



НАРОДНАЯ УКРАИНСКАЯ АКАДЕМИЯ

**ПРАКТИКУМ К УЧЕБНИКУ PROFILE 3
UPPER INTERMEDIATE
(комментарий для преподавателей)**

Факультет «Бизнес-управление»
специальность «Экономика предприятия»

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«Народная украинская академия»

Посібник є доповненням до Практикуму до підручника Profile 3 Upper Intermediate Student's Book, by John Hughes, і містить допоміжний матеріал, призначений для систематизації роботи викладача, а саме, рекомендації до проведення різних видів аудиторної роботи і поради під час підготовки до занять. Матеріал відповідає чинній програмі дисципліни «Ділова іноземна мова для студентів факультету «Бізнес-управління», і призначений для викладачів факультету «Бізнес-управління».

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Пособие является дополнением к Практикуму к учебнику Profile 3 Upper Intermediate Student's Book, by John Hughes, и содержит вспомогательный материал, предназначенный для систематизации работы преподавателя, а именно, рекомендации к проведению различных видов аудиторной работы и советы при подготовке к занятиям. Материал соответствует действующей программе дисциплины «Деловой иностранный язык для студентов факультета «Бизнес-управление», и предназначен для преподавателей факультета «Бизнес-управление».

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ПРЕДИСЛОВИЕ

Практикум к учебнику Profile-3 (комментарий для преподавателей) предназначен для преподавателей английского языка факультета «Бизнес-управление», преподающих студентам 3-4 курсов уровня владения английским языком Upper-Intermediate дневной и заочной форм обучения. Комментарий состоит из нескольких разделов, каждый из которых посвящен определенному аспекту аудиторной работы и самостоятельной подготовки преподавателя (ключи к заданиям, грамматический справочник, различные виды методических рекомендаций, списки рекомендованного профессионально-ориентированного словаря).

Рекомендации составлены в соответствии с действующей программой курсов «Деловой английский язык» и «Английский для профессиональных целей» и отвечают требованиям коммуникативной методики преподавания английского языка.

Рекомендации могут быть использованы для проведения модульного и семестрового контроля учебных достижений студентов, а также для организации их самостоятельной внеаудиторной работы.

1. ANSWER KEYS

UNIT 1

Task I

1. target audience	1. целевая аудитория
2. voiceover	2. голос за кадром
3. tracking studies	3. отслеживания исследования
4. come up with	4. придумать
5. endorse	5. поддерживать
6. determine	6. определять
7. put across	7. донести
8. tailor	8. специально приспособлять
9. upmarket	9. элитный
10. score with	10. оценка на
11. celebrity	11. знаменитость
12. brand conscious	12. разбираться в брендах
13. speed up	13. ускорять (ся)
14. tagline	14. слоган
15. saturate	15. насыщать
16. white noise	16. фоновый шум / звук
17. product placement	17. размещение продукта
18. props	18. реквизит
19. enterprising	19. предприимчивый
20. stealth	20. хитрость, уловка
21. undercover	21. тайный
22. covert	22. скрытый
23. copywriter	23. копирайтер.
24. account manager	24. менеджер по работе с клиентами
25. art director	25. арт-директор
26. media buyer	26. СМИ покупатель
27. radio spot	27. радиопередача
28. sample	28. образец.
29. commercial	29. реклама на радио или телевидении
30. appeal	30. привлекательность
31. shape	31. форма.
32. slick	32. стильный

Task II

1. d 2. f 3. a 4. h 5. b 6. c 7. j 8. e 9. g 10. i

Task III

1. art directors 2. account management 3. shape 4. copywriters 5. to appeal 6. media buyers 7. a radio spot 8. sample / commercial 9. slick

Task IV

1. b
2. c
3. c
4. d
5. a
6. c
7. a
8. b
9. a
10. a

Task V

1. exposed
2. filtering
3. hired
4. undercover
5. foster
6. aimed
7. influenced
8. wanting
9. be seen
10. being sponsored

Task VII

Noun	Verb	Adjective	Adverb	Participle I	Participle II
1. stealth	steal	stealthy	stealthily	stealing	stolen
2. determination	determine	indeterminate	determinedly	determining	determined predetermined
3. celebration celebrity	celebrate	celebratory	-	celebrating	celebrated
4. rival rivalry	rival	-	-	rivaling	rivaled
5. establishment	establish	-	-	establishing	established
6. encouragement disencouragement	encourage disencourage	-	encouragingly	encouraging	encouraged
7. enforcement enforcer	enforce	enforceable	-ly	enforcing	enforced
8. fear fearfulness fearlessness	fear	fearful fearsome fearless	fearfully fearlessly	-	-
9. occupation occupant occupancy	occupy	occupational	-	occupying	occupied
10. precision imprecision	-	precise imprecise	precisely imprecisely	-	-

UNIT 2

Task I

1. insolvent	1. неплатежеспособный, несостоятельный
2. overheads	2. накладные расходы
3. premises	3. рабочее помещение
4. mortgage	4. ипотека, закладная
5. creditor	5. кредитор
6. hire purchase	6. выплата в рассрочку
7. instalments	7. очередной взнос
8. cash flow	8. денежный поток
9. assets	9. активы, имущество
10. outgoings	10. издержки, расходы
11. overnight success	11. быстрый, неожиданный успех
12. vulnerable	12. уязвимый
13. interest rates	13. процентные ставки
14. to get overdrawn	14. превысить кредит в банке
15. a long-term loan	15. долгосрочный займ
16. to conceive	16. постигать, замышлять
17. to succeed	17. добиться успеха
18. to explore opinions	18. изучить мнения
19. to stretch one's brand	19. продвигать бренд
20. to go into partnership	20. установить партнерские отношения
21. wind up a company	21. ликвидировать компанию
22. to meet one's liabilities	22. покрыть свою задолженность
23. to go bankrupt	23. обанкротиться
24. financial commitments	24. финансовые обязательства
25. take on	25. принимать на работу
26. to rocket	26. резко идти вверх (взлетать)
27. to head for	27. взять/держать курс на
28. to be aware of	28. осознавать, быть в курсе
29. to stay loyal	29. оставаться верным
30. debt counsellor	30. консультант по долговым обязательствам
31. to make ends meet	31. сводить концы с концами
32. to fall behind with	32. отставать

Task II

1. i 2. c 3. a 4. g 5. e 6. b 7. d 8. f 9. j 10. h

Task III

1. to be aware of 2. to wind up 3. meets its liabilities 4. go bankrupt
5. take on / rocket 6. are heading for 7. stay loyal 8. debt counselor
9. make ends meet / fall behinds

Task VI

1. vulnerable 2. interest 3. overdrawn 4. a long-term 5. conceived
6. succeeded 7. explore options 8. stretch 9. go into partnership 10. an overnight success

Task V

1. had bought 2. was doing 3. meant 4. signed 5. put 6. posted
7. were preparing 8. was sorting out 9. were giving advice 10. had had

UNIT 3

Task I

1. time management	1. управление ресурсом времени
2. leisure (hours)	2. часы досуга
3. prioritize and scheduling time	3. выстраивать приоритеты и планировать время
4. on time	4. в срок, вовремя
5. feasible	5. целесообразный, подходящий
6. behind timetable	6. отставание от графика
7. due to (leave)	7. благодаря, из-за
8. miss the deadline	8. не уложиться в срок
9. postpone	9. отложить на более поздний срок
10. routine	10. заведенный порядок, определенный режим
11. further delay	11. дальнейшее отлагательство
12. fall behind with	12. отставать от
13. make up for	13. наверстать.
14. outstanding	14. неоплаченный
15. penalty clauses	15. положение \ документ о наложении штрафа \ штрафные санкции
16. go over budgets	16. превысить бюджет
17. anticipate	17. ожидать, предвосхищать
18. reimburse	18. возмещать, покрывать, оплачивать
19. replacement	19. заменять, замещать
20. tight schedule	20. жесткий, плотный график
21. hiccup with	21. загвоздка, проблема
22. snag with	22. натолкнуться на затруднение, неожиданное препятствие
23. staggering	23. ошеломляющий, потрясающий
24. meet one's targets	24. достичь цели
25. catch up	25. догнать
26. get on with	26. ладить \ договариваться с
27. put off	27. откладывать на потом
28. take on	28. принимать на работу

29. draw up	29. составлять что- либо письменно
30. break down	30. разбить, разделить на части

Task II

1. b 2. h 3.d 4. i 5. j 6. e 7. f 8. a 9. g 10. c

Task III

1. penalty clauses 2. went over budget 3. anticipated 4. reimburse
5. replacement 6. tight 7. hiccup 8. snag 9. staggering 10. to meet its target

Task IV

1. feasible 2. due 3. postpone 4. a matter of routine 5. catch up
6. have broken ... down 7. taking on 8. drawn up 9. getting on with
10. put off

Task V

1. have been drawn up 2. take on 3. have been replacing 4. going to set up
5. be consulting 6. have considered 7. has arrived 8. have done
9. continue 10. find / have founded

