in the composition of correct sentences. They look something like this:

We People Children Dogs	often never sometimes always usually seldom	eat sit on play with	the floor meat chairs dolls chocolate balloons
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Students are usually expected to make sensible sentences like: *Children sometimes play with dolls.* For a quick, entertaining variation, tell the students to make ridiculous combinations: *Dogs often sit on chocolate.* Or, more seriously, to substitute elements of their own to make true sentences: *I never eat meat.*

Controversial statements

Discussion of controversial topics.

Procedure: Write up two or three controversial statements, or proverbs, on the board (there are some examples in the BOX). Each student writes down 'agree' or 'disagree' or 'don't know' for each item. Invite them to compare their answers in pairs or threes. Then find out what the majority opinion on each is, by vote. If you have time, discuss them.

BOX: Controversial statements

- Beauty is only a matter of taste.
- Punishment never does any good.
- People work better if they are paid more.
- A woman's place is in the home.
- Boys and girls should have the same education.
- A country gets the government it deserves.
- Teaching is basically a matter of explaining things properly.
- Married people are happier than unmarried people.
- Love means never saying you're sorry.
- Everyone is basically selfish.

Chain story

Narration: use of the past tense.

Procedure: Begin telling a story. This can be the first few lines of a story from your coursebook, or improvised, or you can invite a student to start. Then, going round the class, each student has to add another brief 'installment' to the story.

Variation: Before you start, ask each student to choose a word. It can be an item of vocabulary recently learnt, a verb in the past tense, or freely chosen. Then each 'installment' has to include the word the student has chosen.

Damaged property

Guessing; using the past tense and passives.

Procedure: Present a brief description of a piece of property that is damaged: a watch that has stopped, for example, or a suitcase with the handle missing. You need to have in your mind the reason for the damage; the students try to guess what it is. Allow 'narrowing-down' questions ("Did it happen because of carelessness?") and give hints ("It happened while I was cooking...") to maintain pace and ensure the students' ultimate success in guessing. The successful guesser can suggest the next damaged item. It is best if the items can be genuine, with genuine histories - yours or the students'. Or use the examples in the box.

BOX: Damaged property

1. A watch that has stopped (dropped into the soup while I was cooking).
2. A suitcase with the handle missing (a thief tried to steal it, I pulled it back and he got away with the handle).
3. An umbrella with the hole in it (someone's lighted cigarette fell on it).
4. A book with some pages torn out (took it camping and urgently needed paper to light a fire).
5. Jeans that are torn and faded (done on purpose to be more fashionable).
6. A squashed cake (the youngest member of the family sat on it at a picnic).
7. A broken window (a tree fell onto it during a storm).
8. A hole in the roof (a small meteor fell through it).

Three-picture story

Oral fluency and imagination.

Preparation: Select three magazine pictures which are large enough to be seen by the whole class. The first one should show one or two people in a setting. The second and third ones should be of an object, a situation or an event. The second and third ones do not need to show the people in the first picture.

Procedure: Display the first picture. Ask the students to call out anything they want to say about it. Your role is to stimulate observation and invention and then to gather the suggestions and to put them into story form. As the students offer more ideas, you add them to the story, continually retelling it from the beginning. After a few moments, you can display the second picture and later the third. As you see your five minutes coming to an end, ask the students to suggest a conclusion. Try to retell the completed story before the time is up. This is an example of how the story might begin:

You: (Showing the first picture) What do you want to tell me about this picture?

Student: There are two people.

You: Yes. Anything else?

Student: It's a man and a woman. They are lovers.

You: What are their names?

Student: Walter and Samantha.

You: Good. Where are they? What time is it?

Student: It's evening. It's dark. It's perhaps in the country or a park.

You: What shall we say?

Student: The country.

You: (Assuming a story-telling style) Well, it was late in the evening. Walter and Samantha didn't know where they were; it was so dark. They thought they must be in the country. (Showing the second picture) What do you want to tell me about this picture?

Student: It's a car. It's going very quickly.

You: It was late in the evening. Walter and Samantha didn't know where they were; it was so dark. They thought they must be in the country. Suddenly they saw a car. It was travelling very quickly, etc.

Interrupting the story

Listening and asking questions.

Procedure: Tell the students that you are going to begin a story and that they should try to stop you saying more than a few words by asking questions. For example:

You: In two days...

Student A: Which day will it be?

You: It'll be Friday.

Student B: Will it be in the morning or afternoon?

You: Afternoon. Anyway, I will...

