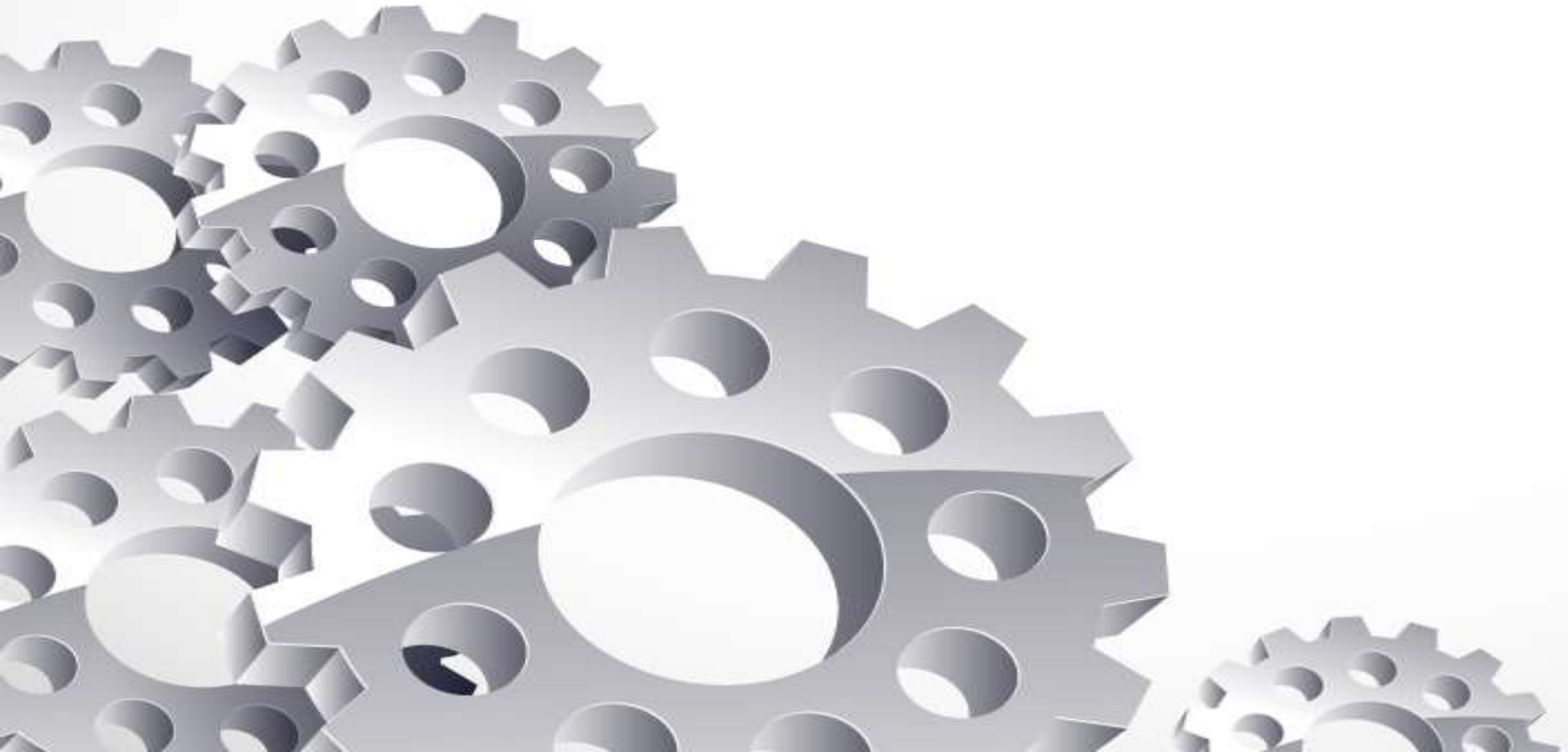


# «Cross-cultural and International Management. Direct and Reported speech. »



# Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study



# Plan:



1. Vocabulary activity.
  2. Discussing of the topic «Cross-cultural and International Management. Direct and Reported speech. » Grammar revision
  3. Listening, reading, writing, speaking.
  4. Grammar activity.
  5. Communicative activities :
    - Task 1. Give the English equivalents the following words and word combinations.
    - Task 2. Answer the questions to the text.
    - Task 3. Fill in the blanks with the necessary words from the active vocabulary.
    - Task 4. Complete the following sentences.
    - Task 5. Put in the right order. The underlined word is the beginning of the sentence.
    - Task 6. Translate the following sentences into English.
- Home task: Reading an additional text on the topic

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# Хід заняття (Procedure)



- 1) Learn the new words and word combinations.
- 2) Make some questions on the text.
- 3) Read the text and translate into Ukrainian in the written form.
- 4) Make summary of the text in English.
- 5) Read text 1 and fill in the blanks (1-10) with the appropriate words (a-j):