UNIT 4

Task I

1. expansion	1. расширение, распространение
2. economic outlook	2. экономические перспективы
3. outstanding potential	3. уникальный потенциал
4. disposable income	4. доход, остающийся после уплаты налогов
5. joint venture	5. совместное предприятие
6. economic development zone	6. зона экономического развития
7. financial commitment	7. финансовые обязательства
8. exclusive outlet	8. первоклассный магазинов для фирменных товаров
9. distribution channel	9. канал распределения
10. multinational corporation	10. многонациональные корпорации
11. production facility	11. производственные мощности
12. downside	12. недостаток
13. decay	13. разложение, увядание
14. keep up with the pace of growth	14. поддерживать темпы роста
15. commodities	15. товары, предметы потребления
16. susceptible	16. чувствительный, поддающийся

17. value added	17. добавочная стоимость
18. benefits	18. блага, преимущества, привилегии
19. lurk	19. скрываться, таиться
20. driving force	20. движущая сила
21. reliable	21. надежный, достоверный
22. take advantage of	22. воспользоваться преимуществом
23. take the opportunity	23. воспользоваться случаем
24. take down	24. записать, зафиксировать
25. take over from	25. прийти на смену, заместить
26. take place	26. произойти, иметь место
27. take care of	27. заботиться, присматривать
28. take on	28. нанимать на работу
29. take off	29. увеличиться, вырасти
30. take up	30. начать, пристраститься
31. take part	31. принимать участие

Task II

1. h 2. a 3. j 4. f 5. d 6. b 7. i 8. c 9. g 10. e

Task III

1. benefits 2. value added 3. decaying 4. downsize 5. driving force
6. commodities 7. keep up with the pace of growth 8. is lurking 9. susceptible
10. reliable

Task IV

1. taken advantage of 2. took the opportunity 3. to take on 4. had been taken
good care of 5. took place 6. have taken up 7. to take off 8. to take part
9. have taken over from 10. take down

Task V

1. used to 2. get 3. would 4. used to 5. taking 6. use to 7. will
8. always looking down 9. once in a while 10. rarely

UNIT 5

Task I

1. authoritarian	1. авторитарный
2. self-expression	2. самовыражение
3. hierarchical	3. иерархический
4. egalitarian	4. уравнительный
5. paternalistic	5. отеческий, попечительский

6. conservative	6. консервативный
7. impersonal	7. беспристрастный, объективный / безликий
8. mission statement	8. заявление о миссии
9. sabbatical	9. творческий отпуск
10. disincentive	10. демотивирующий
11. assignment	11. задание
12. ID tag	12. бейджик
13. confidential	13. доверительный, секретный, конфиденциальный
14. guided missile (culture)	14. культура, ориентированная на работу в команде или проектной группе
15. the incubator (culture)	15. инкубаторная культура
16. suffocate	16. задыхаться
17. work-stations	17. рабочее место (например, стол)
18. Eiffel Tower culture	18. культура в строго иерархической и авторитарной организации
19. family	19. семья
20. buy into	20. принять за чистую монету, согласиться на что-то
21. engage in	21. вовлекать
22. entitlement	22. право
23. premises	23. помещение
24. morale	24. боевой дух, моральное состояние
25. available	25. доступный
26. ban on	26. запрет на
27. excessive	27. избыточный
28. hot-desk	28. рабочее место, используемое разными сотрудниками, приходящими на работу в разное время
29. clock in and out	29. начинать и оканчивать рабочий день
30. viable	30. жизнеспособный

Task II

1. j 2. a 3. g 4. b 5. i 6. h 7. f 8. e 9. c 10. d

Task III

1. guided missile 2. assignment 3. family 4. suffocated 5. Eiffel Tower culture
6. ID tag 7. work-stations 8. the incubator 9. bought into
10. confidential

Task IV.

1. viable 2. engage in 3. available 4. clock in and out 5. entitlement 6. hot-desk
7. ban on 8. the premises 9. excessive 10. morale

Task V

1. have to 2. might 3. had to; needn't 4. got to; need to 5. mustn't 6. must 7. should / ought to 8. would 9. must 10. was able to

UNIT 6

Task 1

1. set the price	1. установить цену
2. invaluable	2. неоценимый, бесценный
3. crude oil	3. сырая / неочищенная нефть
4. the prices rocketed	4. цены взмыли
5. economies of scale	5. экономия, обусловленная ростом масштаба производства
6. break even	6. покрыть расходы / обойтись без убытков
7. variable costs	7. переменные издержки
8. skim the market	8. установить высокую цену на новый товар для извлечения максимальной прибыли до появления конкурентов
9. inflation	9. инфляция
10. price-fixing cartel	10. соглашение между фирмами-конкурентами, чтобы контролировать цены
11. predatory	11. грабительский, хищнический
12. grey market	12. серый / параллельный рынок
13. peaked	13. достигший своего пика
14. fluctuated	14. колеблющийся
15. captive	15. пленник, пленный
16. penetration	16. проникновение
17. crept	17. подполз / подкрался / незаметно подошел
18. elasticity	18. эластичность
19. steady	19. постоянный / устойчивый / равномерный
20. fair	20. ярмарка
21. commodity	21. товар, предмет потребления, удобство
22. recession	22. спад
23. monopoly	23. монополия
24. supply	24. предложение (<i>противоп. спрос</i>), обеспечение
25. power	25. мощность, сила, способность, энергия
26. tout	26. рекламировать, навязывать товар
27. black market	27. черный рынок
28. demand	28. спрос (<i>противоп. предложение</i>)
29. asking price	29. запрашиваемая цена
30. cut price	30. снижать цену

Task II

1. f 2. d 3. i 4. a 5. g 6. j 7. h 8. c 9. b 10. e

Task III

1. fair 2. elasticity 3. predatory 4. captive (market) 5. penetration 6. gray
7. steady 8. crept 9. fluctuated 10. peaked

Task IV

1. commodity 2. recession 3. monopoly 4. supplies 5. powered 6. tout
7. black 8. demand 9. asking 10. cut

Task V

1. in spite of 2. even though 3. however 4. despite 5. nevertheless
6. despite 7. nevertheless 8. in spite of 9. although 10. despite

UNIT 7

Task 1

1. complaints	1. жалобы
2. confess	2. сознаться, признаться
3. device	3. устройство
4. confrontation	4. конфронтация, очная ставка
5. concession	5. уступка, концессия
6. manipulative	6. подтасовывающий, умело направляющий
7. negotiable	7. подверженный обсуждению
8. persuasive	8. убедительный
9. profitable	9. прибыльный, доходный
10. proposal	10. предложение, план
11. dictatorial	11. властный, безапелляционный, диктаторский
12. laissez-faire	12. невмешательство, попустительство
13. abdicate	13. отречься, отказываться
14. incentive	14. побуждение, мотив, стимул
15. outcome	15. результат, исход
16. take over	16. принять руководство, поглотить
17. talk into	17. уговорить на что-либо
18. beat down	18. сбить (цену)
19. rotate	19. перемещать, сменять по очереди
20. overcome objections	20. побороть, преодолеть возражения
21. make a deal	21. заключить сделку
22. close a deal	22. завершить сделку
23. reassure	23. заверять, убеждать
24. deadlock	24. тупик, безвыходное положение
25. bond	25. скреплять, связывать
26. congenial	26. подходящий, благоприятный

27. haggle	27. торговаться, спорить
28. testament	28. свидетельство, доказательство
29. lock into	29. загнать в, заблокировать
30. work out	30. определить, выработать, установить

Task II

1. e 2. j 3. a 4. i 5. b 6. f 7. h 8. g 9. c 10. D

Task III.

1. beat him down 2. outcome 3. made a deal 4. rotate 5. take it over 6. close the deal 7. talked into 8. overcome / objections 9. reassure 10. incentive

Task IV.