Student C: What time will it be?

etc.

Jumbled sentences

Forming grammatical sentences.

Procedure: Pick a sentence out of your coursebook, and write it on the board with the words in jumbled order:

early the I week to during have to go sleep

The students work out and write down the original sentence:

I have to go to sleep early during the week. Or

During the week I have to go to sleep early.

If there is time, give a series of similar sentences, and the students do as much as they can in the time. You can use this activity to review a grammatical point, taking the sentences from a grammar exercise.

Variation: Dictate the jumbled sentences instead of writing them up; the students write them down as you dictate and then suggest the solutions orally.

Delphic dictionary

Reading and discussing.

Preparation: You need at least one copy of an English-English dictionary for this activity.

Procedure: Ask the class to list on the board, from their own experience, some typical student problems. For example:

- having enough money
- deciding what to do in the future
- managing to do all the college work and have a good social life
- relating to a 'difficult' person in the family

Show the dictionary to the class and ask a student to help you. They must put the dictionary on the desk, close their eyes, let the dictionary fall open at any page, spin their forefinger around in the air and then let it fall randomly on the open page of the dictionary. They should then read out the word and its definition to the class. Ask the class to suggest how the word and definition could be the basis of advice for a student who has the first problem.

For example, 'having enough money':

A student lets the dictionary fall open, spins her finger round and drops it on 'macaroni'. She reads out, 'Italian pasta (= food made from flour mixed with water) in the shape of thin pipes, cooked in boiling water.' Another student says, 'She's so poor that she must eat macaroni every day.' Another student says, 'She works in an Italian restaurant in the evenings to make some money.'

Variation 1: If there are enough dictionaries in the classroom, let the students work in groups or pairs, first noting down their problems and then giving and discussing advice.

Variation 2: Use a dictionary of proverbs or a dictionary of idioms. Less effective but possible, ask the students to use any list of language items, for example, in their student books.

Note: You might like to tell the students about the oracle at Delphi in Greece. In Delphi there is a very old Greek temple, built around 2,500 years ago, which was very famous because the people in the temple, the priestesses, gave advice. People came from all over Greece to get advice from the priestesses. However, the advice was never clear. One king went for advice: he didn't know whether he should begin a war or not. The priestesses told him that if he went to a war a great kingdom would be lost. He thought, 'Good, I will go to war and win!' He went to war and lost his own kingdom!

4 CEMECTP

The Present Perfect Tense: 1) What has just happened?

2) Find someone who...

Errors:

3) Correcting mistakes

4) Hearing mistakes

Vocabulary:

5) Jumbled words

6) How many things can you think of that ...?

7) Categories

What has just happened?

Use of the present perfect to describe something that has just happened.

Procedure: Write a series of exclamations on the board - not more than ten (there is a selection to choose from in the BOX). In pairs or groups, students choose an exclamation, think of an event which might have caused someone to say it, and write down a brief description of the event, using the present perfect. For example, they might choose 'What?', and write:

Someone hasn't heard clearly what was just said.

Then they choose another and do the same again. After two minutes, invite students to read out their sentences without identifying the exclamations that gave rise to them; the rest of the class guess what the exclamations were.

BOX: What has just happened?

Oh!	Oh?	Congratulations!	I'm sorry!	Great!	What?
No!	Thanks!	Welcome!	Never mind!	Hello?	Ow!
Uh...	Goodbye!	Thank goodness!	It's a deal!	Of course!	Ha!
Bye!	Bad luck!	Good for you!	Sure...	When?	Hi!

Find someone who...

Questions and answers; getting to know each other.

Preparation: You need a set of cards, one card for every student in your class, looking something like this:

FIND SOMEONE WHO	FIND SOMEONE WHO
■ has (be) to Italy	■ has (be) to Germany
■ has (cry) in a movie theater	■ has never (go) to an Italian restaurant
■ has never (be) to the dentist	■ has (fall) in love at first sight
■ has (eat) chicken recently	■ has (ride) a horse