# Text 1

rise

history

wood

human

little

metals

materials

available

polymers

chemistry



- Humans have been using materials for at least 10,000 years of recorded (1), but the real beginning of materials' use was long before recorded history. The first (2) scientists may well have been Grog or Grogette (a fictional character of caveman origin) as Table 1.2 shows. In an initial, or "first," materials science era, men and women used materials just as they found them, with (3) or no modification. Even in these early times, though, they had reasons for choosing (4) or stone objects for certain purposes. In more recent times, during what is called the second era of materials history, (5) learned enough (6) and physics to use heat and chemicals to process natural materials to obtain what they needed. For example, researchers learned how to separate (7) from ore by heat and reduction. These processes made (8) whole new classes of materials, most of them metals. Table 1.3 shows a longer listing of materials discovery through history (compiled by the EPRI Journal, December 1987). About the time early (9) were introduced in the late 19th century, we had learned enough about organic chemistry to manipulate materials at the molecular level. At this point, it became possible to design specific materials to fit specific needs. Designed materials constituted much of the accelerating pace of materials science. This has launched us into the third and final era of materials history, which began its accelerated pace in the 1950s. Today, we hear about newly designed materials daily as the demand for new and better materials gives (10) to these new products.

**6) Somebody says something to you which is not what you expected. Use your own ideas to complete your answers.**

**1** A: It's quite a long way from the hotel to the city centre.

b: Is it? The man on the reception desk *said it was only five minutes' walk.*

**2** A: Sue is coming to the party tonight.

b: Is she? I saw her a few days ago and she said she .....

**3** A: Sarah gets on fine with Paul.

b: Does she? Last week you said ..... each other.

**4** A: Joe knows lots of people.

b: That's not what he told me. He said ..... anyone.

**5** A: Jane will be here next week.

b: Oh, really? When I spoke to her, she said ..... away.

**6** A: I'm going out tonight.

b: Are you? I thought you said ..... at home.

**7** A: I speak French quite well.

b: Do you? But earlier you said ..... any other languages.

**8** A: I haven't seen Ben recently.

b: That's strange. He told me ..... last weekend.





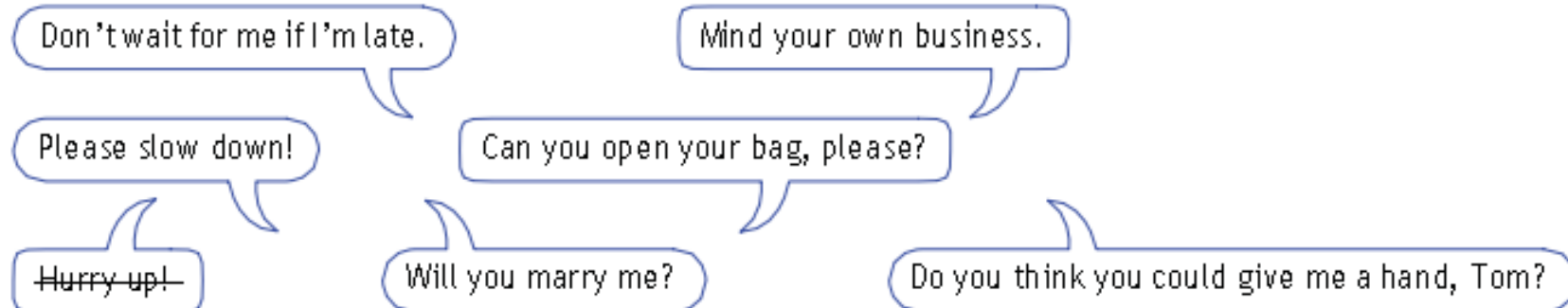


**7) Complete the sentences with say or tell (in the correct form). Use only one word each time.**

- 1 **Anna** **said** ... goodbye to me and left.
- 2 ... us about your holiday. Did you have a nice time?
- 3 Don't just stand there! ..... **something!**
- 4 I wonder where Sue is. She ..... she would be here at 8 o'clock.
- 5 **Dan** ..... me that he was bored with his job.
- 6 The doctor ..... that I should rest for at least a week.
- 7 Gary couldn't help me. He ..... me to ask Chris.
- 8 Gary couldn't help me. He ..... to ask Chris.
- 9 **Don't** ..... anybody what I ..... It's a secret just between us.
- 10 'Did Kate ..... you what happened?' 'No, she didn't ..... anything to me.'



**8) The following sentences are direct speech:**



**Now choose one of these to complete each of the sentences below. Use reported speech.**

- 1 Will was taking a long time to get ready, so **I told him to hurry up**.
- 2 Sarah was driving too fast, so I asked .....
- 3 Sue was nervous about the situation. I told .....
- 4 I couldn't move the piano alone, so I .....
- 5 The security guard looked at me suspiciously and .....
- 6 The man started asking me personal questions, so I .....
- 7 Carl was in love with Maria, so he .....
- 8 I didn't want to delay Helen, so I .....