1. complaint 2. confess 3. devices 4. deadlock 5. bond 6. congenial 7. haggle 8. testament 9. locked into 10. work out

Task V

1. hadn't agreed; wouldn't be 2. would have renewed; hadn't been 3. will accept; replace 4. pay; will have to 5. agree; won't go ahead 6. would you say; paid 7. sign; will give 8. would you have paid; 'd been 9. work; are conducted 10. had gone; might / may have worked out

UNIT 8

Task 1

1. adapt to	1. адаптироваться к
2. environment	2. окружающая среда / окружение / обстановка
3. merger	3. слияние
4. acquisition	4. обретение
5. revitalize	5. оживлять
6. flagging brands	6. слабеющие бренды
7. "killer" invention	7. потрясающее изобретение
8. competitiveness	8. конкурентоспособность
9. rivalry	9. соперничество
10. breakdown	10. поломка, сбой
11. high flyer	11. честолюбец, птица высокого полета
12. breakthrough	12. прорыв
13. backfire	13. встречный огонь
14. go like clockwork	14. идти как по маслу
15. give smd the sack	15. увольнять
16. make or break time	16. пан или пропал, решающий момент
17. hot sellers	17. то же, что бестселлер
18. suffer	18. страдать

19. launch	19. запускать, предпринимать, пускать в ход
20. commitment	20. посвящение, преданность
21. identify	21. идентифицировать
22. intelligence	22. интеллект, смекалка, сведения
23. strategy	23. стратегия
24. head hunt	24. охотиться за высококвалифицированными кадрами
25. challenge	25. задача
26. diversity	26. разнообразие, несходство
27. insight	27. озарение
28. bidding	28. торги
29. interest	29. интерес / польза / доля
30. joint venture	30. совместное предприятие

Task II

1. f 2. d 3. c 4. j 5. h 6. i 7. e 8. g 9. a 10. b

Task III

1. challenged 2. to suffer 3. identified 4. diversify 5. to launch
6. intelligence 7. headhunted 8. commitment 9. insight 10. strategy

Task IV

1. bidding 2. interest 3. Joint venture 4. adapted 5. environment
6. revitalize 7. flagging 8. killer 9. competitiveness 10. rivalry

Task V

1. b 2. b 3. a 4. b 5. d 6. a 7. a 8. c 9. d 10. c 11. b 12. d 13. a
14. c 15. b

UNIT 9

Task 1

1. deplete	1. урезать, уменьшать количество
2. brain drain	2. «утечка мозгов», эмиграция специалистов
3. brain circulation	3. «миграция мозгов»
4. address	4. заняться (проблемой)
5. currency	5. валюта
6. a bill of lading	6. товаро-транспортная накладная
7. cargo	7. груз
8. freight	8. товары, привозимые наземным или воздушным транспортом
9. vessel	9. крупный морской транспорт
10. container	10. контейнер

11. letter of credit	11. аккредитивное письмо; кредитное письмо
12. entitle	12. обязывать
13. consignment	13. партия товаров
14. commit oneself	14. принять на себя обязательства, связать себя обязательствами
15. trust	15. доверие
16. expatriates	16. бывшие сограждане
17. cutting age	17. пик, высшее достижение, вершина
18. for the benefit of	18. ради, для
19. unload	19. разгрузить (товар)
20. ship	20. перевозить (груз)
21. short list	21. окончательный, уточненный список
22. downturn	22. спад (экономический, деловой активности)
23. money laundering	23. отмывание денег
24. facilitate	24. способствовать
25. prosecution	25. судебное преследование
26. ceiling	26. потолок, верхняя планка
27. traceable	27. прослеживаемый
28. law-abiding	28. законопослушный
29. invoice	29. накладная
30. relocate	30. перемещать, переселять

Task II

1. i 2. e 3. j 4. g 5. b 6. d 7. f 8. a 9. h 10. c

Task III

1. letter of credit 2. entitles 3. consignment 4. committing 5. trust
6. expatriates 7. cutting age 8. benefit 9. unloading 10. ship

Task IV

1. shortlisted 2. downturn 3. money laundering 4. facilitate 5. prosecution
6. ceiling 7. traceable 8. law-abiding 9. invoice 10. relocated

Task V

1. was created 2. is going to / will be presented 3. will have been arrested
4. have been marked 5. were discovered 6. was bullied 7. is being
considered 8. be lowered 9. has been played 10. are being questioned

Task VI

1. b 2. a 3. d 4. c 5. b 6. c 7. d 8. b 9. d 10. b

UNIT 10

Task 1

1. to mailshot	1. рассылать рекламу по почте, чтобы охватить большое количество клиентов
2. questionnaire	2. вопросник
3. down market	3. (товары) по низкой цене
4. consumer	4. потребитель
5. ambient	5. окружающий со всех сторон, обтекающий
6. a focus group	6. контрольная группа
7. market research	7. изучение рынка
8. perceive	8. понимать, осознавать, посчитать
9. survey	9. опрос
10. on behalf of	10. от имени
11. jingle	11. музыкальное сопровождение в рекламе
12. gimmick	12. трюк
13. promotion	13. продвижение
14. campaign	14. кампания
15. token	15. жетон
16. voice-over	16. комментарий голосом за кадром
17. sample	17. образец
18. blind testing	18. маркетинговое тестирование вслепую
19. dustbin survey	19. метод маркетингового исследования, основанный на учете количества упаковок продуктов, купленных потребителями
20. attitude	20. отношение к
21. (to hear) on the grapevine	21. слышать молву / слухи
22. dead-end	22. тупик
23. work placement	23. производственная практика
24. headhunt	24. охотиться за высококвалифицированными кадрами
25. to pull strings for	25. составить протекцию
26. to reward	26. вознаграждать
27. golden hello	27. финансовый стимул для нового работника
28. golden handcuffs	28. дополнительный финансовый стимул чтобы удержать ценного сотрудника
29. demanding	29. требующий, требовательный
30. worthwhile	30. стоящий, достойный
31. challenging	31. стимулирующий

Task II

1. j 2. g 3. a 4. e 5. f 6. h 7. b 8. i 9. d 10. c

Task III

1. mailshot 2. questionnaires 3. downmarket 4. consumer 5. ambient
 6. focus group 7. market research 8. Perceive 9. survey 10. on behalf of

Task IV.

1. demanding 2. worthwhile / rewarding 3. dead end 4. golden hellos 5. pull strings for
 6. headhunt 7. golden handcuffs 8. placement 9. on the grapevine
 10. challenging

Task V.

1. get on with 2. came up with 3. look after 4. fill in 5. pick up 6. make out 7. make out
 8. took off 9. paid off 10. sort out

Task VI.

Noun	Verb	Adjective
1. image imagination	imagine	imaginative
2. insurance	insure	insuring
3. provider	provide	providing
4. promotion	promote	promoting promoted
5. consumer consumption consumerism	consume	consumed
6. organization organizer	organize	organized organizing
7. service server	serve	served serving
8. competition	complete	completed
9. observation observer observatory	observe	observed
10. competitor competition	compete	competitive

2. GRAMMAR REFERENCE

UNIT 1

Habitual behaviour in the present

A The present simple is used for habitual actions or permanent situations in the present.

I go for a run twice a week. She lives near the station.

B Frequency adverbs are used to indicate how often an action occurs. They are usually placed:

1 before the main verb.

I always go to bed before midnight.

2 after the verb *to be* or an auxiliary verb.

She is very often late for work.

They have rarely been seen together.

3 *Usually, normally, frequently, sometimes, (very/quite) often, and occasionally* can also be placed at the beginning of the sentence or clause.

Occasionally we go out to the cinema, but usually we stay in and watch a video.

NB *always, rarely, seldom, hardly ever, and never* cannot be used in the same way.

C Variations

1 The present continuous + *always* is used to talk about things which occur frequently and which the speaker find annoying.

He's always complaining about something!

2 Adjectives can be used as an alternative to *rarely, normally* and *(not)usually*.

It's rare/ normal/ (un) usual for him to eat meat.

3 *Tend to* + infinitive is used to make general statements about the habitual actions and situations of groups of people or individuals.

British people tend to drink tea rather than coffee.

I tend not to get up very early on Sundays.

4 *Will* + infinitive is used to talk about habitual behaviour. Frequency adverbs can also be added.

She'll sometimes spend the whole day reading.

5 *Keep (on)* + gerund is used to talk about repeated actions, often annoying ones.

Peter keeps on hitting me.

Habitual behaviour in the past

A The past simple is used for regular actions or habitual behaviour in the past, often with a frequency adverb.

*I **hardly ever went away** on holiday when I was young.*

B *Used to* + infinitive is used to refer to past habits and situations which no longer occur or exist now.

*We **used to have** a cat, but he died last year.*

*I always **used to walk** to work until bought a car.*

Note the negative and question forms:

*I **didn't use to like** cheese. Where **did you use to live**?*

NB *use to* cannot express present habitual behaviour.

I usually (not use to) play tennis twice a week.

C *Would* + infinitive is used to refer to past habits, but not past situations.

Habit: *My dad **would** often read to me when I was a young boy.*

Situation: *I **used to (not would)** have a bicycle.*

Stative verbs such as *have* (possession), *be*, *live*, *like*, *believe*, *think* (= have an opinion), *understand* and *know* are not used with *would* to refer to the past.

Be used to/Get used to + noun or gerund

Be used to + noun/gerund means "be accustomed to".

*She's a nurse so she's **used to seeing** sick people.*

Get used to + noun/gerund means "become accustomed to"

*I want to leave Athens; I can't **get used to the head**.*

UNIT 2

Indirect ways of asking questions

A number of expressions can be used to ask questions in a more indirect way.

Indirect questions can sound more polite than direct ones.

Could you tell me what time he is?

Would you mind telling me where he works?

We'd like to know when you first started singing.

When asking indirect questions the same word order is used as when we make statements. The auxiliary verbs, *do*, *does* and *did*, are omitted.

If or *whether* is used if there is no question word such as *where*, *what*, *why*, *when*, *who* and *how*.

Could you tell us if/whether you are married...