<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> ■ has (be) to France ■ has (kiss) a cat ■ has (chew) gum today ■ has never (smoke) a cigarette 	<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> ■ has never (have) a cat or a dog ■ has (study) German ■ has (kill) a bird ■ has never (meet) an American
<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> ■ has (spend) a month in a hospital ■ has never (eat) eggplant ■ has (go) scuba-diving ■ has (be) on TV 	<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> ■ has not (be) to the Black Sea ■ has (go) to a Chinese restaurant ■ has (send) e-mail in the last week ■ has (shoot) a gun
<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> ■ has (play) ice hockey ■ has (be) to New York ■ has never (be) abroad ■ has never (drink) cappuccino 	<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> ■ has (read) a novel by Tolstoy ■ has (drink) Coca-Cola today ■ has (have) a cold in the last month ■ has (study) Spanish
<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> ■ has (be) in a cave ■ has (see) somebody famous in person ■ has (have) a nightmare in the last week ■ has (see) a ghost 	<p>FIND SOMEONE WHO</p> <ul style="list-style-type: none"> ■ has (have) a headache this week ■ has (go) skydiving ■ has not (fly) on an airplane ■ has (paint) a picture

Procedure: Distribute the cards to the students and give them a moment to read the information. The object of the game is to identify all the people described in the cards. To do this, the students must move around the room asking each other questions, then pool their knowledge.

Correcting mistakes

Identifying and correcting mistakes in English, to encourage monitoring by students their own mistakes.

Procedure: Write up a few sentences on the board that have deliberate mistakes in them. If you wish, tell the students in advance how many mistakes there are in each sentence. With their help, correct them. There are some examples of possible sentences in the BOX, or, better, use (anonymous!) examples taken from their own written work.

Note: It is important to stress the fact that the sentences initially presented are unacceptable, and to make corrections on the board so that the students are left with the image of the correct sentences at the end of the activity.

BOX: Correcting mistakes

1. He love her very much.
2. They maked a cake for thier mother.
3. Wich one you prefer?
4. I not know where to go.
5. Were is the girl go?
6. Yesterday I am very ill.
7. Why you look at me like that?
8. You must to tell my!
9. They will come, isn't it?
10. This one is gooder then that one.
11. The flowers was in the garden.
12. She asked me where am I going.

Hearing mistakes

Listening comprehension with quick reactions.

Procedure: Tell or read the story that is well known to the students (it can be one they have recently worked on in class), introducing deliberate mistakes as you do so. When they hear a mistake, students put their hands up, call out the correction, or note down the mistake.

Jumbled words

Vocabulary and spelling practice.

Procedure: Write on the board words the students have recently learnt, or ones they have difficulty spelling with the letters in jumbled order. It is best to have the words all associated with one given theme. For example, you might give an elementary class a set of words like:

gdo, sumoe, tca, ibdr

and tell them these are all animals. In the time given they work out as many as they can of the answers:

dog, mouse, cat, bird.

How many things can you think of that...?

Vocabulary revision.

Procedure: In groups, students try to think of and note down as many things as they can that fit a given definition and that they know in English. For instance, you might tell them to think of as many items as they can that are small enough to fit into a matchbox. After two or three minutes, pool all the ideas on the board, or have a competition to see which group can think of the most items. See the BOX for more ideas for definitions.

BOX: How many things can you think of that...?

- ...are bigger than you are?
- ...are round?
- ...make a noise?
- ...work on electricity?
- ...are made of paper / wood / glass?
- ...have handles?
- ...you can use to sit on?
- ...have handles?
- ...are rectangular?
- ...people enjoy looking at?

Categories

Listening comprehension of isolated words.

Procedure: Ask the students to draw two or three columns on paper, and give them a category heading for each. For example, food and drink, sad and happy. Then dictate a series of words which can fit into one of the categories. They have to write a cross or tick in the appropriate column for each word you dictate. For ready-to-use examples, see the BOX. Note that you will need to note down the crosses yourself as you dictate the words in order to check the results.

Variation: For a more difficult and time-consuming exercise, students actually write out each word in its appropriate column.

BOX: Categories

Food, drink: tea, apple, bread, coffee, cake, water, egg, meat, beer, milk, potato, chocolate, rice, pasta, orange juice.

Animals, objects: dog, pencil, chair, elephant, door, man, lion, book, table, horse, cat, donkey, television.

Big, small: elephant, mouse, matchbox, flower, house, mountain, pencil, cigarette, CD, sea.

Round, square: sun, book, blackboard, ball, window, door, moon, television, flower, house, ring, wheel, desk.

Land, sea, air: cloud, earth, rain, fish, tree, wave, fog, sky, field, ship, road, wind, mountain, swimmer.

Sad, happy: smile, tears, laugh, miserable, tragedy, cheerful, pleasure, depressing, fortunate, celebration, weep, amusing, mourn, joke, delight.

Superior, inferior: servant, queen, master, chief, subordinate, commander, slave, assistant, captain, prince, follower, head.

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