Gerunds and infinitives

A The gerund is used in the following cases:

1 as the subject/object/complement of a clause or sentence.

Subject: ***Reading in the car makes me feel sick.***

Object: ***I find shopping for clothes really boring.***

Complement: ***My favourite sport is swimming.***

2 after prepositions.

I'm not very good at making things.

NB *to* is a preposition in the following verbs:

I look forward to hearing from you soon.

I can't get used to living without her.

3 after certain verbs.

Peter suggested going for a picnic.

B The infinitive with *to* it used.

1 to express purpose.

I'm learning English to help me get a better job.

2 after many adjectives, eg *surprised, delighted, disappointed, easy, happy, important, lucky, necessary, normal, possible, surprised.*

I was surprised to hear she had failed the exam

3 after certain verbs.

He offered to give her a lift, but she decided to go by train instead

C Gerunds and infinitives after verbs

1 Verb + gerund

Have you finished cleaning your room?

The following verbs, like *finish*, are normally followed by the gerund:

a Certain verbs expressing likes and dislikes: *adore, detest, dislike, enjoy, don't mind, can't stand*

b Other verbs: *admit, avoid, can't help, consider, delay, deny, feel like, forgive, give up, imagine, involve, keep, mind, miss, postpone, put off, practise, prevent, resist, risk, suggest.*

2 Verb + infinitive with *to*

He promised not to tell anyone what she had said.

a The following verbs, like *promise*, are normally followed by the infinitive with *to*: *(can't) afford, agree, appear, arrange, ask, attempt, choose, decide, deserve, expect, help, hesitate, hope, learn, manage, offer, prepare, pretend, refuse, seem.*

b The infinitive with *to* is also used after:

would like, would love, would hate, would prefer.

3 Verb + gerund or infinitive

a *Like, love, hate* and *prefer* are usually followed by the gerund. However, the infinitive is also possible with little, if any, difference in meaning.

I love going/ to go for long walks in the hills.

The infinitive is common for specific situations:

I hate to interrupt, but we really must be going.

b *Begin, start, continue* and *intend* can be followed by the gerund or infinitive with no change in meaning.

When I arrived it started to rain/ raining

c *Forget, remember, go on, mean, need, regret, stop* and *try* can be followed by the gerund or the infinitive, but with a change in meaning.

- *remember/forget* + gerund = (not) to recall a previous action

I remember coming here when I was young.

I'll never forget seeing U2 in concert.

remember/forget + infinitive = (not) to remember what you have to do

We must remember to feed the cat before we go.

Don't forget to phone me if you need any help.

- *go on* + gerund = to continue with the same activity

Some footballers go on playing professionally until they're nearly 40.

go on + infinitive = to change to a different activity

After a successful career as a football player, Johan Cruyff went on to become a respected manager

- *mean* + gerund = to involve

Dieting usually means giving in things things you enjoy.

mean + infinitive = to intend

I meant to phone the electrician but I forgot

- *need* + gerund = (passive meaning)

This house needs painting (= needs to be painted)

need + infinitive = (active meaning)

I need to get some new shoes.

- *regret* + gerund = to be sorry for a previous action

I regret going to see that film: it was so boring

regret + infinitive = to be sorry for what you are going to say (formal use)

We regret to inform you that we are unable to repair your washing machine

- *stop* + gerund = to stop an activity you are doing

I'm stopped smoking: it's too expensive.

- stop + Infinitive = to stop doing one thing in order to the another
*If you're driving long distances, you should **stop to have** a rest every two hours.*
- try + gerund = to experiment in order to see what will happen
***Try resting** for a while: you might fret better then.*
- fly+ infinitive = to make an effort; to attempt to do something
*Alan **tried to stop** the thief as he ran away*

UNIT 3

Comparisons. Comparatives and superlatives

1. Regular one-syllable adjectives

a add *-er* and *-est* to the adjective

Adjective	Comparative	Superlative
cheap	cheaper	the cheapest

Other examples: *clean, dark, light, short, tall, slow*

b add *-r* and *-st* to adjectives ending in *-e*:

late	later	the latest
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Other examples: *large, loose, safe, strange, wise*

c double the consonant of adjectives ending in a short vowel and a consonant, and add *-er* and *-est*:

thin	thinner	the thinnest
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Other examples: *fat, sad, wet, red, big, hot, fit*

2. Regular adjectives with more than one syllable

a use *more* and *most* in front of the adjective:

sincere	more sincere	the most sincere
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Other examples: *boring, careful, modern, comfortable*

b change *-y* to *-i* and add *-er* and *-est* to adjectives ending in *-y* after a consonant:

happy	happier	the happiest
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Other example: *dirty, friendly, funny, noisy, tidy, silly*

c a limited number of two-syllable adjectives can form the comparative and superlative in two ways:

stupid	stupider	the stupidest
	more stupid	the most stupid

Other examples: *clever, common, polite, quiet, gentle*

d most adverbs form their comparative and superlative with **more** and **most**:

quietly	more quietly	the most quietly
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a limited number have comparative and superlative forms with *-er* (or *-r*) and *-est* (or *-st*)

fast	faster	the fastest
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Other examples: *early, hard, late, long, soon*

3 a Irregular forms: adjectives

good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest
old	older/elder	the oldest/eldest

b Irregular forms: adverbs

well	better	the best
badly	worse	the worst
little	less	the least
much	more	the most

c Irregular forms: determiners

little	less	the least
few	fewer	the fewest
much/many	more	the most

B. Use

1 To talk about people or things that are different in some way we use:

a Comparative forms of adjectives/adverbs + *than*.

*I think listening is **more difficult than** reading.*

For small difference use *a bit, a little, slightly*.

You need to work a little harder.

For big differences use *much, a lot, far, significantly*.

*My new car's **much faster than** my old one.*

b Superlative forms of adjectives/adverbs:

*That's the **nicest** thing you've said to me all day.*

To emphasize the difference between one person or thing from all the others we can use by far:

*This is **by far the best** book I've ever read.*

c *Less ... than* and *the least*

*Rugby is **less popular** than football here.*

*That's my **least favourite** track on the album.*

2 As ... as

a For people or things that are the same in some way we use *as* + adjective/adverb + *as*.

*She's **as intelligent as** her sister.*

Almost, nearly, just, twice, three times, etc can be used to qualify the comparisons.

*There were **nearly twice as many people** at the party **as** last year.*

b *So* can replace the first *as* in negative sentences.

*It's **not so difficult as** I thought it would be.*

Quite and nearly can be used to qualify negative sentences of this type.

*Her new film **isn't nearly as bad as** her last one. (= her new film is much better than her last one)*

*He's **not quite so impatient as** his brother. (= he's a little more patient than his brother)*

c *The same* + noun + *as*

*Mu mum's **the same age as** my dad.*

3 The + comparative, the + comparative

We use this structure for things which occur together.

***The more money** I have, **the faster** I spend it.*

Articles

A The definite article (the) is most commonly used:

1 when there is only one of something, either in existence or in a particular context.

*I'd like to speak to **the manager**, please.*

2 when something is mentioned again.

"I've read three novels and two plays by Camus"

*"What did you think of **the plays**?"*

3 when both listener and speaker know what is being referred to.

*Hurry up! **The film** starts in 10 minutes.*

4 when talking about a specific aspect of something, where the noun is followed by *of*

*We're studying **the history of** architecture.*

5 to speak generally about certain groups of singular countable nouns.

a Inventions: ***The mobile phone** is thought to pose a serious threat to health.*

b Animal species: ***The whale** is still hunted by some countries such as Japan.*

6 with adjectives referring to general classes of people, eg *the homeless, the blind, the deaf, the rich, the poor, the old, the young, the French, the Spanish.*

*Not enough is being done to help **the homeless**.*

7 with superlatives.

*Who is **the greatest** footballer in the world?*

8 with musical instruments.

*I'd love to team to play **the piano**.*

9 with types of transport which have a fixed timetable

*Shall we get **the bus** or take **a taxi**?*

10 with some countries *eg the USA, the UK.*

11 with oceans, mountain ranges, deserts, rivers, etc, *eg the Atlantic. the Pyrenees, the Sahara, the Thames*

12 with some geographical areas.

*We're going to **the mountains** rather than **the coast**.*

B The indefinite article (*a/an*) is most commonly used:

1 when a singular countable noun is mentioned for the first time.

***A man** went into a bar with **a fish**.*

2 when referring to any one of several things

*It's quiet in here. Shall I put **a record** on?*

3 when talking about a person's job.

*My father is **a nuclear scientist***

4 with some numbers, *eg **a hundred and one Dalmatians**, **a thousand people**, **a minion pounds***

5 when it means 'per' in some expressions, *eg **twice a day**, **50 miles an hour**, **£80 a week***

C No article is used:

1 when referring to nouns in a general sense.

a Plural countable nouns

*Do you think **computers** will replace **teachers**?*

b Abstract nouns

*We sang songs of **love** and **peace***

c Other uncountable nouns

*Alan won't eat **cheese** or **meat**.*

2 with most streets, towns, cities and countries.

*I went to **Bond Street** when I was in **London**.*

3 when a town's name is used with a building, *eg **Luton Airport**, **Oxford***

University

4 in many common expressions, *eg to go home, to go to*

work/school/university/prison/hospital/church/bed, to go on holiday, to be at home/work/school/university, to be in hospital/church/bed/prison, to go by

*car/bus/coach/train/plane, to have breakfast/ lunch/dinner (but have **a** meal), at night (but in **the** morning/afternoon/evening)*

UNIT 4

Past tenses

A The past simple is used to refer to:

1 completed actions which happened at a specific time.

*I **went** to the cinema last night*

2 completed action and situations which happened over a specific period of time.

*I **lived** and **worked** in Germany for three years*

3 habitual actions or behaviour in the past.

*We **played** football in the street when I was a child.*

4 a series of consecutive events in the past.

*He **kissed** her, **said** goodbye and **closed** the door.*

B The past continuous is used to refer to:

1 temporary activities or situations in progress at a particular moment in the past.

*This time last week **we were sitting** on the beach.*

2 a past activity or situation which was already in progress when another action occurred (the activity or situation in progress may or may not continue).

*I **was reading** to my son when the lights went out.*

3 activities or situations occurring at the same time.

*Ann **was cutting** the grass while I **was cooking**.*

4 the background events in a narrative.

*It **was snowing** heavily and a cold wind **was blowing**.*

*My brother and I **were reading** in front of the fire.*

Suddenly, there was a knock at the door...

C The past perfect is used to:

1 show that a past action or situation occurred before another past action or situation.

*When I saw Tim, **he had** just **passed** his driving test.*

2 We use the continuous form to emphasize the duration of the first past action or situation.

***She had been waiting** for over two hours when he phoned to say he couldn't come.*

D Time linkers

1 The past perfect is often used with time linkers, eg *after, before, by the time, as soon as, once, when, until*

*I couldn't go out **until** I had done my homework.*

2 The past simple can be used if the order of events is clear:

*He sold his house **before** he left the country.*

or if the second event occurred as a result of the first.

***When** I realized what time it was, I ran outside.*

3 *After/ afterwards*

After is used to show the order of two or more events in the same sentence.

***After** he'd cleaned the house, he went shopping.*

Afterwards means *after that* and can go at the beginning or the end of a clause.

*We had lunch and **afterwards** we went for a walk.*

*They sent the result slip in the September and I received the certificate two months **afterwards**.*

NB *after* would not be correct in these two sentences.

4 *At last/in the end/ at the end*

At last suggests that something good happens after a long period of time or more than one attempt.

*I've passed the FCE **at last!** I failed twice before!*

In the end has a similar meaning and may also suggest there have been one or more changes or problems. The result may be good or bad.

*The car broke down several times on the way but we got there **in the end**.*

NB *eventually* can also be used in this sentence.

At the end means at the point when something finishes.

*Hand in your books **at the end** of the lesson.*

5 *When/ as/while*

These can all be used with the past continuous to introduce an action which was already in progress when another action occurred.

***As/When/While** I was running, I saw a rabbit.*

6 *During/in/for*

These are all used as prepositions when referring to time, and are followed by a noun. *During* and *in* are used to say *when* something happened.

*It rained a lot **during/in** the night.*

For is used to say how long something took or lasted.

*We went to Spain **for** two weeks **during** the summer.*

UNIT 5

Obligation and necessity

A *Must/ Mustn't* + infinitive without *to*

Must is used:

1 for strong obligation imposed by the speaker. The speaker uses *must* to express his/her authority.

*You **must be** here by 8 am.* (manager to employee)

2 to give strong advice

*It's a great film. You really **must go** and see it*

3 to tell oneself what is necessary

***I must remember** to phone Roger.*

Must not or *mustn't* is used:

4 to talk about something that is not permitted.

*Passengers **must not smoke** on the aircraft.*

*You **mustn't** drive without your seatbelt on in Britain.*

5 to give strong advice

*You **mustn't work** too hard. You'll make yourself ill.*

Past form

Must does not have a past form. *Had to* is therefore used to refer to the past.

*We **had to write** a formal letter in the exam.*

Question form

Must is possible in question forms:

***Must you wear** that horrible dress?*

although *have to* is more common:

*What do we **have to do** for homework?*

B *Have to/ Don't have to*

Have to is used to refer to strong obligations imposed by another person rather than by the speaker or writer.

*I **have to be** at work by 8 o'clock. The boss will get angry if I'm late.* (employee to a friend)

Don't have to expresses a lack of obligation.

*I'm glad I **don't have to wear** a suit. It's so hot today.*

C *Need to/Don't need to/ Needn't*

Need to is used to express necessity.

*Can we go to the baker's next? **I need to get** some bread.*

Don't need to/ needn't express a lack of necessity.

*We **don't need to/ needn't leave** yet. It's only 2 o'clock.*

D Should/Shouldn't + infinitive without to

Should and *shouldn't* are used to express obligation or give advice. *Ought to* can also be used with the same meaning as *should*.

*You **ought to/should see** a doctor about your backache.*

*If you're on a diet you **shouldn't drink** beer.*

E Be supposed to/ Had better

Be supposed to is used to talk about what you should do because of a rule or because it is expected.

*Come on, it's 10 o'clock. You're **supposed to be** in bed!*

Had better + infinitive without *to* is used to talk about what you should do because you think it's a good idea.

*You'd **better ask** your dad before you borrow the car.*

Permission

To express permission it is possible to use *can*, *may* (more formal) or *be allowed to*. In the negative these express lack of permission, or prohibition.

*You **can order** another drink but you **can't have** any more chips.*

*We **aren't allowed to wear** trainers to school.*

May is not possible in the past. *Could* and *be allowed to* are possible for general permission.

*In my last job we had flextime so we **could arrive** more or less when we wanted to.*

Could is not used when referring to a particular situation in the past. Only *be allowed to* is possible.

*I **was allowed to** stay up late last night.*

Let and make

Both these verbs are followed by the infinitive without *to*.

Let is used to express permission.

*My dad never **lets me watch** that programme.*

Let is not normally used in the passive. *Be allowed to* is used instead.

*I **wasn't allowed to go** to the party alone.*

Make is used to express obligation.

*The teacher **made her do** some extra homework.*

In the passive, *make* is followed by the infinitive with *to*.

*He was **made to pay** for the window he had broken.*

Causative *have*: 'to have something done'

1 The structure *have* + object + past participle shows that the action is done for the subject by someone else and not by the subject. The subject cause the action to be done. Compare the following:

I cut my hair. (=I did it myself).

I had my hair cut. (= someone did it for me)

All tenses of *have* are possible, eg:

We've just had our washing machine repaired.

I'm having my eyes tested tomorrow.

2 the same structure can also be used for events (usually unpleasant) which are outside of the speaker's control.

John had his car stolen last week.

3 *Get* can be used instead of *have* in this structure. It is slightly more informal.

Where did you get your photos developed?

UNIT 7

The present perfect

The present perfect links past events and situations with the present.

1 The present perfect is used:

a to give news of recent past events which have some relevance to the present.

Be careful! I've just dropped a glass on the floor.

b to describe something that started in the past and continues to the present.

My wife and I have lived in the same house ever since we got married.

c to describe events which occurred at some time between the past and the present.

Exactly when they happened is not known or not important.

I've been to Poland three or four times.

d to talk about something which occurred in the past, but in a time period which includes the present.

Judy's boyfriend has phoned her three times this morning - and it's not even 11 o'clock!

e after the expression *it/this/that is the first/second/ third, etc time*

This is the first time I've seen this programme.

2 Time expressions

a The present perfect is commonly used with *ever, never, just, recently, so far, still, yet* and *already* when referring to a time period up to now:

They haven't booked their holiday yet:

I've had three cups of coffee so far this morning.

b *For* is used with periods of time to show how long something has lasted.

*I've known Eric **for** twenty years.*

c *Since* is used with points in time to show when something started.

*I've had this watch **since** 1984.*

3 The present perfect continuous can be used:

a to emphasize the duration of a situation or activity.

It's been snowing all day.

b to suggest that a situation or activity is temporary.

My mum's not well, so I've been looking after her.

e to suggest a situation or activity is incomplete.

I've been painting the house - that's why it's in a mess.

d to focus on the repetition of a situation or activity.

He's been getting into trouble at school a lot recently.

4 The present perfect simple and continuous

a Both simple and continuous forms of the present perfect can be used to talk about the effects in the present of a past event.

*Your new shoes are ruined! You've been playing football in them, haven't you?
(an activity)*

I can't do any sport for a few weeks; I've broken my arm. (a single action)

b The continuous form is not used if we talk about the number of things that have been completed or the number of times a thing has been done.

She's eaten six chocolate biscuits

She's been eating chocolate biscuits.

c Stative verbs such as *have* (to possess/own), *think* (to have an opinion), *be*, *like*, *believe*, *understand* and *know* are not normally used in the continuous form.

We've known each other for a long time.

We've been knowing each other for a long time.

Contrasting ideas

1 *But* contrasts two ideas in the same sentence.

*The weather was bad **but** she enjoyed the trip.*

2 *Although* and *though* (informal) are also used to contrast ideas in the same sentence.

They can go at the beginning of a sentence or in the middle.

***Although** the weather was bad, she enjoyed the trip.*

*She enjoyed the trip **although** the weather was bad.*

Even used before *though* emphasizes the contrast.

*They managed to communicate, **even though** they couldn't speak each other's language.*

3 *However* contracts idea in two different sentences. It often comes at the beginning of the second sentence and is followed by a comma.

*The weather was bad. **However**, she enjoyed the trip.*

4 *Nevertheless* is a more formal alternative to *however*.

The English aren't normally very emotional people.

***Nevertheless**, they get very excited at sporting events.*

5 *In spite of* and *despite* are both followed by a gerund or a noun. They can go at the beginning of the sentence or in the middle.

*She enjoyed the trip **in spite of** the bad weather.*

Despite the fact that the weather was bad, she enjoyed the trip.

***Despite** the weather being bad, she enjoyed the trip.*

If the subject of the verbs in the two clauses is the same, the gerund can be used immediately after *despite* or *in spite of* without a preceding noun/ pronoun.

She played tennis despite feeling ill.

***She** paid for the meal despite me/my telling her not to.*

6 *Whereas* and *while* are used to contract two ideas in the same sentence.

*The first photo shows a child having fun **whereas/ while** the second one shows a rasher sad won on his own.*

UNIT 8

The future

A Predictions and expectations

Will + infinitive without *to* can be used to make predictions or talk about expectations for the future. These can be introduced by verbs such as *believe*, *expert*, *hope* and *think*. Adverbs such as *definitely* (almost) *certainly* and *probably* may also be used; they come after *will* and before *won't*.

*United **will probably win** the league again this year.*

*'Where's Anne?' 'I expect she **'ll be** here soon.'*

*She definitely **won't pass** her exams; she's too lazy.*

Alternatives to *will*

1 The following structures can be used to talk about the probability of something happening in the future

be (un) likely + infinitive with *to*

may/might/could well + infinitive without *to*

*There **may/could/might well be** a cure for cancer in the future. (= there will probably be)*

*They're got a map with them so they're **unlikely (not likely) to get** lost. (= they probably won't get lost)*

NB *may well* is not usual in the negative.

2 *May/might/could* + infinitive without *to* can be used to talk about the possibility of something happening in the future.

*We **may/might/could** see fewer cars in the future.*

*We **may not/might not** have time to see the exhibition.*

NB *could not* expresses impossibility; see Unit 9.

B Other future forms

1 In addition to making predictions about the future, *will* is also used to talk about:
a decisions made at the moment of speaking, including offers and requests.

*We'll **babysit** for you if you want to go out.*

*The phone's ringing. **Will you** answer it?*

b future facts; events which the speaker knows or believes are certain to happen.

***Sumner will be** here soon.*

2 *Going to* + infinitive is used to talk about:

a predictions based on present evidence.

*Look at those clouds –**it's going to** rain soon.*

b intentions or plans.

***I'm going to** stay in tonight and read my book.*

Modal verbs can be used to express possible intentions.

***I may/might** go walking in the mountains tomorrow.*

3 The present continuous is used to talk about future arrangements which have already been made. ***Sue and Alan are getting** married on June 21st.*

4 The present simple is used:

a to talk about timetabled or scheduled events.

*The film **starts** at 9.15, just after the news.*

b to refer to the future after time linkers such as *when, before, after, until, by the time, as soon as*

*Give me a call **as soon as you arrive***

5 The future continuous, *will + be + -ing*, is used to talk about actions or events which will be in progress at a certain time in the future.

*This time next week **I'll be lying** on the beach.*

6 The future perfect simple, *will + have + past participle*, is used to talk about actions and events that will be completed by a certain time in the future.

*By the end of today **we'll have driven** over 250 kms.*

7 The future perfect continuous, *will + have + been + -ing*, is used to talk about actions and events which continue to a certain time in the future.

*On 21 May **I'll have been living** here for exactly 10 years.*

8 *Be about to + infinitive/be on the point of + gerund* can be used to talk about the immediate future.

*Can I phone you back? I'm just **about to have** lunch. The police say **they are on the point of solving** the crime.*

UNIT 9

Modal verbs of speculation

A Certainty

If we are fairly certain about something, *must*, *can* and *couldn't* can be used to express this.

1 For present situations the modal verbs *must*, *can't* and *couldn't* followed by the infinitive without *to*.

*'I haven't slept for two days' 'You **must be** exhausted!'*

*Everyone here is wearing a football scarf, so we **can't be** very far from the stadium*

The continuous infinitive can also be used.

*Why is he wearing his uniform? He **couldn't be going** to school – it's Saturday today.*

2 For past situations we use the same modal verbs + *have* + past participle.

*I **can't find** my book. I **must have left** it at school*

*This composition **isn't very good**. You **can't have spent** very long on it.*

The continuous form can also be used.

*'And then I lost control of the car.' 'You **must have been driving** too fast'*

NB *mustn't* is not normally used when speculating about present or past situations.

B Possibility

If we are not certain about something but think it is possible, we use *may (not)*, *might (not)* or *could*.

1 For present situations these modal verbs are followed by the infinitive without *to*. The continuous infinitive is also possible.

*'Ed's not answering my emails.' 'He **might be** on holiday.'*

*He **could be telling** the truth, but it's hard to believe.*

2 For past situations we use the same modal verbs + *have* + past participle (the continuous form is possible).

*I think we **may have taken** the wrong road. This doesn't look familiar.*

*'Sean looked a little sad.' 'He **might not have been feeling** very well'*

NB It is not possible to use *can* when speculating about present or past situations.

UNIT 10

The passive

A Form

The verb *to be* + past participle.

Present simple: *Goods worth £750 million **are stolen** from shops each year.*

Present continuous: *A man **is being questioned** in connection with the robbery.*

Present perfect: *Photos of the suspects **have been put up** around the town*

Past simple: *He **was taken** away in a van.*

Past continuous: *The burglar didn't realize he **was being filmed***

Past perfect: *Two people **had been mugged** there on the previous day*

Future simple: *All football supporters **will be searched** at the airport*

Infinitive: *He is hoping **to be released** from prison next week*

Gerund: *I can't even remember **being hit** on the head.*

Modal verbs: *He **should be sentenced** to life imprisonment.*

B Use

The passive is used to focus attention on the person or thing affected by the action, rather than on the agent (the 'doer' of the action). If we are interested in the agent, we use the preposition *by*:

*Sue and Math were brought up **by their grandparents**.*

When we talk about the instrument used by the agent to do the action, we use the preposition *with*:

*He was hit on the head **with a vase**.*

The agent is not usually included when:

1 it is clear from the context who the agent is.

*Colin **was arrested** for dangerous driving. (by the police)*

2 we don't know who the agent is or was.

*My car **was stolen** yesterday afternoon.*

3 when the agent is not important.

*Stamps **are often sold** in supermarkets in England.*

4 The passive is also used in formal notices:

*Food **may not be consumed** on the premises.*

C Passive constructions with the infinitive

The infinitive can be used after the passive of verbs such as: *believe, consider, expect, know, say think*.

*The President **is expected** to arrive at 9.30 am.*

The perfect infinitive (*have* + past participle) is used to refer to the past.

*15 people **are known** to have died in the accident.*

Past necessity

A *Needn't have* + past participle

This structure is used to talk about an action which was unnecessary. It indicates that the subject performed the action.

I needn't have prepared so much food for the party; everyone had eaten before they come. (I prepared lots of food but I realized afterwards that it wasn't necessary)

B *Didn't need to* + infinitive

This structure is used to talk about an action which was unnecessary. It usually indicates that the subject did not perform the action.

I didn't need to prepare very much food for the party; everyone said they would bring something to eat. (I didn't prepare lots of food as I knew it wasn't necessary.)

UNIT 11

Conditionals

Conditional sentences contain a conditional clause (introduced by words such as *if*, *as long as* and *unless*) and a main clause.

If the conditional clause comes before the main clause, a comma is needed (as in this sentence).

A comma is not needed if the conditional clause comes after the main clause (as in this sentence).

A Zero conditional

if + present simple or imperative

We use the zero conditional to talk about situations which are always true. *If* has the same meaning as *when*, *whenever* or *every time* in such sentences.

Everyday situations: *My eyes hurt if spend too long on the computer.*

Scientific facts: *If you mix blue and yellow, you get green.*

Instructions: *If you don't know the answer, make an intelligent guess.*

(*if* + imperative)

B First conditional

if + present simple, *will* + infinitive without *to*

We use the first conditional to talk about possible situation and their probable results in the future.

She'll be very happy if you phone her.

It can be used for warnings, promises and threats.

I'll send you to bed if you don't behave yourself.

If you pass your driving test, I'll take you out for a meal.

Modal verbs can be used in the main clause in place of *will*. *May*, *might* and *could*, for example, introduce possible results if a condition is met.

If I finish my homework early, I might call you.

C Second conditional

if + past simple, *would* + infinitive without *to*

We use the second conditional to talk about imaginary unlikely or impossible situations in the present or future.

If I knew the answer to number six, I would tell you.

If I had wings, I'd fly south in winter.

First or second conditional? Notice the difference in meaning between these two sentences:

First Conditional:

If they give me a pay rise, I'll buy a new car (I feel there is a real possibility that they will give me a pay rise)

Second Conditional:

If they gave me a pay rise, I'd buy a new car. (I feel it is less likely that they will give me a pay rise.) The second conditional can also be used to give advice.

If I were you, I'd complain to the manager.

Both *was* and *were* are possible in the conditional clause after the subject pronouns *I/he/she/it*. *Was* is more common in spoken English.

If he were a little taller, he'd be an excellent goalkeeper.

The modal verbs *might* and *could* can be used in the main clause to indicate possible results.

If you worked a bit harder you might have more success.

D Third conditional

if + past perfect, *would/might/could have* + past participle.

We use the third conditional to talk about imaginary situations in the past.

If we hadn't taken a map, we would have got lost. (We took a map, so we didn't get lost)

E Mixed conditional

if + past perfect, *would* + infinitive without *to*

Mixed conditionals are a combination of a second and a third conditional. They can express an imaginary past event and a possible or probable present result.

If you'd listened to my advice, you would not be in this situation now

F Alternative words for *if*

As long as, *provided (that)*, *providing (that)* and *on condition (that)* can be used in place of *if* to emphasize the condition.

I'll lend you £10 as long as you give it back tomorrow.

We'll go out in the boat tomorrow afternoon provided the sea isn't too rough.

So, neither and nor

A Use

To indicate that we have the same feelings, behaviour or abilities as others, we can use *so* (positive statements), and *neither* or *nor* (negative statements).

B Form

so/neither/nor + (modal) auxiliary verb or the verb *to be* + subject noun or pronoun

The rules for deciding which verb 's used after *so*, *neither* or *nor* are the same as those for question tags (Unit 9). The verb is always positive. The clause with *so*, *neither* or *nor* can appear in the same sentence as the main clause, or it can be said by a different speaker:

She can't play a musical instrument and nor can I.

'I'll phone him tonight.' So will I'

'My mum isn't working tomorrow' Neither is mine'

C If our feelings, behaviour or abilities are different from those of others, we use the following structure:

subject + (modal) auxiliary or the verb *to be*

He doesn't eat meat but I do.

'We're allowed to wear jeans to school.' We aren't'

UNIT 12

Direct and reported speech

When reporting what someone has said or written we can use either direct speech or reported speech. When we use direct speech we report the exact words which someone has used.

'I'm staying here tomorrow,' said Heather.

When we use reported speech, changes may have to be made to verb tenses, pronouns and certain words indicating place and time.

*Heather said **she was** staying **there the next day***

A Reporting statements

1 The following changes are usually made to verbs. In each case the verb 'moves back' one tense.

Direct speech

Present simple

'I work in an office,' he said.

Present continuous

'We are going away on holiday,' she said.
holiday

Present perfect

'I've known her for a long time,' he said.
time.

Present perfect cons

'He's been playing tennis,' she said.

Past simple

'I saw Nigel in town,' he said.

Past continues

'We were trying to help him,' she said.

Reported speech

Past simple

He said he worked in an office.

Past continuous

She said they were going away on

Past perfect

He said he'd known her for a long

Past perfect continuous

She said he'd been playing tennis.

Past perfect

He said that he'd seen Nigel in
town.

Past perfect continuous

She said they'd been help him.

NB the modal verbs *will, must, may* and *can* change to *would, had to, might* and *could*.

2 No changes are made in the verb tense:

a if the verb in the direct speech is in the past perfect

'He had never spoken about it before,' she said.

She said he had never spoken about it before

b if the direct speech contains one of the following modal verbs: *would, might, could, should, ought to*

'You should go to the doctor's,' he said

He said I should go to the doctor's.

c if the statement being reported is still true.

'I like fish,' she said.

She said she likes fish.

d if the reporting verb is in the present

'It's 40° in Athens at the moment.' (Jeremy to his mother on the phone)

Jeremy says it's 40° in Athens at the moment. (Jeremy's mother to her husband)

3 Pronouns in direct speech may have to change when we use reported speech.

*'I'll see **you** soon,' said Peter.*

*Peter said **he** would see **me** soon.*

4 The following changes may also need to be made to words indicating place and time.

Direct speech

Reported speech

now

then

today

that day

this morning

that morning

tomorrow

the next/following day

next week

the next/following week

yesterday

the day before, the previous day

two days ago

two days before/earlier

last week

the week before, the previous week

here

here

come

go

5 *This, that, these* and *those* may change to *the*.

'That book you lent me is really boring.' he said.

He said **the** book I had lent him was many booing.

B Reporting verbs for statements

1 *tell* is used with a direct object

He told me (that) he was getting married

2 *say* and *explain* are used without a direct object.

She said (that) she was ill. (not *She said me...*)

They can, however, be used with an indirect object.

I explained to them (that) I'd left my passport at home. (not *I explained them...*)

3 Some reporting verbs can be used with an infinitive.

a verb + object noun/pronoun + infinitive with *to advise, ask, encourage, invite, order, persuade, recommend, remind, tell, urge, warn*

'Don't forget to phone Jim,' he told her.

He reminded her to phone Jim.

b verb + infinitive with *to*

offer, promise, refuse, threaten

'I'll help you mend the car if you like.'

He offered to help me mend the ear.

4 The following patterns can be used after both *recommend* and *suggest*:

He recommended/suggested (that) I (should) eat less sugar.

She recommended/suggested joining a youth club.

The infinitive with *to* can only be used after *recommend*.

C Reporting questions

When we report questions we make the same changes to verb tenses, pronouns and words indicating place and time as we do when we report statements. The following changes are also made:

Auxiliary verbs:	auxiliary verbs <i>do, does</i> and <i>did</i> are omitted
Word order:	is the same as that of a statement
Punctuation:	question marks are not used
Yes/No questions:	if there is no question word (<i>what, where, who</i> etc) in the direct question, we use <i>if</i> or <i>whether</i> . <i>'Does she smoke?'</i> <i>He asked if/whether she smoked.</i>

Ask and *tell*

Each of these verbs can be used in two different ways in reported speech.

1 *Ask*

a Requests (*ask* + object + infinitive with *to*)

'Can you help me, please?'

He asked me to help him.

b Questions

'Can you ride a horse?'

She asked me if I could ride a horse

2 *Tell*

a Commands (*tell* + object + infinitive with *to*)

'Put your coat on.'

She told him to put his coat on.

b Statement

'I can't find my coat.'

He told her (that) he couldn't find his coat.

UNIT 13

Expressing ability

A *Can* and *be able to*

Can and *be able to* are both used to express ability. However, *can* only has present tense (*can*) and past tense (*could*) forms. If another form of the verb is required, *be able to* is used.

Present: *She can/ is able to speak three languages fluently.*

Past: *She could/was able to read when she was two.*

Infinitive: *I'd like to be able to ski.*

Present perfect: *He's never been able to save money.*

Will future: *She'll be able to drive to work when she passes her rest.*

B Present ability

We use *can* or *be able to* to talk about present ability. *Be able to* is more formal than *can*.

I can not faster than you.

He is able to speak without moving his lips.

The negative form of *can* is *can't* or *cannot*. To form the negative of *be able to*, *not* is used before *able*. You can also use *be unable to*.

I cannot understand why she married him.

Many of my students aren't able/are unable to pronounce the word 'taught' correctly.

Be capable of + gerund can also be used to express ability. It means to have the ability, capacity or potential to do something.

The team has some excellent players and is capable of winning the championship.

The negative form *be incapable of* + gerund can be used or *not* can be placed before *capable*.

She is incapable/isn't capable of looking after herself.

C Past ability

1 When we talk about general ability in the past, both *could* and *was/were able to* are possible.

She could sing really well when she was a child.

My grandfather could play the trumpet when he was 90.

Be capable of can also be used in the past.

Joe wasn't capable of making toast without burning it.

2 When we talk about ability to do something on one occasion in the past, *could* is not possible. Instead, *was/were able to*, *managed to* + infinitive or *succeeded in* + gerund have to be used.

I managed to/was able to speak to Frank last night.

Firefighters succeeded in controlling the flames.

However, *could* can be used for ability on one occasion when it is used with verbs of the senses: *see, smell, hear, feel, sense, taste*.

I knew my wife had arrived; I could smell her perfume.

When we talk about inability to do something on one occasion in the past, *couldn't*, *weren't/wasn't able to*, *didn't manage to* and *didn't succeed in* are all possible.

I couldn't do the homework; It was too difficult.

I didn't manage to/wasn't able to repair the washing machine.

Verbs followed by preposition + gerund

1 These verbs can be followed by *for* + gerund: *apologize, arrest, blame, forgive, praise, punish, tell off, thank*

Have you apologized to Jean for breaking her pen?

2 These verbs can be followed by *from* + gerund: *discourage, prevent, stop*

The police prevented him from leaving the country.

3 *Congratulate* and *insist* are followed by *on* + gerund.

He insisted on paying for the meal.

4 *Warn* can be followed by *against* + gerund

We tried to warn him against driving in the snow.

Warn can also be used with *of* or *about* + noun.

Porters have been put up warning people of the dangers of smoking.

UNIT 14

Hypothetical situations

A *Wish* and *if only*

Wish or *if only* can express how we would like things to be different if we had the power to change them.

1 Present states

We use *wish/if only* + past simple to express wishes about present states. Stative verbs such as *be, have, know* and *understand* are used.

I wish I was/were taller.

If only I knew how to play the guitar.

2 Present actions

We use *wish/if only* + *would* when we want something to happen or someone to do something.

Active verbs (verbs describing actions) are used.

I wish you would turn your music down.

If only this wind would stop blowing.

Wish/if only + *would* is used if we want to express irritation at other people's actions or behaviour.

I wish you would stop tapping your foot.

Wish/If only + past simple can also be used if the action occurs habitually.

I wish you didn't (or wouldn't) smoke so much.

3 Present ability

Wish/If only + *would* is used for events which are outside of our controls. Consequently, we do not normally say 'I wish I would..'. Instead, we use 'I wish I could..': to indicate our inability to change things.

I wish I could remember where I put my keys.

4 Wishes for the future

Wish/If only + *would* or *could* can be used to express wishes for the future. This use of *wish* suggests that the action will probably not happen.

I wish I could go on holiday with you in summer. (I know that I can't go with you).

If there is more possibility that the action will happen, we use *hope*.

I hope I can go on holiday with you in summer. (I don't know if I can or not).

5 Past situations

We use *Wish/If only* + past perfect to express wishes and regrets about the past.

I wish I hadn't left school when I was 16

The following structures can also be used to express wishes and regrets about the past.

a Third and mixed conditionals (see Unit 11)

If I hadn't been so tired, this wouldn't have happened.

b *should have* + past participle

We should have got the train. This traffic's terrible.

B *Would rather*

We use *would rather* + past simple when we want someone else to do something in the present or future.

I'd rather you went to get some bread now.

He said he'd rather we didn't arrive too early tomorrow.

If the subject of *would rather* and the following verb is the same, we usually use the infinitive without *to* (see Unit 7).

We'd rather sit in the garden than go to the beach.

C *It's time*

We use *it's (high/about) + post simple* when we want something to happen or be done now. It implies that the action should have been done already.

It's time you went to bed. You've got school tomorrow.

UNIT 15

Expressing purpose

There are several different ways of expressing purpose (saying why people do things).

1 Infinitive with *to*

*I'm writing **to thank** you for the lovely present you sent.*

The negative infinitive, *not to do something*, cannot be used to express purpose.

2 *In order (not) to* + Infinitive

*She wore dark glasses **in order not to be recognized***

3 So as (not) to + infinitive

*We set off early **so as to avoid** the traffic.*

4 So (that) + clause

a Future meaning: *so (that) + van/will/present simple*

*I'm going to save some money **so I can go** away on holiday.*

*I'll take an umbrella **so that I don't/won't get** wet*

b Past meaning: *so (that) + could/would*

*I sat near the front **so that I could see** the board better.*

5 In case + clause

If we do something to prepare for a possible situation or problem we use *in case* + present simple/past simple.

a Future meaning: *in case* + present simple

*Here are some crisps **in case you get** hungry later on.*

b Past meaning: *in case* + past simple

*He made a copy **in case he lost** the original.*

6 In case and if

Note the difference in meaning between *in case* and *if*:

I'll take my umbrella if it rains. (=I'll take my umbrella only if it is raining when I leave the house)

I'll take my umbrella in case it rains.(= I'll take it as a precaution, even if it isn't raining when I leave the house.)

3. INTRODUCING YOURSELF AND YOUR TALK

Greeting, name, position

Good morning. My name's (...). I'm the new Finance Manager.

Ladies and gentlemen. It's an honour to have the opportunity to address such a distinguished audience.

Good morning. Let me start by saying just a few words about my own background. I started out in...

Welcome to Standard Electronics. I know I've met some of you, but just for the benefit of those I haven't, my name's (...).

Title/Subject

I'd like to talk (to you) today about...

I'm going to present the report...

explain our position on...

brief you on

inform you about ...

describe...

<i>The</i>		<i>subject of my</i>		<i>talk</i>
		<i>focus</i>		<i>presentation</i>
		<i>topic</i>		<i>paper (academic)</i>
				<i>speech (usually to public audience)</i>

Purpose/Objective

<i>We are here today to</i>		<i>decide...</i>
		<i>agree...</i>
		<i>learn about...</i>

The purpose of this talk is to update you on...

	<i>put you in the picture about ...</i>
	<i>give you the background to ...</i>

<i>This talk is designed to</i>		<i>act as a springboard for discussion.</i>
		<i>start the ball rolling.</i>

Length

I shall only take (...) minutes of your time.

I plan to be brief.

This should only last (...)minutes.

Outline/ Main parts

I've divided my presentation into four parts/sections.

They are...

The subject can be looked at under the following headings:...

We can break this area down into the following fields:

Firstly/ first of all...

Secondly/ then/ next...

Thirdly/ and then we come to...

Finally/lastly/ last of all...

Questions

I'd be glad to answer any questions at the end of my talk.

If you have any questions, please feel free to interrupt.

Please interrupt me if there's something which needs clarifying. Otherwise, there'll be time for discussion at the end.

Reference to the audience

I can see many of you are...

I know you've all travelled a long way.

You all look as though you've heard this before.

ТАБЛИЦА ОЦЕНИВАНИЯ УСТНОЙ ПРЕЗЕНТАЦИИ

Name			Module 1 Control: Presentation							Date
I.Introduction	Points	Phrases	II.Structure	Points	III.Time management	Points	IV.Fluency	Points	V.Accuracy	
1.Greeting Name	0,5		1.Introduction		1 min	1,0	Slow	1,0	* Gram -0,5	
2.Topic	0,5	0,2	2.Main Part	1,0	2 min	2,0	Illegibly fast	1,0		
3.Purpose	0,5	0,2	3.Conclusion	0,5	3 min	3,5	Natural	3,0		
4.Subtopics	0,5	0,2							*Voc -0,5	
5.Time allocated	0,5	0,2								
6.Questions	0,5	0,2								
	3,0	1,0		1,5		3,5		3,0	8,0	Total 20

SOME BASIC GUIDELINES TO WRITING A SUMMARY

Guideline 1. Always read the task carefully and understand, identify the theme of the text.

Guideline 2 Take note of what or who is the focus and examine the content of what you are reading.

Guideline 3 Mind that the central problem (the theme) of the piece is stated in the title, or introduction, or the first paragraph of the article, while the supporting ideas are presented in the paragraphs that follow.

Guideline 4 Always read the introductory paragraph and look for a thesis statement. Pay attention to the title and any headings and to the opening and closing lines of paragraphs.

Guideline 5 Let your reader have all the factual information. Remember to identify the title, author and source of the publication.

Guideline 6 Review the material to make sure you know it well.

Guideline 7 Take notes: write down the main ideas and important points of the article.

Guideline 8 Organize and outline ideas. Write down a plan of the article.

Guideline 9 Write your draft of the summary.

Guideline 10 Write the final version of your summary and remember:

- your summary should be about one third of the length of the original article;
- you should focus on the main points of the article and the most important details;
- you should use your own words: avoid copying phrases and sentences from the article unless there're direct quotations.

Guideline 11 Revise your summary. Check if you have indented all the paragraphs. Avoid writing short sentences. Identify and ensure you have used the appropriate transitional words and phrases (logical links) to connect ideas.

Guideline 12 A summary should be rigidly structured and include:

- an introduction which sets the theme of the piece. It should not offer your own opinions or evaluation;
- the body which paraphrases and condenses the contents of the original piece;
- a statement of the conclusions or results.

VOCABULARY RECOMMENDED FOR SUMMARY WRITING

The article under consideration **deals with/focuses on/concentrates on/ is concerned with/ takes a close look at/ touches upon** the issue

The author points out/ outlines/ explains/ consider/ discusses the

He **examines/ outlines/concentrates on/focuses on**

the issue of

the importance of

explicates/ stresses/ emphasises the vital role of / lists

Minimal statutory requirements

Referring to the first issue

Considering the second theme

In conclusion

With reference to the first issue

The key issue (theme) of the article is

The author provides statistics

is forced to admit that

other issues touched upon include

The author concludes by

REFERENCE

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Навчальне видання

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спеціальність «Економіка підприємства»
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